English:

Composition Skills

ACTIVITIES



Chapter 4

CS: 76014 Revision: 11172005-1

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

PROFESSIONAL CREDITS

Composition Skills

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
Pamela K. Hurst
Lydia R. Seals
Don Ward
H. Michael Young

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

Vignettes
Vignettes used by permission from Honor Books are indicated by the initials *HB*.
All others are public domain, used by permission, or are the creation of PAC personnel.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Name: _____

Date: _____ Grade: _____



Writing

The Battle of the Persians and Spartans

ACTIVITIES
Lesson 1:
Writing

You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE
Complete the Activities.

1. Which two nations were at war? _____

2. Which army was decorated in the color purple? _____

3. What weapons of war were used in this battle? _____
   (a) rifles
   (b) swords
   (c) spears
   (d) bows and arrows
   (e) machine guns
   (f) shields
   (g) all of these
   (h) none of these
   (i) only a, d and e
   (j) only b, c and d
   (k) only b, c, d and f
   (l) all except a

4. Which army would most likely win due to a greater number of warriors? _____

5. Who was the leader of the Greek army? _____

6. On what battleground did the two armies meet? _____

7. How was a traitor instrumental in blocking the Spartans' escape route? _____
   _____

8. For how many days did the battle wage? _____

9. How did news of the battle affect other Greeks? _____
   (a) They were frightened.
   (b) They began to hate violence and destroyed their weapons.
   (c) Old, retired warriors prepared to join the army.
   (d) Young men who had never been in battle prepared to join the army.
   (e) They begged the warriors to surrender.
   (f) only a, b and e
   (g) only c and d

10. Which army fought to the last man? _____

11. Which army gave up and went home? _____

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

***Multiple Choice** continued*

12. Which of the following statements may you infer from the story? _____
_____
_____

(a) The Greeks fought harder and with more dedication because they were defending their homeland.
(b) The Greeks fought harder and with more dedication because a reward was offered to the victorious army.
(c) The Persians did not fight well due to lack of training.
(d) The terrain was the only determining factor in the Greeks' victory.

WORD POWER!
Place an "X" next to the sentence that best uses the VOCABULARY word.

13. _____ (a) ***Greece*** is a country consisting of numerous islands surrounded by the Mediterranean Sea located in southeast Europe.
_____ (b) To fry a steak, ***Greece*** is an important ingredient.

14. _____ (a) The ***cavalry*** is a group of mounted soldiers (usually on horseback).
_____ (b) On a dairy, most baby cattle are born in a ***cavalry***.

15. _____ (a) The ***archers*** in this building are slightly pointed.
_____ (b) ***Archers*** must practice much and learn to be accurate.

16. _____ (a) I got the ***quivers*** when I read the account of that heroic battle.
_____ (b) The archers emptied their ***quivers***.

17. _____ (a) Many patriotic Spartans took up ***arms*** when news of the battle was heard.
_____ (b) The arrows had short ***arms***.



THE BASICS OF WRITING
Fill in the blank: Write the correct answers.

18. The two major categories of words are _____ and _____.

19. Poetry conveys meaning to readers by use of poetic techniques such as _____ and _____; prose conveys meaning with grammar, _____, _____, _____ and _____.

20. The basic element of prose is the _____.

21. A paragraph is _____
_____.

22. Each sentence in a paragraph must _____
_____.

23. The sentences in a paragraph must follow each other in _____ order.

24. Every good paragraph has three basic parts: _____, _____ and _____.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

***Fill in the blank** continued*

25. What are the functions of the introduction, the body and the conclusion? _____

_____

_____

_____

_____

_____

Read the paragraph below and answer questions 25-27.

The first line of defense against the Persians was Leonidas and 300 soldiers from the Greek city of Sparta. Leonidas was a skilled, inspiring leader. His men were veteran foot soldiers, well-trained and equipped with armor, swords, and long, deadly spears. The Spartans took their stand at Thermopylae, a narrow mountain pass leading to the cities of Greece. They knew they were hopelessly outnumbered but were determined to defend their homes to the death.

26. What is the main idea of the introduction? _____

27. What three elements does the body supply to support or clarify the main idea?

_____

_____

28. How does the conclusion sum up the paragraph? _____

_____

29. Write the **Life Principle:** *"*_____

_____*."*



Read the paragraph below and answer questions 30-32.

In April 1973, the Park Center YMCA in Midland, Texas, asked for volunteers to help repair 17 rundown homes in the city. After volunteers had completed repairs on one home, the owner opened her front door and exclaimed, "It's just like Christmas in April." The effort was so successful that Midlanders made it an annual event. In one year, 398 gallons of paint, 600 pounds of nails, 224 squares of roofing materials, 60 doors and $10,000 of lumber were used to repair 84 homes. Midlanders have learned how to be both busy and productive by pulling together to help others.

(HB)

30. The introduction introduces readers to: _____

_____.

(a) a commercial about home improvement
(b) a story about citizens improving their city
(c) how to paint houses
(d) the cost of home improvement

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Read the paragraph and answer the questions *continued*

31. The body supplies what information? _____

_____

_____

(a) the response of the volunteers, the response of the people who received help, the method by which the volunteers improved their city
(b) the organizational skills of the city manager and the volunteers, the cost of improving a city, the election of a new mayor
(c) the schedule prepared by a homeowners' organization that helped widows repair their homes and learn how to be self-reliant

32. How does the conclusion sum up the paragraph? _____

_____

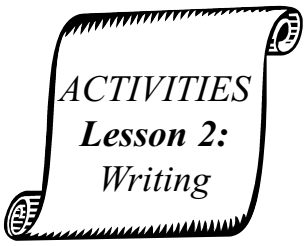
_____

(a) The conclusion refers back to people pulling together to help others—referring to volunteer work.
(b) The conclusion introduces new information not mentioned in the body.
(c) The conclusion provides a detailed explanation of the type of volunteer work provided by the people of Midland.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



The Chivalry of Sir Walter Raleigh



You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE

Multiple Choice: Choose the correct answers.

1. In the story of Sir Walter Raleigh, which of the following occurred? _____
_____

(a) He assisted the queen in crossing a mud puddle.
(b) He built for the queen a handsome carriage.
(c) He rescued the queen from harm.
(d) He stole from the queen.

2. What reward did Raleigh receive for his behavior? _____

(a) He was knighted.
(b) He was thrown into a dungeon.
(c) He received a cash reward.
(d) He was given a military career.

WORD POWER!

Fill in the blank: Complete the sentences for the VOCABULARY words.

3. Another way to state that Sir Raleigh had high, moral character would be to state that he was _____.

4. If you were visiting the city of ***London***, in which country would you be? _____

REPAIRING SENTENCE ERRORS IN WRITING



True or False: Write the correct answers.

5. _____ Grammatically correct sentences usually confuse readers.

6. _____ A correct sentence should be able to be diagrammed.

Fill in the blank: Write the correct answers.

7. The three, most common types of sentence errors in writing are: _____
_____, _____ and
_____.

8. A sentence fragment is _____
_____.

9. A sentence fragment may be created when a group of words has no _____
or _____.

10. A sentence fragment may also be created when a group of words begins with a
_____.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Correct the sentence fragments.

11. For those qualities. (add subject and verb phrase)

_____

12. When he was a young man. (drop the subordinating conjunction)

_____

13. Not only brave and noble. (add subject and verb at the beginning and main clause at the end)

_____

14. Soon approaching a muddy puddle of water. (add subject and verb)

_____

15. As he was considering his options. (drop the subordinating conjunction)

_____

16. Complete the sentence: A run-on sentence occurs when _____

_____

_____.

Correct the run-on sentences.

17. Walter Raleigh was not only brave and noble he was handsome and polite for those qualities Queen Elizabeth made Raleigh a knight and called him Sir Walter Raleigh.

_____

_____

_____

_____

18. Raleigh was dressed in very fine style he had thrown a beautiful scarlet cloak over his shoulders as he sauntered down the street.

_____

_____

_____

_____

_____

19. One day when Raleigh was a young man he was walking along the muddy streets of London.

_____

_____

20. As she continued with her train she asked one of the young women "Who is that brave gentleman who helped us so handsomely?"

_____

_____

_____

21. Complete the sentence: A rambling sentence occurs when _____

_____.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Correct the rambling sentences.

22. He was considering his options and he looked up and saw standing before him Elizabeth, queen of England, and she had with her a train of gentlewomen and maids and she saw the handsome young man with the scarlet cloak standing beside the puddle.

_____
_____
_____
_____
_____

23. Young Raleigh forgot about his new shoes and he thought only of helping the queen and instantly, he knew what to do.

_____
_____
_____

24. He approached a puddle of muddy water which reached from one side of the narrow street to the other and he could not step across and he was not sure whether he could jump the puddle.

_____
_____
_____
_____

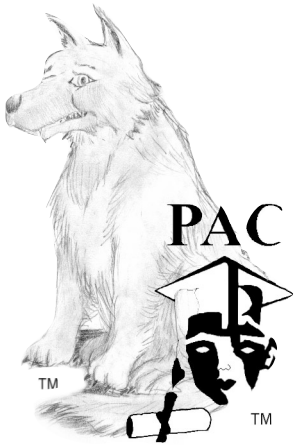
25. The queen requested Raleigh's presence at the palace and Raleigh accepted the invitation and then the queen knighted Raleigh and he became Sir Walter Raleigh.

_____
_____
_____
_____

26. Write the **Life Principle:** *"*_____
_____
_____.*"*



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



ACTIVITIES
Lesson 3:
Writing

A Family's Success

You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE
Multiple Choice: Choose the correct answer.

1. The vignette is about a family who: _____
_____.

(a) was part of the royal family in Chandler, New Foundland
(b) had humble beginnings in Mississippi but helped each other out of poverty
(c) founded the Economics Department at Howard University and the Morehouse College in Colorado

WORD POWER!
Multiple Choice: Place an "X" next to the sentence that correctly uses the VOCABULARY **word.**

2. _____ (a) He ***extricated*** the nail from the board.
_____ (b) The family ***extricated*** to another country.

3. _____ (a) The ***vexed*** children laughed and played.
_____ (b) ***Vexed***, the children found little amusement in their situation.

CONSTRUCTING A COMPOSITION
Fill in the blank: Write the correct answers.



4. What three principles of writing apply to any length composition?
_____, _____ and _____

5. A paragraph should convey how many ideas? _____

6. When should a new paragraph be started? _____
_____

7. What are the functions of the introduction? _____
_____ and _____

8. Write the introduction of the vignette.

_____
_____
_____
_____
_____
_____

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

***Fill in the blank** continued*

9. What information does the reader gain from the introduction?

_____

_____

10. What is the purpose of the body? _____

_____

11. How does the body of the vignette accomplish its purpose?

_____

_____

_____

12. The last part of the composition is the _____.

13. What is the purpose of the conclusion? _____

_____

14. Write the conclusion to the vignette.

_____

_____

_____

_____

_____

_____

15. How is the conclusion to the vignette effective?

_____

_____

_____

Matching: Choose the correct answers.

16. _____ introduction

17. _____ body

18. _____ conclusion

(a) the majority of the sentences in a composition; consists of details, examples and facts that support the main idea

(b) the last sentence or last couple of sentences that sum up the main point

(c) the first sentence or first couple of sentences in a paragraph or composition that introduce the main idea



©Copyright 2005, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

Complete the Activities from "Harry Truman's Test."

19. What is the main idea of the composition, as stated in the introduction?

_____
_____
_____
_____
_____
_____

20. What main points are discussed in the three paragraphs that form the body of the composition? The body explains: _____

_____
_____
_____
_____
_____.

(a) that the presidency has filled the demands placed upon it by the Constitution: responding to emergencies, protecting the welfare of the nation and offering leadership to the world; the Constitution outlines that the president is elected by the people and reiterates the leadership role of protection for the people of the nation and the world; the body shows the importance of a strong presidency that can meet the demands of the Constitution, the nation and the world

(b) how to become an effective president; how to write a constitution that models the U.S. Constitution; how a president should operate his household; how a president's words can calm and arise the fears and hopes of the people, respectively; the body is an outline of the tasks of a president's role as commander-in-chief and provides instruction on how to survive as an American in times of world-wide calamity

(c) neither a nor b

21. The conclusion: _____

_____
_____
_____.

(a) details how a president should be master in his home; introduces the listeners to the topic of President Truman's next speech

(b) reminds readers that the policies of the executive office should follow the Constitution and that the president should be able to govern his own house

(c) neither a nor b

22. Write the **Life Principle:** *"*_____
_____*."*



Continue to the next page for your Memory Work.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

MANDATORY MEMORY WORK

The student may not continue to Lesson 4 until he has presented from memory to the teacher or class peers (under the supervision of the teacher) the conclusion from Harry Truman's speech.

Teacher's signature: _____

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



Words that Fight Evil



You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE
Complete the Activities.

1. What is the main idea of the vignette? _____
_____

(a) the duress experienced by soldiers in World War II
(b) how to present a peaceful resolution in a world of turmoil
(c) Winston Churchill's ability to lead and inspire a nation

2. Write Winston Churchill's speech.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

WORD POWER!
Multiple Choice: Place an "X" next to the sentence that uses correctly the VOCABULARY **word.**

3. _____ (a) We ***rallied*** up the river.
_____ (b) The troops ***rallied*** for war.

4. _____ (a) The tree dripped ***resolution*** on the children playing underneath.
_____ (b) The soldiers developed ***resolution*** in the achievement of their goal.

5. _____ (a) The soldier developed a ***crucial*** toward the nurse and blushed every time she entered the hospital room.
_____ (b) The general outlined the ***crucial*** areas to be guarded against enemy attack.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



THE WRITING PROCESS

Complete the Activities.

6. Establishing a _____ is key to effective writing.
   (a) main idea
   (b) process
   (c) sentence

7. List in order the five main stages of the writing process: _____, _____, _____, _____ and _____.

8. Define each step of the writing process.
   Prewriting: _____
   Planning: _____
   Drafting: _____
   Editing: _____
   _____
   _____
   _____
   Proofreading: _____
   _____

9. Which step of the writing process helps you to gather your thoughts before you begin to write? _____

10. Three aspects of your composition you should consider are: _____, _____ and _____.

11. List possible purposes of a composition: _____,
    _____,
    _____,
    _____
    or _____.

12. What characteristics of your audience should you consider to determine how much data they know about the subject and what their interests are in the subject?
    _____, _____, _____, _____, _____, _____ and _____

13. If you have limited knowledge of a subject, what should you do to become more knowledgeable in that area? _____

14. What characteristics about yourself will enable you to add interesting details that will keep your audience's attention? _____, _____, _____ and _____

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

***Complete the Activities** continued*

15. In Winston Churchill's speech, how did he include *purpose*, *audience* and *knowledge*?

_____
_____
_____
_____
_____
_____
_____

16. Freewriting means: _____
_____.

(a) preparing an outline
(b) writing a complete paragraph
(c) writing whatever comes to mind, regardless of organization, spelling, punctuation or grammar
(d) writing about freedom and what it means to you, your nation and the world

17. In the freewriting sample about volcanoes, the student: _____
_____.

(a) gave careful attention to the proper mechanics of writing
(b) wrote random thoughts
(c) prepared a complete paragraph

18. During brainstorming, the writer _____ ideas.

19. In the example of brainstorming about volcanoes, the writer: _____
_____.

(a) randomly scribbled ideas
(b) listed ideas about volcanoes
(c) wrote an outline

20. Instead of freewriting or brainstorming, some writers prefer _____.

21. When mindmapping, the _____ is placed in the middle of the page in a circle; ideas connected to the topic are then circled and connected to the main topic by lines.

22. Write the **Life Principle:** *"*_____
_____*."*



Continue to the next page to learn about your memory work and mandatory writing assignment.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

MANDATORY MEMORY WORK

The student may not continue to Lesson 5 until he/she has presented from memory to the teacher or to class peers (under the supervision of the teacher) the speech by Winston Churchill.

Teacher's signature: _____

MANDATORY WRITING ASSIGNMENT

Beginning with this lesson, and during the next four lessons, the student will write a short composition.

Step 1: The student should think of a topic and write it in a notebook. The topic may be any appropriate topic approved by the teacher. The student should carefully consider the purpose, the audience, and his knowledge of that topic. The student should show his topic to the teacher and request a signature.

Teacher's signature: _____

Step 2: The student should prewrite on his topic—free write, brainstorm or mindmap. The student should show his prewriting to the teacher and request a signature.

Teacher's signature: _____

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



The Chosen Road



You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE

Matching: Choose the correct answers from the characters in the story.

1. _____ the father
2. _____ Pleasure
3. _____ Virtue
4. _____ the son

(a) promised a rough road, hard work, suffering, responsibility, and mountains in the horizon
(b) promised a road filled with music and laughter, free of labor and trials
(c) sent the boy on an errand
(d) chose Virtue over Pleasure

WORD POWER

Multiple Choice: Place an "X" next to the sentence that uses correctly the VOCABULARY word.

5. _____ (a) "How far have you to go?" ***queried*** the young woman.
   _____ (b) The ***queried*** fish swam together.

6. _____ (a) She spoke with a strange ***ascent***.
   _____ (b) The ***ascent*** up the mountain was challenging.

7. _____ (a) "Did you ***countenance*** the money?" asked the father.
   _____ (b) His ***countenance*** improved when he made the better choice.



THE WRITING PROCESS Continued

Complete the Activities.

8. The second stage of the writing process is _____.

9. Planning helps _____ what you are going to write.

10. Place an "X" on the line next to the answer that indicates which elements are used in outlines.
    (a) _____ Roman numerals
    (b) _____ periods
    (c) _____ capital letters
    (d) _____ lower case letters
    (e) _____ numbers
    (f) _____ complete sentences

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

11. Complete the outline for Volcanoes.

I. _____

A. _____

B. _____

II. _____

A. _____

B. _____

C. _____

III. _____

A. _____

B. _____

C. _____

12. Write the **Life Principle:** *"*_____

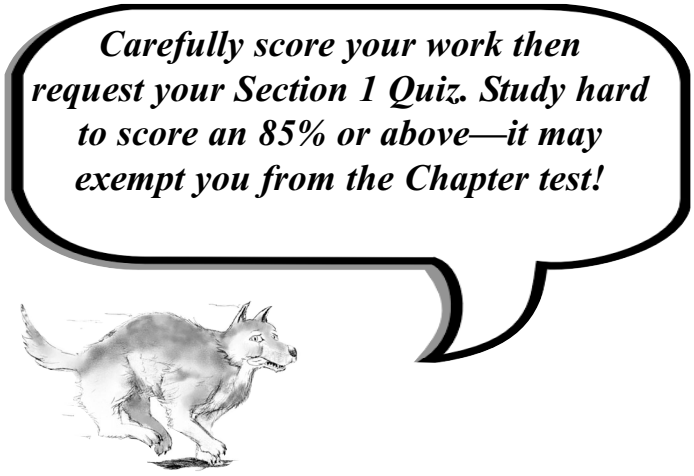
_____*."*



MANDATORY WRITING ASSIGNMENT

In the same notebook, the student should complete the planning stage by creating an outline that will be used for the composition.

Teacher's signature: _____



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



Nature's Phenomenal Renewal



You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE

True or False: Write the correct answers.

1. _____ In 1980, a great fire erupted in Washington due to a careless camper tossing burning charcoal onto some dry leaves.
2. _____ The great fire was due to a volcanic eruption.
3. _____ The area never recovered and is still declared a "disaster area."

Complete the paragraph.

4-11. _____ does not usually last forever. It may be the means to show you an _____ way to go, a different way to _____. Trouble may be an opportunity to start _____. Challenges in life can _____ and _____. _____, along with _____, were designed to overcome devastating events!

WORD POWER!

Multiple Choice: Place an "X" next to the sentence that uses correctly the VOCABULARY **word.**

12. _____ (a) I worked hard all day and ***annihilated*** the junk in my backyard!
    _____ (b) The eye doctor placed drops in the patient's eyes, and they ***annihilated***, enabling the doctor to check them.
13. _____ (a) The physician grimly told the parents that their daughter had a disease called ***debris***.
    _____ (b) The ***debris*** in the backyard required cleaning.
14. _____ (a) The bird sharpened his ***bleak*** on the charred stump.
    _____ (b) The ***bleak*** sky promised neither sunshine nor rain.
15. _____ (a) He wanted a ***steelhead*** for his hammer.
    _____ (b) The ***steelhead*** ferociously fought the net.
16. _____ (a) The river ***teemed*** with trout.
    _____ (b) The coach ***teemed*** together a group of athletes and entered the tournament.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



THE WRITING PROCESS Continued

Multiple Choice: Choose the correct answers.

17. The third stage to the writing process is: _____.
    (a) planning
    (b) prewriting
    (c) drafting

18. The draft should include: _____.
    (a) a topic, brainstorming ideas and an outline
    (b) an introduction, body and conclusion
    (c) no grammatical or sentence structure errors

19. The first draft of a composition is called a: _____.
    (a) proofed draft
    (b) rough draft
    (c) final draft

20. The rough draft: _____.
    (a) is the final draft
    (b) may be revised and edited several times
    (c) should be double spaced
    (d) a, b and c
    (e) only a and b
    (f) only b and c

21. The main idea in the example rough draft is: _____
    _____.
    (a) how volcano eruptions are created
    (b) how much time a city has to evacuate an area after a volcano erupts
    (c) how to rebuilt a city after a volcano eruption

22. The example rough draft: _____
    _____.
    (a) is acceptable the way it is
    (b) needs only grammatical and punctuation corrections
    (c) needs some restructuring and rewording

23. Write the **Life Principle:** *"*_____
    _____*."*



MANDATORY WRITING ASSIGNMENT

In the same notebook, the student should write the rough draft of his or her composition. The student must show the rough draft to the teacher and request a signature. The draft must have an introduction, body and conclusion.

Teacher's signature: _____

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



Nature is so Interesting



You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE
Matching: Choose the correct answers.

1. _____ beans
2. _____ ***morning glory***
3. _____ plants
4. _____ grain of corn
5. _____ crop of wheat
6. _____ watermelon
7. _____ ***dandelion***
8. _____ water in the roots of a tree
9. _____ eggs of certain insects, birds and reptiles
10. _____ elephant legs

(a) grow toward the surface regardless of how the seed was placed in the ground
(b) grows above its surroundings, regardless of the height
(c) grow upward from left to right
(d) has even number of stripes
(e) grows from right to left
(f) moves upward against the force of gravity
(g) may produce a stalk containing up to 742 grains
(h) produces even number of grains; may produce between 30 and 100 grains on each stalk
(i) hatch in days multiple of seven
(j) bend forward, unlike other four-legged creatures

WORD POWER!
Multiple Choice: Place an "X" next to the sentence that uses correctly the VOCABULARY **word.**

11. _____ (a) He gazed at the sunrise and thought how beautiful was the ***morning glory***.
_____ (b) She gazed at the ***morning glory*** and wondered who had planted it.

12. _____ (a) The ***dandelion*** pranced back and forth in his cage.
_____ (b) Next to the morning glory was a ***dandelion***.



THE WRITING PROCESS Continued
Fill in the blank: Write the correct answers.

13. Editing a composition includes _____ and _____ what you have written; _____ the information, the _____, and the _____ in which you have composed your work.

14. Editing may require that you _____ entire sentences or _____ them to a more logical position in the paragraph.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

***Fill in the blank** continued*

15. Write the three questions you should ask yourself as you edit your work:
    1. _____
    _____
    2. _____
    _____
    3. _____
    _____
    _____

16. Multiple Choice: If your composition does not meet the necessary criteria to be complete and effective, what should you do? _____
    _____
    _____

    (a) Leave it alone, knowing that no further improvements are likely to take place.
    (b) Ask a friend or teacher to improve your paragraph for you.
    (c) Keep working with your composition, and use resources to give you fresh ideas.

Place the appropriate editorial mark beside each explanation.

17. _____ means to capitalize

18. _____ means to insert

19. _____ means to insert

20. _____ means to make lower case letter

21. _____ means to switch around

22. _____ means to delete

23. _____ means to delete punctuation

24. _____ means to replace or remove and not replace

Correct each sentence using the appropriate editorial mark(s).

25. nature is interesting.

26. Nature interesting.

27. Nature and is Interesting.

28. Nature interesting is.

29. Native is interesting.,

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Multiple Choice: Choose the correct answers.

30. Which of the following types of corrections took place in the rough draft about Volcanoes? Place an "X" next to each type of correction.
    (a) _____ word replacement
    (b) _____ sentence removal
    (c) _____ punctuation replacement and removal
    (d) _____ word additions
    (e) _____ letter additions and deletions
    (f) _____ capitalization corrections

31. After a rough draft has been marked with necessary corrections, your next step is to:
    _____
    _____.
    (a) rewrite or retype the final draft, single spaced
    (b) rewrite or retype the rough draft, double spaced for proofreading later
    (c) turn it in for a grade

32. Write the **Life Principle:** *"*_____
    _____*."*



MANDATORY WRITING ASSIGNMENT

1. In the same notebook, the student should edit the rough draft, using the standard editorial marks provided in this lesson. The student must show his or her work to the teacher and request a signature.

Teacher's signature: _____

2. Next, the student must retype or rewrite and double space the rough draft, making the corrections. This work must also be shown to the teacher.

Teacher's signature: _____

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



The Healing Power of Forgiveness



You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE
Multiple Choice: Choose the correct answer.

1. The main idea of the vignette is: _____
_____.
(a) the forgiveness that occurred between spouses regarding careless spending
(b) how to avoid debt, but if debt does occur, how to get out of debt
(c) love and forgiveness will keep a person from getting in debt

WORD POWER!
Multiple Choice: Place an "X" next to the sentence that correctly uses the VOCABULARY **word.**

2. _____ (a) The man's wife was ***incredulous*** upon hearing the wild story.
_____ (b) She decided to try an ***incredulous*** new recipe.

3. _____ (a) The lord of the kingdom gave a ***proclivity*** that declared freedom to all surfs.
_____ (b) Her ***proclivity*** toward compassion was no surprise to him.

4. _____ (a) David promised to ***redress*** his spending habit.
_____ (b) Lisa chose to ***redress*** in a suit before driving to work.

5. _____ (a) The ***extirpator*** pronounced the couple "man and wife."
_____ (b) We must ***extirpate*** wrong doing.

6. _____ (a) We met with the ***connubiality*** council to vote on a tax raise.
_____ (b) Their ***connubiality*** was strengthened by forgiveness.



THE WRITING PROCESS Continued
Complete the Activities.

7. The fifth stage of the writing process is _____.

8. While proofreading, for what mechanics should you look? _____,
_____, _____,
_____, _____ and
_____.

9. Proofreading is giving your composition one final inspection for _____,
_____, _____ and _____.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

***Complete the Activities** continued*

10. Reading aloud may enable you to discover errors not found by reading silently.
_____ (a) True or (b) False

11. While proofreading, you should use the same editorial marks used during editing.
_____ (a) True or (b) False

12. The main idea of the proofed draft is: _____.
(a) trusting yourself to be all you can be
(b) how to have peace
(c) how conflict affects the heart

13. Place an "X" next to the items in the proofing check list that reflect the types of changes the writer corrected when he proofed is draft on *peace*.

Proofing Check List

_____ spelling _____ sentence structure _____ punctuation

_____ capitalization _____ excess words _____ missing words or letters

14. The final draft of a composition should be: _____.
(a) single spaced
(b) double spaced
(c) bolded

15. Write the **Life Principle:** *"*_____
_____*."*



MANDATORY WRITING ASSIGNMENT

1. The student must proof his or her edited draft, using the editorial marks. The student must show the proofed draft to the teacher and request a signature. A Checklist for the proofed draft is provided on the next page. The student's grade will be derived from that list.

Teacher's signature: _____

2. The student must retype and single space the final draft and submit it along with all previous drafts and prewriting to the teacher.

Teacher's signature: _____

***Note to Teacher: The final draft may be counted as a quiz grade. See the Rubric for this assignment under Chapter 4 in the Teacher's Resource Kit.**

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Checklist for Student's Final Draft

CONTENT

1. The purpose and audience for this composition are appropriate.
2. My reader will believe that I am well informed about my topic.
3. I provided appropriate and relevant details from various sources including research, my own experiences, observations and prior knowledge.

STRUCTURE

1. The main idea is clearly stated in an effective introduction.
2. The body supports the main idea described in the introduction.
3. Supporting details are accurate, relevant and helpful in clarifying the main idea.
4. Details fit where I placed them (logical, sequential or chronological order) and they promote the reader's understanding of the topic.
5. When I used details, I did not wander from the main idea.
6. The conclusion leaves the reader with a sense of resolution.

MECHANICS

1. I used words that help the reader to understand my meaning.
2. I used explicit and vivid words and phrases to hold my reader's attention.
3. I used correct grammar, avoiding slang.
4. My sentence structures are correct. I avoided sentence fragments, run-on sentences and rambling sentences.
5. My punctuation is correct.
6. My spelling is correct. I looked up any words of which I was unsure of the spelling.
7. The subjects and verbs agree in number and gender.
8. The pronouns have clear antecedents.

OVERALL

1. I edited and proofed my composition, showing my work, to the best of my ability.
2. My composition could be published in a newspaper with little or no additional editing.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



Avoiding Anger



You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE

Multiple Choice: Choose the correct answers.

1. Which of the following are results of becoming angry? Place an "X" on the line next to each correct answer.
   (a) _____ It usually has positive results, promoting a peaceful and pleasant environment.
   (b) _____ It often makes a bad situation worse.
   (c) _____ It increases the amount of toxins in the body.
   (d) _____ It strengthens the immune system.
   (e) _____ It may harm someone you love.

WORD POWER!

Multiple Choice: Place an "X" next to the sentence that uses correctly the VOCABULARY word.

2. _____ (a) Research and study ***evince*** that vegetables are necessary for a healthy diet.
   _____ (b) The landlord threatened to ***evince*** the Browns from the house.

3. _____ (a) From our first meeting, we could see that his ***exposition*** was kind and happy.
   _____ (b) His ***exposition*** revealed the effects of a certain kind of chemical.

4. _____ (a) She was upset when she realized that she could not remove the ***abstainer*** from her new blouse.
   _____ (b) She stated that she was an ***abstainer***.

5. _____ (a) His ***temperance*** won the respect of his co-workers.
   _____ (b) The child had a ***temperance***, so his mother kept him out of school.



CAUSE AND EFFECT WITHIN A COMPOSITION

Fill in the blank: Write the correct answers.

6. The relationship that links events together in which one event is a cause, and another event is a result of the cause is called _____.

7. List at least three cause and effect relationships:
   (a) _____ . . . . . _____
   (b) _____ . . . . . _____
   (c) _____ . . . . . _____

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Label the blanks "C" for cause or "E" for effect.

8. _____ saying exactly how you feel
   _____ possibly causing grief by your words

9. _____ tempted to treat him badly
   _____ someone treats you badly

10. _____ tempted to treat someone else badly
    _____ someone treats you badly

11. _____ venting anger
    _____ breakdown in relationship
    _____ toxins released in the body

Multiple Choice: Choose the correct answers.

12. What is the main idea of Hales' "Personal Purity"? _____
    _____
    (a) the friendship between Thomas Edison and Edward E. Hale
    (b) Thomas Edison's personal example of purity
    (c) purity of the body regarding alcohol, drugs or other substances that harm the body
    (d) purity of the body regarding discipline and self control
    (e) purity of the mind regarding unclean pictures and literature
    (f) only a and b
    (g) only c, d and e

13. For what audience was "Personal Purity" composed? _____
    (a) young men
    (b) middle-aged men
    (c) old men
    (d) teachers
    (e) students
    (f) preachers and priests

14. What was the purpose of "Personal Purity"? _____
    _____
    (a) to make impure young men feel guilty
    (b) to inspire young men to be ready to tackle whatever life brings
    (c) to motivate preachers to speak against immoral lifestyles
    (d) to motivate young men to sign up for the U.S. Army



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

List ten scenarios of Cause and Effect from "Personal Purity."

15. **Cause:** _____

_____

Effect: _____

_____

16. **Cause:** _____

_____

Effect: _____

_____

17. **Cause:** _____

_____

Effect: _____

_____

18. **Cause:** _____

_____

Effect: _____

_____

19. **Cause:** _____

_____

Effect: _____

_____

20. **Cause:** _____

_____

Effect: _____

_____

21. **Cause:** _____

_____

Effect: _____

_____

22. **Cause:** _____

_____

Effect: _____

_____

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Cause and Effect *continued*

23. **Cause:** _____
_____

Effect: _____
_____

24. **Cause:** _____
_____

Effect: _____
_____

25. Write the **Life Principle:** *"*_____
_____*."*



MANDATORY MEMORY WORK

The student may not continue to Lesson 10 until he has presented from memory to the teacher or to his peers (under the supervision of the teacher) the underlined paragraph of "Personal Purity" by Edward E. Hale.

Teacher's signature: _____

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



Writing

Days to Remember

ACTIVITIES
Lesson 10:
Writing

You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE

In alphabetical order, list the nine holidays mentioned in the vignette. Next to the holiday, write the date on which the holiday is celebrated in the United States. Consult a dictionary or encyclopedia for dates not mentioned in the vignette.

1. _____, celebrated on _____
2. _____, celebrated on _____
3. _____, celebrated on _____
4. _____, celebrated on _____
5. _____, celebrated on _____
6. _____, celebrated on _____
7. _____, celebrated on _____
8. _____, celebrated on _____
9. _____, celebrated on _____

Matching: Choose the reason for each holiday. Consult a dictionary or encyclopedia for reasons not mentioned in the vignette.

10. _____ Christmas
11. _____ Thanksgiving
12. _____ Easter
13. _____ Independence Day
14. _____ Memorial Day
15. _____ President's Day
16. _____ Constitution Day
17. _____Veteran's Day

(a) a day to give tribute to men and women who served our country in the Armed Forces
(b) commemorates the signing of the Declaration of Independence
(c) a day to honor the birthdays of Presidents Washington and Lincoln and all former presidents
(d) commemorates the birth of Jesus Christ
(e) a day of giving thanks to God for the establishment of the nation
(f) commemorates the ratification of the United States Constitution
(g) commemorates the resurrection of Jesus Christ from the dead; the beginning of spring and new life
(h) a day to honor men and women who died in battle in the Armed Forces while defending the nation

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

WORD POWER!

Multiple Choice: Place an "X" next to the sentence that uses correctly the VOCABULARY word.

18. _____ (a) The scientist studied each ***cognizant*** in the night sky.
_____ (b) The dog was ***cognizant*** that he had pleased his owner.

19. _____ (a) We read the article in the paper regarding the ***ratification*** of the bill.
_____ (b) Because of the ***ratification***, we had to treat the house for pests and rodents.

COMPARISON AND CONTRAST WITHIN A COMPOSITION

Fill in the blank: Write the correct answers.



20. A *comparison* exposes elements that are _____.

21. A *contrast* exposes elements that are _____.

22. How did the author of the vignette contrast how people may spend holidays?

_____
_____
_____

23. How did the author of the vignette contrast Veteran's Day and Memorial Day?

_____
_____
_____

24. How did the author of the vignette compare Veteran's Day and Memorial Day?

_____
_____

25. Multiple Choice: The main idea of the article "A Choice of Presidents" is: _____
_____
_____.

(a) the nation's decision to elect George W. Bush over Al Gore
(b) the author's view of who should have been elected as U.S. president
(c) the contrasting platforms of the two men running for president

On the line next to each statement, write "B" for Bush or "G" for Gore.

26. _____ (a) He spent his life in Texas investing his life in various businesses and industries.
_____ (b) He spent his life in Washington becoming a politician.

27. _____ (a) He proposed a cut in government intrusion and taxes, allowing people more freedom to follow their dreams.
_____ (b) He promised that the government would become more intrusive, guaranteeing life long care, from childhood to retirement.

28. _____ (a) He proposed to keep the social security system the way it was, taxing citizens while they worked so they could receive benefits later.
_____ (b) He proposed to free taxation dollars, allowing citizens to invest money in other areas, creating their own security for retirement.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

***Bush and Gore** continued*

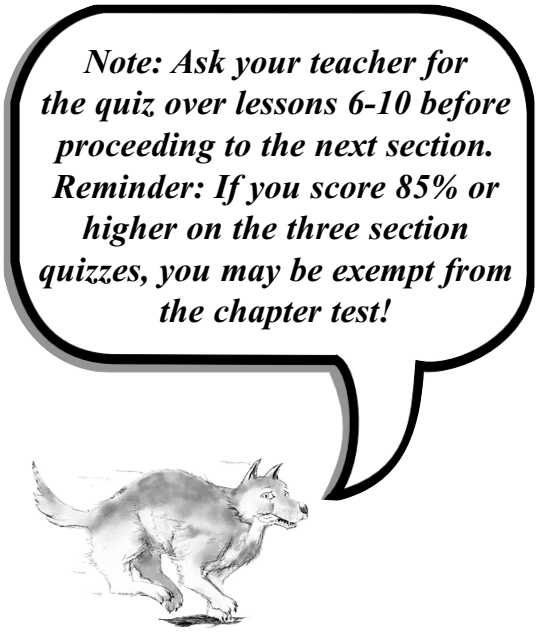
29. _____ (a) He proposed to allow parents to use tax dollars to send students to schools other than government schools.
    _____ (b) He proposed to use tax dollars set aside for education only for government schools.

30. _____ (a) He was an advocate of severe gun control and of the government being the means by which citizens are primarily protected.
    _____ (b) He was an advocate of citizens carrying concealed guns to protect themselves; he was also an advocate of capital punishment.

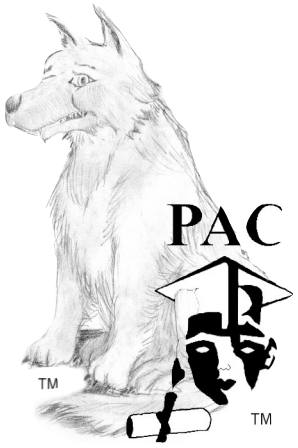
31. _____ (a) He pushed for the power of government over the citizens.
    _____ (b) He emphasized self-reliance and personal responsibility for citizens.

32. Write the **Life Principle:** *"*_____
    _____
    _____
    _____*."*





©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



ACTIVITIES
Lesson 11:
Writing

Africa's First Missionary to America
(A Triumphant Account of Brotherly Love)

You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE STORY
Complete the Activities.

1. The setting of the story begins in: _____.
   (a) England, Europe
   (b) the United States, North America
   (c) Liberia, Africa

2. The main character's African name is _____.

3. The main character is a member of what tribe? _____

4. The relationship between the Kru and Grebo tribes was: _____.
   (a) friendly
   (b) hostile
   (c) indifferent

5. What did the Grebo chieftain demand as tribute from Kaboo's father?
   _____

6. Was Kaboo treated well by the Grebo tribe? _____
   Provide two examples to support your answer.
   _____
   _____

7. Kaboo was rescued by his father. _____ (a) True or (b) False

8. How did Kaboo escape from the Grebos? _____
   _____
   _____
   (a) A bright light blinded the chief and healed Kaboo's wounds, enabling him to free himself and run away.
   (b) Kaboo snuck out of the hut at night, tiptoeing past the warriors, and escaping into the dark jungle.
   (c) Kaboo grabbed the whip from the chief, broke free from the warriors and raced into the jungle, with the warriors and chief close behind.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

***Multiple Choice** continued*

9. While following the strange light, Kaboo came upon what scene? _____

_____

(a) a strange, pale woman and young boy sitting under a tree
(b) three wounded men limping along the path
(c) a group of people working in a field on a plantation

10. The people Kaboo met were: _____.

(a) English missionaries
(b) ex-slaves from the United States and England
(c) pirates just landing on the coast

11. Near the plantation was what facility? _____

_____

(a) a missionary school to teach Liberians to speak, read and write English
(b) a fortress to hold slaves while the pirates prepared room on the ship
(c) a college that prepared Africans to become missionaries to the United States

12. What relationship did Kaboo form with the missionaries? _____

_____

(a) He learned from them and prepared to go to the United States to learn more.
(b) He feared them and thought that they had come to harm Liberians.
(c) He ignored them, finding them not interesting at all.

13. As Kaboo prepared to go to the United States, what English name did he choose?

_____

(a) Samuel Morris (b) Jacob Knolls (c) Samuel Merritt

14. By what means did Samuel travel to the United States? _____

(a) airplane (b) wagon (c) ship

15. During his time of travel, what difficulties did Samuel encounter? _____

_____

(a) illness, capture and drowning
(b) bumpy roads, broken wheels, hostile natives
(c) prejudice, cruelty and pirates

16. Toward the end of the journey, what relationship did Samuel have with the captain?

_____

_____

(a) The captain continued to hate Samuel, treating him cruelly and disrespectfully.
(b) The captain learned to respect Samuel, commanding that other sailors listen to Samuel.
(c) The captain died, and the relationship ended.

17. What scene did Mr. Merritt encounter when he finally found Samuel? _____

_____

(a) A gang of young men were harassing Samuel.
(b) Samuel was asleep at a bus stop.
(c) Samuel was conducting a prayer meeting.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

***Multiple Choice** continued*

18. What was Mr. Merritt's first impression of Samuel? _____
_____

(a) Mr. Merritt thought that Samuel was an exceptional young man.
(b) Mr. Merritt thought that Samuel was weak and needed protection.
(c) Mr. Merritt thought that Samuel was irritating, arrogant and selfish.

19. How did the people of New York respond to Samuel Morris? _____
_____

(a) They ridiculed him, shunned him, and became hostile toward him.
(b) They flocked to hear him preach, many of them heeding his words and changing their lives.
(c) They raised money to help him attend college.
(d) They built a church in his honor.
(e) only b and c
(f) only c and d

20. What nicknames did Samuel earn in New York? _____
_____

(a) "Sam, the Preachin' Man"
(b) "Africa's first Christian missionary to America"
(c) "the East Wayne Street Revival Prophet"
(d) "Apostle of Simple Faith"
(e) "Angel in Ebony"
(f) all of these
(g) only a and b
(h) only c, d and e
(i) only b, d and e

21. After finishing college in Indiana, Samuel never planned to return to Liberia.
_____ (a) True or (b) False

22. Which of the following actually happened? _____
_____

(a) Samuel died of pneumonia, at age 21, never returning to his native land.
(b) Samuel returned to Liberia and lived there for many years, teaching his people a better way of life.
(c) Samuel returned to Liberia, but died shortly after arriving.
(d) Samuel nearly died of pneumonia, but God healed Samuel on his way to Africa.

23. Which of the following occurred? _____
_____

(a) When Samuel died, he was quietly buried in New York. The citizens did not know he had died until approximately a week later.
(b) When Samuel died, his funeral was the most widely attended funeral in Indiana.
(c) When Samuel died, the tribes of Liberia mourned his death for weeks.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

WORD POWER!

Multiple Choice: Place an "X" next to the sentence that correctly uses the VOCABULARY word.

24. _____ (a) The peasants bowed before the ***tribute*** as he walked through the gates.
_____ (b) Defeated kings often pay ***tribute*** to the victorious king.

25. _____ (a) The ***undergrowth*** was so dense, my dog could not crawl through.
_____ (b) The ***undergrowth*** of the malnourished child amazed the doctors.

26. _____ (a) The ***unarmed*** man learned to write with his toes.
_____ (b) ***Unarmed***, he defended himself with just his hands.

27. _____ (a) You may ***passage*** in the left lane.
_____ (b) ***Passage*** from one continent to another is often done by boat.

28. _____ (a) The athlete told the reporter that the athlete was ***prostrate*** rather than antistrate.
_____ (b) The ***prostrate*** servant waited for his master's command to rise.

29. _____ (a) Many churches experience ***revival***.
_____ (b) His ***revival*** was a few hours later than he expected.

30. Write the **Life Principle:** *"*_____
_____
_____*."*



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.





The Pygmy in the Zoo
(A Tragic Tale of Racism)

You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***

FROM THE STORY
Complete the Activities.



1. From what region in Africa did Ota Benga come to the United States?
   _____

2. Under which set of circumstances did Ota end up in the United States? _____
   _____
   _____
   _____
   (a) His village and family were destroyed; he was sold into slavery; he was purchased by a scientist and brought to the United States to be studied.
   (b) He attended a school that taught Pygmies basic concepts of science; however, in an effort to learn more, he enrolled in a university in the United States.
   (c) He was a scientist/explorer who believed Americans were the "Missing Links" in the Theory of Evolution; he traveled to the United States to prove that theory.

3. How did Samuel Verner meet Ota Benga? _____
   _____
   _____
   (a) Verner was a teacher at a college Ota attended.
   (b) Benga and Verner were colleagues who traveled together to Africa to prove the Theory of Evolution.
   (c) Verner, in an attempt to prove evolution, traveled to the Congo to study Pygmies; he found Ota at a slave market and purchased him.

4. After his first trip to the United States, Ota returned to the Congo and remarried.
   _____ (a) True or (b) False

5. Ota remained married to his second wife for many years and never returned to the United States. _____ (a) True or (b) False

6. The family into which Ota had married accepted him as a brother after his wife died.
   _____ (a) True or (b) False

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

***Multiple Choice** continued*

7. ***Ostracized*** from his tribesmen, Ota made what decision? _____

_____

(a) to return to his first village and rebuild it
(b) to return to the United States with Samuel Verner
(c) to live alone and wander from village to village

8. How did Ota Benga meet Dr. William Hornaday? _____

_____

(a) Dr. Hornaday performed surgery on Ota when Ota needed his appendix removed.
(b) Dr. Hornaday hired Ota to work at the zoo in New York.
(c) Samuel Verner sold Ota to Dr. Hornaday to be placed on display in the zoo.

9. To which belief system did William Hornaday adhere? _____

_____

(a) He believed that all men are created equally and should be treated respectfully.
(b) He believed that some men were inferior to others based upon what he called "race."
(c) He believed that all men should be forced to accept science as a religion.

10. Why did Dr. Hornaday treat Benga the way he did? _____

_____

_____

(a) He was attempting to prove that Africans, and especially Pygmies, were possibly the "Missing Link" in the Theory of Evolution.
(b) He had a personal hatred of Benga and wanted to make the young man suffer.
(c) He greatly respected Benga and honored him.

11. How did the public respond when Hornaday's zoo keepers began locking Benga in the cage? _____

_____

_____

(a) The public stormed the zoo and set Benga free.
(b) Some were persuaded that Hornaday could be right, and that Benga was really not completely human.
(c) They congratulated Hornaday on ridding the city of a menace.

12. What segment of society furthered Hornaday's view of inferior humans and justified the treatment suffered by Benga? _____

(a) preachers
(b) newsmen
(c) children

13. What segment of society was outraged by Ota's treatment and demanded a change?

_____

(a) ministers, especially those of African descent
(b) newsmen
(c) other zoo keepers

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

***Multiple Choice** continued*

14. How did Ota respond to his treatment? _____
    (a) He calmly accepted it.
    (b) He became hostile and difficult.
    (c) He ran away.

15. Ota was released from the zoo and: _____.
    (a) was sent back to the Congo
    (b) was sent to an orphanage
    (c) left to fend for himself

16. After an episode in which Ota became interested in a young lady at the orphanage: _____.
    (a) he was sent to a community in another state
    (b) he made plans to marry the young lady
    (c) he became ill, and she was sent to another orphanage

17. In Virginia, Ota: _____.
    (a) was entrusted with the children
    (b) became a Christian and was baptized
    (c) learned English
    (d) all of the above
    (e) only a and b

18. Ota continued to be happy in Virginia and never expressed a desire to return to the Congo. _____
    (a) True or (b) False

19. What finally became of Ota? _____
    (a) He married and raised children in Virginia.
    (b) He shot and killed himself.
    (c) He returned to the Congo as a scientist.

20. Hornaday expressed profound grief at Ota's hapless end. _____
    (a) True or (b) False

21. The Batwa of today are mostly: _____ _____.
    (a) slaves, separated from their families
    (b) agnostic and extinct
    (c) Christian, having strong families and communities



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

WORD POWER!

Multiple Choice: Place an "X" next to the sentence that uses correctly the VOCABULARY word.

22. _____ (a) During the ***racism***, he hurt his ankle.
    _____ (b) Due to ***racism***, many evil plots have been allowed to exist.

23. _____ (a) The smallest breed of kangaroo is the Australian ***Pygmy***.
    _____ (b) The ***Pygmy*** council voted to adopt the reform bill.

24. _____ (a) The ***warlock*** resulted in neither side winning.
    _____ (b) The evil ***warlock*** was defeated by the holy warriors.

25. Write the **Life Principle:** *"*_____
    _____*."*



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



ACTIVITIES
Lesson 13:
Writing

Two Africans Who Impacted America: Samuel Morris and Ota Benga

You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE
Complete the Activities.

1. Although Samuel Morris and Ota Benga were in New York within 11 years of each other, their experiences were: _____.
   (a) similar (b) different (c) identical

2. Morris shaped the future of American _____; Benga was used to pave the way for _____ cloaked as science.

WORD POWER!
Multiple Choice: Place an "X" next to the sentence that uses correctly the VOCABULARY **word.**

3. _____ (a) The twins were so ***indelible***, no one could tell them apart.
   _____ (b) The ***indelible*** mark was visible for all to see.

4. _____ (a) Father and I visited the ***seminary*** where mother was buried.
   _____ (b) I visited the ***seminary*** where my father earned his degree.



5. _____ (a) The son sailed in the ***stead*** of his father who was ill.
   _____ (b) The ***stead*** was high spirited and required extra attention.

COMPARISON AND CONTRAST BETWEEN COMPOSITIONS
Fill in the blank: Write the correct answers.

6. Comparisons and contrasts can be made _____ two or more compositions.

7. When preparing an essay (composition), utilizing the _____ is important to ensure quality work.

8. List and define the five steps of the Writing Process:
   (1) _____: _____
   _____
   (2) _____: _____
   _____
   (3) _____: _____
   _____
   (4) _____: _____
   _____
   (5) _____: _____
   _____

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Fill in the blank: Write the correct answers.

9. List the seven areas in which Benga and Morris were similar.
   (1) _____
   (2) _____
   (3) _____
   (4) _____
   (5) _____
   (6) _____
   (7) _____

10. List the differences between Benga and Morris. You may paraphrase to fit your answers on the lines.
   (1) _____
   _____
   _____
   (2) _____
   _____
   _____
   (3) _____
   _____
   _____
   _____
   _____
   (4) _____
   _____
   _____
   _____
   _____
   (5) _____
   _____
   _____
   _____
   (6) _____
   _____
   _____
   _____
   _____
   _____
   (7) _____
   _____
   _____
   _____

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Fill in the blank *continued*

(8) _____
_____
_____
_____
_____

(9) _____
_____
_____
_____

11. Complete the outline.

I. Topic sentence about both men impacting the United States in profound, yet drastically different ways

A. _____
_____

B. _____
_____

II. Brief overview of Morris' life

A. _____

1. Tribal warfare
2. Slavery and escape
3. Life at plantation and mission

B. _____

1. College
2. Church
3. Social impact on New York

C. _____

III. Brief overview of Benga's life

A. _____

1. Pygmy tribal lifestyle
2. Slavery and
3. Purchased by Samuel Verner
4. Ostracized by Pygmy tribes after returning from America

B. _____

1. Travels with Samuel Verner
2. Sold to William Hornaday
   a. Captivity in zoo
   b. Protest of ministers and citizens
3. Released to Reverend Gordon/placed in orphanage
4. Relocated in Virginia
   a. Worked well with children, learned to read and write
   b. Worked to purchase fare back to the Congo

C. _____

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Fill in the blank *continued*

IV. Comparisons and Contrasts of both men in the United States

A. _____

B. _____

C. _____

D. _____

12. Refer to the "filled-out" portion of the planning stage. Combine points I, A and B from the outline into an introductory paragraph.

13. Combine points II, A, 1, 2 and 3 into a paragraph.

14. Combine points B, 1, 2 and 3 into a paragraph.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

***Fill in the blank** continued*

15. Write a paragraph from point C.

16. Combine points III, A, 1, 2 and 3 into a paragraph.

17. Combine points B, 1, 2, a, b and 3 into a paragraph.

©Copyright 2005, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

***Fill in the blank** continued*

18. Combine points 4, a and b into a paragraph.

19. Write sentences from point C.

20. Combine points IV, A, B, C and D into a paragraph.

21. Write the **Life Principle:** *"*_____ _____ _____*."*



©Copyright 2005, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

MANDATORY WRITING ASSIGNMENT

The student must complete the last three steps of the writing process for a compare/contrast essay on the lives of Samuel Morris and Ota Benga. The composition must be at least five paragraphs. The student may use the first two stages already prepared in this lesson to write a rough draft. Evidence of editing and proofing are required along with the final draft. This assignment is worth one quiz grade.

***Note to student: Use the checklist on the next page to assure that your composition is quality work before handing in your final draft.**

***Note to teacher: The Rubric for Lesson 13 is located in the Teacher's Resource Kit.**



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Checklist for Student's Final Draft

STRUCTURE

1. The main idea (compare/contrast of the lives of Samuel Morris and Ota Benga) is clearly stated in an effective introduction.
2. The body contains examples, details and facts that explain the similarities and differences between the two men.
3. Supporting examples, details and facts are accurate, relevant and helpful in clarifying the main idea.
4. Details fit where I placed them (logical, sequential or chronological order) and they promote the reader's understanding of the topic.
5. When I used details, I did not wander from the main idea.
6. The conclusion leaves the reader with a sense of resolution and clear understanding of the comparisons and contrasts between the two men.

MECHANICS

1. I used words that help the reader to understand my meaning.
2. I used explicit and vivid words and phrases to hold the reader's attention.
3. I used correct grammar, avoiding slang.
4. My sentence structures are correct. I avoided sentence fragments, run-on sentences and rambling sentences.
5. My punctuation is correct.
6. My spelling is correct. I looked up any words of which I was unsure of the spelling.
7. The subjects and verbs agree in number and gender.
8. The pronouns have clear antecedents.

OVERALL

1. I edited and proofed my composition, showing my work, to the best of my ability.
2. My composition is at least five paragraphs in length.
3. My composition could be published in a magazine with little or no additional editing.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



Love Found a Way



You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE
Fill in the blank: Write the correct answers.

1. The main characters in the story are _____ and _____.
2. The king decreed what punishment for thieves? _____
   _____
3. Who was the first man to disobey the law? _____
4. How did the king respond to the tragic situation in which he found himself and his son?
   _____
   _____

WORD POWER!
Multiple Choice: Place an "X" next to the sentence that uses correctly the VOCABULARY **word.**

5. _____ (a) The ***absolute monarch*** was obeyed with no questions.
   _____ (b) The ***absolute monarch*** was part of a family of butterflies.
6. _____ (a) The king suffered from a fatal ***decreed***.
   _____ (b) The king ***decreed*** a certain law.
7. _____ (a) All ***subjects*** in school were easy for the young prince.
   _____ (b) The ***subjects*** of the kingdom obeyed the new law.



COMPARISON BETWEEN COMPOSITIONS
Complete the Activities.

8. In a comparison essay, the writer informs readers of the _____ between two pieces of literature.
9. The main character in "Queen Esther's Sacrifice" is _____.



™

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Complete the Activities *continued*

10. Multiple Choice: Which of the following sums up the plot of "Queen Esther's Sacrifice"?

_____

_____

_____

_____

(a) The king of Persia married a young, Jewish maiden. The king's chief advisor plotted to annihilate the Jews in Persia; the young queen saved her people by risking her own life.

(b) An old, Jewish man was captured and taken as a slave to Persia. Although he could not change his fate; he saved the Persian king's life by reporting a plot to assassinate the king.

(c) Persia and Israel were at war. Two mighty warriors for the Persian and Israeli sides, respectively, were, Haman and Mordecai. The two warriors not only defended their countries, but they also rivaled for the love of a beautiful young maiden, Esther.

11. Write the **Life Principle:** *"*_____ _____*."*



MANDATORY WRITING ASSIGNMENT

The student must complete all steps of the writing process for a comparison composition. Few or no points of contrast should be included. The composition must have an introduction, a body and a conclusion. No specific length is required, but the essay must be of a length such that it provides a satisfactory and thorough comparison of the two stories. This composition is worth one quiz grade. A student checklist for a final draft is provided at the end of this lesson.

The audience, purpose and knowledge of the essay have been provided: the audience is the teacher and peers, the purpose is to compare the two stories "Love Found a Way" and "Queen Esther's Sacrifice." The knowledge is found in the stories—no additional research is needed, and no prior knowledge is necessary.

1. On separate paper, the student must demonstrate prewriting (freewriting, brainstorming and/or mindmapping).

Teacher's Signature: _____

2. The student must demonstrate planning by outlining the main points and subpoints of the introduction, body and conclusion.

Teacher's Signature: _____

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

3. The student must write or type a rough draft. The rough draft must be double spaced.

Teacher's Signature: _____

4. The student must demonstrate editing by using the editorial marks.

Teacher's Signature: _____

5. The student must prepare a clean, double spaced copy, with the edited corrections, ready for proofing.

Teacher's Signature: _____

6. The student must demonstrate proofing using correct editorial marks.

Teacher's Signature: _____

7. The student must prepare a clean, single spaced, final draft, and turn it in with the rough draft, the edited draft and the proofed draft.

Teacher's Signature: _____

***Note to teacher: The Rubric for Lesson 14 is located in the Teacher's Resource Kit.**

Continue to the next page for the Student Checklist.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Checklist for Student's Final Draft

STRUCTURE

1. The main idea (comparison of the stories "Love Found a Way" and "Queen Esther's Sacrifice") is clearly stated in an effective introductory paragraph.
2. The body explains the similarities between the stories and characters.
3. Supporting details are accurate, relevant and helpful in clarifying the main idea.
4. Details fit where I placed them (logical, sequential or chronological order) and they promote the reader's understanding of the topic.
5. When I used details, I did not wander from the main idea.
6. The conclusion leaves the reader with a sense of resolution and clear understanding of the comparisons between the two stories.

MECHANICS

1. I used words that help the reader to understand my meaning.
2. I used correct grammar, avoiding slang.
3. My sentence structures are correct. I avoided sentence fragments, run-on sentences and rambling sentences.
4. My punctuation is correct.
5. My spelling is correct. I looked up any words of which I was unsure of the spelling.
6. I used different and descriptive words.
7. The subjects and verbs agree in number and gender.
8. The pronouns have clear antecedents.

OVERALL

1. I edited and proofed my composition, showing my work, to the best of my ability.
2. My composition could be published in a newspaper with little or no additional editing.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



ACTIVITIES
Lesson 15:
Writing

My Mother

You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE
Multiple Choice: Choose the correct answers.

1. The ***persona*** of the poem most likely is: _____.
   (a) a son (c) a geriatric nurse
   (b) a daughter (d) an orphan

2. The poem "My Mother" is mainly about: _____
   _____.
   (a) a child who had a loving mother
   (b) a child who had no one to care for him/her
   (c) a family that was involved in establishing orphanages for homeless children

WORD POWER!
Multiple Choice: Place an "X" next to the sentence that correctly uses the VOCABULARY **word.**

3. _____ (a) My mother had a ***fro***, and she was often teased about it.
   _____ (b) My mother rocked me to and ***fro*** many nights, to put me to sleep.

4. _____ (a) The ***rapture*** with which she sang was contagious.
   _____ (b) My tire had a ***rapture***, and I took the tire to the car shop.



5. _____ (a) I saw ***aflame*** in the window.
   _____ (b) The house was ***aflame***.

CONTRAST BETWEEN COMPOSITIONS
Complete the Activities.

6. In a contrast essay, the writer informs readers of the _____
   between pieces of literature.

7. "Nobody's Child" is mainly about: _____
   _____.
   (a) a child who had a loving mother
   (b) a child who had no one to care for him/her
   (c) a family that was involved in establishing orphanages for homeless children

8. Write the **Life Principle:** *"*_____
   _____.*"*



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

MANDATORY WRITING ASSIGNMENT

The student must complete all steps of the writing process for a contrast essay. Few or no points of comparison should be included. The composition must have an introduction, body and a conclusion. The composition must be long enough to contrast the two poems satisfactorily and thoroughly. This composition is worth one quiz grade. A student checklist for a final draft is provided at the end of this lesson.

The audience, purpose and knowledge have been provided: the audience is the teacher and peers, the purpose is to contrast the two poems "My Mother" and "Nobody's Child." The knowledge is found in the poems—no additional research is needed, and no prior knowledge is necessary.

1. On separate paper, the student must demonstrate prewriting (freewriting, brainstorming and/or mindmapping).

Teacher's Signature: _____

2. The student must demonstrate planning by outlining the main points and subpoints of the introduction, body and conclusion.

Teacher's Signature: _____

3. The student must write or type a rough draft. The rough draft must be double spaced.

Teacher's Signature: _____

4. The student must demonstrate editing by using the editorial marks.

Teacher's Signature: _____

5. The student must prepare a clean, double spaced copy, with the edited corrections, ready for proofing.

Teacher's Signature: _____

6. The student must demonstrate proofing using correct editorial marks.

Teacher's Signature: _____

7. The student must prepare a clean, single spaced, final draft, and turn it in with the rough draft, the edited draft and the proofed draft.

Teacher's Signature: _____

***Note to teacher: The Rubric for Lesson 15 is located under Chapter 4 in the Teacher's Resource Kit.**

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Checklist for Student's Final Draft

STRUCTURE

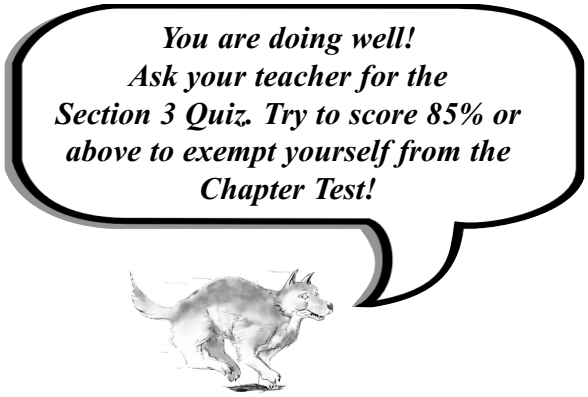
1. The main idea (contrast of the poems "My Mother" and "Nobody's Child") is clearly stated in the introductory paragraph.
2. The body explains the differences between the children in the poems.
3. Supporting details are accurate, relevant and helpful in clarifying the main idea.
4. Details fit where I placed them (logical, sequential or chronological order) and they promote the reader's understanding of the topic.
5. When I used details, I did not wander from the main idea.
6. The conclusion leaves the reader with a sense of resolution and a clear understanding of the differences between the two poems.

MECHANICS

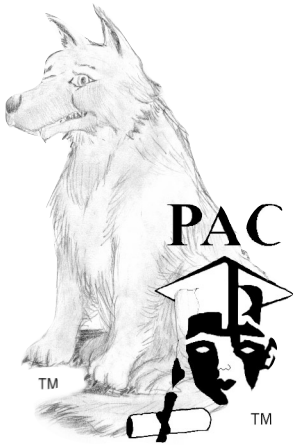
1. I used words that help the reader to understand my meaning.
2. I used correct grammar, avoiding slang.
3. My sentence structures are correct. I avoided sentence fragments, run-on sentences and rambling sentences.
4. My punctuation is correct.
5. My spelling is correct. I looked up any words of which I was unsure of the spelling.
6. I used different and descriptive words.
7. The subjects and verbs agree in number and gender.
8. The pronouns have clear antecedents.

OVERALL

1. I edited and proofed my composition, showing my work, to the best of my ability.
2. My composition could be published in a newspaper with little or no additional editing.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.