English:

Composition Skills

ACTIVITIES



Chapter 5

CS: 76015 Revision: 11232005-1

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Composition Skills

Chapter 5

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Name: _____

Date: _____ Grade: _____





Rescue at Sea

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 major character in the vignette is: _____.
   (a) Hans (c) Raul
   (b) Hans' mother (d) the captain of the rescue team

2. Minor characters in the vignette are: _____.
   (a) Hans (d) the captain of the rescue team
   (b) Hans' mother (e) a, b and c
   (c) Raul (f) b, c and d

3. The setting of the vignette is: _____.
   (a) a large, American city (c) an Indian village in the jungle
   (b) a village by the sea in Holland (d) a palace in Mexico

4. Which summary accurately reflects the plot of the vignette? _____
   _____
   _____
   _____
   _____
   (a) A teen boy in Holland volunteers to be part of a rescue team to assist a stranded crew at sea. The boy risks his life but is victorious and brings home a sea-tossed sailor who is the boy's long-lost brother.
   (b) A mother in a village in India looses her child while hunting berries. The mother abandons all fears and hunts for the child in the jungle, regardless of ferocious beasts that stalk her. Finally, the mother finds the child sitting beside a pool of water; miraculously, the child was unhurt.
   (c) A Mexican king named Raul sends his mother and brother, Hans, on an adventure at sea. Hans and the mother find great treasure on an island and return to Mexico with the treasure. The king is grateful for their loyalty and provides them each with a palace.

5. What moral lesson could be learned from this story? _____
   (a) obedience
   (b) selfless duty
   (c) leadership

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WORD POWER!
Fill in the blank: Choose the VOCABULARY words from the Word Bank.

WORD BANK

gale ***fitfully*** ***bow*** ***anecdote*** ***diary***

6-10. My grandfather read to me a(n) _____ from his _____ about a time when he had been tossed over the _____ of his ship during a ferocious _____. For many nights after that, he slept _____, having reoccurring nightmares about the episode.



THE FOUR KINDS OF COMPOSITIONS
Fill in the blank: Write the correct answers.

11. The four categories of prose writing are: _____, _____, _____ and _____.

12. If a reader understands a writer's purpose and category, the reader will have greater _____ and _____.

13. _____ is a type of literature that tells a story.

14. What is the difference between fiction and nonfiction narration?

_____

_____

15. _____ is a type of literature that enables the reader to visualize or feel something as the writer experienced it.

16. _____ explain processes, ideas and situations.

17. _____ is a type of literature that attempts to convince others of a truth or falsity, to take action or to change thoughts.

18. Oral arguments are called _____; written arguments are called _____.

19. The four categories of writing exist both _____ and in _____ with each other.

20. A _____ is able to use one or two or all four kinds of expression in his composition.

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

_____

_____

_____

_____*."*



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Multiple Choice: Read each piece of literature, then choose the category to which each piece belongs.

Selection One

If ye love wealth better than liberty, the tranquility of servitude better than the animating contest of freedom, go home from us in peace. We ask not your counsel or your arms. Crouch down and lick the hands of those who feed you. May your chains set lightly upon you, and may posterity forget that you were our countrymen.

—Samuel Adams, U.S. Founding Father

22. Selection One is primarily: _____.
(a) narration (b) description (c) exposition (d) argument

Selection Two

Studying the Declaration of Independence and the United States Constitution educates students about the principles behind the founding of this country. Committee Substitute House Bill (C.S.H.B.) 1776 designates the last week in September of each school year as Celebrate Freedom Week, and sets forth provisions regarding an in-depth study of the Declaration of Independence and the Untied States Constitution as well as the daily recitation of an excerpt from the Declaration of Independence.

The bill establishes Celebrate Freedom Week to educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded. The bill authorizes Celebrate Freedom Week to include appropriate instruction, as determined by each school district, in each social studies class. The bill sets forth certain requirements for such instruction. The bill authorizes a school district, during Celebrate Freedom Week, to require students in grade levels 3 through 12 to study a specified portion of the Declaration of Independence. The bill provides that this Act applies beginning with the 2001-2002 school year.

—public records

23. Selection Two is primarily: _____.
(a) narration (b) description (c) exposition (d) argument

Selection Three

The deep rumble of thunder awakened me. I lay very still listening to the storm growling in the distance. At first, I didn't pay attention to the sound. I was still sleepy; besides, storms are not strangers to the hill country. They come and go every Spring. When they do, I like to stay in bed listening to the soft splatter of gentle drops hitting my loft roof. The patter-patter-patter kind of makes me lazy down deep inside. It gives me a cozy feeling. The best time of a storm is when wind makes the rain tinkle against my window pane. What's really neat is for a soft shower to drift over the farm while the sun is still shining in the horizon. Boy, is that ever a pretty sight! Rain drops sparkle like a thousand diamonds, and the clouds have silver linings. The thing that tops it off is for a Mockingbird to be singing and a big rainbow smiling in the background. I betcha city kids never see anything like that!

—Ronald Johnson

24. Selection Three is primarily: _____.
(a) narration (b) description (c) exposition (d) argument

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Read each piece of literature, then choose the category *continued*

Selection Four

A loft bed is a nice place to read. The other evening, just before dark, I was reading a Ralph Conner adventure story by my loft window. I was sort of daydreaming between paragraphs. My window was open, and I heard my little sister playing outside by the kitchen door. Somewhere off in the distance, a donkey brayed. The neighbor has a couple of donkeys in his sheep pasture to keep away coyotes. Donkeys are natural enemies to coyotes; most sheep ranchers have donkeys for that reason. The hill country has lots of coyotes. They can do a heap of damage to lambs every spring. Last week the county commissioner counted twenty coyote carcasses strung up on fence lines. Some rancher had apparently been having a lot of trouble from the varmints. But, we don't have sheep, so coyotes are not a problem for us. Other things are, though—like rattlesnakes and skunks. That is why we keep Ol'Magnum around. He's our dog.

As I was saying: my little sister was making mud pies by the back door. All of a sudden, I heard Ol'Magnum growl way down in his throat. I peeked out my loft window and looked down at Ol'Magnum. His hair was standing straight up along his back. He was stiff as a board. His nose was pointing behind my little sister. Then, I saw it. A huge rattlesnake was coiling a few feet from little Abby. She glanced at Ol'Magnum and saw him inching forward. Slowly, Abby looked behind her. She started to scream just when Dad said softly, "Don't move, honey. Sit very still."

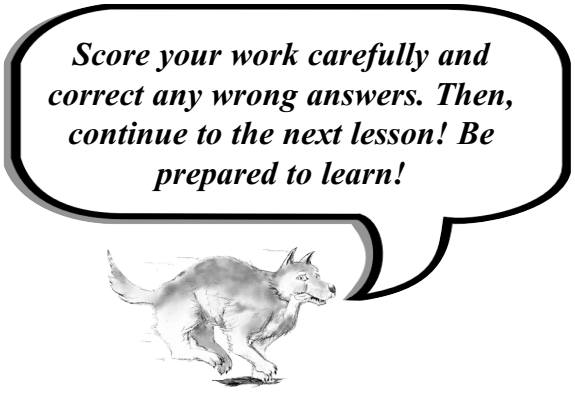
I couldn't see him, but I supposed Dad was reaching for the hoe we kept by the back door. Ol'Magnum had worked his way around my sister to draw the rattler's attention. That old dog was pretty smart. He knew he had to get the snake focused on him in order for Dad to get my sister out of the way. Sure enough, the snake turned to follow Ol'Magnum as he circled behind. Dad slowly pulled my sister away. He handed her to Mom and eased up behind the snake. In a flash, the hoe severed the snake's head!

My older brother skinned the snake and nailed the hide to the barn wall. It's a beauty, as far as snake skins go. Every time Ol'Magnum walks by it, he growls and gives it one of his "keep out of my way" looks. He sure is a good dog. I know my sister is glad we have Ol'Mag around. I know I am.

—Ronald Johnson

25. Selection Four is primarily: _____.

(a) narration (b) description (c) exposition (d) argument

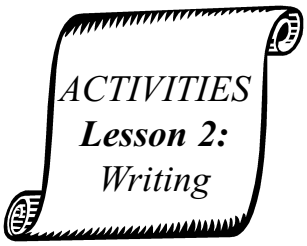


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Name: _____

Date: _____ Grade: _____





Ice Cream for the Soul

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. A mother took her children to a _____ where the little boy prayed that he would get _____ for dessert.
2. A near-by customer complained at how the little boy _____ for his food.
3. The little boy was comforted by another customer. _____
   (a) True or (b) False
4. The little boy gave his ice cream to the lady who had been grumpy. _____
   (a) True or (b) False

WORD POWER!
Complete the Paragraph: Choose the VOCABULARY words from the Word Bank.

WORD BANK				
grace	***setting***	***plot***	***impaled***	***omnipotent***

5-9. The _____ of the story was in a restaurant. The _____ included a character who, after saying _____, was verbally _____ with sharp words from a grumpy woman who did not agree with a child asking a(n) _____ God for ice cream.



NARRATIVE WRITING
Complete the Activities.

10. Narrative writing is writing to _____.
11. The two broad categories of narration are: _____ and _____.
12. _____ is told from the perspective as if the narrator were part of the story; _____ is told from the perspective as if the narrator were not part of the story.
13. The vignette is told in _____ person.
    (a) first (b) second (c) third (d) fourth
14. Matching: Choose the correct answers.

_____ setting	(a) actors in the story
_____ characters	(b) sequence of related events
_____ plot	(c) place and time of the story

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Complete the Activities *continued*

15. The setting of the vignette is: _____.
    (a) in a restaurant (b) in an ice cream parlor (c) in a barber shop

16. Who is the major character in the vignette? _____

17. What event caused the climax in the story? _____
    _____
    (a) An elderly gentleman comforted the boy. (c) The child spilled his ice cream.
    (b) An elderly woman criticized the boy's prayer. (d) The child stole some ice cream.

18. The resolution to the vignette occurs when _____
    _____.

19. The setting of "Good Gunmen Overpower Bad Gunman" is _____.

20. In what U.S. state is the setting? You may need to use a dictionary, encyclopedia or the Internet to discover where the Appalachian Law School is located. _____

21. The characters include one deranged student and how many defenders? _____

22. The climax is when one student _____ others; the resolution is when three defenders _____ and _____ the attacker.

23. "A Boy Becomes a Man" is told in what person? _____
    (a) first (b) second (c) third (d) fourth

24. The major character is: _____.
    (a) the daddy (author) (b) the daughter (c) the son (d) the kitten

25. The setting is: _____.
    (a) an office building in Dallas (c) a church in Moscow
    (b) a coffee shop in Tallin (d) none of these

26. The "hero" of the story is: _____.
    (a) the daddy (author) (b) the daughter (c) the son (d) the kitten

27. The plot involves the hero: _____
    _____.
    (a) fishing for food to save his family from starvation during the Great Depression
    (b) becoming a man; learning how to hunt and fish
    (c) helping a kitten; learning the balance between strength and tenderness

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

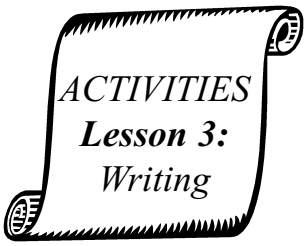


"BE AN AUTHOR" (Reminder)
Begin thinking about your story today. It is due at the end of Lesson 7.

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Indiana's War Hero



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 major character in the story is a: _____.
   (a) pilot in World War I
   (b) news reporter
   (c) sailor on the Mediterranean Sea
   (d) navigator for pilots in World War II

2. What were some major events in Whitcomb's life? Place an "X" beside each correct answer.
   (a) _____ He navigated bombing missions over the Philippine islands.
   (b) _____ He was captured by Russians.
   (c) _____ He escaped by swimming for eight hours.
   (d) _____ He was recaptured, tortured and sent to China.
   (e) _____ He escaped again by poll jumping over the prison walls.
   (f) _____ He changed his name to Paul of Tarsus.
   (g) _____ He became the Indiana Secretary of State; then became governor of Indiana.
   (h) _____ He wrote books about his experiences in World War II.
   (i) _____ He sailed the Mediterranean Sea and the Atlantic Ocean, like the historic figures Paul of Tarsus and Christopher Columbus.
   (j) _____ He sailed around the world, enduring many dangers.
   (k) _____ He settled on the Colorado River and built a house.

3. "Indiana's War Hero" was told in which person? _____
   (a) first (b) second (c) third (d) fourth

WORD POWER!
Fill in the blank: Choose the VOCABULARY words from the Word Bank.

WORD BANK			
reared	***internment***	***sordid***	***navigator***

4-7. The young man who had been _____ in Indiana served as a(n) _____ in World War II. Later, he told the _____ tale of his _____ in a prison camp.

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NONFICTION
Complete the Activities.

8. A biography tells the story of someone else's _____.

9. A biography is usually told in _____ order and from the _____ person point of view.

10. The vignette, "Indiana's War Hero," is a short _____ of Edgar Whitcomb's life.

11. An autobiography tells the story of someone's _____ life.

12. An autobiography is told from the _____ person point of view.

13. "A Nightmare Became a Dream" is told from the _____ person point of view.
    (a) first (b) second (c) third (d) fourth

14. Place an "X" beside each main events in the major character's life.
    (a) _____ He was reared in a home with a loving father and an abusive mother.
    (b) _____ He was reared in a home with a loving mother and an abusive father.
    (c) _____ He was orphaned through the violent deaths of his parents.
    (d) _____ He joined the U.S. Army and served in the Vietnam War.
    (e) _____ He joined a motorcycle gang.
    (f) _____ He became an alcoholic and began a "party" life.
    (g) _____ He was murdered for insurance money.
    (h) _____ He married and was divorced by age 40.
    (i) _____ He enrolled in and graduated from college.
    (j) _____ He married and began a family.
    (k) _____ He earned a master's and a doctorate degree.
    (l) _____ He started an alternative school.

15. The story is a(n): _____.
    (a) autobiography (b) biography (c) chronology

16. Write the **Life Principle:** *"*_____
    _____,
    _____.*"*



MANDATORY WRITING ASSIGNMENTS

Double space your rough drafts. Proof and edit your works before submitting them to your teacher. Each assignment is worth one quiz grade.

1. Write or type, in chronological order, a <u>biographical</u> sketch of an adult you know. Write from the <u>third</u> person point of view. Include the major events in the person's life (birth, education, career, marriage, etc.) (Suggested length: 250-300 words/1 page)

Teacher's Signature: _____

2. Write or type in chronological order an <u>autobiographical</u> sketch of yourself. Write from the <u>first</u> person point of view. Include positive and negative circumstances and major events in your life. (Suggested length: 250-300 words/1 page)

Teacher's Signature: _____

***Note to Teacher: Use the grading rubrics in the Teacher's Resource Kit for these assignments.**

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The Case of the Missing 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
Complete the Activities.

1. The first major character introduced in the story is _____.
2. In the first scene, what animal threatened Agent Crane? _____
3. The second major character introduced in the story is _____, a native to what country? _____
4. Who threatened Kam from Cambodia? _____
5. What did Kam receive through the mail that made her decide to hide?

   _____
   _____
   _____
   _____

6. What minor characters assisted in smuggling Kam, in disguise, out of town?

   _____

7. Who attacked Agent Crane from the shadows? _____
8. What relation was the attacker to Kam? _____
9. The father's henchmen were captured and _____.
10. Kam realized that she had lived all her life with what negative emotion? _____
11. The story ended with Kam: _____.
    (a) enroute back to her home
    (b) on the way to the hospital to deliver her child
    (c) adopting a baby wolf
    (d) running for her life again
12. Which choice summarizes the story? _____

    _____
    _____

    (a) Kam and Alex Yocham were tourists in Cambodia. They were captured but escaped.
    (b) Crane was sent to find Kam who had disappeared after being threatened by her father.
    (c) Kam was a nurse who found a child named Alex who later became an FBI agent.

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WORD POWER!
Fill in the blank: Choose the VOCABULARY words from the Word Bank.

WORD BANK

eaves ***furor*** ***canines*** ***entreated*** ***betrothed*** ***rebutted*** ***parsonage***

13-19. I was walking from the _____ to the church one morning when my _____ emerged from her house across the street. Just then, the clouds burst, and I dashed for the _____ of the porch. The wind raged, and the neighborhood _____ set forth their howlings. My fiancée _____ her great dane to cease his whining, but her commands were _____ by the _____ of the wind.



FICTION
True or False: Write the correct answers.

20. _____ Fiction stories are always completely true.
21. _____ The settings, characters and plots of fictional stories vary widely.
22. _____ Throughout the story, new characters may be introduced.
23. _____ Most fiction consists of only one episode or scene.
24. _____ All fictional stories progress in strict chronological order.
25. _____ Fictional stories may have more than one conflict.
26. _____ The climax of the story may be determined by the goal of the major character(s).
27. _____ In "The Case of the Missing Mother," the climax occurred when Agent Crane was attacked by Lao Qi.
28. _____ The resolution of the story occurred when Crane subdued Lao Qi and won the struggle.
29. Write the **Life Principle:** *"*_____ _____*."*



"BE AN AUTHOR" (Reminder)

Brainstorm for your story that will be due by the end of Lesson 7. Refer to Lesson 2 text to remind yourself of the assignment. You will need at least one major character and at least four minor characters. Today, simply begin listing ideas for your story.

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The Leak in the Dike



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 Leak in the Dike" is told from the _____ person point of view.
   (a) first
   (b) second
   (c) third

2. The major character is: _____.
   (a) a Dutch dame
   (b) a boy
   (c) a blind man

3. The setting is: _____.
   (a) in a Dutch village
   (b) in a U.S. city
   (c) in an Egyptian desert

4. How was the town in danger? _____
   _____
   (a) The leak could cause the dam to break, allowing the ocean to wash away the town.
   (b) Vikings were attempting to cross the dam and invade the town.
   (c) Leaks were dangerous bacteria that caused illness.

5. The hero saved his town by: _____
   _____.
   (a) saving a blind man from drowning during a flood
   (b) bringing water from the dike to water the crops so the people could eat
   (c) using his body to stop a leak in the dike

6. The resolution occurred when: _____.
   (a) both the boy and the town were saved
   (b) the boy returned home with a flower for his mom
   (c) fishermen saved the boy from a lion

7. What character trait did the hero demonstrate? _____
   (a) loyalty to duty (b) obedience (c) carelessness

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WORD POWER!
Fill in the blank: Choose the correct VOCABULARY words from the Word Bank.

WORD BANK

dame ***dike*** ***sluice*** ***leave*** ***chafed*** ***succor***

8-13. My mother told me of a _____ who lived next to a lake in England. One day, the dame's child, without his mother's _____, wandered toward the _____ at the north end of the lake. The child often _____ at his mother's watchfulness. Ignoring his mother's warnings, the child fell into the _____ that lead to the lake. Fishermen nearby heard the plea for _____. They pulled out the child and sent him home with a spanking!

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



"BE AN AUTHOR" ASSIGNMENT (Reminder)

Spend some time today outlining your story. By working on it a little each day, it will be ready at the end of Lesson 7.

Note: Ask your teacher for the quiz over lessons 1-5 before proceeding to the next section. Reminder: If you score 85% or higher on the three section quizzes, you may be exempt from the chapter test!



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The Missing Arm



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 author of the vignette was describing what episode in his life? _____
   (a) a career change (b) an amputation (c) a struggle for peace

2. You may infer that the writer lost his arm during what event? _____
   (a) surgery (b) war (c) car accident

WORD POWER!
Fill in the blank: Choose the VOCABULARY words from the Word Bank.

WORD BANK

keen ***uplands*** ***foliage*** ***vied*** ***indeterminate*** ***espied*** ***ravine***

3-9. After spending a(n) _____ amount of time in the Colorado _____, the mountain man's senses had become _____. So, when he heard a slight noise in the dense _____, he _____ for a hidden position from which he _____ a raccoon emerging from the _____.



DESCRIPTIVE WRITING
Complete the Activities.

10. Descriptive writing _____ an object, place, person, emotion or action.

11. Descriptive words provide _____ that make literature more understandable and interesting.

12. Most descriptive writing is used in _____ with another form of writing, such as a narrative, to enhance the story.

13. Good description uses _____, _____, _____, _____, _____, _____, _____, _____ and _____.

14. List five descriptive words that helped the reader to experience what the writer of the vignette had experienced. _____, _____, _____, _____ and _____

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Complete the Activities *continued*

15. In what part of Arizona is the ***Tonto*** region? _____

16. The season of the year described in Zane Grey's descriptive scene of the Tonto was _____.

17. What six colors were described in the first paragraph? _____, _____, _____, _____, _____, _____ and _____

18. List at least 10 shapes that were described in the last paragraph:
_____, _____,
_____, _____,
_____, _____,
_____, _____,
_____ and _____.

19. The name of the mountain described by Cornuke and Halbrook was _____.

20. The mountain is found in Saudi Arabia, in a land known as ancient _____.

21. What happens to violators caught trespassing in the area? _____

22. In Edgar Allen Poe's descriptive scene in his short story, the man who received the death sentence slowly _____ his hearing.
(a) lost (b) gained (c) maintained

23. In Rudyard Kipling's description of a drought in the jungle, the _____ were trimmed with curled dead stuff, and the _____ had sunk and caked over.

24. What words did Clint Kelly use to include the sense of smell in his description of the mass grave that Tatul saw? _____

25. The scene described by Frank Peretti occurred at: _____.
(a) morning (b) noon (c) night

26. The shadows were: _____.
(a) moving with the wind (c) crawling (e) only a and b
(b) standing still (d) all of these (f) only b and c

27. Using your inference skills, you could determine that the crawling creature was a(n): _____.
(a) demon (b) angel (c) human (d) animal

28. Upon passing halfway through the door, the ugly creature encountered a blinding cloud of hot _____.

29. Using your inference skills, you could determine that the hands that grabbed the creature and flung him backward belonged to: _____.
(a) demons (b) angels (c) humans (d) animals

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Complete the Activities *continued*

30. The demon creature ended up: _____.
    (a) forcing the angels from the building (c) annihilating the angels
    (b) leaving and going back to his home (d) being annihilated by the angels

31. List 10 words or phrases that describe the demon's appearance.

    _____, _____,
    _____, _____,
    _____, _____,
    _____, _____,
    _____ and _____

32. What words were used to describe sounds throughout the selection? List any 10.

    _____, _____,
    _____, _____,
    _____, _____,
    _____, _____,
    _____ and _____

33. What words were used to describe texture? List at least 3.

    _____, _____ and
    _____

34. What words were used to describe color? List at least 5.

    _____, _____,
    _____, _____ and
    _____

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



"BE AN AUTHOR" (Reminder)

Write your rough draft and double space it. Edit and proof it. Add descriptive words to create scenes and actions in the minds of your readers. You must turn in your story at the end of Lesson 7.

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ACTIVITIES
Lesson 7:
Writing

Description from a Master

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 vignette describes: _____.
   (a) a person (b) a situation (c) a scenic view

2. The author mostly used _____ to describe the scene.
   (a) shapes and colors (b) emotions and actions (c) sounds and textures

WORD POWER!
Fill in the blank: Choose the VOCABULARY words from the Word Bank.

WORD BANK

limestone grotesque precipitous surreptitiously novice palpable taut

3-9. _____, the fox advanced toward the _____ cliffs. A _____ rat was cowering in a niche of the _____. The rat sensed that the fox was no _____ at securing a meal. The rat's fear was _____. The fox's muscles grew _____, and she lunged.



DESCRIPTIVE WRITING Continued
Complete the Activities.

10. _____ of words and phrases draw and keep your readers' attention and forces them to consider what you have written.
    (a) Creative combinations (b) Common and ordinary use (c) Scenic views

11. How did Zane Grey combine words into unusual phrasings? List any three examples.
    _____,
    _____
    and _____

12. What resource do writers have to help them find unusual ways to describe things?
    _____

13. When describing a person or object, describe a path that the _____ would naturally follow.

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Complete the Activities *continued*

14. Briefly list Amanda's hair and facial attributes:
    hair: _____
    complexion: _____
    eyebrows: _____
    eyes: _____
    eyelashes: _____
    expression in eyes: _____
    nose: _____
    cheekbones: _____
    lips: _____
    chin: _____
    expression in chin: _____

15. Which of the following were considered when planning the description of the Revolutionary soldiers? Place an "X" next to each correct answer.
    (a) _____ whether the description would be of people, places or things
    (b) _____ what time period the people would represent
    (c) _____ what gender the people would be
    (d) _____ what ages the people would be
    (e) _____ what action the people would be doing
    (f) _____ in what setting the people would be
    (g) _____ the attitude presented by the people

16. Descriptive paragraphs and sentences sprinkled throughout a composition or story involve the reader so he/she can experience the _____, _____, _____, _____ and _____ as if he/she were there.

17. Next to the original, ordinary word, write a more descriptive word:

(a) bush	_____	(e) touch	_____
(b) walk	_____	(f) ready	_____
(c) squat	_____	(g) thick	_____
(d) look	_____	(h) touchable	_____

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



"BE AN AUTHOR" ASSIGNMENT IS DUE

Be sure your story has at least five characters, a beginning, climax and resolution and some descriptive scenes. Turn in your final draft to your teacher.

Teacher's Signature: _____

***Note to Teacher: Grade this assignment with the grading rubric in the TRK.**

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Welcome to the Arena



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. The author of the vignette, United States President Theodore Roosevelt, gave more credit to the man who: _____ _____.
   (a) observes others and forms an opinion of another's performance (the critic)
   (b) takes risks and strives, even though he may often fail (the performer)
   (c) stands aside in life, coldly and timidly, experiencing neither victory nor defeat

2. On what date were the words of the vignette written? _____

WORD POWER!
Fill in the blank: Choose the VOCABULARY words from the Word Bank.

WORD BANK

marred	***err***	***apathetic***	***posterity***	***sustains***
faction	***bequeath***	***partisan***	***forum***	

3-11. The _____ onlooker in life is often afraid to _____; instead, he may mock the _____ who strongly supports a particular _____ or _____. Apathy leaves nothing to _____ to _____; involvement _____ by trial and error, victory and defeat _____ a nation.



ARGUMENTATIVE WRITING
Complete the Activities.

12. Argumentative writing may also be called _____ writing.

13. Argumentative writing presents a _____ from a particular point of view.

14. Argumentative writing attempts to _____ or persuade others of the _____ or _____ of a statement or idea.

15. Argument seeks to _____ action or _____ thoughts or beliefs.

16. List any three ways in which persuasive writing can be presented. _____, _____ and _____

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Complete the Activities *continued*

17. List any three areas in which persuasive writing is included. _____, _____ and _____

18. _____ issues are discussed in argument or persuasion and tend to excite people because of strong beliefs and opinions.

19. What are two questions a reader could ask himself to determine if a piece of literature is argumentative or persuasive?
    1. _____
    _____
    2. _____
    _____

20. Theodore Roosevelt was encouraging citizens to become more active in their government. _____ (a) True or (b) False

21. Samuel Adams' argument was during what time period in American history?
    _____

22. In the third and fourth lines of his argument, Adams named what four attributes of the kind of men needed during that time? _____, _____, _____, _____

23. Adams' statement, "Tall men, sun-crowned, who live above the fog in public duty and in private thinking," was a reference to: _____
    _____.
    (a) physically tall men whose heads touched the clouds
    (b) proud, arrogant men who thought they were better than others
    (c) men who were not mediocre, who had more character than average men

24. "Loyalty and Good Citizenship" was written by _____.

25. List any three accomplishments of Colby. _____, _____, _____

26. Colby urged Americans to: _____
    _____.
    (a) sustain the good institutions of the United States and to pass them on to the next generation
    (b) overthrow the government and to establish a monarchy, ruled by a king or queen, instead of by representatives and president
    (c) be loyal to England and not to join the American Revolution

27. What definition of liberty did Colby describe in the first paragraph?
    _____
    _____

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Complete the Activities *continued*

28. Colby described loyalty to America as loyalty to her _____ from the _____ down.

29. Colby urged Americans to stifle the voices of _____ and _____.

30. How do individuals become officials in this country? _____

_____

(a) They are elected by the people (you and me).
(b) They organize an army and overthrow the leaders.
(c) They simply decided to become officials and declared themselves so.

31. What are some of the effects of being elected to office? _____

_____

(a) difficulty, burdens, responsibility and danger
(b) hatred, faction, opposition and subordination
(c) authority, power, freedom from responsibility

32. What is a citizen's responsibility when an elected official attempts to act in such a way that does not meet approval? _____

(a) just and fair criticism
(b) intelligent and conscientious opposition
(c) wage partisan warfare
(d) dishonor toward our country
(e) all of these
(f) only a and b
(g) only b and c
(h) only c and d

33. The foundation of our government has brought about what three positive aspects for our nation? _____

(a) population decline, poverty, disloyalty
(b) envy, hate, uncharitableness
(c) population growth, wealth, influence
(d) art, music, industry

34. How should we regard the words of past, great Americans? _____

_____

(a) ignore them because those people are dead now
(b) fool ourselves into thinking that we are better than they were
(c) remain loyal to those words and consider them

35. What type of loyalty to America does Colby require? _____

_____

(a) envy, hate, uncharitableness toward our generation
(b) friendly, encouraging and sympathetic goodwill toward our generation
(c) establishment of new forums

36. Colby stated that men should be judged by their _____ and not by their _____.

37. What three things will loyalty not permit? _____, _____ and _____

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Complete the Activities *continued*

38. Complete the statement: "Thus, only in a _____ and _____ temper, in a _____ and _____ spirit, will we rescue the _____ and _____ the future of our _____.

39. What four types of loyalty does Colby demand? _____, _____, _____ and the _____

40. ***Grassroots Support*** means _____.

41. Anderson stated that history does not happen by chance, but that it happens because people _____ it to happen.

42. Anderson urged people to do the right thing, whether they won or lost. _____
(a) True or (b) False

43. Anderson stated that if good people gave up, other people would be elected who would not uphold _____ freedoms and _____ rights.

44. Anderson stated that without strong grassroots support: _____ _____.
(a) good people would not reach the top
(b) truth would not be upheld
(c) children would not understand the foundational principles of this country
(d) priceless gifts and abilities would be lost
(e) politics would become indispensable
(f) all of these
(g) only a, b and c
(h) only d and e

45. You may infer that Anderson was urging her readers and listeners to: _____ _____.
(a) live quietly and not become involved in the government of their country
(b) become involved in the local community and local government
(c) start churches and schools that would be free from taxes

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



MANDATORY MEMORY WORK

The student must recite from memory to his/her teacher or peers one of the selections by Roosevelt, Adams, Colby or Anderson. The student must also be prepared to write or recite the same work for the quiz and test.

Teacher's Signature: _____

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A High School Heroine



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 main argument presented by the author of the vignette was: _____

_____

_____

_____.

(a) Marian Ward of Santa Fe, Texas and Queen Esther of Persia are to be compared; they are both excellent examples of young ladies who demonstrated courage

(b) nonsectarian, nonproselytizing prayer ought not to be allowed in schools; however, all other types of prayers should be allowed, after express permission from the principle

(c) school districts should appeal any rulings against prayer by federal courts

(d) judges and courts of law should not "play God" and intrude into religious matters; they should have no authority to decide when prayers are or are not appropriate

2. What main situation did Dr. Scarborough discuss and use to support his argument?

_____

_____

(a) Queen Esther's situation with Haman attempting to annihilate Jews in Persia

(b) the Santa Fe, Texas school district's publication of *Guidelines of Student Messages at Football Games*

(c) Marian Ward's courageous stand after a court ruling banning student prayer at football games

3. What effect did the Ward family's legal advocate have in the courts?

_____

_____

(a) A restraining order was issued, causing Marian Ward to refrain from participating in the athletic events for the remainder of the year.

(b) A restraining order was issued, allowing Marian Ward to pray before the opening football game of the season.

(c) The Ward family got sued for preferring religion over atheism.

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***Multiple Choice** continued*

4. In effect, the judge who issued the restraining order implied that: _____
_____
_____.
(a) judges are authorized to exercise legislative power regarding prayer
(b) ordinary Americans still believe in God and that prayer is a pretty good idea
(c) the school system's actions inferred that atheism was preferred over other religious expressions

5. The community and other students supported Marian's decision.
_____ (a) True or (b) False

WORD POWER!
Fill in the blank: Choose the VOCABULARY words from the Word Bank.

WORD BANK

cockpit ***fuselage*** ***heroine***

6-8. The _____ in the _____ did not flinch as flack peppered the _____ of the aircraft.

ARGUMENTATIVE WRITING Continued
Complete the Activities.



9. Which two controversial issues are discussed in this lesson?
_____ and
_____

10. The article "Should Our Lives Be in Their Armed Hands?" addresses the issue of:
_____.
(a) prosecution of terrorists
(b) arming airline pilots
(c) allowing terrorists cockpit access
(d) all of these

11. In the last sentence in the first paragraph, the author of the article asks what question?
_____

12. The ALPA proposed that after undergoing _____ and being screened for _____ and
_____, pilots and crews be permitted to
_____
_____
_____.

13. What were three other measures of securing safety on airplanes that might be considered in addition to arming pilots? _____, _____ and _____

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Complete the Activities *continued*

14. What tool is placed in most cockpits to be used in an emergency in which passengers or the crew may have to escape the airplane? _____

15. How did the ALPA officials contrast the effectiveness of the axe with the effectiveness of a firearm used by a pilot against crazed terrorists?

_____
_____
_____
_____
_____

16. In paragraph four, the author of the article pointed out what difference between travelers on roads and travelers in the sky in reference to self-defense and firearms?

_____
_____
_____

17. People in favor of gun control advocated arming pilots. _____
(a) True or (b) False

18. How did the views of gun control advocates contrast with the views of gun control opponents in reference to arming the pilots and common citizens?

_____
_____
_____
_____
_____

19. In paragraph five, what were two melodramatic situations described by anti-gun groups?
_____ and _____

20. In paragraphs seven and eight, how did Jim Fotis and Kevin Watson justify the position that pilots should be armed?

_____
_____
_____
_____
_____
_____

21. What three points did LaPierre argue were benefits of arming pilots?

_____,
_____ and
_____

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Complete the Activities *continued*

22. Writers of persuasive arguments: _____.
    (a) strive to pacify readers
    (b) "take on" controversial issues
    (c) usually do not express strong opinions

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



MANDATORY WRITING ASSIGNMENT

On computer or on separate paper, write a 10-15 sentence argument. The essay must defend a controversial subject (of an appropriate nature) or persuade readers to take action in a good or noble cause. Double space your rough draft. Proof and edit your work before handing in your final draft. This assignment is worth one quiz grade. Some suggested appropriate topics are:

- **preservation of human life or families (such as impact of abortion, euthanasia, genocide, or divorce)**
- **the 1st or 2nd Amendment (freedom of speech, press, assembly, religion and the right to bear arms)**
- **free enterprise vs. government ownership and/or control of goods and production**
- **trial by jury of peers vs. trial by judge.**

Teacher's Signature: _____

***Note to Teacher: Grade this assignment using the grading rubric in the TRK.**

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One of America's Greatest Writers



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. _____ was one of the greatest writers and speakers of all time.
2. Franklin had the ability to use words as _____, _____, _____ or _____, to make people _____ and _____.
3. Franklin thought it would be fine to _____ and _____ by _____ and _____ words.

WORD POWER!
Fill in the blank: Choose the VOCABULARY words from the Word Bank.

WORD BANK

apology ***proclamation*** ***sentimental*** ***knave***

4-7. The _____ grew bold as he delivered his _____ in defense of his chosen profession. Later, as president, he delivered a _____ and offered a _____ plea to the citizens to stand united.



EXPOSITORY WRITING
Complete the Activities.

8. _____ writing is very broad and is the most common form of literature.
9. *Expository* means "_____" or "_____"; therefore, an *exposition* is written information that _____ or _____ something.
10. Another word for *expository* is _____.
11. List 10 examples of expositions: _____, _____, _____, _____, _____, _____, _____, _____, _____, _____.
12. An obituary would be considered: _____.
    (a) narrative (b) expository (c) persuasive (d) descriptive
13. In the obituary, who was the deceased person? _____
14. What four elements of commitment characterized his life? _____, _____, _____ and _____
15. Where was the graveside service to be held? _____

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Complete the Activities *continued*

16. Where was the memorial service to be held? _____
_____

17. Which two men officiated the services? _____
and _____

18. Dan Valentine wrote expositions on choosing: _____.
(a) spouses (b) grave sites (c) words

19. Why did Valentine suggest that a young man look for a girl who loves violets rather than roses?
_____
_____
_____
_____
_____

20. The way a girl treats her _____ may indicate how she would treat a husband or children.
(a) mother (b) dog (c) brother

21. A young man should look for a woman whose _____ light up when the young man arrives.

22. A man who seeks peer approval too much would make a good husband. _____
(a) True or (b) False

23. A man who enjoys a challenge is more preferable than he who stands on the sideline.
_____ (a) True or (b) False

24. A woman should search for a young man who: _____
_____.
(a) celebrates holidays and remembers her birthday
(b) brings a gift just to see her eyes light up—no special occasion
(c) does not spend money on little gifts that will fade in time

25. What kind of a kisser should a husband be? _____
_____
_____

26. How should a woman regard anger and sulkiness in a man?
_____
_____

27. "How to Choose a Wife" and "How to Choose a Husband": _____.
(a) are "how to" works (b) tell stories (c) describe a scene

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



MANDATORY WRITING ASSIGNMENT

Write or type a 10-15 sentence exposition that is one of the following: a tribute to someone, an obituary, or a "how-to" process. Double space your rough draft. Proof and edit it before handing it in as the final draft. This assignment is worth one quiz grade.

Teacher's Signature: _____

***Note to Teacher: Grade this assignment with the grading rubric in the TRK.**

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The World's Most Popular Psalm



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 author of the Psalm compared his relationship to the Lord as a: _____ _____.
   (a) preacher to his congregation
   (b) lawyer to his client
   (c) sheep to his shepherd

2. The Psalm mainly refers to _____ as being provided by the shepherd for the sheep.
   (a) food and water
   (b) protection and shelter
   (c) tables and oil

3. The Psalm is an explanation of: _____.
   (a) how to lead sheep in green fields and beside streams of water
   (b) the author's relationship with God
   (c) how Psalm 23 has impacted the world

WORD POWER!
Fill in the blank: Choose the VOCABULARY **words from the Word Bank.**

WORD BANK

want ***poor in spirit*** ***maxims*** ***public affairs***

4-7. Although the elderly man was _____, he was never in _____. He often quoted funny _____ regarding the ups and downs of _____.



EXPOSITORY WRITING Continued
Complete the Activities.

8. List five examples of expository writings. _____, _____, _____, _____, _____

9. The most famous and learned Psalm of all time is _____ from the Book of Psalms written mostly by _____ of ancient Israel.

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Complete the Activities *continued*

10. Possibly the most famous sermon is _____.

11. It is expository because it explains the benefits of certain _____.

12. The introduction and the first eight Beatitudes are written in the _____ person.
    (a) first
    (b) second
    (c) third

13. The last Beatitude and the last paragraph are written in the _____ person.
    (a) first
    (b) second
    (c) third

14. "The Sermon on the Mount" was spoken by _____ but recorded (written) by _____.

15. According to the Beatitudes, which kind of people will receive rewards or special treatment? Place an "X" next to each correct answer.
    (a) _____ those who are humble
    (b) _____ those who have heartache
    (c) _____ those who are gentle
    (d) _____ those who desire to be righteous
    (e) _____ those who purposely do evil
    (f) _____ those who neglect others
    (g) _____ those who are merciful
    (h) _____ those who corrupt their hearts
    (i) _____ those who are pure in heart
    (j) _____ those who promote peace
    (k) _____ those who stir up factions and cause unrest
    (l) _____ those who suffer for doing the right thing
    (m) _____ those who are insulted or persecuted for religious beliefs
    (n) _____ those who insult or persecute others

16. In the last paragraph of "The Sermon on the Mount," people were compared to: _____ _____.
    (a) earth and heaven
    (b) Moses and Hammurabi
    (c) salt and light

17. Codes such as the Ten Commandments and Hammurabi's Code are expository because they: _____.
    (a) were written by legislators
    (b) provide guidelines for moral behavior
    (c) prescribe punishments for criminal conduct

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Complete the Activities *continued*

18. Which of the following areas are discussed in the Ten Commandments? Place an "X" next to each correct answer.
    (a) _____ worship of other gods
    (b) _____ cleanliness
    (c) _____ foods that can or cannot be eaten
    (d) _____ taking the name of God in vain
    (e) _____ prayer
    (f) _____ honoring parents
    (g) _____ seeking good employment
    (h) _____ murder
    (i) _____ adultery
    (j) _____ hunting and fishing
    (k) _____ stealing
    (l) _____ lying
    (m) _____ coveting
    (n) _____ paying others back for debt

19. What is a maxim? _____
    _____
    _____

20. Write the maxim by Plato. _____
    _____
    _____

21. Write the maxim by Penn. _____
    _____
    _____

22. Write the first maxim by Franklin. _____
    _____
    _____
    _____

23. Write the second maxim by Franklin. _____
    _____
    _____
    _____
    _____
    _____
    _____

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Complete the Activities *continued*

24. Write the maxim by Hepburn. _____

_____

_____

_____

_____

_____

_____

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

_____*."*



MANDATORY MEMORY WORK

Quote from memory to your teacher or peers (with teacher supervision) Psalm 23, the underlined portion of the Beatitudes, the Ten Commandments, or the maxims.

Teacher's Signature: _____

MANDATORY WRITING ASSIGNMENT

Write or type a 10-15 sentence exposition explaining a relationship (with God, an animal, a family member, or a friend), a code of conduct or the benefits and consequences of a way of life. Your exposition may be in the form of a poem, sermon or list (such as a recipe or code), or any other format that fits the criteria of an exposition. Be creative. Double space your rough draft. Proof and edit your work before submitting it to your teacher. This assignment is worth one quiz grade.

Teacher's Signature: _____

***Note to Teacher: Grade this assignment using the grading rubric in TRK.**

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ACTIVITIES
Lesson 12:
Writing

The Miracle of the Jupiter-Earth Connection

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. Evidence based upon probes and analyses suggest that Jupiter was formed in a much _____ climate than the planet's current location.
2. What gases were discovered in Jupiter's atmosphere? _____, _____ and _____
3. Why did the presence of these gases raise suspicions about Jupiter's original place?
   _____
   _____
   _____
   _____
4. What would have happened had Jupiter drifted closer to Earth? _____
   _____
5. What would have happened had Jupiter stopped drifting further from the Earth?
   _____
   _____
6. The author of the vignette cited what movement as evidence of design of the solar system?
   _____
   _____
   _____
7. How is Jupiter's orbit different from what is typically the orbit of planets that drift inward?
   _____
   _____
8. How does Jupiter's unusual orbit affect the Earth? _____
   _____
   _____
9. If Jupiter had any larger inclination, what would happen to the Earth? _____
   _____
   _____
10. The vignette is an exposition with elements of: _____.
    (a) narration (b) description (c) persuasion (argument)

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WORD POWER!
Complete the Paragraph: Choose the VOCABULARY words from the Word Bank.

WORD BANK			
eccentricity	***elliptical***	***elaborate***	***terrain***

11-14. The scientist studied the _____ _____ of the planet. He noticed the _____ pattern and realized that the planet's _____ was a bit unusual.

EXPOSITORY WRITING Continued
Complete the Activities.



15. President George W. Bush's proclamation is a(n): _____.
(a) exposition (b) narration (c) description

16. Proclamations often explain: _____.
(a) a situation and a course of action (c) character traits and vices
(b) how to defend one's country (d) none of these

17. Write the president's message that he shouted through a megaphone at "Ground Zero" after the terrorist attacks on the Pentagon and the World Trade Centers:
_____
_____
_____.

18. In the first paragraph of his proclamation, the president: _____
_____.
(a) quoted a comforting scripture (c) reminded Americans of the terrorists
(b) outlined how America would retaliate (d) none of these

19. In the second paragraph of his proclamation, the president: _____
_____.
(a) quoted a comforting scripture passage
(b) assured citizens that the evil doers would be brought to justice
(c) mourned the loss of lives and mentioned prayers for healing and encouragement

20. In the fourth paragraph of his proclamation, the president: _____
_____.
(a) quoted a comforting scripture passage
(b) outlined how the United States would retaliate
(c) mourned the loss of lives and mentioned prayers for healing and encouragement

21. In the fifth paragraph, the president: _____.
(a) proclaimed a day of prayer and remembrance (c) ordered everyone to hold vigils
(b) established a new holiday (d) all of these

22. Write the conclusion of the president's proclamation: _____
_____
_____
_____
_____.

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Complete the Activities *continued*

23. President Bush's proclamation was an exposition with elements of: _____.
    (a) narration (b) description (c) persuasion

24. "Racing to Deliver the Mail" is an exposition about: _____
    _____.
    (a) the anthrax scare in post offices after the September 11 terrorist attacks
    (b) the Pony Express system in the second half of the 1800s
    (c) the improved advertising schemes of businesses in early America

25. The Pony Express system was a mail service route that covered _____ miles of undeveloped territory.

26. What kind of youth was solicited for the Pony Express? Place an "X" next to each correct answer. Hint: refer to the "Wanted" advertisement in the text.

(a) _____ males	(g) _____ expert horseback riders
(b) _____ females	(h) _____ experienced cowboys
(c) _____ natives	(i) _____ willing to risk death daily
(d) _____ immigrants	(j) _____ timid and shy
(e) _____ over 18 years old	(k) _____ orphans
(f) _____ under 18 years old	(l) _____ children of mine workers

27. Map the route of the Pony Express riders. Mark an "X" for the beginning point and an "X" for the ending point. If you do not recognize the shapes of the states, you may need to consult your classroom map, an encyclopedia or the Internet.



28. Contrast the expediency of mail delivered by wagon train to mail delivered by Pony Express.
    _____
    _____

29. At each relay station, riders would rest, eat, sleep and leave the next day.
    _____ (a) True or (b) False

30. Provide the statistical numbers and conditions of the operation of the Pony Express system:

stations: _____	riders: _____
states: _____	miles: _____
horses: _____	terrain: _____
station workers: _____	

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***Complete the Activities** continued*

31. When was the only time Pony Express riders had to use an alternative method of travel other than a horse? _____

32. What were some environmental conditions that riders had to conquer? Place an "X" next to each correct answer.

(a) _____ rivers	(e) _____ salt flats	(i) _____ canyons
(b) _____ sand dunes	(f) _____ desert	(j) _____ distressing winds
(c) _____ rock	(g) _____ dust storms	(k) _____ blizzards
(d) _____ mountains	(h) _____ fog	

33. One of the most famous Pony Express riders was _____.

34. Bill Cody made history when he: _____.

(a) extended his ride because his replacement had been killed (c) both of these
(b) rode a record number of miles without stopping to sleep (d) neither of these

35. Famous author, Mark Twain, wrote of a time when: _____
_____.

(a) he had ridden as a Pony Express mail deliverer (c) both of these
(b) he saw a rider sweep past him on a mail delivery route (d) neither of these

36. How long did the Pony Express system operate? _____

37. Provide the statistical information for the following:

completed runs: _____ letters delivered: _____
covered miles: _____ lost *mochilas*: _____
dangers encountered: _____

38. "Racing to Deliver the Mail" is an exposition with elements of: _____.

(a) narration (b) description (c) persuasion

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



MANDATORY MEMORY WORK

Quote from memory to your teacher or peers (with teacher supervision) the underlined portion of President Bush's speech. Teacher's Signature: _____

MANDATORY WRITING ASSIGNMENT

Write or type an exposition of at least 250 words. Write as if you were a scientist explaining a scientific concept (such as the article on Jupiter), the president giving a proclamation, an historian explaining an interesting detail of history (such as the Pony Express system) or an anthropologist explaining the origin of a culture or belief system. You may need to research your topic in the library or on the Internet. This composition is worth one quiz grade and is due at the end of this chapter. Double space your rough draft. Proof and edit your work before handing in your final draft.
Teacher's Signature: _____

***Note to Teacher: Grade this assignment using the grading rubric in the TRK.**

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The Myth of Races (Part I)



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 ARTICLE
Complete the Activities.

1. The article "The Myth of Races" addresses what issues? _____
   _____

2. According to the article, some scientists and ***theologians*** promoted evolution which is a belief that life and civilizations were ***generated*** through a pitiless _____
   _____.

3. Hitler and other racists believed that people with different skin color and facial features were: _____.
   (a) sub-human (b) animals (c) evolved mutants

4. If the Theory of Evolution were true, what presumption could be made about humans?
   _____
   _____
   (a) All humans were at the same level of development.
   (b) Some humans developed in the womb, while others developed after birth.
   (c) One group of humans is less evolved than another—therefore, less human.

5. Racists categorize some people as: _____.
   (a) poor (b) rich (c) unfit to live

6. "Ethnic cleansing" occurs only in remote parts of the world.
   _____ (a) True or (b) False

7. History suggests that races are closely related and not truly separate.
   _____ (a) True or (b) False

8. When will people on Earth be able to see each other as relatives? _____
   _____

9. The opposite view of evolution is _____,
   which suggests that all humans descended from only _____ people.

10. In order for one being to evolve into another being, _____ genetic information must be added to create the new biological differences.

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Complete the Activities *continued*

11. The sign posted outside the Natural History Museum in London, England explains Charles Darwin's view of evolution. _____
    (a) True or (b) False

12. How did the author of the article dispute the sign's claim that creationists believed that all things were created in exactly the same form as they exist today? _____
    _____
    _____
    (a) He inferred that some changes over time do occur, but those changes are due to accidental, inherited mutations.
    (b) He stated that mutations were responsible for "races" of dogs and people, along with their inherent diseases.
    (c) He stated that dogs, such as chihuahuas and coyotes, were examples of "races" of dogs, upholding the idea that different "races" of humans do indeed exist.

13. According to the authors, all scientists agree that: _____
    _____.
    (a) plants and animals evolved simultaneously
    (b) plants and animals were created individually
    (c) plants and animals undergo changes
    (d) most current plants and animals represent mutations

14. The master program that determines the species a being is, is carried in the _____.

15. Creatures inherit two copies of each gene—one copy from each _____.

16. When two dogs mate, each offspring has exactly the same gene combination as the parents. _____ (a) True or (b) False

17. If a natural disaster, such as a fire or flood, caused dogs to split into groups, thus dividing the gene pool, how would the process of natural selection operate?
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____

18. How does the process of natural selection conflict with the Theory of Evolution?
    _____
    _____
    _____

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Complete the Activities *continued*

19. ***Speciation*** can occur in humans as well as dogs when: _____ _____.
    (a) small groups become isolated from the main group
    (b) genes are copied, and errors occur, causing loss of information
    (c) disparity of size or behavior occurs, causing one "race" not to mate with another

20. Mutations can occur when: _____ _____.
    (a) small groups become isolated from the main group
    (b) genes are copied from the parents to children, and errors occur, causing loss of information
    (c) disparity of size or behavior occurs, causing one "race" not to mate with another

21. What are some effects of mutations in animals and humans? _____
    (a) speciation and disease (b) "pure breeds" (c) naturally selected humans and animals

22. "Pure breeds" occur when: _____.
    (a) offspring are almost identical to their parents (c) genetic information is lost
    (b) harmful mutations create "wild" dogs (d) none of these

23. In contradiction to evolutionary theory that requires _____ information be added to the gene pool to create new species, _____ have been observed to cause a loss of genetic information and not to improve it.

24. In the case of a reptile changing into a bird, what new genetic information would have to be added to the gene pool? _____

25. An addition to existing reptilian genetic information, such as would be needed to make feathers, has already been observed in science. _____
    (a) True or (b) False

26. The Chicago conference of leading evolutionists concluded that evolution on a macro level is possible. _____ (a) True or (b) False

27. In what way did the author of the article agree with Darwin?
    _____
    _____
    _____

28. In what way did the author of the article disagree with Darwin about natural selection?
    _____
    _____
    _____

29. Before Darwin, how did people define "race"? _____
    (a) by the country from which the people came
    (b) by the color of the skin of the people
    (c) by the shape of the eyes and the hair texture of the people

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***Complete the Activities** continued*

30. Which two words in the title of Darwin's book infer racism? _____

31. How could Darwinian evolution be called a racist philosophy?

_____

_____

_____

_____

32. After evolution became a popular idea in the 1850s, people's view of "races" changed to reflect prejudice against: _____.
(a) national origin (b) appearance (c) age

33. Scientific evidence suggests that all homosapiens are of: _____.
(a) one race (b) three races (c) five races

34. Complete the statement by a scientist at the Advancement of Science Convention in Atlanta, Georgia in 1997: "Race is a _____

_____

_____

_____."

35. Some scientists argue that the term "race" is _____ and should be discarded.

36. The author of the article suggested that instead of using the word "race" to refer to persons of different color or physical description, that the term _____ should be used.

37. The article "The Myth of Races" is an exposition with elements of: _____.
(a) narration (b) description (c) persuasion (argument)

WORD POWER!

Matching: Choose the definitions for the VOCABULARY words.

38. _____ ***theologians***
39. _____ ***generate***
40. _____ ***lament***
41. _____ ***speciation***
42. _____ ***genome***
43. _____ ***extrapolate***
44. _____ ***Aborigine***
45. _____ ***Homosapien***

(a) a human being
(b) to bring into being, to produce
(c) to infer from known information
(d) the creation of new kinds, new species
(e) people who study the nature of God and religious beliefs
(g) a member of the first people to live in a particular area
(h) a complete set of chromosomes with associated genes
(i) to mourn, to express grief, to deplore

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

_____*."*



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The Myth of Races (Part II)

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 ARTICLE
Complete the Activities.

1. Some people think that different "races" exist because of what physical characteristics?
   _____ and _____

2. Overwhelming scientific proof supports the idea of "races." _____
   (a) True or (b) False

3. If a "white" person needed a heart transplant, he could get a heart only from another "white" person. _____ (a) True or (b) False

4. A science news page on ABC News stated: "What the facts show is that there are no differences among us, but they stem from _____, not _____."

5. The belief that physical features reflect major, biological differences that indicate "race" is due to cultural traditions, not _____ or _____.

6. What scientific fact proves that the differences between "races" are not very great?
   _____
   (a) All people can interbreed and produce offspring.
   (b) Only certain "races" can produce children.
   (c) Only certain "races" can live in certain parts of the world.

7. What are the traditional, main "racial" groups categorized by most ***anthropologists***?
   _____
   (a) Caucasoid, Easteroid, Asiatic
   (b) Aborigine, Indian, American
   (c) Caucasoid, Mongoloid, Negroid

8. Most scientists now agree that: _____
   _____.
   (a) all people groups evolved from different groups of animals
   (b) all people groups did not evolve from different groups of animals
   (c) all people groups were created and are descendants from one original people group

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Complete the Activities *continued*

9. The author of the vignette agreed with which concept of skin coloring? _____
_____
_____
(a) Different groups have yellow, red, black, white or brown skin.
(b) All groups have one color, melanin, that is produced in different amounts, causing different shades of skin.
(c) All skin is the same shade and has the same amount of melanin. People perceive others to have different "colors" because of poor eyesight.

10. Regarding eye shape, the author suggests that all people have fat on the eyelids, but that some groups, such as Asians, tend to have more, causing the slanted eye appearance.
_____ (a) True or (b) False

11. When a person from a dark people group marries someone from a light people group, what is often the result in the offspring? _____
(a) medium brown
(b) very dark
(c) very light

12. When mulattos marry each other, the amount of melanin in the skin of the offspring is often: _____
_____.
(a) unpredictable, producing various shades of skin in children
(b) heavy, producing dark shades of skin in children
(c) light, producing light shades of skin in children
(d) non-existent, producing albinos

13. The author compared the information of how a person will look to a _____ that determines how a building will look.
(a) DNA code (b) gene pool (c) blueprint

14. _____ come in matching pairs.

15. If dark people continually marry dark people, and if light people continually marry light people, the result will be: _____.
(a) "pure" lines of "black" or "white" people
(b) mulattos
(c) the ability to produce lots of melanin

16. Scientific evidence about "races" suggests that: _____
_____.
(a) people evolved separately over long periods of time
(b) one people group does not have the capability to have features usually found in another people group
(c) people did not evolve separately over long periods of time

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Complete the Activities *continued*

17. Most of the world's population today is: _____.
    (a) white
    (b) black
    (c) mid brown

18. As long as the original people group lived in the same area, they probably all looked similar. _____ (a) True or (b) False

19. For differences to arise in people's appearances, what would have to occur? _____
    _____
    _____
    (a) They would have to break into smaller groups and not interbreed.
    (b) They would have to move to different climates where weather would affect hair color.
    (c) They would have to speak the same language.

20. According to ancient Babylonian records, what caused people to disband and scatter over the Earth?
    _____
    _____
    (a) A great, world wide flood threatened their city, so they moved.
    (b) Their languages became confused; they could not understand each other.
    (c) They became prejudiced of each other's skin shades.

21. How did the confusing of languages affect how people related to each other? _____
    _____
    _____
    (a) Instant barriers became evident. People split into groups with those they could understand and moved to different environments.
    (b) People tended to marry who they could not understand, rearing children who were bilingual.
    (c) People tended to trust those they could not understand, creating cities that were at peace with each other.

22. According to the author, what factor would have had more influence on whom married whom? _____
    (a) skin color
    (b) environment
    (c) language

23. When people moved to different environments, the climate and sunlight may have determined who survived and who did not survive; thus, causing some types of people to "die out" and allowing other types to live, passing on certain genes to the offspring.
    _____ (a) True or (b) False

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***Complete the Activities** continued*

24. This form of natural selection proves that new information is created that causes variations in people. _____ (a) True or (b) False

25. Groups have tended to "purify" themselves by: _____
_____.
(a) ostracizing someone regarded as abnormal or unacceptable
(b) intermarrying with other people groups who had different levels of melanin
(c) leaving uncomfortable environments that were too hot or too cold

26. Breaking a large interbreeding group into small, inbreeding groups allowed for different mixes of genes that produced: _____.
(a) different languages
(b) various physical features
(c) simple-to-complex evolution

27. According to the author, the dominant features of the various people groups result from _____
_____, plus some minor changes in the direction of _____, resulting from _____.

28. The author likened the differences in people with the same genetic make-up to:
_____.
(a) different breeds of apes
(b) different cakes with the same basic recipes
(c) different descendants with the same parents

29. The article "The Myth of Races" is an exposition with elements of: _____.
(a) narration (b) description (c) persuasion (argument)

WORD POWER!

Matching: Choose the definitions for the VOCABULARY words.

30. _____ ***trivial***
31. _____ ***anthropologists***
32. _____ ***DNA***
33. _____ ***Inuit***
34. _____ ***degenerate***

(a) scientists who study origins of cultures and people
(b) a member of any Aborigine group living in Canada, Alaska or the Greenland regions; Eskimo
(c) to break down, to decline in quality
(d) small, unimportant
(e) genetic coding in all cells

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



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The Gift



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 Gift" is a(n): _____.
   (a) novel (c) autobiographical sketch
   (b) biographical sketch (d) lyrical poem

2. "The Gift" is about: _____
   _____
   _____.
   (a) a woman who donated her life savings to the State of Mississippi so her children would have a better state in which to live
   (b) a teacher at McCarty University in Mississippi who encouraged her students to wash their clothes by hand, thus saving them a total of $150,000 dollars in laundry fees
   (c) a poor laundress who lived humbly, saved her money and donated a large sum of money to help college students

WORD POWER!
Fill in the blank: Choose the VOCABULARY words from the Word Bank.

WORD BANK		
boggy	***cordiality***	***embossed***

3-5. The tired, drenched traveler struggled through the _____ marsh in an effort to reach the haven of a cabin nestled among the trees. Ducking inside, the traveler gratefully accepted the hostess' _____ and smiled as he read the words "Home Sweet Home" _____ on the mug of hot tea she handed him.

REVIEWING THE FOUR TYPES OF WRITING
Complete the Activities.



6. The four types of writing are: _____, _____, _____ and _____.

7. What do these types of writing do? Narration _____; description _____; argument _____ _____; exposition _____ _____.

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***Complete the Activities** continued*

8. Understanding the type of literature you are reading helps you as a reader to: _____ _____.
   (a) respond appropriately
   (b) read more carefully
   (c) spell better

9. In the text, the selection by Ruth of Moab is: _____.
   (a) narrative
   (b) descriptive
   (c) expository
   (d) argumentative (persuasive)

10. The poem about a snake is: _____.
    (a) narrative
    (b) descriptive
    (c) expository
    (d) argumentative (persuasive)

11. The selection about "Christmas in April" is: _____.
    (a) narrative
    (b) descriptive
    (c) expository
    (d) argumentative (persuasive)

12. The selection about Coca-Cola is: _____.
    (a) narrative (b) descriptive (c) expository (d) argumentative (persuasive)

Read each selection and determine its category.

How to Sell Things

The successful salesman uses all the ways of convincing which he has been taught to use. He gives reasons in a clear convincing way; he puts himself in the buyer's place; uses illustrations, gives facts to prove his statements, and pictures to the customer the results of his or her buying or not buying the article.

A salesman should talk intelligently, but he should never say anything untrue. He must be enthusiastic, but not aggressive, about the article he is selling. Over-urging may disgust his customer and cause loss of a sale.

He must be able to point out the good qualities of the article; he must know why one brand of goods costs more and is better than another brand. To do this, he must know how articles are manufactured, how they work, and how they wear. (Anonymous)

13. "How to Sell Things" is: _____.
    (a) narrative
    (b) descriptive
    (c) expository
    (d) argumentative (persuasive)

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Read each selection *continued*

Speed Limit

One day while parked on the side of a highway watching for speeders, a police officer saw a car puttering along at 22 mph. Wondering if the driver was all right or in need of help, the officer turned on his lights and stopped the car.

Approaching the vehicle, he noticed five elderly ladies—two in the front seat and three in the back. They were all wide-eyed and white as ghosts. The driver, obviously confused said, "Officer, I don't understand, I was doing exactly the speed limit! What is the problem?"
"Ma'am," the officer replied, "you weren't speeding. You were driving so much under the speed limit that I thought something must be wrong with your car."

"Slower than the speed limit? No sir, I was doing the speed limit exactly . . . twenty-two miles an hour!" the driver stated emphatically. The officer, trying to contain his laughter explained to her that "22" was the highway number, not the speed limit. A bit embarrassed, the woman grinned and thanked the officer for pointing out her error.

The officer glanced into the back seat where the ashen passengers were trying to catch their breath. He looked back at the driver and asked, "Are they all right? They seem awfully shaken, and they haven't uttered a peep since I stopped you."

"Oh, they'll be alright in a minute, we just got off Route 119."

(Anonymous)

14. "Speed Limit" is: _____.

(a) narrative
(b) descriptive
(c) expository
(d) argumentative (persuasive)

Officer John

I can still remember Officer John. He was the policeman who used to help us children cross the street to school. He was a very tall man, and many a time did he give me a ride on his big, broad shoulders. He had a large, red face and the kindest eyes in the world. His mouth was very large, and when he smiled, which was very often, a set of the whitest teeth I have ever seen would flash before our eyes. He had large hands, and I would just love it when he would put his arm around my shoulder and swing me onto his back. I can still remember the day when, after I told him that I was leaving for another school, he said, "Listen Sonny; be good, be honest, and you'll always succeed." I can truthfully say that Officer John made my elementary school days the happiest days of my life.

(Anonymous)

15. "Officer John" is: _____.

(a) narrative
(b) descriptive
(c) expository
(d) argumentative (persuasive)

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Read each selection *continued*

A President's Advice to Women on Love and Passion

Men and women feel the same inclination toward each other now, that they have always, and which they will continue to do, until a new order of events occurs; and you, as others have done, may find that passions of your sex are easier raised than allayed. Do not, therefore, boast too soon, nor too strongly of your insensibility . . . . Love is said to be an involuntary passion, and is, therefore, contended to be irresistible. This is true in part only, for, like all things else, when nourished and supplied plentifully with aliment, passion is rapid in its progress; but let components be withdrawn, and passion may be stifled in birth, or much stinted in its growth . . . . Although we cannot avoid first impressions, we may assuredly place them under guard . . . . When the fire is beginning to kindle and your heart growing warm, propound these questions to it:

Q. 'Who is this invader? Have I a competent knowledge of him? Is he a man of good character? A man of sense?'
A. For be assured, a sensible woman can never be happy with a fool.

Q. 'What has been his walk in life? . . . Is his fortune sufficient to maintain me in the manner I have been accustomed to live, and as my sisters do live? And is he one to whom my friends can have no reasonable objection?'
A. If all these interrogatories can be satisfactorily answered, but one more remains to be asked; that, however, is an important one.

Q. 'Have I sufficient ground to conclude that his affections are engaged by me?'
A. Without this, the heart of sensibility will struggle against a passion that is not reciprocated."

(George Washington)

16. "A President's Advice to Women on Love and Passion" is: _____.
    (a) narrative
    (b) descriptive
    (c) expository
    (d) argumentative (persuasive)

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



MANDATORY EXPOSITION FROM LESSON 12 IS DUE

Teacher's Signature: _____

***Note to Teacher: Grade this assignment using the rubric for Lesson 12 in the TRK.**

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