English Language Skills

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



Chapter 4

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Chapter 4

Publisher and Managing Editor
Ronald Johnson, Ph.D.

Lead Writer and Content Editor
Sarah D. Johnson

Production Manager
H. Michael Young

Consulting Editors
Cheryl Carithers
Elizabeth L. Gibson
Valerie Thedford

Supporting Writers

Gordon Emerson	Sarah D. Johnson	Jackie Robinett
Elizabeth L. Gibson	Jeanette Machoian	Nina Saint

Page Composition
Kathy L. Dial
Sarah Johnson
H. Michael Young

Graphic Artists
Pam Hurst
Lydia R. Seals
Don Ward
H. Michael Young

Quality Assurance
Elizabeth L. Gibson Nancy S. Johnson Nina Saint

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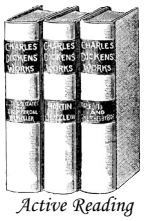
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"The power of words is immense. A well-chosen word has often sufficed to stop a flying army, to change defeat into victory, and to save an empire."

—Emile de Girardin



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Active Reading

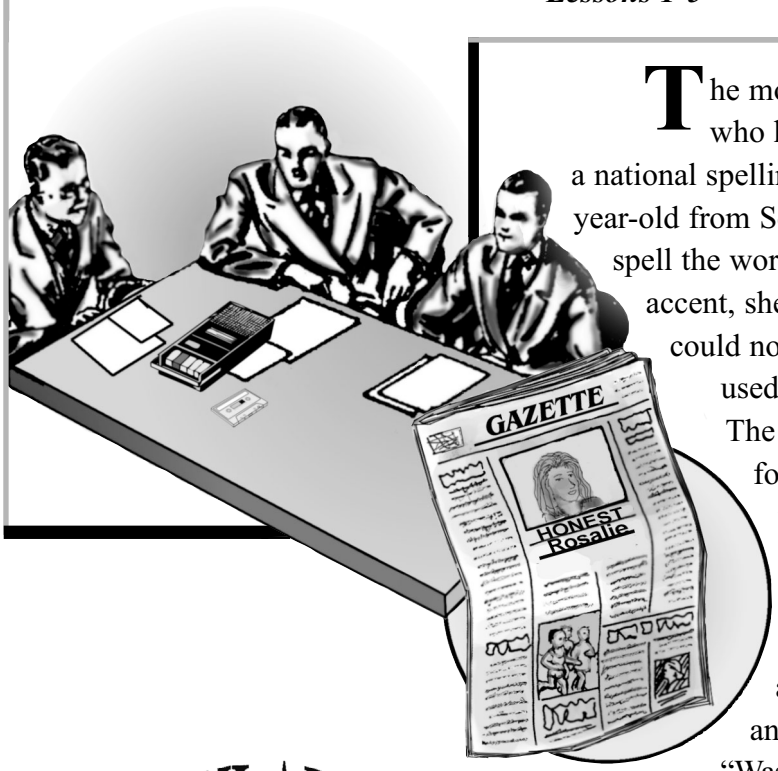
Lesson 1

Chapter 4

Section 1

Lessons 1-5

HONOR ABOVE HONORS



The moment was ***tense*** for Rosalie Elliott who had qualified for the fourth round of a national spelling contest in Washington. The 11-year-old from South Carolina had been asked to spell the word ***avowal***. In her soft, southern accent, she spelled the word, but the judges could not determine whether the girl had used an *a* or an *e* as the next to last letter. The judges debated among themselves for several minutes as they listened to the tape recording of Rosalie's response. The ***crucial*** letter, however, was too accent-blurred to decipher. Finally, the chief judge asked the only person who knew the answer.

"Was the letter an *a* or was it an *e*?" he asked Rosalie, surrounded by whispering young spellers. Rosalie knew the correct spelling of the word. Without hesitation, she replied that during the contest, she had misspelled the word. Knowing she was then disqualified, Rosalie walked from the stage.

The entire audience stood and ***applauded***, including about fifty newspaper reporters. The moment was heartwarming for Rosalie's proud parents. Even in defeat, the young girl was a victor. Indeed, more has been written about Rosalie Elliott than about the "unknown" winner of the event!

Being a person of truth, even when it seems to work against us, will bring great ***honor***. ■

(HB)

VOCABULARY

Tense: intense, stressful, nerve-racking
Avowal: an open statement, confession, admission
Crucial: extremely important
Applaud: clap, express approval
Honor: public respect, esteem, and recognition
Hone: polish, improve, perfect

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READING AND WRITING SKILLS



In this chapter you will learn certain aspects of reading and writing skills. You will first learn the principles of cause and effect and correct sentence structure. You will be reminded how to distinguish among complete sentences, incomplete sentences, run-on sentences and sentence fragments. You should be proud of yourself; you are learning to ***hone*** your reading and writing skills.

CAUSE AND EFFECT

Cause and effect is the relationship between two events in which one event–the cause–is the reason why another event–the effect–occurs. A cause may have more than one effect. Sometimes the effect may appear before the cause in a sentence.

Example #1: Rosalie's accent was too heavy to understand, so the judges asked the girl to repeat the letter.

- The cause is *Rosalie's accent was too heavy to understand.* The effect is *the judges asked the girl to repeat the letter.*

Example #2: Rosalie told the truth to the judges. She did not win the spelling contest, but the entire audience stood and applauded.

- The cause is *Rosalie told the truth to the judges*. The effects are *she did not win the spelling contest* and *the entire audience stood and applauded*. The cause had two effects.

Example #3: Rosalie set a good example when she told the truth.

- The cause is *She told the truth*. The effect is *Rosalie set a good example*.

SENTENCE STRUCTURE

To improve your reading and writing skills, you must be able to identify an incorrect sentence and know how to correct it. A complete sentence must contain a subject and a verb and must form a complete thought. An incomplete sentence may lack a subject or a verb, or it may begin with a conjunction, not forming a complete thought. It may be a dependent clause.

Example #1: As they listened to the tape recording.

- The example is a dependent clause, not a complete sentence. Notice the subordinating conjunction *as* that begins the clause. To correct the incomplete thought, an independent clause needs to be added: *As they listened to the tape recording, the judges could not distinguish the correct letter*. OR
- The subordinating conjunction needs to be dropped: *They listened to the tape recording.*

Example #2: The correct spelling of the word.

- The example is a phrase, not a complete sentence. Notice that the subject *spelling* does not have a verb, neither does the phrase express a complete thought. To correct the incomplete sentence, a verb must be added: *The correct spelling of the word is a-v-o-w-a-l*.
- A linking verb was added (is), plus a predicate nominative (a-v-o-w-a-l).

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Example #3: The letter was too blurred to decipher the judge asked the person who knew the answer.

- The example is a run-on sentence. Punctuation is lacking between the independent clauses *the letter was too blurred to decipher* and *the judge asked the person who knew the answer*. The run-on sentence may be corrected by separating the two clauses into two sentences: *The letter was too blurred to decipher. The judge asked the person who knew the answer.*

OR

- The sentence may be made into a complex sentence by adding a subordinating conjunction: *The letter was too blurred to decipher so the judge asked the person who knew the answer.*

Example #4: She spelled the word the judges could not determine the next to last letter.

- The example is a run-on sentence. Notice the lack of punctuation between the two independent clauses *she spelled the word* and *the judges could not determine the next to last letter*. The run-on sentence may be corrected by placing a comma and a coordinating conjunction between the clauses: *She spelled the word, but the judges could not determine the next to last letter.*

Example #5: Rosalie knew the correct spelling of the word without hesitation, she replied that during the contest, she had misspelled the word.

- The example is a run-on sentence. Notice the lack of punctuation between the clauses *Rosalie knew the correct spelling of the word* and *without hesitation, she replied that during the contest, she had misspelled the word*. The run-on sentence may be corrected by placing a semicolon between the clauses: *Rosalie knew the correct spelling of the word; without hesitation, she replied that during the contest, she had misspelled the word.*

Example #6: She spelled the word. The judges could not determine the next to last letter.

- The sentences should be combined into one sentence because the second sentence follows the first in logical order. The first sentence is a cause, and the second sentence is an effect. The sentences may be combined by using a comma and a coordinating conjunction: *She spelled the word, but the judges could not determine the next to last letter.*

Example #7: The judges debated among themselves for several minutes. They listened to the tape recording of Rosalie's response.

- These sentences should also be combined into one sentence because the second sentence follows the first in logical order. The sentences may be combined by using the subordinating conjunction *as* and making the second sentence a dependent clause: *The judges debated among themselves for several minutes as they listened to the tape recording of Rosalie's response.*

Congratulations! You are remembering your lessons well.
Continue to the Activities and complete them enthusiastically!



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Life Principle

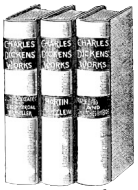


"Honor is better than honors."

— Abraham Lincoln

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Active Reading

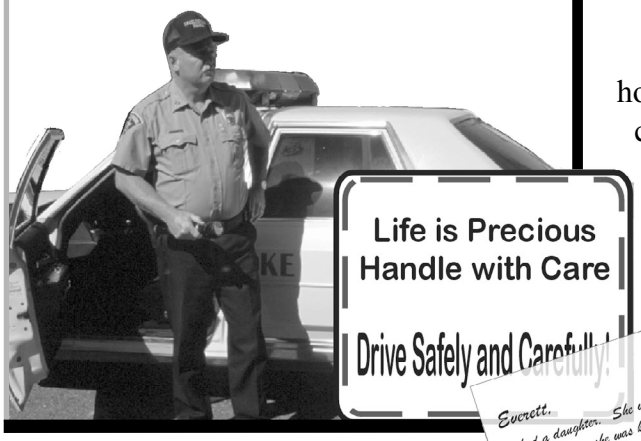
Lesson 2

Chapter 4

ADVICE FROM A FRIEND

Section 1

Lessons 1-5



Everett glanced at his ***speedometer***: 70 miles per hour in a 55 mile per hour zone. The police officer stepped out of his car. *Jason? Jason Fran from church?* Everett thought as he sank deeply into his jacket. He was embarrassed being caught by a cop from his own church. Everett jumped from the car and approached the man he saw every Sunday. "Hey, Jason, imagine this, eh?"

"Hello, Everett." Officer Fran was not smiling.

"I guess you caught me in a rush to get home." Everett looked down and kicked a pebble.

"I know. I also know you have a ***reputation*** for careless driving," said the officer.

Ouch! That statement hurt, even though Everett knew it was true.

"At what speed did you clock me?" Everett asked.

"I clocked you at seventy. Please get back into your car."

"Now, wait a minute, Jason. I checked as soon as I saw you. I was barely going sixty-five." The lie came easier than Everett would have liked to admit.

"Everett, get into the car," the officer instructed.

Angrily, Everett hunched back into the car and slammed the door. He stared at the dashboard. The officer scribbled on his notepad. Why had he not asked for a driver's license or ***proof of insurance***? Whatever the reason, Everett decided never to talk to Mr. Fran at church again.

A tap on the window brought Everett to attention. Officer Fran was holding a folded piece of paper. Everett rolled down the window barely enough to reach through. "Thanks," he sneered. The officer returned to his car without a word. Everett touched the paper. What was this? He opened the paper and began to read:

Everett,
I had a daughter. She was five years old when she was killed by a speeding driver. The only punishment the man received was a fine and three months in jail. I only had one baby girl. I am going to have to wait until heaven to see her or hug her again. A thousand times I have tried to forgive that man. A thousand times I thought I had. Maybe I did. I need to again. Pray for me. And, be careful. My son is all I have left.

VOCABULARY

Speedometer: instrument on a vehicle that indicates to the driver how fast the vehicle is moving
Reputation: the way in which a community views a person's behavior
Proof of insurance: a document from the insurance company that proves that the vehicle is covered by insurance
Perception: point of view
Manslaughter: unlawful killing of a human being without evil intent

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Everett.

I had a daughter. She was five years old when she was killed by a speeding driver. The only punishment the man received was a fine and three months in jail. I only had one baby girl. I am going to have to wait until heaven to see her or hug her again. A thousand times I have tried to forgive that man. A thousand times I thought I had. Maybe I did. I need to again. Pray for me. And, be careful. My son is all I have left.

Everett twisted in his seat just in time to see the patrol car leaving. Everett sat for a long time before driving home slowly.

To you, reader, I give this admonition: Life is precious. Handle it with care. ■

(Anonymous)

READING AND WRITING SKILLS CONTINUED



In this lesson, you will learn more effective reading and writing strategies. An active reader must be able to distinguish between fact and opinion and correct noun/verb agreement and verb tense usage.

FACT AND OPINION

A **fact** may be proven by a document or reference such as a dictionary or encyclopedia or a witness who uses one or more of the five senses (sight, smell, touch, sound, taste). A fact must be supported by evidence.

Example #1: Officer Fran stopped Everett for speeding.

- The statement is factual. Documents and witnesses can prove that Officer Fran stopped Everett for speeding.

Example #2: Officer Fran's daughter was killed by a speeding driver.

- This statement is also factual. Documents and witnesses can prove that the little girl was killed by a speeding driver.

An **opinion** is a statement that expresses an individual's ***perception*** of what occurred. An opinion may not be proven by a document, reference, witness or one of the five senses. An opinion is what a person *thinks* based upon the facts.

Words that often introduce opinions

appears	in my opinion	probably	think
believe	most likely	seems	understand
best	possibly	should have	worst

Example #1: Everett appeared angry.

Example #2: I think that the officer was kind to Everett.

Example #3: The speeding driver who killed the little girl should have been charged with ***manslaughter***.

Example #4: Everett most likely understood the officer's heartache.

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If a statement can be proven by evidence, the statement is a fact. If the statement is what someone *thinks* but cannot *prove*, the statement is an opinion.

Example #1: Everett drove home slowly.
- The statement is a fact. Witnesses may prove that Everett drove home slowly.

Example #2: Everett drove home slowly because he wanted to be careful.
- The second part of the statement (the dependent clause) is an opinion. No one knows for a fact *why* Everett drove home slowly. No one knows what Everett was thinking; therefore, the reason Everett drove home slowly cannot be proven and remains an opinion.

Noun/Verb Agreement

Knowing when and how to use the correct verb is very important to your writing skills. Remember that a singular noun or pronoun requires a singular verb; a plural noun or pronoun requires a plural verb; a compound noun or pronoun joined by *and* requires a plural verb; a compound noun or pronoun joined by *or* or *nor* requires a verb that agrees with the nearer noun or pronoun.

Example #1: You has a reputation for careless driving.
- The statement contains an error in pronoun/verb agreement. The error is the verb *has*. Because *You* is a singular pronoun, the singular verb *have* should be used.

Example #2: Traffic violations is not good to have on your driving record.
- The statement contains an error in noun/verb agreement. The error is the verb *is*. Because *violations* is a plural noun, the plural verb *are* should be used.

Example #3: Everett Matthews and Jason Fran attends the same church.
- The statement contains an error in noun/verb agreement. The error is the verb *attends*. Because the compound noun is joined by the conjunction *and*, the plural verb *attend* should be used.

Example #4: My mom or sister cook dinner each evening for my family.
- The statement contains an error in noun/verb agreement. The error is the verb *cook*. Because the compound subject is joined by the conjunction *or*, and the singular noun *sister* is the nearest noun to the verb, the singular verb *cooks* should be used.

Example #5: Alcohol or drugs damages the lives of many young people and contributes to reckless driving.
- The statement contains errors in noun/verb agreement. The errors are the verbs *damages* and *contributes*. Because the compound noun is joined by the conjunction *or*, and the plural noun *drugs* is closer to the verbs, the plural verbs *damage* and *contribute* should be used.



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VERB TENSES

The correct verb tense is important to use so that readers do not become confused. Remember to stay in the same tense of a verb throughout a story. Do not switch back and forth between present, past and future.

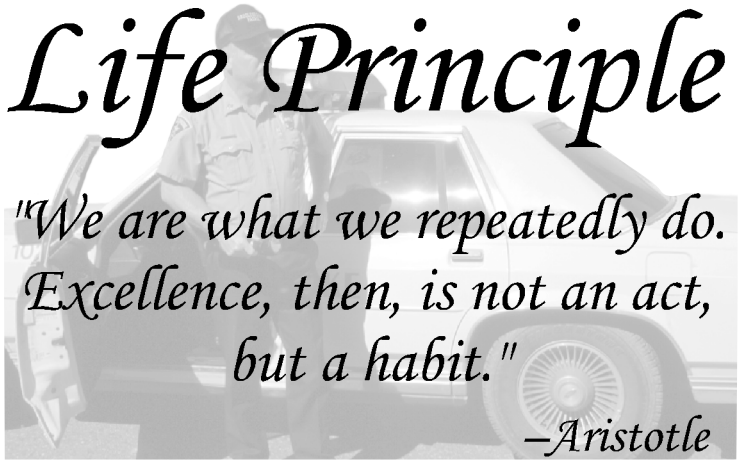
Example #1: The officer returned to his car and drives away.

- The example uses inconsistent verb tense. Notice that the first verb *returned* is past tense, and the second verb *drives* is present tense. The sentence should read: *The officer returned to his car and drove away.*

Example #2: Everett will remember to drive carefully, or he gets another ticket.

- The example uses inconsistent verb tense. Notice that the first verb *will* is future tense, and the second verb *gets* is present tense. The sentence should read: *Everett will remember to drive carefully, or he may get another ticket*.

Wow! You are working diligently and learning valuable information. Continue to the Activities.



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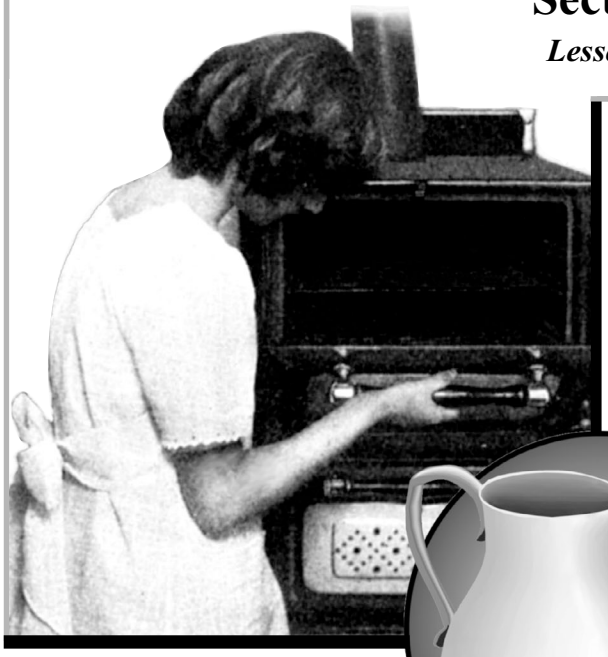
Lesson 3

Chapter 4

MRS. WAKEFIELD'S TOLL HOUSE COOKIES

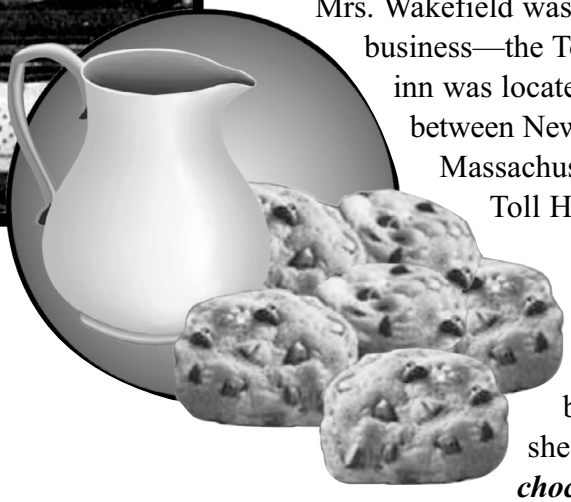
Section 1

Lessons 1-5



Some discoveries and inventions throughout history have been the results of mistakes from which some good things were ***salvaged***. In 1930, chocolate chip cookies were accidentally invented by Ruth Wakefield. Mrs. Wakefield was not intentionally trying to create America's most famous cookie.

Mrs. Wakefield was occupied with her business—the Toll House ***Inn***. The inn was located on the ***toll road*** between New Bedford and Boston, Massachusetts—hence the name Toll House Inn.



One day, Mrs. Wakefield attempted to bake a batch of chocolate cookies, but she discovered that she had no ***baker's chocolate***. Mrs. Wakefield decided she would substitute some Nestle™ semi-sweet chocolate, broken into small pieces. She assumed that the pieces of chocolate could be stirred into the ***batter*** and would melt into the dough to produce chocolate cookies. A surprise awaited Mrs. Wakefield when she pulled the ***cookie sheet*** from the oven. The chocolate pieces had kept their shapes! Ruth Wakefield had accidentally invented the chocolate chip cookie.

The famous Toll House cookies were named after the inn where the cookies were invented and became one of the inn's best ***features***. Today, chocolate chip cookies are the most popular cookies in America. Entire businesses are devoted to selling chocolate chip cookies. Approximately seven billion chocolate chip cookies are eaten each year. ■

VOCABULARY

Salvage: save from ruin or destruction
Inn: motel; place for people to stay while traveling
Toll road: a road that requires payment for travel
Baker's chocolate: bars of unsweetened chocolate for baking
Batter: dough; mixture of ingredients before baking
Cookie sheet: thin, flat pan used for baking cookies
Feature: show off, make known, main attraction

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WRITING SKILLS

In this lesson, you will learn to use your knowledge of how to write effectively. Writing effectively means using sentences and words to make your reader understand exactly what you want him to understand. Using the word skills you already have, you will learn to write clear, concise paragraphs and to use the correct words in the correct places.

Creating Paragraphs

To create a clear, concise paragraph, an author must arrange his sentences in an appropriate order. The author must begin with a topic sentence—the one idea or concept that the author wishes to convey to the reader. The topic sentence clearly states the main idea of the paragraph. The remainder of the paragraph is composed of sentences that support the topic sentence. These sentences contain supporting ideas and create the body of the paragraph. The last sentence in the paragraph will provide a transition or a conclusion. The concluding sentence should refer to the topic sentence, but not copy it.

- **Rule #1:** The topic sentence states the main idea of the paragraph.
- **Rule #2:** Middle sentences (the body of the paragraph) provide supporting details.
- **Rule #3:** The last sentence states a transition or conclusion.

Paragraph #1: Some discoveries and inventions throughout history have been the results of mistakes from which some good things were salvaged. In 1930, chocolate chip cookies were accidentally invented by Ruth Wakefield. Mrs. Wakefield was not intentionally trying to create America's most famous cookie. She was occupied with her business—the Toll House Inn. The inn was located on the toll road between New Bedford and Boston, Massachusetts—hence the name Toll House Inn.

- The topic sentence states the main idea: *Some discoveries and inventions throughout history have been the results of mistakes from which some good things were salvaged.*
- The reader knows that the rest of the paragraph will be about an invention that was discovered accidentally.
- The body supports the main idea. The sentences are separated below:
  1. *In 1930, chocolate chip cookies were accidentally invented by Ruth Wakefield.*
  2. *Mrs. Wakefield was not intentionally trying to create America's most famous cookie.*
  3. *She was occupied with her business—the Toll House Inn.*
- The body explains the events leading to the accidental invention of chocolate chip cookies.
- The last sentence is a transition that leads the reader to the next paragraph: *The inn was located on the toll road between New Bedford and Boston, Massachusetts—hence the name Toll House Inn.*



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Paragraph #2: One day, Mrs. Wakefield attempted to bake a batch of chocolate cookies, but she discovered that she had no baker's chocolate. Mrs. Wakefield decided she would substitute some Nestle™ semi-sweet chocolate broken into small pieces. She assumed that the pieces of chocolate could be stirred into the batter and would melt into the dough to produce chocolate cookies. A surprise awaited Mrs. Wakefield when she pulled the cookie sheet from the oven. The chocolate pieces had kept their shapes! Ruth Wakefield had accidentally invented the chocolate chip cookie.

- The topic sentence states the main idea: *One day, Mrs. Wakefield attempted to bake a batch of chocolate cookies.*
- The topic sentence indicates that the remaining sentences in the paragraph will explain the process of Mrs. Wakefield attempting to bake chocolate cookies.
- The body of the paragraph supports the main idea. The sentences are separated below:
  1. *She discovered that she had no baker's chocolate.*
  2. *Mrs. Wakefield decided she would substitute some Nestle semi-sweet chocolate broken into small pieces.*
  3. *She assumed that the pieces of chocolate could be stirred into the batter and would melt into the dough to produce chocolate cookies.*
  4. *A surprise awaited Mrs. Wakefield when she pulled the cookie sheet from the oven.*
  5. *The chocolate pieces had kept their shapes!*
- The body of the paragraph explains the accidental invention of the cookies.
- The concluding sentence refers to the topic sentence and ends the paragraph: *Ruth Wakefield had accidentally invented the chocolate chip cookie.*

Using the Correct Words in the Correct Places

One word can be changed from an adjective to an adverb to a noun or to a verb by adding or taking away suffixes or by changing the spelling. Notice the chart below and on the next page. Notice as you read that the suffixes *–er* and *–or* convert words to nouns and refer to persons; the suffixes *–tion, –ment, –y* and *–age* convert words to nouns and refer to things. The suffixes *–ing, –en* and *–ed* convert words to verbs. The suffixes *–ful* and *–able* convert words to adjectives. The suffix *–ly* converts words to adverbs.

Root Word	Suffix	New Word
advertise (verb)	-er	advertiser (noun referring to a person)
	-ment	advertisement (noun referring to a thing)
	-ing, -ed	advertising, advertised (verbs)
bake (verb)	-er	baker (noun referring to a person)
	-ery	bakery (noun referring to a thing)
	-ing, -ed	baking, baked (verbs, adjectives)
create (verb)	-or	creator (noun referring to a person)
	-tion	creation (noun referring to a thing)
	-s, -ing, -ed	creates, creating, created (verbs)
	-ive	creative (adjective)
	-ly	creatively (adverb)
discover (verb)	-er	discoverer (noun referring to a person)
	-y	discovery (noun referring to a thing)
	-ing, -ed	discovering, discovered (verbs)

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Root Word	Suffix	New Word
invent (verb)	-or	inventor (noun referring to a person)
	-tion	invention (noun referring to a thing)
	-ing, -ed	inventing, invented (verbs)
quick (adjective)	-en	quicken (verb)
	-er, -est	quicker, quickest (comparative and superlative)
	-ly	quickly (adverb)
time (noun, verb)	-er	timer (noun referring to a thing)
	-ing, -ed	timing, timed (verbs)
	-ly	timely (adverb)
use (noun, verb)	-er	user (noun referring to a person)
	-age	usage (noun referring to a thing)
	-ing, -ed	using, used (verbs)
	-ful, -able	useful (adjective) useable (adjective)
	-ly	usefully (adverb)

When you write, be sure to use nouns, verbs, adjectives and adverbs correctly.

Example #1: The advertise announced the grand opening of the Toll House Inn.

- The above example is incorrect because *advertise* does not have the correct suffix. The noun *advertisement* should be used.

Correct: The advertisement announced the grand opening of the Toll House Inn.

Example #2: Mrs. Wakefield creative used her ingredients.

- The above example is incorrect because *creative* does not have the correct suffix. The adverb *creatively* should be used because it answers *how* Mrs. Wakefield used her ingredients.

Correct: Mrs. Wakefield creatively used her ingredients.

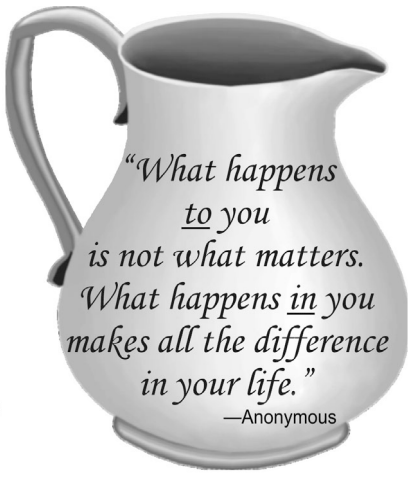
Example #3: The cookies baked quick.

- The above example is incorrect because *quick* does not have the correct suffix. The adverb *quickly* should be used because it answers *how* the cookies baked.

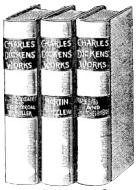
Correct: The cookies baked quickly.

Congratulations! You are gaining a lot of useful insight and skills. Keep learning! You are on your way to becoming a good writer. Continue to the Activities.

Life Principle



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Active Reading

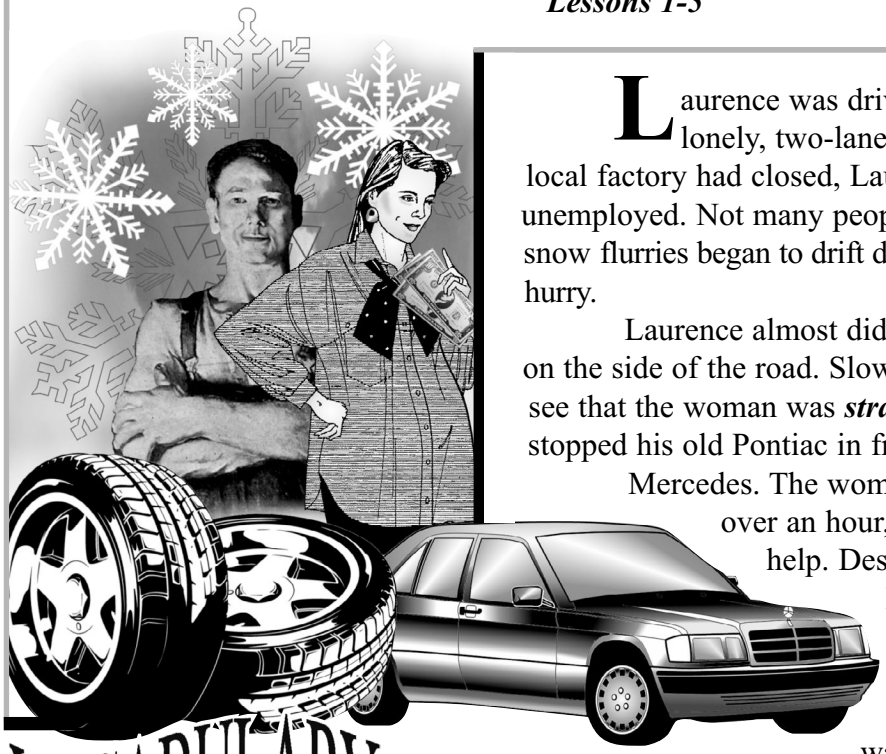
Lesson 4

Chapter 4

RANDOM ACTS OF KINDNESS

Section 1

Lessons 1-5



Laurence was driving home one evening on a lonely, two-lane country road. Since the local factory had closed, Laurence had been unemployed. Not many people were on the road. Light snow flurries began to drift down from the sky. He should hurry.

Laurence almost did not notice the older woman on the side of the road. Slowing his car, Laurence could see that the woman was ***stranded***. The young man stopped his old Pontiac in front of the woman's Mercedes. The woman had been waiting for over an hour, but no one had stopped to help. Despite the friendly smile on Laurence's face, the woman was still cautious when the young man offered his aid. She wondered whether he was going to hurt her. He looked poor and hungry. Laurence could see that the woman was frightened. He knew how she felt. He reassured her calmly, "I am here to help you, ma'am. Why don't you wait in your warm car? My name is Laurence. I will see what I can do for you."

The problem seemed simple: a flat tire. But, for a woman alone on a cold night, that was bad enough. Laurence skinned his knuckles a time or two and hit his knee. His hands hurt from the freezing weather. The woman rolled down the window a little and began to talk to him. She told him she was from Atlanta and was just passing through this small town. She thanked him for coming to her aid. Laurence smiled as he put the jack in her trunk and closed it.

The woman asked Laurence how much she owed him. Laurence never thought twice about the money. Helping someone was not a job to him. Over the years, plenty of people had helped him when he was in need. He told the woman that if

VOCABULARY

Stranded: incapacitated; unable to operate, in need of assistance
Dingy: dirty, dark, unkept
Foreign: different, unusual
China: expensive, porcelain dishes
Expectant: pregnant, expecting a baby
Transcend: rise above, overcome
Discriminate: make a distinction, treat differently
Phonetic: spelled the way it sounds

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she really wanted to pay him back, the next time she saw someone who needed help, she could give that person the assistance that was needed. Laurence waited until the woman drove away before continuing toward home. He felt content knowing that he had helped someone in need.

A few miles down the road, the woman saw a small cafe. She went inside. The restaurant was ***dingy*** and smelled like hot grease. The whole scene was ***foreign*** to the wealthy woman who lived with fine linens and ***china***. A waitress approached and smiled cheerfully. The woman noticed that the young waitress was about eight months pregnant and was obviously exhausted. The woman wondered why the ***expectant*** mother would be cheerful to a stranger.

After finishing her meal, the wealthy woman asked the waitress to change her one hundred dollar bill. While the waitress was away, the wealthy woman slipped out the door. When the waitress returned with the change she noticed something written on a napkin. "You don't owe me anything. I've been where you are, too. Someone once helped me the way I am helping you. If you really want to pay me back, do not let this chain of love end with you."

That night when the young waitress went home and climbed into bed, she thought about the money and the note the woman had left on the table. The waitress wondered how the strange woman could have known how desperately the waitress and her husband needed help. With the baby due next month, finances had been extremely difficult to manage. She knew how worried her husband was as he lay sleeping next to her. She gave him a soft kiss and whispered, "Everything is going to be alright. I love you, Laurence." ■

(Anonymous)

READING AND WRITING SKILLS CONTINUED



Compare and Contrast are very important strategies in reading and writing. In this lesson, you will learn the elements of compare and contrast as well as correct punctuation, spelling and capitalization.

COMPARE AND CONTRAST

Compare and Contrast indicates the similarities and the differences between or among people, places, things and situations. Comparisons and contrasts may be drawn among the characters, the events and the settings of a story or stories.

Comparisons:

- Laurence and the waitress were both kind to a stranger; both expected nothing in return.
- Laurence and the waitress were both poor.
- The waitress and the wealthy woman were both in need.

Contrasts:

- Laurence was poor; the stranded woman was wealthy.
- Laurence lived in a small town; the wealthy woman lived in a large city (Atlanta, Georgia).
- Laurence helped by changing a tire; the older woman helped by giving money.

When you write a composition that compares and/or contrasts people, places, things or situations, follow the paragraph form you learned: topic sentence, supporting sentences and conclusion.

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Paragraph #1: The woman from Atlanta and the waitress were similar in some aspects, yet vastly different in many areas. Both women understood poverty and need. The waitress was still in poverty and need, but the Georgian woman had ***transcended*** any financial plight. The wealthy woman could not understand why someone would be kind to a stranger for no apparent reason. The waitress had the opposite mindset: she had a free and open spirit of love toward others. The waitress did not ***discriminate*** because the woman was a stranger or was wealthy. The waitress was not timid and fearful as the wealthy woman appeared to have been toward Laurence. The wealthy woman exceeded the waitress economically, but the poor waitress was far ahead of the wealthy woman in character and spirit.

Elements of the above paragraph:

Topic sentence: *The woman from Atlanta and the waitress were similar in some aspects, yet vastly different in many areas*.

- The topic sentence introduces the main idea of the paragraph. From the topic sentence, the reader knows that supporting sentences will explain similarities and differences between the two women.

S**upporting sentences:** *Both women understood poverty and need. The waitress was still in poverty and need, but the Georgian woman had transcended any financial plight. The wealthy woman could not understand why someone would be kind to a stranger for no apparent reason. The waitress had just the opposite mindset: she had a free and open spirit of love toward others. The waitress did not discriminate because the woman was a stranger or was wealthy. The waitress was not timid and fearful as the wealthy woman appeared to have been toward Laurence.*

- The supporting sentences explain the similarities and the differences between the two women.

Concluding sentence: *The wealthy woman exceeded the waitress economically, but the poor waitress was far ahead of the wealthy woman in character and spirit.*

- The concluding sentence ends the paragraph with a final thought about the differences between the women.

Paragraph #2: Laurence and his wife, in separate situations, and without expecting anything in return, were kind to a stranger. Laurence was kind to the stranger on the side of the road. The grateful stranger offered to pay Laurence, but he requested only that the woman in turn be kind to someone else in need. The waitress was kind to the same stranger in the restaurant, even though the waitress was tired. The stranger thanked the waitress with a note and some money. Both Laurence and his wife were rewarded for their kind deeds.

Elements of the above paragraph:

Topic sentence: *Laurence and his wife, in separate situations, and without expecting anything in return, were kind to a stranger in need.*

- The topic sentence introduces the main idea of the paragraph. From the topic sentence, the reader knows that supporting sentences will explain similarities and differences between the two situations in which Laurence and his wife were kind to a stranger.

S**upporting sentences:** *Laurence was kind to the stranger on the side of the road. The grateful stranger offered to pay Laurence, but he requested only that the woman in turn be kind to someone else in need. The waitress was kind to the same stranger in the restaurant, even though the waitress was tired. The stranger thanked the waitress with a note and some money.*

- The supporting sentences explain the similarities and the differences between the two situations.

Concluding sentence: *Both Laurence and his wife were rewarded for their kind deeds.*

- The concluding sentence ends the paragraph with a final thought about both Laurence and his wife.

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Punctuation, Spelling and Capitalization

As an educated young person, you already know the importance of using correct punctuation, spelling and capitalization in your writing. You will review how to correct these elements when you see them used incorrectly.

You remember that the three end punctuation marks are the period, the question mark and the exclamation point. The three internal punctuation marks you have studied are the comma, the colon and the semicolon.

Example #1: Please wait in your car until I change the tire?

- The question mark at the end of the sentence is incorrect because the sentence is not a question. The sentence gives a command, so the end punctuation should be a period.

Correct: Please wait in your car until I change the tire.

Example #2: Despite the friendly smile on Laurence's face, the woman was still cautious when the young man offered his aid!

- The exclamation point at the end of the sentence is incorrect because the sentence is not exclamatory. The sentence makes a statement, so the end punctuation should be a period.

Correct: Despite the friendly smile on Laurence's face, the woman was still cautious when the young man offered his aid.

Example #3: Do you know what is wrong with your car.

- The period at the end of the sentence is incorrect because the sentence is not a statement or command. The sentence asks a question, so the end punctuation should be a question mark.

Correct: Do you know what is wrong with your car?

Example #4: Ouch, that hurt.

- The period at the end of the word is incorrect because the word is not a statement or command. The word is an exclamation, so the end punctuation should be an exclamation point.

Correct: Ouch, that hurt!

Example #5: Laurence helped the woman and the woman helped the waitress.

- The above sentence is incorrect because a comma is missing. Examine the two independent clauses:
  1. *Laurence helped the woman*.
  2. *The woman helped the waitress*.

  Together in one sentence, a comma should appear before the coordinating conjunction *and*.

Correct: Laurence helped the woman, and the woman helped the waitress.

Example #6: Old and young, rich and poor, urban and rural the chain of love applies to all people.

- The above sentence is incorrect because a colon is missing. The words *the chain of love applies to all people* sums up the series *old and young, rich and poor, urban and rural*. A colon should appear after *rural*.

Correct: Old and young, rich and poor, urban and rural: the chain of love applies to all people.

Example #7: He knew how she felt he calmly reassured her.

- The above sentence is incorrect because a semicolon is missing. Examine the two independent clauses:
  1. *He knew how she felt*.
  2. *He calmly reassured her*.

  Together in one sentence, the clauses should be joined by a semicolon.

Correct: He knew how she felt; he calmly reassured her.

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Learn to read each word carefully to detect any spelling errors. If you are in doubt, consult a dictionary. Many words are spelled just as they sound; however, many words are not ***phonetic***. You must learn to spell each word correctly.

Example #1: Laurence was drivving home one evening on a lonly two lane country road.
- The above example contains two spelling errors. By reading each word carefully, you can detect that *driving* should be *driving*, and *lonly* should be *lonely*.

Example #2: He felt contint knowing that he had helpped someone in need.
- The above example contains two spelling errors. By reading each word carefully, you can detect that *contint* should be *content*, and *helpped* should be *helped*.

Capitalizing the correct words is just as important as correct punctuation and spelling. Remember to capitalize the first words of sentences, proper nouns and adjectives, titles, the pronoun *I* and the first words of direct quotations.

Example #1: light snow flurries began to drift from the sky.
- The first word of the sentence is not capitalized.

Correct: Light snow flurries began to drift from the sky.

Example #2: The georgian woman from atlanta continued the chain of love.
- The proper adjective *Georgian* and the proper noun *Atlanta* are not capitalized.

Correct: The Georgian woman from Atlanta continued the chain of love.

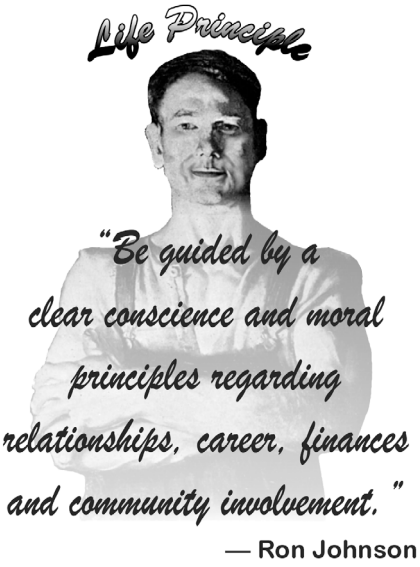
Example #3: The expectant waitress visited dr. Ewing.
- The title *Dr.* is not capitalized.

Correct: The expectant waitress visited Dr. Ewing.

Example #4: Laurence asked the stranded woman, "how may i help you?"
- The first word of the quotation is not capitalized, and the pronoun *I* is not capitalized.

Correct: Laurence asked the stranded woman, "How may I help you?"

You have made excellent progress. Keep up the good work. Continue to the Activities.



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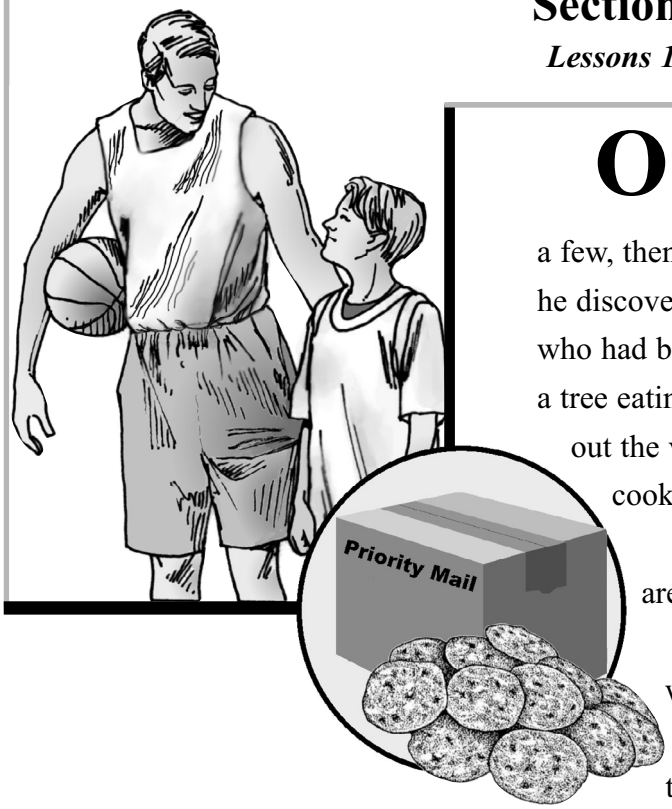
Lesson 5

Chapter 4

THE BOY WHO STOLE THE COOKIES

Section 1

Lessons 1-5



One day, a boy at summer camp received a box of cookies from his mother. The boy ate a few, then placed the box under his bed. The next day, he discovered the cookies were gone. Later, a counselor who had been told of the theft saw a boy sitting behind a tree eating the stolen cookies. The counselor sought out the victim and said, "Bill, I know who stole your cookies. Will you help me teach him a lesson?"

The boy replied, "Well, I guess—but aren't you going to punish him?"

The counselor said, "Not directly—that would only make him hate you. I have an idea. But first I want you to ask your mother to send more cookies." The boy did as the counselor asked, and a few days later another cookie ***parcel*** arrived.

The counselor then said, "The boy who stole your cookies is by the lake. I suggest you go down there and share your cookies with him."

The boy protested, "But he's the one who stole from me!"

"I know," said the counselor. "Let's see what happens."

An hour later, the counselor saw the boys hike up the hill—the thief ***earnestly*** trying to give his new friend a ***compass*** in payment for the stolen cookies, and the victim just as ***adamantly*** refusing, saying a few old cookies did not matter all that much! ■ (HB)

VOCABULARY

Parcel: package
Earnestly: with great energy
Compass: an instrument that indicates direction
Adamantly: firmly
Strategy: plan for success

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WRITING SKILLS CONTINUED

Sequencing Your Sentences

Sequence may be defined as *the order in which events occur*. Sequencing is an extremely useful writing ***strategy***. Sequence helps the reader to know in exactly what order the events of a narrative occurred. An author who uses sequence enables the reader to follow the writer's train of thought without confusion or frustration.

Words Used to Place Events in Order

after	eventually	just then	one day
at the same time	finally	last	second
before	first	later	then
by the time	following	next	when
during	immediately	now	while
earlier	in the mean time	once	yesterday

Example #1: *One day,* a boy at summer camp received a box of cookies from his mother.
Example #2: He ate a few of the cookies, *then* placed the box under his bed.
Example #3: The *next day,* he discovered the cookies were gone.
Example #4: *Later*, a counselor saw a boy sitting behind a tree eating the stolen cookies.
Example #5: *An hour later,* the counselor saw the boys walk up the hill.

Using the Correct Pronouns in the Correct Places

Pronouns should refer to the correct antecedents. A pronoun usually refers to the last noun mentioned. Using pronouns correctly is a very important skill in writing.

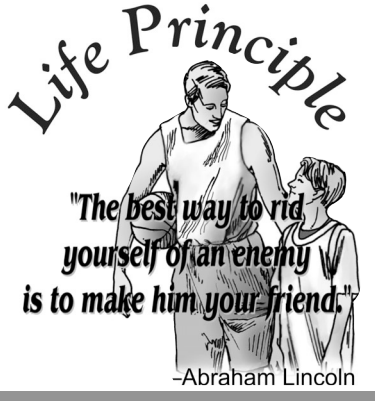
Example #1: The boy ate a few of the cookies, then placed it under his bed.

- The pronoun *it* is in the wrong place. *It* refers to the last noun *cookies* and does not make sense. The pronoun *it* should be replaced with the noun *the box*. The sentence would then read: *The boy ate a few of the cookies, then placed the box under his bed*.

Example #2: Later, a counselor saw a boy sitting behind a tree eating the stolen cookies. The counselor sought him out and asked him to participate in a special project.

- The first pronoun *him* is in the wrong place. *Him* refers to the last noun *counselor* and does not make sense. The counselor would not seek himself. The pronoun *him* should be replaced with *the victim*. The sentences would then read: *Later, a counselor saw a boy sitting behind a tree eating the stolen cookies. The counselor sought the victim and asked him to participate in a special project.*

Continue to the Activities.



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Lesson 6

Chapter 4

MY HOME

Section 2

Lessons 6-10



My home is one of the best in Texas. It is secure, comfortable and inviting. Often, my friends visit and comment that they wish their homes were like mine. When I walk into my house after school, the smell of freshly baked bread greets me. Candace, the parrot, squawks a welcome, and my dog, Patriot, whines to be petted. In the evenings after work, Dad usually sits on the couch next to the radio so he can hear the news while reading his favorite book, or he finds something to repair in the shop or yard. When Mom returns from work, she usually occupies the kitchen because cooking and baking are her favorite pastimes. My family members enjoy each other's company. We discuss important events and ideas around the table at dinner. Good communication and comfortable surroundings make my home a desirable place to be.

Our living room decór is Spanish ***Mediterranean***. The couches are covered in soft, tan fabric. On our walls hang a felt painting of a Spanish ***monk transcribing scriptures***, a canvas painting of a Spanish ***galleon***, and a ***print*** of a mountain lake and waterfall. Clay pots and figurines grace our mantle and shelves. Pictures of my siblings hang along the walls. The floor is tiled in rust-colored squares. A table fashioned from a wagon wheel and sitting on a flowered rug of green, tan and rust ***hues*** commands the center of the room. The family Bible lies open on the wagon wheel table. Plaques of poetry and ***Psalms*** are featured around the room. Soft, classical music flows from a stereo in the corner. A small water fountain in the opposite corner resembles the sounds of a brook babbling over pebbles. The Spanish Mediterranean atmosphere is one that my family appreciates and enjoys.

Home is a refuge for me after a difficult day. Mom and Dad are careful to maintain a peaceful environment that is open to their children and to others who need comfort. ■

VOCABULARY

Mediterranean: the land around the Mediterranean Sea; the sea between Africa and south west Europe
Monk: a single man who is part of a religous order and lives in a monestary
Transcribe: write; copy from one paper to another
Scriptures: sacred writings from the Bible
Galleon: large Spanish ship for war or trade
Print: a copy of an original painting
Hues: shades of color
Psalms: poetry, prophesy, and scriptures written by ancient Hebrew King David

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WRITING STYLES: DESCRIPTIVE WRITING

Authors usually write in one of the following styles: descriptive, narrative, informative, persuasive or inspirational. In this lesson, you will first study the descriptive style of writing. Descriptive writing describes a situation, person, place or thing. Description creates a picture in the reader's mind. Good descriptive writing uses details—colors, shapes, sounds, smells, tastes, textures and emotions. Descriptive words tell what kind, what color, which one and how many. This vignette is an example of descriptive writing.

Example #1: When I walk into my house, the smell *of freshly baked bread* often greets me.
- The sentence provides a description that appeals to your sense of smell. What kind of smell greets me?—the smell *of freshly baked bread*.

Example #2: The couches are covered in *soft, tan* fabric.
- The sentence provides a description that appeals to your sense of touch and sight. What kind of fabric?—*soft, tan* fabric.

Example #3: The floor is covered in *red, square* tiles.
- The sentence provides a description that appeals to your sense of sight. What kind of tile?—*red, square* tiles.

Example #4: *Soft, classical* music plays from a stereo in the corner.
- The sentence provides a description that appeals to your sense of sound. What kind of music?—*soft, classical* music.

Example #5: My home is *secure, comfortable and inviting*.
- The sentence appeals to your emotions. What kind of home?—a *secure, comfortable and inviting* home.

WRITING DESCRIPTIVE PARAGRAPHS

When you write a descriptive paragraph, begin with a topic sentence. The supporting sentences should provide descriptive detail, and the concluding or transition sentence should refer to the topic sentence (but not copy it) or should lead to the next paragraph.

Paragraph #1: My home is one of the best in Texas. It is secure, comfortable and inviting. Often, my friends visit and comment that they wish their homes were like mine. When I walk into my house after school, the smell of fresh baked bread greets me. Candace, the parrot, squawks a welcome, and my dog, Patriot, whines to be petted. In the evenings after work, Dad usually sits on the couch next to the radio so he can hear the news while reading his favorite book, or he finds something to repair in the shop or yard. When Mom returns from work, she usually occupies the kitchen because cooking and baking are her favorite pastimes. My family members enjoy each other's company. We discuss important events and ideas around the table at dinner. Good communication and comfortable surroundings make my home a desirable place to be.

- The topic sentence states the main idea of the paragraph.
- The supporting sentences support the main idea—the supporting sentences tell *why* my home is one of the best homes in Texas.
- The last sentence in the paragraph is a transition that leads to the next paragraph.

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Paragraph #2: Our living room decór is Spanish Mediterranean. The couches are covered in soft, tan fabric. On our walls hang a felt painting of a Spanish monk transcribing scriptures, a canvas painting of a Spanish galleon, and a print of a mountain lake and waterfall. Clay pots and figurines grace our mantle and shelves. Pictures of my siblings hang along the walls. The floor is tiled in rust colored squares. A table fashioned from a wagon wheel and sitting on a flowered rug of green, tan and rust hues commands the center of the room. The family Bible lies open on the wagon wheel table. Plaques of poetry and Psalms are featured around the room. Soft, classical music flows from a stereo in the corner. A small water fountain in the opposite corner resembles the sounds of a brook babbling over pebbles. The Spanish Mediterranean atmosphere is one that my family appreciates and enjoys.

- The topic sentence states the main idea of the paragraph.
- The supporting sentences support the main idea—the supporting sentences explain the Spanish Mediterranean style.
- The conclusion refers to the topic sentence. The concluding sentence restates that the decor (style) is Spanish Mediterranean.

Another Look at Sentence Structure

Avoid incomplete and run-on sentences and short, choppy sentences. If you find these types of errors in your writing, correct them immediately. Make your writing top quality!

Example #1: My home is one of the best. Homes in Texas, my home is secure, comfortable and inviting.

- The above sentence is incorrect.
- The first part *my home is one of the best* is a complete sentence but does not provide enough information to be helpful to the reader.
- The second part *homes in Texas, my home is secure, comfortable and inviting* is an incomplete sentence that does not make sense.
- The first sentence should be extended to provide sufficient information: *My home is one of the best homes in Texas*.
- The second sentence should be a complete sentence: *My home is secure, comfortable and inviting*.

Correct: My home is one of the best homes in Texas. My home is secure, comfortable and inviting.

Example #2: After work each day, Dad enjoys reading a favorite book and Mom enjoys preparing a favorite dish.

- The above example is a run-on sentence.
- To make a complete sentence, a comma should be inserted just before the coordinating conjunction *and*.

Correct: After work each day, Dad enjoys reading a favorite book, and Mom enjoys preparing a favorite dish.

Example #3: When I get home from school. My pets are eager to greet me. My parrot squawks. My dog whines. They want my attention.

- The above sentences are incorrect.
- The first sentence is incomplete, and the next four sentences are short and choppy.
- To create complete sentences that flow smoothly, the sentences should be combined into at least two sentences.

Correct: When I get home from school, my pets are eager to greet me. My parrot squawks, and my dog whines to get my attention.

Read the Life Principle on the next page, then continue to the Activities.

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Life Principle



"The starting points of character and destiny in the young begin with home environment and outside associations."

–Harry F. Banks

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Lesson 7

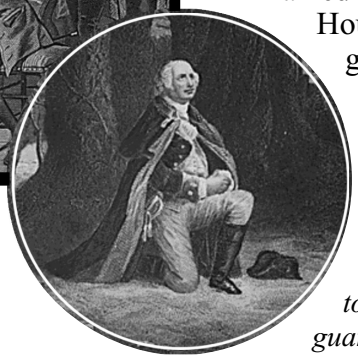
Chapter 4

THEY SIGNED FOR US: JULY 4, 1776

Section 2

Lessons 6-10





More than two centuries ago, founders of our nation were being taxed and persecuted beyond endurance. Brave patriots cried aloud for military action against British oppressors. Some faint-hearted Americans cried *Peace*! at any price, but a Virginia patriot named Patrick Henry arose in the Virginia House of Burgesses (the colonial government of Virginia) and delivered an impassioned speech:

*They tell us, sirs, that we are weak—unable to cope with so **formidable** an **adversary**. But when shall we be stronger? Will it be 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 **elusive** phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak, if we make 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 shall raise up friends to fight our battles for us. The battle, Sir, is not to the strong along; it is to the **vigilant**, the active, and the brave. 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, Sir, let it come!*

*It is vain, Sir, to **extenuate** the matter. Gentlemen may cry* Peace, Peace!*—but there is not peace. The war is actually begun. Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? <u>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!</u>*

VOCABULARY

Formidable: frightening, unbeatable
Adversary: enemy
Disarmed: not allowed to own weapons, therefore unable to defend home and country
Irresolution: indecisive, uncertain
Acquire: get, obtain
Supinely: unconcerned, lazy, apathetic
Elusive: unable to grasp, not real
Vigilant: aware, alert against evil or danger
Forged: formed, tightened, fastened
Extenuate: make less of, make to seem less important

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When the men who wrote the Declaration of Independence assembled in Philadelphia, the first thing to greet them was an anonymous note found on the ***speaker's*** table: *Take care. A plot is formed for your destruction, and all of you shall be destroyed.*

On July 4th, every man who signed the Declaration of Independence risked his life. If George Washington's ragged, outnumbered army could not ***repulse*** the mighty British army, every signer of the document would be tried for treason to the ***British Crown***. If George Washington lost, the signers' wives, children and property would be taken.

VOCABULARY

Speaker: the man in charge of a political meeting
Repulse: push back, defeat
British Crown: British government, British king
Trader: merchant, salesman
Destitute: poor, not able to obtain the necessities of life
Misfortune: bad, unfortunate events
Modesty: humility
Jest: joke, make fun of, be sarcastic about
Reprove: to correct, to discipline
Prevalent: more widely accepted
Precept: principle, idea, moral
Revilings: negative words, words that disgrace or embarrass
Disparagement: dishonor, insult, disgrace
Reprehend: correct, discipline, criticize
Sublime: most exalted, of utmost importance
Discoursing: reporting, talking about
Deliver a matter: correct someone's wrong, "take care of" a situation
Indiscretion: rudeness, insensitiveness, lack of manners
Recreations: sports, times of leisure and fun

Who were these "super patriots" who were willing to lay all on the line for freedom? Most were public officials, lawyers and judges who were also engaged in many other pursuits: medicine, military service, education, farming, preaching and various businesses. They all signed the Declaration of Independence knowing that the penalty would be death if they were captured. Have you ever wondered what happened to the 56 men who signed the Declaration of Independence, pledging their lives, their fortunes, and their sacred honor that this nation, under God, would not perish from the earth? Five were captured and tortured by the British. Nine fought and died from wounds or hardships of war. Twelve had their homes pillaged and burned. Two lost their sons in battle. Another had two sons who were captured.

John Hart was forced to abandon his dying wife. Their thirteen children fled for their lives. Hart's mill and fields were destroyed. For more than a year he lived in forests and caves. When he was able to return home, he found his wife dead and learned that his children had vanished. He died from exhaustion and heartbreak. Philip Livingston suffered a similar fate. Carter Braxton of Virginia, a wealthy planter and ***trader***, lost his ships to the British Navy. Braxton sold his home and properties to pay his debts and died ***destitute***. Vandals and British soldiers looted the properties of William Ellery, George Clymer, Lyman Hall, George Walton, Button Gwinnet, Thomas Heyward, Edward Rutledge and Arthur Middleton. Francis Lewis' home was destroyed, and his wife jailed. She died a few months later.

For the sacred cause of freedom, these men gave all. They signed their lives away but won freedom for us today. ■

(Anonymous—adapted for this purpose)

***(The underlined portion of Patrick Henry's speech should be memorized for the Activities, Quiz and Test.)**

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WRITING STYLES: INFORMATIVE WRITING

In this lesson you will learn about informative writing. Informative writing informs the reader and provides knowledge. Informative writing may be presented in various formats. One form of informative writing is a report or article. It gives the facts of what happened. Another type of informative writing is a "how-to" list. Recipes and manuals are "how-to" types of informative writing. They provide instructions on how to do something. Below is a list from George Washington, the first president of the United States. The list is called the *Rules of Civility*. In other words, this is a "how-to" list of how a youth of integrity should act. George Washington was fourteen years old when he wrote this list. The original list contains 110 points. For this lesson, the list has been shortened to 24 points.

George Washington's Rules of Civility

1. In the presence of others, sing not to yourself with a humming voice, nor drum with your fingers or feet.
2. Speak not when others speak, sit not when others stand, and walk not when others stop.
3. Turn not your back to others, especially in speaking; jog not the table or desk on which another reads or writes; lean not on anyone.
4. Show not yourself glad at the ***misfortune*** of another, though he be your enemy.
5. Strive not with your superiors in argument, but always submit your judgement to others with ***modesty***.
6. Mock not nor ***jest*** at anything of importance; make no jests that are sharp or biting.
7. Wherein you ***reprove*** another, be unblamable yourself, for example is more ***prevalent*** than ***precept***.
8. Use no reproachful language against anyone, neither curses nor ***revilings***.
9. Be not hasty to believe flying reports to the ***disparagement*** of anyone.
10. Associate yourself with men of good quality if you esteem your own reputation, for it is better to be alone than in bad company.
11. Be friendly and courteous, the first to salute, hear and answer.
12. Go not where you know not whether you shall be welcome. Give not advice without being asked; and when desired, do it briefly.
13. ***Reprehend*** not the imperfection of others, for that belongs to parents, masters and superiors.
14. Speak not in an unknown tongue in company, and that as those of quality do, and not as the vulgar. ***Sublime*** matters treat seriously.
15. Think before you speak; pronounce not imperfectly, nor bring out your words too hastily, but orderly and distinctly.
16. When another speaks, be attentive and disturb not the audience. If any hesitate in his words, help him not, nor prompt him without being desired; interrupt him not, nor answer him until his speech be ended.
17. Whisper not in the company of others.
18. Be not apt to relate news if you know not the truth. In ***discoursing*** of things you have heard, name not your author always. A secret discover not.
19. When you ***deliver a matter***, do it without passion and ***indiscretion***, however mean the person may be you do it to.
20. Speak no evil of the absent, for it is unjust.
21. Be not angry at table, whatever happens; and if you have reason to be so show it not; put on a cheerful countenance, especially if there be strangers, for good humor makes one dish a feast.
22. When you speak of God or His attributes let it be seriously, in reverence and honor, and obey your parents.
23. Let your ***recreations*** be manful, not sinful.
24. Labor to keep alive in your breast that little spark of celestial fire called conscience.

***(Choose any three of the underlined "Rules of Civility" to memorize for the Activities.)**

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IMPROVING YOUR WRITING SKILLS

When writing, avoid incorrect grammar usage such as double negatives. Remember that a double negative is two or more negatives in one sentence. Double negatives can cause double trouble! If you spot a double negative in your writing, eradicate it immediately!

Example #1: Don't never whisper in the company of others.

- The above example is incorrect because of the double negative *don't never*.
- The correct way to write the sentence is to remove one of the negatives:
  Do not whisper in the company of others. OR *Never whisper in the company of others*.

Example #2: You hardly never speak badly of anyone.

- The above example is incorrect because of the double negative *hardly never*.
- The correct way to write the sentence is to remove one of the negatives:
  You hardly ever speak badly of anyone. OR *You never speak badly of anyone*.

Wow! You are learning so much important material! Continue to the Activities.

Life Principle



"Let our object be our country,
our whole country, and
nothing but our country.
And, by the blessing of God,
may that country itself become
a vast and splendid monument . . .
of wisdom, of peace and liberty . . ."
— Daniel Webster

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Composition

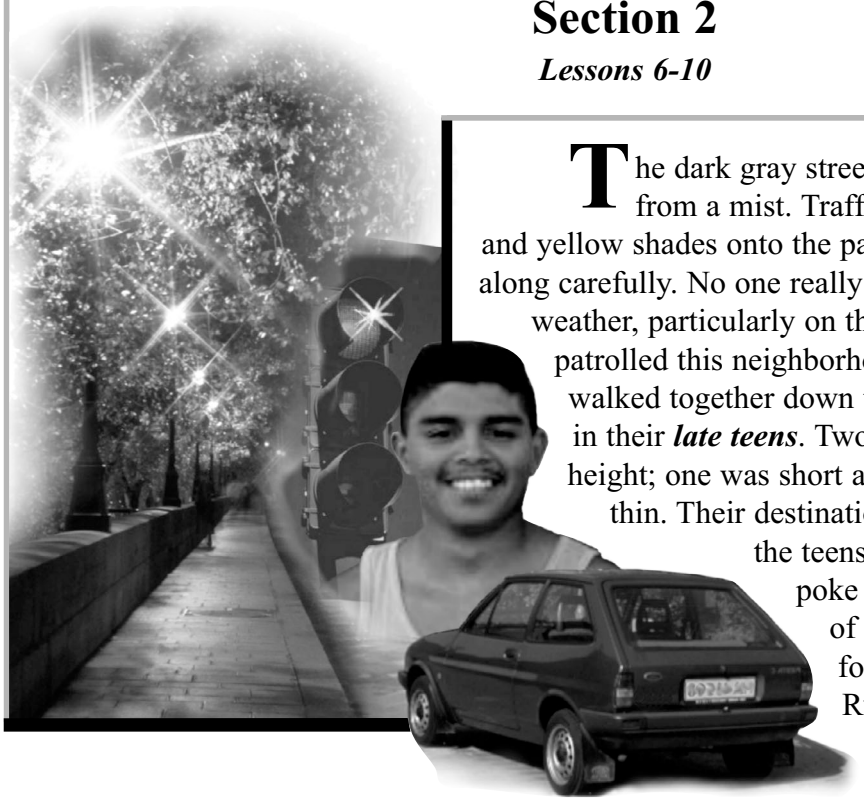
Lesson 8

Chapter 4

THE CITY AT MIDNIGHT

Section 2

Lessons 6-10



The dark gray streets of downtown were still wet from a mist. Traffic lights splashed red, green and yellow shades onto the pavement. A few cars moved along carefully. No one really wanted to be out in foul weather, particularly on this side of town. Police rarely patrolled this neighborhood. Now, four hooded figures walked together down the street. The four boys were in their ***late teens***. Two were husky and of medium height; one was short and fat; the other was tall and thin. Their destination was undetermined. One of the teens had a stick he was using to poke at various bottles and pieces of trash in the road. Each of the four carried either a Glock or a Ruger pistol. At first glance, a passerby might presume that these four youths were members of an area gang. That may have been true.

The boys rounded a corner and saw a car parked by the curb up ahead. The headlights were on and a lone figure huddled in the driver's seat. The youths approached but stayed at a safe distance. Canaan, the youngest, said, "What's that white *!#@!*# doing here?"

"Her car musta broken down," said Bethuel. Bethuel had a particular dislike for white folks, and the other boys could see a hard ***glint*** in Bethuel's eyes. Ephron, one of the husky youths, began to get nervous. He had a feeling that Bethuel did not have good plans for the woman.

Gerard, the tallest youth, ***deviously*** inquired, "What are we gonna do?"

"Let's rob her!" said Canaan. "Nobody is out here. I bet she has money!"

"Let's kill her!" ***vociferated*** Gerard.

"Let's do both!" snarled Bethuel. "She ain't got no

VOCABULARY

Late teens: ages 17, 18, 19
Glint: light
Devious: with mischief in mind
Vociferate: to say forcefully
Exuberate: to say with great relief and emotion
Sunday school: a meeting before church on Sunday morning; the meeting usually includes prayer and Bible study

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business in this part of town!"

"Let's help her!" interjected Ephron. The other youths looked at Ephron as if he had spoken Russian.

"What?" asked Canaan. "Help her! Why? What can we do?"

The youths argued for five minutes before Ephron finally won. The boys approached the car. With growing fear, the woman inside stared at the hooded figures. Ephron knocked on the window. The woman reluctantly rolled it down just enough to speak.

"What's wrong with your car?" asked Ephron.

"It ran out of gasoline. I don't know where a station is. I . . . uh, um, was afraid, so I just sat here," the woman stammered, her hands trembling on the wheel.

"Don't be afraid. We're going to help you," said Ephron, soothingly.

The woman looked somewhat relieved but did not know if she should trust the rough looking teens. Ephron understood her fear. "You can just stay in your car, ma'am. You don't need to get out. Do you have any money? We will go to a station for you."

The woman hesitantly handed the teen ten dollars. "Th . . . Thank you," she managed to mutter. The woman expected the boys not to return with any gasoline or her money, but within 20 minutes they were back. They poured the fuel into her car tank and gave her the change. "The gasoline cost only $9.58," Ephron explained.

"Thank you!" the woman ***exuberated***, truly grateful. "I will pray that God blesses each of you."

The boys watched as the woman drove away. Ephron and Canaan waved and smiled.

"Wow, I've never helped anybody like that before," said Canaan. "It feels kind of weird and good at the same time!"

Ephron was relieved that no harm had come to the woman and that he had been able to convince his friends to help rather than hurt the stranger. Ephron was different than he had been a month ago. He had been just as angry and hateful as Bethuel, but Ephron had recently been attending ***Sunday school*** at a church. He learned that love is better than hate, and help is better than harm. He had found an opportunity to practice what he had learned. Maybe that explained why he felt so good inside just now. ■

(based on a true story)

WRITING STYLES: NARRATIVE WRITING



You have previously learned two styles of writing: descriptive and informative. In this lesson, you will learn about narrative writing. The vignette is an example of narrative writing. To *narrate* is to tell a story. A *narrative* is a story. Narrative writing includes biographies, autobiographies, fiction and historical fiction. A biography is a story about a real person but not written by that person. For example, if you were to write a story about your father's life, that story would be a biography because it was about your father, but it was written by you. An autobiography is a story written about someone's own life. For example, if you were to write a story about yourself, that story would be an autobiography because it is a story about you, written by you. Fiction is an imaginary story that is created by the writer. Historical fiction is a story based on a true event or real people who lived in the past.

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Using the Correct Parts of Speech in Sentences

In this lesson, you will be reminded how important is the correct use of nouns, pronouns, verbs, adjectives and adverbs in sentences.

Example #1: Four hooded figurines walked together down the street.

- The above sentence is incorrect because of the wrong noun. *Figurines* is a noun; however, it is the wrong noun. *Figurines* are statues. The correct noun to use is *figures*.

Correct: Four hooded figures walked together down the street.

Example #2: Ephron knocked on the window, and she reluctantly rolled it down just enough to speak.

- The above sentence is incorrect because the pronoun *she* is wrong. The noun just before *she* is *window*. The noun just before *window* is *Ephron*. The pronoun *she* does not refer to either Ephron or the window. The pronoun should be replaced by the correct noun.

Correct: Ephron knocked on the window, and the woman reluctantly rolled it down just enough to speak.

Example #3: Ephron and the other three youths approached the car, and he asked the woman what was wrong.

- The above sentence is incorrect because the pronoun *he* is wrong. The noun just before *he* is *car*. The noun just before *car* is *youths*. The pronoun *he* does not refer to either the car or the youths. The pronoun is supposed to refer to Ephron; however, the pronoun is too far from Ephron. The pronoun *he* needs to be replaced by Ephron's name.

Correct: Ephron and the other three youths approached the car, and Ephron asked the woman what was wrong.

Example #4: Bethuel and Gerard has a particular dislike for white folks.

- The above sentence is incorrect because the verb *has* is singular. The verb *has* should be changed to the past tense *had* or to the plural present tense *have*.

Correct: Bethuel and Gerard had a particular dislike for white folks. OR
Bethuel and Gerard have a particular dislike for white folks.

Example #5: Helping someone makes you feel good.

- The above example is incorrect because of the adjective *good*. How does helping someone make you feel? –it makes you feel *well*. The adjective *good* should be replaced with the adverb *well*. Remember: adverbs modify verbs and answer *how*.

Correct: Helping someone makes you feel well.

Example #6: Ephron spoke up quick. "Let's help her!" he said.

- The above example is incorrect because of the adjective *quick*. How did Ephron speak up? –he spoke up *quickly*. The adverb *quickly* should be used in place of the adjective *quick*.

Correct: Ephron spoke up quickly. "Let's help her!" he said.

Congratulations on learning more writing styles and skills!
Continue to the Activities.



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Life Principle

"Whoever in trouble and sorrow needs your help, give it to him . . . ."



—E.N. West

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Composition

Lesson 9

Chapter 4

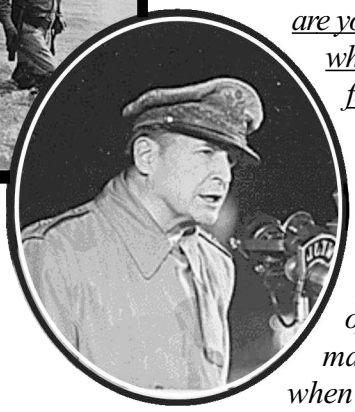
DUTY, HONOR, COUNTRY: THREE HALLOWED WORDS

Section 2

Lessons 6-10



U.S. National Archives



The following speech was given by General Douglas MacArthur on May 12, 1962 to ***cadets*** at ***West Point***:

Duty. Honor. Country. Those three ***hallowed*** *words reverently dictate what you ought to be, what you can be, what you will be. They are your rallying points, to build courage when courage seems to fail, to regain faith when there seems to be little cause for faith, to create hope when hope becomes* ***forlorn****.*

They build your basic character. They mold you for your future roles as the custodians of the nation's defense. They make you strong enough to know when you are weak and brave enough to face yourself when you are afraid.

They teach you to be proud and unbending in honest failure, but humble and gentle in success; not to substitute words for actions, not to seek the path of comfort, but to face the stress and spur of difficulty and challenge; to learn to stand up in the storm, but to have compassion on those who fail; to master yourself before you seek to master others; to have a heart that is clean, a goal that is high; to learn to laugh yet never forget how to weep; to reach into the future, yet never neglect the past; to be serious, yet never to take yourself too seriously; to be modest so that you will remember the simplicity of true greatness, the open mind of true wisdom, the meekness of true strength.

They give you a temper of the will, a quality of the imagination, a ***vigor*** *of the emotions, a freshness of the deep springs of life, a temperamental* ***predominance*** *of courage over timidity, an appetite for adventure over love of ease.*

They create in your heart the sense of wonder, the unfailing hope of what is next, and the joy and inspiration of life. They teach you in this way to be an officer and a gentleman. ■

VOCABULARY

Cadet: a trainee in the military or police academy
West Point: a college that trains Army officers
Hallowed: holy, sacred, worthy of honor
Forlorn: sad, abandoned, lonely
Vigor: energy, passion
Predominance: control, strength, main element

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WRITING STYLES: PERSUASIVE WRITING

Persuasive writing seeks to persuade readers to take action or change thoughts or beliefs about particular subjects. Persuasive writing is based on the opinions or beliefs of the author. An author often supports his opinions by facts, personal experiences and principles.

Examine General MacArthur's speech: The first paragraph provided the topic or main idea. It explained the importance of the three words *duty, honor* and *country*. The second, third and fourth paragraphs explained what the words *duty, honor* and *country* do for you. The conclusion referred to the topic by restating that the words teach you the way to become an officer and a gentleman—*what you ought to be, what you can be, what you will be*.

Correct Capitalization and Spelling

Correctly capitalizing and spelling words is extremely important to your quality of writing. The person who reads your material must be able to understand exactly what you intend to be understood. If your words are spelled incorrectly, and certain words are not capitalized, your reader will become confused and will not enjoy what you have written!

Example #1: Duty. Honor. Country. Those three hallowed words reverrently dictates what you ought to be, what you can be, what you will be.

- The sentence has two errors. The first error is the spelling of the word *reverrently*. The correct way to spell the word is *reverently*.
- The second error is the verb *dictates*. Because the subject *words* is plural, it needs the plural verb *dictate*.

Correct: Duty. Honor. Country. Those three hallowed words reverently dictate what you ought to be, what you can be, what you will be.

Example #2: They build your bacic charecter.

- The sentence has two errors. The first error is the spelling of the word *bacic*. The correct way to spell the word is *basic*.
- The second error is the misspelling of the word *charecter*. The correct spelling is *character*.

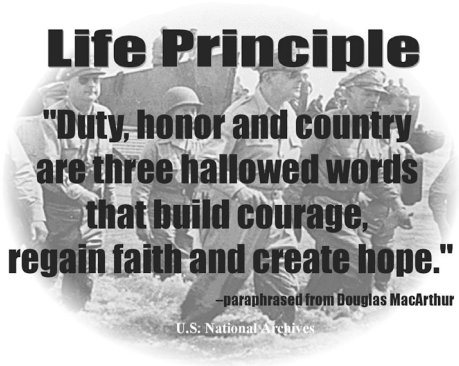
Correct: They build your basic character.

Example #3: general Douglas Macarthur was one of America's most valuable War Heroes.

- The sentence has four errors. The first error is the capitalization of the word *general*. It begins the sentence and is the title of the man's name. *General* should be capitalized.
- The second error is *Macarthur*. The correct capitalization should be *MacArthur*.
- The third error is *War*. It should be lower case because it does not refer to a specific war.
- The fourth error is *Heroes*. It should also be lower case because it is not a proper noun.

Correct: General Douglas MacArthur was one of America's most valuable war heroes.

Continue to the Activities.



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Lesson 10

Chapter 4

TRUE LOVE FOR SELF AND OTHERS

Section 2

Lessons 6-10





The following excerpt is modified from a commentary by renowned motivational speaker Charles Swindoll.

Love is patient, and love is kind. It does not envy. It is not proud. It is not rude, and it is not self-seeking. It is not easily angered, and it keeps no record of wrongs. Love does not ***delight*** *in evil but rejoices in truth. Love always trusts, always hopes, always* ***perseveres****. Love never fails.*

Learning to love ourselves for all that we are and all that we are not is something with which we should not struggle throughout life. How we love ourselves directly affects how we love others. We are called to love others the same way we love ourselves. Examine the above description of love, and apply it to yourself. *Love is patient*. Are you patient with yourself? Do you allow for personal imperfections and mistakes, without feeling guilty and worthless? If not, you are probably impatient with others. *Love is kind*. Do you value yourself enough to do what is best for you? Kindness to yourself ***enables*** you to be kind to others. *Love does not envy*. You were created to be you. Wishing you were someone else or playing make-believe games causes personal dissatisfaction.

You can apply the whole definition of love to yourself. Be honest as you evaluate yourself when you boast, are prideful, rude or self-seeking. Evaluate your reaction when you see these characteristics in other people.

Self evaluation may not be very easy or might even seem silly, but taking it seriously and honestly may help improve your relationships with everybody around you. ■

***(The underlined portion in the vignette should be memorized for the Activities, Quiz and Test.)**

VOCABULARY

Delight: find joy in, enjoy
Perseveres: endures difficulty
Enables: makes possible
Reiterate: to state again; to restate

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WRITING STYLES: INSPIRATIONAL WRITING



Inspirational writing is similar to persuasive writing. The difference is that persuasive writing seeks to influence thought and action, and inspirational writing seeks to influence the soul and spirit. Inspirational writing is often spiritual in content. Inspirational writing addresses character attributes or vices. For example, the vignette addresses the character attribute of love. Notice that the author began with the topic, followed with supporting material, and ended with a conclusion. The support material explains what type of love: love of self and how it affects love of others. The conclusion effectively ***reiterates*** the topic and support material.

USING CORRECT PUNCTUATION

Periods, commas, semicolons and colons are important to your quality of writing.

Example #1: Love is patient and love is kind

- The sentence needs two punctuation marks. The first is a comma between *patient* and *and,* because two independent clauses are connected by a coordinating conjunction.
- The second is the period at the end of the sentence.

Correct: Love is patient, and love is kind.

Example #2: Are you patient with yourself!

- The sentence has the wrong end punctuation. A question mark is needed instead of an exclamation point, because the sentence asks a question.

Correct: Are you patient with yourself?

Example #3: Love is not proud it is not rude.

- The sentence lacks middle punctuation between the two independent clauses. A semicolon should be between *proud* and *it*.

Correct: Love is not proud; it is not rude.

Example #4: Patience, kindness, trust, hope, perseverance; love is the equivalent of all these.

- The sentence has the wrong middle punctuation. A colon should be used instead of a semicolon, because a series of items is explained by the independent clause that follows the series. (more often, the independent clause introduces a series.)

Correct: Patience, kindness, trust, hope, perseverance: love is the equivalent of all these.

Keep learning as you complete the Activities.



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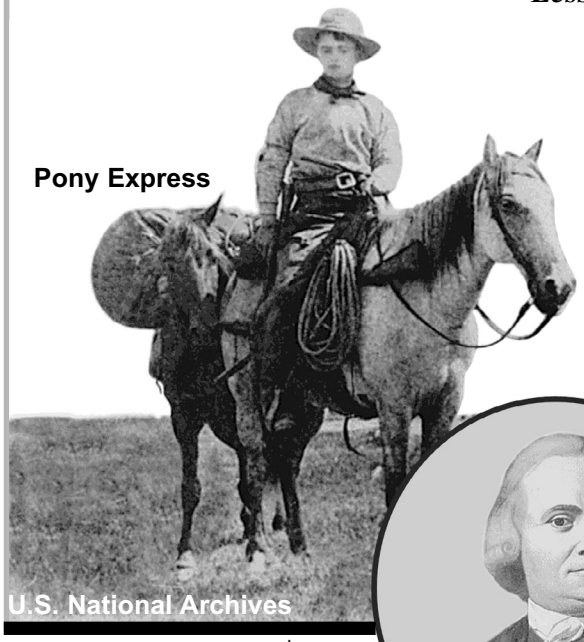
Lesson 11

Chapter 4

"THE FATHER OF THE AMERICAN REVOLUTION"

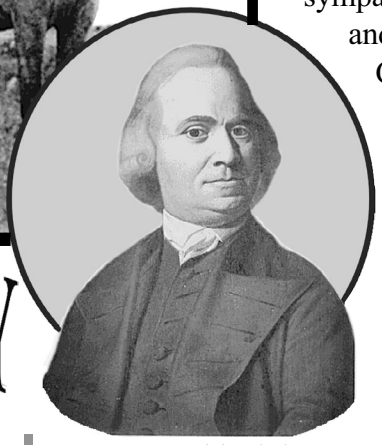
Section 3

Lessons 11-15



Pony Express

U.S. National Archives



Samuel Adams was known as "The Father of the American Revolution." For more than 12 years prior to 1776, Mr. Adams worked as a patriot and leader in the cause of liberty for the colonists. In 1772, Mr. Adams formed the Committee of ***Correspondence***—an organization that printed and delivered news to the colonists. Because most news was influenced by British sympathizers, the newspapers were often biased and untrustworthy. The Committee of Correspondence helped unite the colonists and keep them updated on important information regarding the British and the cause of freedom. The Committee was the first "pony express" news delivery service in America. The famous Paul Revere and his midnight ride were part of the Committee of Correspondence.

The original Committee formed in Boston and had three goals: (1) to ***delineate*** the rights of Colonists, (2) to detail how colonial rights had been violated, (3) to ***publicize*** those rights and the violations throughout the Colonies.

Adams' reports were widely read, accepted and appreciated by the colonists. Adams' beliefs of freedom and God-given liberties were evident in his 1772 article, *The Rights of the Colonists*:

> *The right to freedom being the gift of the Almighty . . .The rights of the colonists as Christians . . . may be best understood by reading and carefully studying the institution of The Great Law Giver and Head of the Christian Church, which are to be found clearly written and* ***promulgated*** *in the New Testament.*

In 1774, using his Committee of Correspondence, Adams called for the first ***Continental Congress*** to be formed. Mr. Adams served as a member of that Congress until 1781 and later as governor of Massachusetts. ■

VOCABULARY

Correspondence: communication by letters
Delineate: to explain, to draw with words
Publicize: to make known to the public in a written form
Promulgate: to teach officially, to decree, to put into operation
Continental Congress: the group of men who advised and drafted resolutions for the colonial legislatures
Articles of Confederation: America's first constitution; (The Constitution that governs the United States today was written in 1787.)

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DEVELOPING A COMPOSITION



A composition is a collection of sentences arranged into an essay. A composition is usually informative, persuasive, descriptive or inspirational. The first action when preparing a composition is to choose a specific topic. The next action is to brainstorm. *Brainstorming* means to write down ideas that come to your mind about your topic. The third step is to gather material (information) to support your topic. Supporting material may be drawn from personal experiences, principles (moral beliefs), literature (articles, written reports, books, poems) or interviews. Record your support material carefully so that you will be able to write your composition accurately. After your research material has been gathered, outline your main and supporting ideas. Your outline must be in good, logical order because you will follow it to construct your composition.

On August 1, 1776, Mr. Adams prepared a composition and presented it in a speech to the Continental Congress. For his topic, Mr. Adams chose "independence for the American colonies." While brainstorming, Mr. Adams wrote notes about the reasons Americans needed to be free from Britain. The support material Mr. Adams used came from various places, including the number of colonists on the North American continent (three million), the condition of the colonial armies and military successes, the wicked actions of the British, the preparation of the constitution (***Articles of Confederation***) and the readiness of the patriot soldiers. Mr. Adams added to his facts his personal beliefs that Providence and Heaven were on the Americans' side and would lead to colonial victory.

Mr. Adams placed his main points and support materials in an outline. His first main point was to present the situation on the continent. He placed his support material under the first main point in his outline. Secondly, Mr. Adams presented choices available to colonists. Support material for the choices was placed under the second main point. Lastly, Mr. Adams presented actions he believed should be taken by the colonists.

The Outline

I. The situation
- **A.** Three million souls united in one cause on the continent
- **B.** Armies ready to fight
  - **1.** Disciplined soldiers
  - **2.** Superior commanders
- **C.** Providence
  - **1.** Unexplained success
  - **2.** Guidance
  - **3.** Liberty and independence

II. The choices and reasons
- **A.** Independence from England
- **B.** Servitude to England
- **C.** Reasons independence was possible
  - **1.** Union complete
  - **2.** Constitution composed, established, approved
  - **3.** Soldiers ready to fight for the cause

III. The action
- **A.** Press on with gratitude to Heaven
- **B.** Be guardians of freedom
- **C.** Be willing to sacrifice life for freedom

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Writing Your Own Composition

During this lesson and the next four lessons, you will be preparing your own composition as well as carefully studying Samuel Adam's speech. For your composition, the topic is *honesty*. Begin brainstorming about your topic.

Brainstorming:

1. Honesty is demonstrated by two methods—words and actions.
2. Honesty is the opposite of deceit, dishonesty, lies, tricks, cheating.
3. People are dishonest due to fear—fear of embarrassment, punishment, negative consequences.
4. Youth should always be honest: in school, home, church, social situations, legal situations, employment and entertainment.

The support material you will use for your topic is from the dictionary and moral principles and quotes from various people. The dictionary definition, quotes and moral principles are provided for you below.

Dictionary definitions of honesty: truthfulness, justice, equity, genuineness, reality, sincerity, morality

Moral principles about honesty:

1. Be honest in your words.
2. Be honest in your actions.
3. Honesty enables people to trust you.
4. Honesty enables you to make good decisions about your future.
5. Honesty provides opportunities for you.
6. Honesty will enable you to be a good student, adult, parent, citizen, employee and employer.
7. Honesty is right and just in all situations.

Quotes about honesty:

"Justice is inseparable from truth." —Lise Meitner, a pioneer in atomic research

"Basic honesty allows a man not ever to be ashamed." —Branch Rickey, the first baseball manager to hire a black baseball player, Jackie Robinson

"No legacy is as rich as honesty." —William Shakespeare, British poet and writer

"What we have in us of the image of God, is the love of truth and justice." —Demosthenes, Ancient Greek Orator



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Developing Your Own Outline

Now that you have chosen a topic, brainstormed ideas and chosen support materials, you are ready to begin developing an outline for your composition. From the material you have chosen, you must decide what will be the main points and subpoints. You may choose to place your information in any order—just remember that your points should be in good, logical order. Below is an example (sample) of how your outline about honesty could appear.

The Outline

I. Honesty demonstrated by our words and actions
- **A.** Dictionary definition of honesty
- **B.** Opposite of honesty

II. Reasons for dishonesty
- **A.** Fear
- **B.** Quote by Branch Rickey

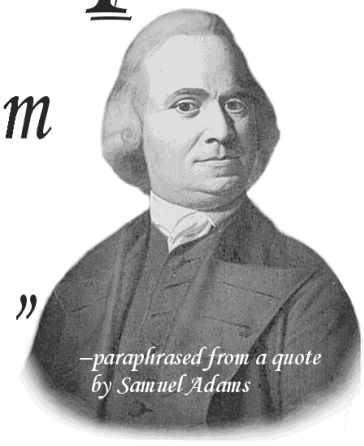
III. Advantages of honesty
- **A.** Trust, opportunities
- **B.** Enables youth
  - **1.** To make good decisions
  - **2.** To become good adults, parents, citizens, employees, employers
  - **3.** Quote by William Shakespeare
  - **4.** Quote by Lise Meitner

IV. When to be honest
- **A.** Honesty right and just in all situations
- **B.** Quote by Demosthenes
- **C.** Involvement in school, home, church, social situations, legal situations, employment and entertainment

Continue to the Activities.

Life Principle

"The right to freedom is a gift from the Almighty."



–paraphrased from a quote by Samuel Adams

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Composition

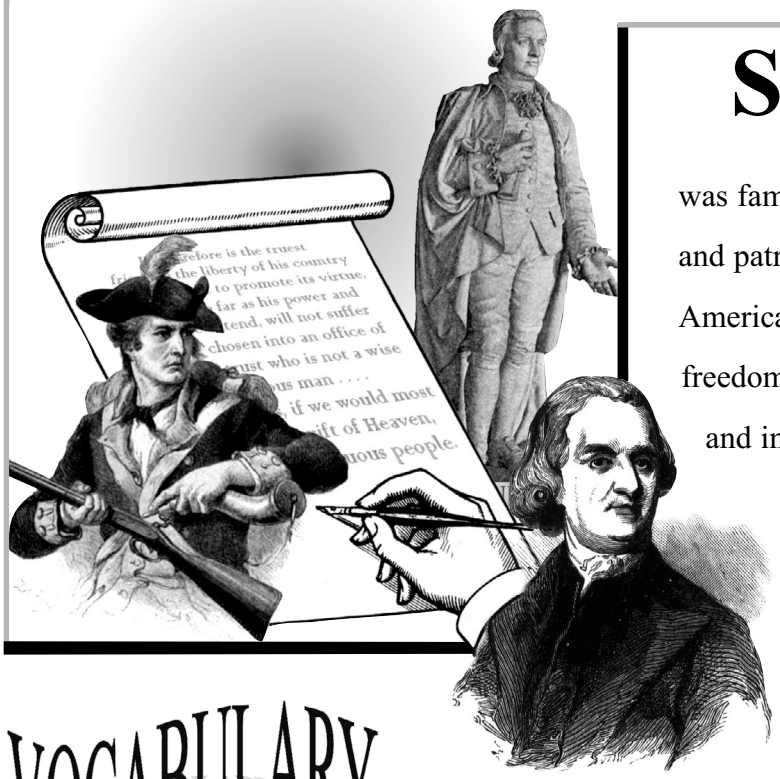
Lesson 12

Chapter 4

INDEPENDENCE IMPOSSIBLE WITHOUT HIM

Section 3

Lessons 11-15



Samuel Adams was truly one of America's most valuable heroes. He was famous for his ***outspoken, animated*** and patriotic views that encouraged the Americans not to give up in their fight for freedom, but to press on, united in strength and in purpose. Mr. Adams also emphasized that in order to secure and maintain freedom, the people had to be honorable, ***upright***, honest and possess integrity. Mr. Adams once wrote:

He therefore is the truest friend to the liberty of his country who tries most to promote its ***virtue****, and who, so far as his power and influence extend, will not suffer a man to be chosen into any office of power and trust who is not a wise and virtuous man . . . . The sum of all is, if we would most truly enjoy this gift of Heaven, let us become a virtuous people.* ■



*** (The underlined portion of the vignette should be memorized for the Activities, Quiz and Test.)**

VOCABULARY

Outspoken: brave, bold, courageous
Animated: active, energetic, lively
Upright: honest, just, morally good
Virtue: manliness, strength, morality, courage, conforming to a standard of right
Procure: to obtain, achieve, accomplish

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DEVELOPING A COMPOSITION CONTINUED



In this lesson, you will learn to use an outline to develop your composition. Remember the correct ways to write sentences, and remember that sentences must form complete thoughts. A complete sentence must contain a subject and a verb and have correct noun/verb agreement.

Example #1: Large armies, disciplined and appointed, with commanders inferior to none in military skill.

- The group of words is an incomplete sentence. A verb is missing. The subject is *armies*. The rest of the sentence describes *armies* but does not tell what the armies do. The way to correct the incomplete sentence is to write a new subject and verb: *We have large armies, disciplined and appointed, with commanders inferior to none in military skill*. A new subject *we* and the verb *have* were added. Now, the sentence is complete.

Example #2: The hand of Heaven have led us on.

- The sentence does not have correct noun/verb agreement. The subject is *hand*. *Hand* is singular. The verb *have* is plural. The subject and the verb do not agree. The verb must be changed to agree with the subject: *The hand of Heaven has led us on*. The new verb *has* is singular and now agrees with the singular subject *hand*.

USING THE OUTLINE TO COMPOSE SENTENCES

Points in an outline are not complete sentences, but are ideas that must be turned into sentences. More than one point may be combined into a sentence. Study the chart below. The left side is an outline. The right side is the outlined ideas turned into sentences.

The Outline (ideas)	**The Sentences (complete thoughts)**
I. The situation	**I (A).** We have three million souls united in one cause on the continent.
A. Three million souls in one cause on the continent	**I (B) (1), (2).** We have disciplined armies and superior commanders.
B. Armies ready to fight	**I (C) (1), (2).** Providence has guided us and given us success.
1. Disciplined soldiers	**I (C) (3).** Providence will help us to ***procure*** liberty and secure independence.
2. Superior commanders	**II (A), (B).** Our choices are independence or servitude.
C. Providence	**II (C) (1), (2), (3).** The reasons our independence is possible are because our union is complete, our constitution is composed, established and approved, and our soldiers are ready to fight for the cause of freedom.
1. Unexplained success	**III (A).** We must press on with gratitude to Heaven.
2. Guidance	**III (B).** We are the guardians of our own freedom.
3. Liberty and independence	**III (C).** I am willing to sacrifice my life for the freedom of these colonies.
II. The choices and reasons	
A. Independence from England	
B. Servitude to England	
C. Reasons independence was possible	
1. Union complete	
2. Constitution composed, established, approved	
3. Soldiers ready to fight for cause	
III. The action	
A. Press on with gratitude to Heaven	
B. Be guardians of own freedom	
C. Be willing to sacrifice life for freedom	

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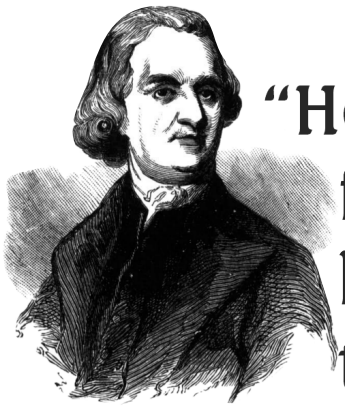
Now you are ready to work on your composition about honesty. Look at items I-IV on the left. Find the corresponding sentences for each number (I-IV) in the sentences on the right. Notice how the sentences were built around key words in the outline.

The Outline	**The Sentences**
I. Honesty demonstrated by words and actions	**I.** Honesty is demonstrated by our words and actions.
A. Dictionary definition of honesty	**I (A).** The dictionary definition of honesty is truthfulness, justice, equity, genuineness, reality, sincerity and morality.
B. Opposite of honesty	**I (B).** The opposite of honesty is: deceit, dishonesty, lies, tricks and cheating.
II. Reasons for dishonesty	**II (A).** The reasons most people are dishonest are fear of embarrassment, punishment or negative consequences.
A. Fear	**II (B).** Branch Rickey once stated, "Basic honesty allows a man not ever to be ashamed."
B. Quote by Branch Rickey	**III (A).** The advantages of honesty are trust from others and opportunities for the future.
III. Advantages of honesty	**III (B) (1), (2).** Honesty enables youth to make good decisions and to become good students, adults, citizens, employees and employers.
A. Trust, opportunities	**III (B) (3).** William Shakespeare once wrote, "No legacy is as rich as honesty."
B. Enables youth	**III (B) (4).** Lise Meitner once stated, "Justice is inseparable from truth."
1. To make good decisions	**IV (A).** Youth should be honest in all situations because honesty is right and just.
2. To become good adults, parents, citizens, employees, employers	**IV (B).** Demosthenes, an ancient Greek orator, once declared, "What we have in us of the image of God, is the love of truth and justice."
3. Quote by William Shakespeare	**IV (C).** Youth should be careful to speak and act the truth always: in school, at home and church, in social situations (such as purchasing supplies at a grocery store or attending parties and sporting events), in legal situations (such as probation hearings or being stopped by a peace officer), in employment and in entertainment.
4. Quote by Lise Meitner	
IV. When to be honest	
A. Honesty right and just in all situations	
B. Quote by Demosthenes	
C. Involvement in school, home, church, social situations, legal situations, employment and entertainment	

Great! You are learning important information and are becoming a skilled writer.
Read the Life Principle on the next page, then continue to the Activities.

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Life Principle



"He is the truest friend to the liberty of his country who tries to promote its virtue."

—*Samuel Adams*

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Composition

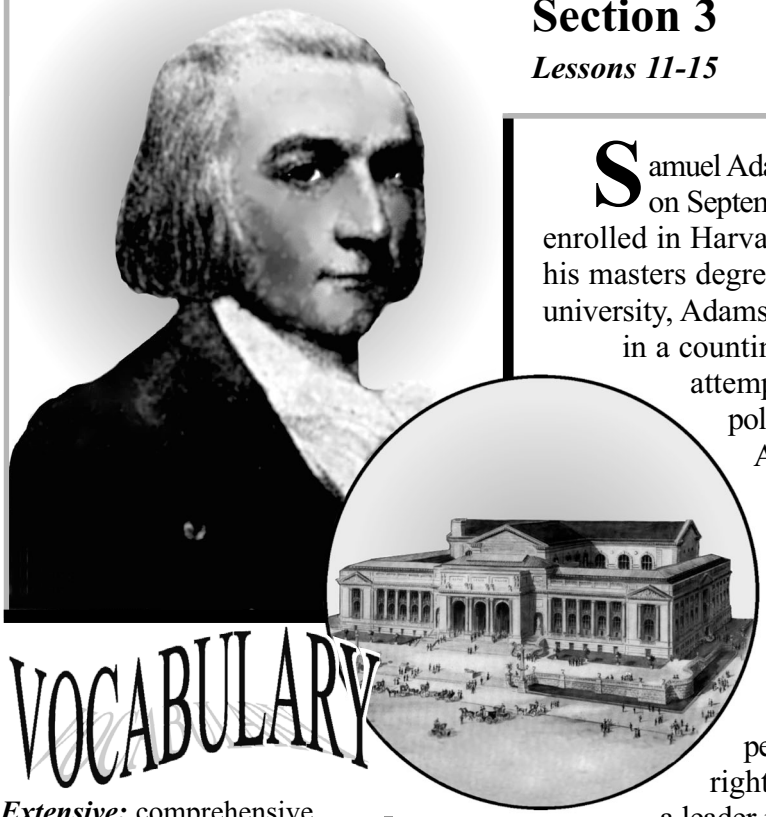
Lesson 13

Chapter 4

THE INTEGRITY OF A PATRIOT

Section 3

Lessons 11-15



Samuel Adams was born at Quincy in Massachusetts on September 22, 1722. At age 14, Samuel Adams enrolled in Harvard University. At age 21, he earned his masters degree. After graduating from the university, Adams studied law but quit to become a clerk in a counting house. After a failed business attempt, Samuel Adams became involved in politics, which seemed to be his destiny. Mr. Adams' interest in politics was most fortunate for his country, because he had ***extensive*** knowledge of the principles of national liberty. The deep interest that Mr. Adams felt and manifested for the rights of the colonies soon brought him into favor with other leading patriots. Mr. Adams was a bold, persevering and efficient supporter of the rights of his oppressed country. He became a leader in public assemblies and was bold in ***denouncing*** the unjust acts of the British ***ministry***. While the hearts of others were ready to faint, Samuel Adams maintained his usual firmness. His unshaken courage and his calm reliance upon the aid and protection of heaven contributed to inspire colonists with confidence to pursue freedom.

Although very poor, Samuel Adams used his genius and energy to champion the colonial cause of liberty. Upon learning that he was poor, the British governor attempted to bribe Mr. Adams to be silent and not to encourage American independence. Mr. Adams' response demonstrated his high integrity. Neither the ***allurement*** of fortune nor power could for a moment tempt Adams to abandon the cause of truth, nor to ***hazard*** the liberties of his people. Such patriotism is not common in the world, but in America, it was often found in many patriots during the War for Independence. America was able to contend successfully with Great Britain, not because of physical strength, numbers, wealth or fortifications, but because of the moral courage of America's statesmen, such as Samuel Adams. ■

VOCABULARY

Extensive: comprehensive, complete
Denounce: to accuse publicly, to inform against
Ministry: government
Allurement: temptation
Hazard: to place in danger
Zeal: enthusiasm, fervor
Infidel: a person who believes in no religion
Arm: strength
Sodom: a Biblical city famous for wickedness
Ignominious: shameful, disgraceful
Galling: bitter, distasteful
Derision: mockery, ridicule
Warren, Montgomery: patriots of the Revolutionary War

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DEVELOPING A COMPOSITION CONTINUED



COMPOSING PARAGRAPHS

Welcome to Lesson 13. You are learning, step by step, to write your own composition. In the previous lesson, you learned to create complete sentences from your outline. In this lesson, you will learn to create paragraphs from the sentences. Below are the sentences from Mr. Adams' outline.

The Sentences

I (A). We have three million souls united in one cause on the continent.
I (B) (1), (2). We have disciplined armies and superior commanders.
I (C) (1), (2). Providence has guided us and given us success.
I (C) (3). Providence will help us to procure liberty and secure independence.
II (A), (B). Our choices are independence or servitude.
II (C) (1), (2), (3). The reasons our independence is possible are because our union is complete, our constitution is composed, established and approved, and our soldiers are ready to fight for the cause of freedom.
III (A). We must press on with gratitude to Heaven.
III (B). We are the guardians of our own freedom.
III (C). I am willing to sacrifice my life for the freedom of these colonies.

Now study how the sentences were placed in a paragraph.

We have three million souls united in one cause on the continent. We have disciplined armies and superior commanders. Providence has guided us and given us success. Providence will help us to procure liberty and secure independence. Our choices are independence or servitude. The reasons that our independence is possible are because our union is complete, our constitution is composed, established and approved, and our soldiers are ready to fight for the cause of freedom. We must press on with gratitude to Heaven. We are the guardians of our own freedom. I am willing to sacrifice my life for the freedom of these colonies.

The paragraph contains large ideas without specific details to support the ideas. Mr. Adams needed to add more specific information and passionate words that would persuade his audience. Mr. Adams divided his composition into three paragraphs so readers could clearly comprehend each idea. He "filled-out" each idea by making changes to each sentence and by adding new sentences.

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Paragraph #1:

We are now on this continent, to the astonishment of the world, three million souls united in one cause. We have large armies, disciplined and appointed, with commanders inferior to none in military skill, and superior in activity and ***zeal***. Instances of an almost astonishing Providence in our favor have been witnessed. Our success has staggered our enemies and almost given faith to ***infidels***; so we may truly say it is not our own ***arm*** which has saved us. The hand of Heaven appears to have led us on. We have fled from the political ***Sodom***; let us not look back, lest we perish. The same force and resistance, which are sufficient to procure us our liberties, will secure us a glorious independence and support us in the dignity of free, imperial states.

- The first paragraph addresses the idea of the cause—freedom.

Paragraph #2:

We have no other alternative than independence, or the most ***ignominious*** and ***galling*** servitude. The legions of our enemies thicken on our plains; desolation and death mark their bloody career; while the mangled corpses of our countrymen seem to cry out to us as a voice from Heaven. Our adversaries are composed of wretches who laugh at the rights of humanity, who turn religion into ***derision***, and would, for higher wages, direct their swords against their own leaders or country. Our union is complete; our constitution composed, established and approved. The hearts of our soldiers beat high with the spirit of freedom; they are animated with the justice of their cause, and while they grasp their swords can look to Heaven for assistance.

- The second paragraph addresses the *choice*—independence or servitude.

Paragraph #3:

Let us press on, then, in our generous enterprise, with gratitude to Heaven for past success and confidence of it in the future. We are now the guardians of our own liberties. For my own part, I ask no greater blessing than to share with you the common danger and common glory. If I have a wish dearer to my soul than that my ashes may be mingled with those of a ***Warren*** or a ***Montgomery***, it is that these American States may never cease to be free and independent.

- The third paragraph addresses the *action to be taken*—to press on in such a way that the American States will always be free.

Congratulations! You are doing well. Proceed to the Activities where you will continue to develop your composition about honesty.

Life Principle



"Successful people make things happen in the midst of difficulty, but lazy people look at the difficulty and make excuses."

—ANONYMOUS

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Lesson 14

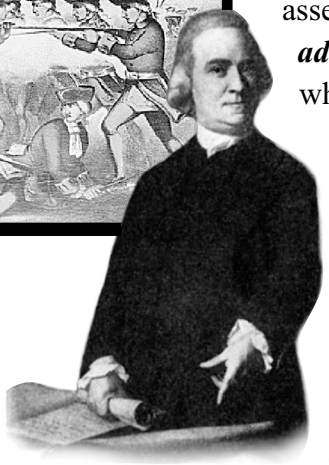
Chapter 4

SAMUEL ADAMS: AN AMERICAN HERO

Section 3

Lessons 11-15


Boston Massacre



The morning following the Boston Massacre, citizens of Boston met to discuss the slaughter of the colonists. Emotions of horror and ***indignation pervaded*** the assembly. Samuel Adams arose first to ***address*** the citizens and to submit ideas of what action ought to be taken. A committee was chosen to approach the governor and to request the removal of the British troops that committed the ***heinous*** acts. The British governor refused to command the troops to withdraw, but after continual pressure from Mr. Adams and other American patriots, the governor finally consented. However, Mr. Adams had ***incurred*** the displeasure of the royal governor and was in danger of being captured and sent to England to stand trial for treason to the ***crown***. When the governor's messengers arrived at Mr. Adams' home to deliver the message of treason, the patriot told them, "Go tell Governor Gage, that my peace has long since been made with the King of kings, and that it is the advice of Samuel Adams to him, no longer to insult the feelings of an already ***exasperated*** people."

Mr. Adams was among the most eager ***advocates*** for the declaration of American independence. "I am perfectly satisfied of the necessity of a public and explicit declaration of independence. I cannot conceive what good reason can be assigned against it," he once wrote in a letter to a friend in Philadelphia. The independence of America was at length declared and gave new political character and dignity to the cause of colonial freedom. ■

VOCABULARY

Indignation: righteous anger
Pervade: to spread throughout
Address: to speak to directly
Heinous: outrageously evil, wicked
Incur: to acquire, to bring upon oneself
Crown: referring to the British king
Exasperated: irritated, angry, vexed
Advocate: supporter
Render: to cause, to make
Means: way, method

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DEVELOPING A COMPOSITION CONTINUED



Transition Sentences

Welcome to Lesson 14. In this lesson, you will learn to use transition sentences to put together paragraphs. The easy transition from paragraph to paragraph is of no less importance than the very structure of the composition and its clarity of thought. Good transitions are extremely important to the clarity and force of your meaning. Transitions may be ***rendered*** by different ***means***:

1. repeating a dominant word which serves as a link between paragraphs
2. constructing the first sentence of each paragraph so that it will indicate clearly the relation to the preceding paragraph

Examine how Samuel Adams effected his transition sentences:

> We are now on this continent, to the astonishment of the world, three million souls united in one cause. We have large armies, disciplined and appointed, with commanders inferior to none in military skill, and superior in activity and zeal. Instances of an almost astonishing Providence in our favor have been witnessed. Our success has staggered our enemies and almost given faith to infidels; so we may truly say it is not our own arm which has saved us. The hand of Heaven appears to have led us on. We have fled from the political Sodom; let us not look back, lest we perish. The same force and resistance, which are sufficient to procure us our liberties, will secure us a glorious <u>independence</u> and support us in the dignity of free, imperial states.

Notice in the last sentence of the first paragraph the word *independence*. The word *independence* is a dominant word throughout the composition. Mr. Adams used that word to transition to the next paragraph. Notice how Mr. Adams used the word *independence* in the first sentence of the second paragraph.

> We have no other alternative than <u>independence</u>, or the most ignominious and galling servitude. The legions of our enemies thicken on our plains; desolation and death mark their bloody career; while the mangled corpses of our countrymen seem to cry out to us as a voice from Heaven. Our adversaries are composed of wretches who laugh at the rights of humanity, who turn religion into derision, and would, for higher wages, direct their swords against their own leaders or country. Our union is complete; our constitution composed, established and approved. The hearts of our soldiers beat high with the spirit of freedom; they are animated with the justice of their cause, and while they grasp their swords can look up to <u>Heaven</u> for assistance.

Notice in the last sentence the word *Heaven*. The word *Heaven* was used to transition to the next paragraph, where *Heaven* is again used.

> Let us press on, then, in our generous enterprise, with gratitude to <u>Heaven</u> for past success, and confidence of it in the future. We are now the guardians of our own liberties. For my own part, I ask no greater blessing than to share with you the common danger and common glory. If I have a wish dearer to my soul than that my ashes may be mingled with those of a Warren or a Montgomery, it is that these American States may never cease to be free and independent.

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Another effective transition method Mr. Adams used was sequence. He clearly indicated that each paragraph followed closely in thought to the paragraph above it. In the first paragraph, the writer presented the situation (the cause)—the Americans on this continent, the ability to resist the enemy, the favor of Providence, the assurity of victory and independence from England.

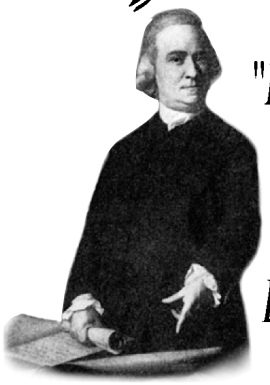
In the second paragraph, Mr. Adams presented the choice—independence or servitude to wicked men. In this paragraph, Mr. Adams gave details as to how wicked the enemy was; then Mr. Adams provided details of how independence could be won—the soldiers were ready to fight for the cause of freedom.

In the last paragraph, Mr. Adams presented the action to be taken and the sacrifice he was willing to pay to secure freedom for America. Mr. Adams made his choice and declared the action he would take—he was willing to die with the other patriots rather than be a slave to England.

Look at the construction of the composition—the first paragraph presented the *cause*, the second paragraph presented the *choice*, and the last paragraph presented the *action to be taken*. Each paragraph followed in logical order from the preceding paragraph.

Congratulations! You are learning so much. You are becoming a good writer. Continue to the Activities where you will apply transition sentence techniques to your essay about honesty.

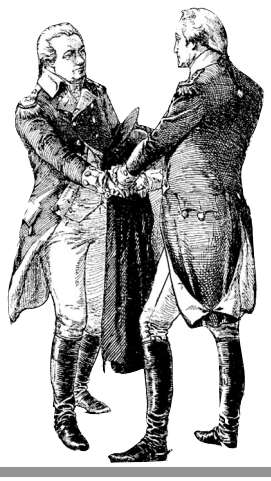
Life Principle



"Religion in a family is its brightest ornament and its best security."

–Samuel Adams

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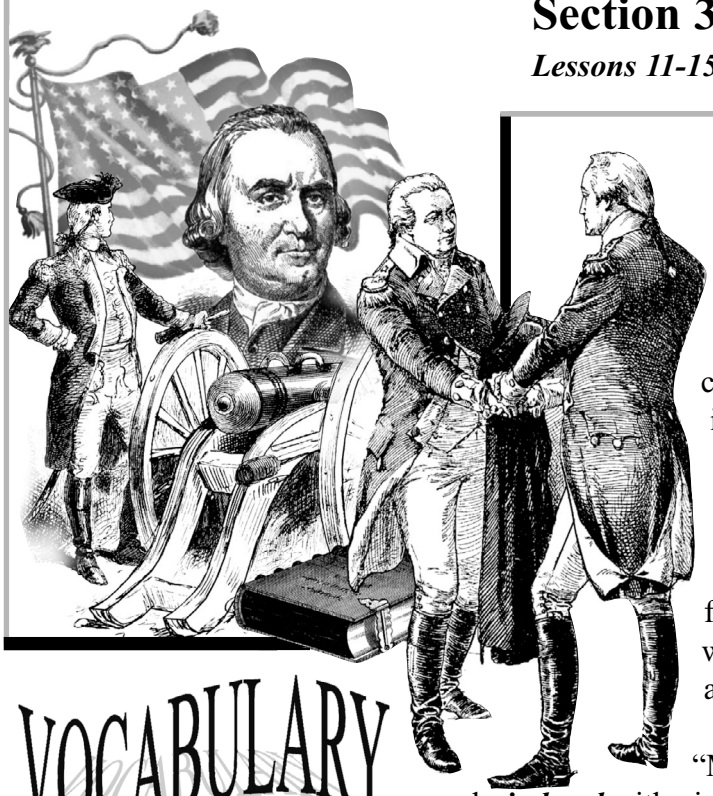
Lesson 15

Chapter 4

THE LEGACY OF SAMUEL ADAMS

Section 3

Lessons 11-15



Mr. Adams was middle-sized in his stature, but his countenance indicated a noble genius and a more than ordinary inflexibility of character and purpose. Great sincerity and simplicity marked his manners and ***deportment***. In his conversation, he was interesting and instructive; people who shared his friendship had seldom any reason to doubt his affection and ***constancy***. His writings were voluminous, but, unfortunately, most of them are lost. The writings that remain furnish abundant proof of his superiority as a writer, of the soundness of his political creed, and of the ***piety*** and sincerity of his character.

A biographer of Mr. Adams once wrote: "Mr. Adams was a Christian. His mind was early ***imbued*** with piety, as well as cultivated by science. At a young age, he was taught about the Lord Jesus. The purity of Samuel Adams' life witnessed the sincerity of his ***profession***. On the Christian ***Sabbath***, he constantly went to the ***temple*** . . . . The last production of his pen was in favor of the Christian truth. He died in the faith of the gospel."

For his country, Mr. Adams labored both day and night, with a zeal and energy that was scarcely interrupted and knew no fatigue. Although enthusiastic, he was ***prudent***. He would persuade, petition and ***remonstrate***, where these would accomplish the objective of ***eradicating*** the unjust tyrannies of the British. But, when these efforts failed to effectuate peace, Samuel Adams was ready to resist even unto blood, and would sooner have sacrificed his life than to yield with dishonor to tyranny.

No gloom or arrogance appeared in Samuel Adams' ***demeanor***. He combined mildness with firmness; dignity with ***condescension***. He is known for his virtues, his patriotism, his unwearied zeal and his usefulness to the cause for freedom. ■

VOCABULARY

Deportment: behavior, conduct
Constancy: faithfulness, persistence
Piety: devotion to religious duties and family
Imbued: permeated, pervaded
Profession: verbal statement of beliefs
Sabbath: a holy day of rest and worship
Temple: church, place of worship
Prudent: cautious and careful in judgements and actions
Remonstrate: to protest, object
Eradicate: to destroy, get rid of
Demeanor: behavior, conduct, deportment

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PROOFING AND EDITING



The first version of the essay is called a ***rough draft***. A rough draft is never the completed and final version. When the writer finishes creating his essay, he must ***proof*** and ***edit*** his rough draft. The writer must look for several things in his rough draft: correct sentence structure, correct spelling, punctuation and capitalization, correct paragraph structure (topic, support, transition or conclusion), clarity of thought and logical order. During the proofing and editing process, the writer should remove any words and sentences that are out of order or that do not support the topic. The proofing process takes time and attention. You want to be sure that your essay is exactly as it should be. Below is a check list that will help you remember what to look for in your rough draft:

- spelling
- punctuation
- capitalization
- complete sentences
- noun/verb agreement
- unnecessary words
- unnecessary sentences
- concluding sentences
- logical, sequential order
- topic sentences
- supporting sentences
- transition sentences

Editorial Marks for Proofing

Editorial Marks	Examples
= means to capitalize	underline the nouns.
∧ means to insert	Underline the ∧ nouns.
∨ means to insert	Underline ∨ nouns.
/ means to make lower case letter	Underline the /Nouns
~ means to switch around	Underline nouns the.
⟋ means to delete	Underline ~~and~~ the nouns.
× means to delete punctuation	Underline the nouns×.

VOCABULARY

Condescension: gracious behavior to someone or something of lesser importance
Rough draft: the version that needs correcting
Proof: to check for errors
Edit: to prepare for publication



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In the following rough draft of Mr. Adams' composition, you will notice several errors that were corrected during the first proofing process.

Paragraph #1:

We are
Now on this continent, to the astonishment of the world, three million souls united in one cause.
We have
Large armies, disciplined and appointed, with commanders inferior to none in military skill, and superior in activity and zeal. Instances of an almost astonishing Providence in our favor have been witnessed. Our success has staggered our enemies and almost given faith to infidels; so we may truly say it is not our own arm which has saved us. The hand of Heaven appears to have led us on. We have fled from the political sodom; let us not look back, lest we perishes. The same force and resistance, which are sufficient to procure us our liberties, will secure us a glorious Independence and support us in the dignity of free, imperial states.

Paragraph #2:

We have no other alternative than independence, Or the most ignominious and galling servitude. The legions of our enemies thicken on our plains; desolation and death mark their bloody career while the mangled corpses of our dead countrymen seem to cry out to us as a voice from Heaven. ~~I never did like the way the British fight~~. Our adversaries are composed of wretches who laugh at the rights of humanity, who turn religion into derision, and would, for higher wages, direct their swords against their own leaders or country. ~~Americans would never stoop to such wickedness~~. Our union is complete; our constitution composed, established, and approved. The hearts of our soldiers beat high with the spirit of freedom; they are animated with the justice of their cause, and while they grasp their swords can look up to Heaven for assistance.

Paragraph #3:

Let us press on, then, in our generous enterprise, with gratitudes to Heaven for past success, and confidence of it in the future. ~~Causes for liberty never fail~~. We are now the guardians of our own liberties. For my own part, I ask no greater blessing than to share with you the common danger and common glory. If I have a wish dearer to my soul than that my ashes may be mingled with those of a Warren or a Montgomery, it is that these American States may never cease to be free and independent.

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After Mr. Adams proofed his composition paragraph by paragraph, he rewrote the composition and proofed it a second time. This time, he found a few more errors:

Paragraphs 1-3:

We are now on this continent, to the astonishment of the wold, three million souls united in one case. We have large armies, disciplined and appointed, with commanders inferior to noon in military skill, and superior in activity and zeal. Instances of an almost astonishing Providence in our favor have been witnessed. Our success has staggered our enemies and almost given faith to infidels; so we may truly say it is not our own arm which has saved us. The hand of Heaven appears to have led us on. I fled from the political Sodom; let us not look back, lest we perish. The same force and resistance, which are sufficient to procure us our liberties, will secure us a glorious independence and support us in the dignity of free, imperial states.

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The Final Draft

The final draft is free of errors. Once you have thoroughly read your work, it should be ready to be read by someone else. After he corrected his errors, Mr. Adams presented his composition in a speech to Congress. Below is his final version.

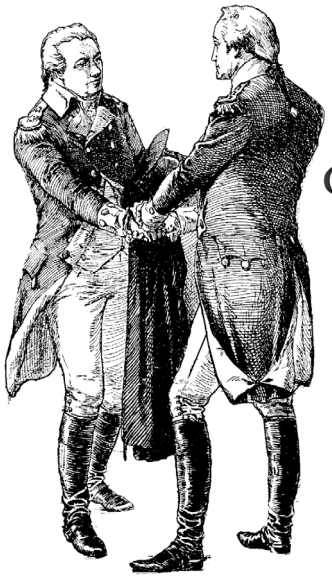
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Because his final version was error free and in good order, Mr. Adams was able to make an effective presentation to the Continental Congress. Samuel Adams' speech inspired and motivated many members in Congress to support independence from the British Empire. You, too, may become an important figure in the history of your country, state, city or neighborhood. Learn to utilize your writing and speaking skills to motivate, persuade and inspire your fellow citizens to defend what is good, true and right.

Continue to the next page to read the Life Principle, then complete the Activities.

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Life Principle



"'Thou shalt do no injury to thy neighbor,' is the voice of reason and nature."

— Samuel Adams

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