English:

Composition Skills

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



Chapter 5

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Composition Skills

Chapter 5

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

—Emile de Girardin



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English: Composition Skills



Writing

Lesson 1

Chapter 5

RESCUE AT SEA

Section 1

Lessons 1-5



Years ago, in a village in ***Holland***, a teenager taught the world about selfless duty. Because the entire village revolved around the fishing industry, a volunteer rescue team was needed in cases of emergency. One night the ***gale*** force winds raged, the clouds burst, and a boat capsized at sea. Stranded, the crew sent a distress signal. The captain of the rescue team sounded the alarm. Villagers assembled on the beach overlooking the bay. While the rescue team launched their rowboat and fought their way through the ***tempestuous*** waves, the villagers waited ***fitfully*** on the beach, holding lanterns to light the way.

Hours later, the rescue boat pierced the fog, and the cheering villagers ran to greet the rescuers and survivors. Falling exhausted on the sand, the volunteers reported that the rescue boat could not hold any more passengers, and they had been forced to leave one man behind. Even one more passenger would have capsized the rescue boat, and all would have been lost.

Frantically, the captain called for another volunteer team to rescue the lone survivor. Sixteen-year-old Hans stepped forward. His mother grabbed his arm, pleading, "Please, do not go, son! Your father died in a shipwreck ten years ago, and your brother, Raul, has been lost at sea for weeks. Hans, you are all I have left."

Hans replied, "Mother, I have to go. What if everyone said, 'Let someone else do it?' Mother, this time I must do my duty.'" Hans kissed his mother and joined the team.

Several hours passed, which seemed to Hans' mother an eternity. Finally, the rescue boat darted through the fog, Hans standing at the ***bow***. Cupping his hands, the captain hollered, "Did you find the lost man?" Barely able to contain himself, Hans passionately yelled back, "Yes, we found him. Tell my mother we rescued my brother, Raul!" ■

(Dan Clark)

VOCABULARY

Holland: a country of north west Europe on the North Sea
Gale: a very strong wind
Tempestuous: rough, wild, choppy
Fitfully: in a restless, agitated manner
Bow: the front section of a ship or boat
Anecdote: a short account of an interesting or humorous incident
Diary: a periodic record of personal experiences
Novel: a long, fictional, prose narrative

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THE FOUR KINDS OF COMPOSITIONS



Prose can be classified into four categories: narrative, descriptive, expository or argumentative. The categories may be combined to fit multiple purposes at one time. Literature is classified by the purpose it serves and the intent of the writer who creates the work. The purpose of a work dictates how it will be written, what language will be used and the style in which the writing will be composed. Understanding a writer's purpose and writing category can bring greater understanding and comprehension to the reader.

1. *Narration*—You may attempt to tell something that happened or that you imagined to have happened. This is called narrative writing. Narration includes ***anecdotes***, newspaper stories, ***diaries***, autobiographies, biographies, histories, short stories, ***novels*** and poems. The vignette is an example of narration. A *biography* tells the events of someone else's life; an *autobiography* tells the events of someone's own life. *Fiction* is an imaginary story created by the author; *nonfiction* tells a true event or situation.

2. *Description*—You may attempt to enable a reader to visualize a certain place as you saw it, or to realize how you felt during certain events. You may want to describe a situation, feeling, person, place or thing. Good descriptive writing uses details—colors, shapes, sounds, smells, tastes, textures, emotions, character traits and abstract concepts.

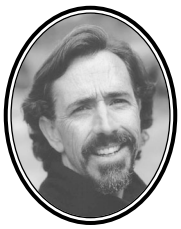
3. *Exposition*, also known as *informative writing*—You may attempt to give an idea of a mechanical process; how to train a horse; what you think of a book and why; how to cook a recipe; how to select the best boat. Compositions of this kind are called *expositions*. Another name for an exposition is "an explanatory paper" because it attempts to explain something. Textbooks, editorials, cookbooks and manuals are expository. Expositions explain processes, ideas or situations.

4. *Argument*, also called *persuasion*—You may attempt to convince others of the truth or falsity of an idea. This is called argument. It seeks to persuade the reader to take action or to change thoughts or beliefs about a particular subject. Oral arguments are called *debates*. Written arguments are called *persuasion*. Persuasion may include subjects such as "dating should not be allowed for youth under age 20"; "traitors to the United States should receive the death penalty"; "our club should start a charity closet." Your argument must make a statement then back it up with reasons why others should believe as you do.

Narration, description, exposition and argument exist separately and in combination with each other. A writer must be aware and well practiced in all four areas if he is to incorporate them into a composition. A skilled writer is able to use one or two or all four kinds of expression. The purpose in practicing these forms is to enable you to state clearly and effectively what you want your reader to understand.

Continue to the Activities.

Life Principle



"A man is never more a man than when he embraces an adventure beyond his control, or when he walks into a battle he is not sure of winning." —John Eldredge

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English: Composition Skills



Writing

Lesson 2

Chapter 5

ICE CREAM FOR THE SOUL

Section 1

Lessons 1-5



Last week I took my children to a restaurant. My six-year-old son asked if he could say ***grace***. As we bowed our heads, my son said, "God is good. God is great. Thank you for the food, and I would thank you more if Mom gets us ice cream for dessert. And Liberty and justice for all! Amen!"

Along with the laughter from the other customers nearby, I heard a woman remark, "That's what is wrong with our country. Kids today don't even know how to pray. Asking God for ice cream! Why, I never!"

Hearing this, my son burst into tears and asked me, "Did I do it wrong? Is God mad at me?"

As I held my son and assured him that he had done a terrific job, and God was certainly not mad at him, an elderly gentleman approached the table. He winked at my son and said, "I happen to know that God thought that was a great prayer."

"Really?" my son asked.

"Cross my heart," the man replied. Then, in a theatrical whisper he added, pointing to the woman who had made the remark, "Too bad she doesn't ask God for ice cream. A little ice cream is good for the soul sometimes."

Naturally, I bought my children ice cream at the end of the meal. My son stared at his for a moment and then did something I will remember the rest of my life. He picked up his sundae and without a word walked over and placed it in front of the woman. With a big smile he told her, "Here, this is for you. Ice cream is good for the soul sometimes; and my soul is good already." ■ (Anonymous)

VOCABULARY

Grace: slang for "pray" or "bless"
Setting: the place where a story happens
Characters: people in a story
Plot: pattern or sequence of events
Incidental reference: to refer to through incidents, rather than direct description
Deranged: insane, crazy
Treble hooks: a piece of fishing gear; three hooks welded together to form a three-pronged lure
Impaled: pierced by a sharp point
Omnipotent: having unlimited power, authority or force

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NARRATIVE WRITING



Narrative writing is writing to tell a story. Narration can be divided into two broad categories: nonfiction and fiction. Narration can be based upon personal experiences, imagination, or both. Examples of narrative writing are vignettes, children's stories like *Winnie-the-Pooh* or novels like *The Red Badge of Courage*. Narrative writing also includes some poems, short stories, news stories, diaries, autobiographies and biographies. Narratives are told in either the first person or third person. First person is told from the perspective as if the narrator were one of the characters in the story. Third person is told from the perspective as if the narrator were not part of the story. You will notice that the vignette is told in first person. Narratives have ***settings***, ***characters*** and ***plots***.

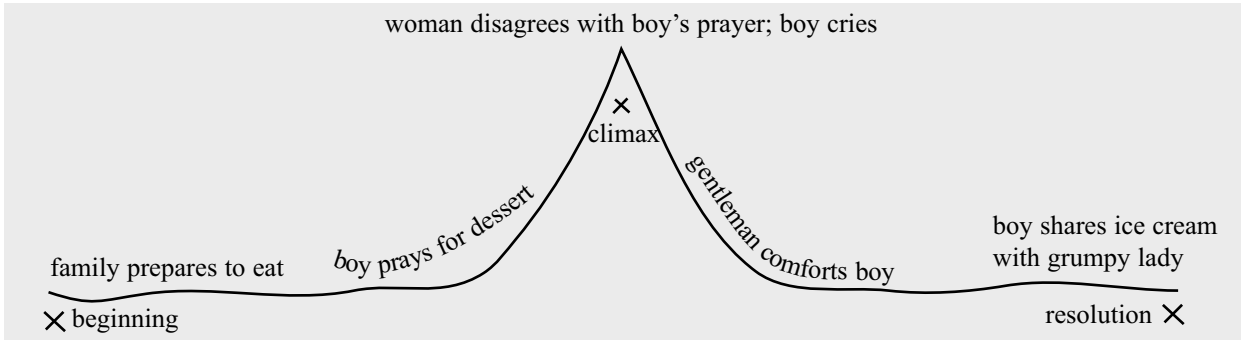
1. *Setting*—a story must occur in some place and in some time period, even if the place is make-believe and supposedly existed long ago. The reader must know where and when the events occurred. The setting can be indicated by ***incidental reference*** or by direct description. An example of incidental reference is found in the vignette. The reader may presume that the time frame is modern. The reader is also given a hint of the country by the humorous last portion of the little boy's prayer: "and Liberty and Justice for all!" That is a reference to the Pledge of Allegiance to the United States Flag. So, you could safely presume that the story took place in the United States. Sometimes a generic setting is given, such as a forest, a ship or a house, rather than a geographical setting such as Belize, the Yukon or Pakistan (a specific country or region).

2. *Characters*—actors in the narration are either major or minor. Characters must have definite personalities that distinguish them from each other. If the characters are not distinguishable, the story will be weak and bland. Characters may be introduced with physical description, or the characters may appear in the story and are allowed to describe themselves by their words and actions.

3. *Plot*—the actors in any narrative must pass through a sequence of related events, beginning at some point and moving toward an end. A story must contain a beginning, a climax (point of highest interest) and a resolution. A narration that drags or which does not pursue an orderly plan of advance is sure to be uninteresting.

VIGNETTE

Now let's look at the vignette and its setting, characters and plot. The setting is in a restaurant. This was directly stated at the beginning of the story: "Last week I took my children to a restaurant." You may presume that the restaurant was somewhere in the United States, or that the characters are American. The major character is the little boy. Minor characters are the parent, the grumpy lady and the kind gentleman. The plot is illustrated below. Follow the sequence of events from left to right.



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Newspaper Article

Newspaper articles are often organized by three questions: *who*, *what* and *where*. These three questions can be correlated with characters (who), plot (what) and setting (where). Read the newspaper article below. As you read, try to identify the setting, characters and plot.

Good Gunmen Overpower Bad Gunman

On January 25, 2002, another school shooting occurred. This time the shooting occurred at the Appalachian Law School. The violent attack was stopped by two men who had authorized guns in their cars. The fast responses of two college students, Mikael Gross and Tracy Bridges undoubtedly saved multiple lives. Gross was outside the law school and just returning from lunch when Peter Odighizuwa started his attack. Bridges was in a classroom waiting for the lecture to start.

When the shots rang out, utter chaos erupted. Gross said, "People were running everywhere. They were jumping behind cars, running out in front of traffic, trying to get away."

Mikael Gross and Tracy Bridges did something quite different: both ran to their cars and got their guns. Along with Ted Besen who was unarmed, they approached Odighizuwa from different sides.

Bridges explained what happened: "I aimed my gun at Peter, and he tossed down his gun. Ted approached Peter who hit Ted in the jaw. Ted pushed Peter back, then we all jumped him."

—news report, source unknown

Who (Characters))

The characters are Peter Odighizuwa (the attacker) and Mikael Gross, Tracy Bridges and Ted Besen (the defenders).

What (Plot)

Beginning: students gathered at school.
Climax: when a ***deranged*** student attacked others.
Resolution: when three students overpowered and subdued the attacker.

Where (Setting)

Appalachian Law School

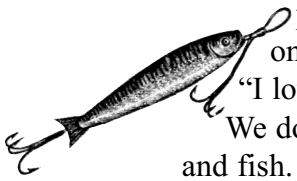
Short Story

Read the next story. In the Activities you will determine the setting, characters and plot.

A Boy Becomes a Man

The rowboat glided to a stop. I climbed out, leaving my fishing rod draped across the seat. I thought nothing of the ***treble hooks*** dangling in the twilight as I walked up the path to our lakeside home.

From habit I arose early the next morning to read Scripture and meditate. Dawn was breaking fresh and cool, so I decided to sit on the back porch. Before long, my six-year-old daughter, Hannah, eased onto my lap. Words were not spoken, but her warm snuggle said, "I love you, Daddy." Our family of two boys and five girls is close. We do things together: eat meals, read, walk, play, attend church—and fish.



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But, as probably all parents do, my wife and I wondered at times if we were doing the right things to help our children get along in life. My two sons, ages seventeen and twenty-one, were struggling toward manhood, often providing challenging opportunities for guidance. At times, God seems to step in where parents strike out.

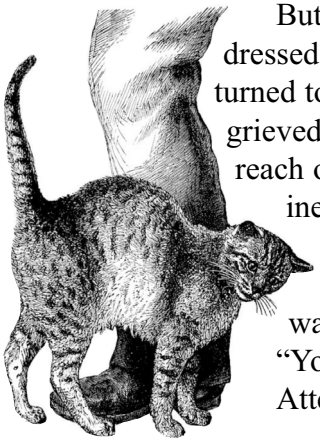
Such were my thoughts when a "meow" sounded behind me. "Look, Daddy!" exclaimed Hannah. "A kitten!" We had noticed various cats slinking around the place, but they were so wild we did not see them often. The little kitten's "meow" sounded distressed. Then I saw the cause—treble fish hooks were fastened through the kitten's jaw and front paw. It hobbled pitifully. Glancing toward the boat, I saw an empty fishing line dangling in the breeze. My heart sank. Attempts to coax the wild kitten to me only terrified the poor animal. Each hop resulted in a painful cry and anguished look of fear.

Hannah pleaded, "Oh, Daddy, help him; he's hurt!" Using a fish net, I trapped the frightened creature and surveyed its condition. So imbedded were the hooks, I did not think they could be removed successfully. I concluded death was the only way to relieve the kitten's misery.

I called for Nathan, our seventeen-year-old son, to bring my pistol. Sleepily, he asked, "What's wrong?" and handed me the weapon. I expected him to volunteer to do the job. To my astonishment he said, "Don't kill it yet, Dad; let me work on it."

I searched his face for a motive. He was physical: distance runner, weight lifter, horseman and a hard worker. He aspired to be a Marine. But, like other teenage boys, he sometimes thought toughness and maturity could be proved by "roughing up" or eliminating pests like unwanted cats. A year ago he had callously bragged about killing a cat that had been rearranging our garbage at night. Sympathy and tenderness toward stray animals certainly seemed out of character.

In recent months, however, he had demonstrated a growing consideration toward people and pets. Perhaps it was initiated by his trips to a clinic for treatment of a bone tumor twice a week. Maybe years in a private school were finally paying off. Perhaps our church attendance had stirred latent character qualities. Whatever the reason, I saw something new and wonderful in my teenage son: compassion.



But, the ***impaled*** kitten was in bad shape. I handed it to my son. I dressed and went to the office. Throughout the morning my thoughts turned toward the kitten and Nathan. What could the boy do? I grieved over my careless action of placing that fishing lure within reach of a curious kitten. Death of the poor animal seemed the inevitable consequence of my negligence. Down deep in my soul, however, I had a strange feeling. Was an ***omnipotent*** God using a stray kitten to perform in my teenage son what I was not able to accomplish?

"Your son is on the phone," the secretary's voice startled me. Attempting to sound casual, I asked, "How's the vet?"

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Tears welled at my son's tender voice: "I saved him, Dad. It took two hours to cut out the hooks, but I fixed him up. The crazy thing follows me around everywhere."

The rest of the afternoon was a cloud nine experience. Nothing could shadow the joy of my heart. I knew my son had passed a threshold toward manhood: he had found the balance between strength and tenderness. I thanked God for a stray kitten.

—Ronald E. Johnson

Narratives can be long, short or medium in length. As you can see, narrative writing has tremendous opportunity for variety! In the next several lessons, you will study more narrative writing. In the Activities, identify the setting, characters and plot of "A Boy Becomes a Man."

"BE AN AUTHOR" ASSIGNMENT

Write a fictional story that will be due upon completion of Lesson 7 of this chapter. The story must include at least five characters, setting, plot, climax and resolution. The story must have at least one scene of detailed description of a landscape, place or person. You will receive periodic reminders throughout the next several lessons. Your story is worth one quiz grade.

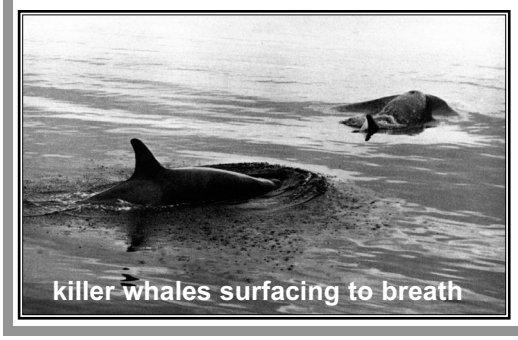
LIFE PRINCIPLE



"The energy, competitiveness, and corporal daring of normal, decent males is responsible for much of what is right in the world."

—Christina Sommers

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killer whales surfacing to breath

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English: Composition Skills



Lesson 3

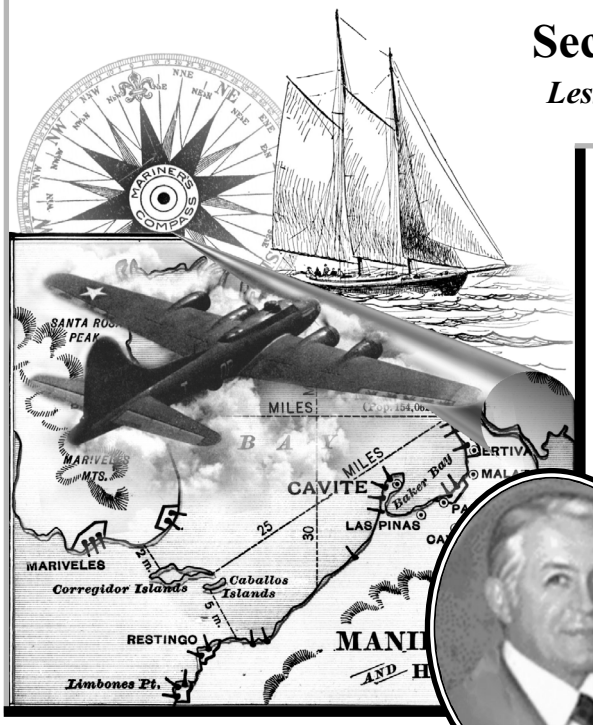
Writing

Chapter 5

INDIANA'S WAR HERO

Section 1

Lessons 1-5



Governor Edgar Whitcomb

Edgar Whitcomb was ***reared*** in a small town in Indiana, and in 1940, he volunteered for duty in the United States Army. Edgar became a ***navigator*** on a U.S. B-17 Flying Fortress bomber in the Philippine Islands during World War II. When ***Bataan*** was captured by the Japanese, Whitcomb escaped to the island of ***Corregidor***. When Japanese troops stormed Corregidor, Whitcomb was captured along with other soldiers. However, Whitcomb's dauntless spirit and faith in God helped him escape by swimming for eight hours at night in shark-infested waters. He was later recaptured, tortured and sent to China as a prisoner of war. In China, Whitcomb was held in an ***internment*** camp for one year. After his release, Whitcomb returned to the Philippine Islands to fly combat missions against the Japanese.

When the war ended, Edgar wrote an inspiring book, *Escape From Corregidor*. Whitcomb's war heroism helped elect him as Indiana's ***Secretary of State***. In 1970, Whitcomb was elected governor of Indiana and served in that office for four years.

Later in life, when Governor Whitcomb was 72 years old, he researched the life of ***Paul of Tarsus*** and purchased a 30 foot boat. He sailed the Mediterranean Sea, following the paths of Paul. Enjoying the journeys of the great missionary encouraged Whitcomb to research yet another historical and great sailor, Christopher Columbus. Next, Whitcomb followed the course that Columbus sailed across the Atlantic. After that, Whitcomb, at approximately 74 years old, sailed completely around the world! His journal of sailing adventures describes encounters with killer whales, storms, pirates and other dangers. While sailing, Whitcomb wrote another book about

VOCABULARY

Reared: raised (usually referring to childhood years)
Navigator: the third man who sat behind the copilot in the cockpit and directed the pilot for bombing missions
Bataan: a peninsula of the Philippine Islands
Corregidor: a northern island of the Philippine Islands
Internment: a time of detainment or confinement for prisoners of war
Secretary of State: an officer whose business is to superintend and manage a particular department of government

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World War II, *On Celestial Wings*, detailing accounts of heroes whose names have been forgotten, but whose actions helped preserve America's freedom.

Even though Ed Whitcomb grew up a poor farm boy and endured the tortures of war, he decided to be thankful for his past and make his future successful. Whitcomb is an American hero. He knows from experience that the cost of freedom is great, and that the value of freedom is matchless. The price of freedom was expensive for Edgar and the men who fought with him. In 2001, Governor Whitcomb purchased some property on the Ohio river, built a rustic cabin and began writing a third book. ■

NONFICTION

BIOGRAPHIES AND AUTOBIOGRAPHIES



Remember that narrative writing has two basic categories: fiction and nonfiction. Biographies and autobiographies are nonfiction. A *biography* tells the story of someone else's life. A biography is usually told in chronological order from the third person point of view. "Indiana's War Hero" is a short biography of Edgar Whitcomb's life. It was not written by Mr. Whitcomb, but by someone who knew some of the details of Mr. Whitcomb's life. An *autobiography* tells the events of someone's own life. The prefix *auto* means "self" or "same"; so, an *auto*biography is the story of yourself, as told by yourself. An autobiography is usually told in chronological order and in first person. The autobiography below was written by Ron Johnson about himself.

A Nightmare Became a Dream

My childhood began in a tiny, southeastern Texas town. Early life for me was filled with memories of an angry, abusive father who worked hard to provide material needs, but undermined the emotional stability of his family with deep violence, anger and bitterness. My mother was quiet, loving and caring. She faithfully took my older brother, Bernarr, myself, and my little sister, Beverly, to a nearby Methodist church. Mother was gentle; she quietly met the needs of her family and others in our community. Throughout my younger years, I remember the harshness with which Dad treated Bernarr and Mother. My mind recalls numerous times when they were the victims of beatings when my father's temper exploded. Once father held a knife to mother's throat and threatened to kill her. Another time, Father beat Mother and Bernarr with a belt. My parents separated several times.

When I was 17 years old, Mother was afraid for her life and went into hiding. One day, my father found me and stuck a shotgun to my forehead and snarled, "Where is your mother? Tell me, or I'll kill you." I looked him right in the eye and told him he could kill me, but I would not reveal where my mother was staying. He stared at me then walked

VOCABULARY

Paul of Tarsus: the first missionary
Sordid: foul, wretched, morally degraded
Core principles: values and morals that are the basis for appropriate behavior for all people, regardless of culture

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away. Not having a place to call home after graduation, I joined the United States Air Force. While I was in boot camp, Dad found Mom and murdered her. Immediately, he killed himself.

My parents' deaths shocked us kids. We all dealt with the trauma in different ways. Bernarr turned to alcohol and the party life. Beverly married a few weeks after graduation. I felt lost, without hope, confused. I requested a transfer to Arizona where I joined my brother's gang of cowboy motorcycle riders. Eventually, Bev's husband left her with three children. At age 40, she pulled her life together and earned a master's degree. She later became vice president of a bank. After Bernarr was discharged from the Air Force, he married a woman who later murdered him for insurance money.

At age 22, I enrolled in college. My life seemed to be taking shape. I joined a church, got my life straight, and met my future wife, Nancy. Her father took me under his wing, but her mother did not like my short stature, big glasses, poverty and parentless heritage. She was horrified at the thought that I might treat her daughter like my father had treated his wife. Of course, any mother would have felt that way, and statistics supported her concerns. After five years, I finally received permission to marry Nancy. Earning my mother-in-law's respect and trust took many years even following my marriage to Nancy.

Nancy graduated from college a year before I did and became a teacher in a middle school. I graduated with a bachelor's degree in education. Nancy and I were married and welcomed the arrival of our son—Hugh, the first of seven children. Not long after Hugh's birth, I became principal in a tiny, western, Arizona town. My dream was to help struggling students reach their potential and become good Americans. I also wanted to improve my town, city, state, nation and world. Many of my students had been reared in just as ***sordid*** a home as my own. Nancy and I housed several students who had been abandoned, prostituted and abused by parents or guardians. Our dreams for helping youth became bigger and bigger.

I continued university studies and earned a master's degree, then an education specialist degree and a doctorate. I look back and marvel at the grace of God that brought me out of a hopeless nightmare. After more than 30 years in both public and private education and holding educational training seminars in many countries around the world, Nancy and I started an alternative school for struggling teens. Right away we noticed that students were frustrated with textbooks that were confusing, cluttered, and irrelevant to students' lives. Realizing that many students dropped out of school because of conflict with teachers, peers and books, Nancy and I began a publishing company that produced curriculum we believed would encourage students to become hungry for knowledge and education. Today our company provides accelerated textbooks based on ***core principles*** for students from coast to coast. With our curriculum, students everywhere learn that they, too, can overcome nightmares and begin living their dreams!



Ron and Nancy Johnson

—Ronald E. Johnson

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Keep working hard. You are doing well. In the Activities, you will write a biographical sketch and an autobiographical sketch. Put on your creative thinking cap!

Life Principle



"IF A BOY DOES NOT HAVE A NOBLE CAUSE FOR WHICH TO DIRECT EMOTIONS AND ENERGY, HE WILL BE EASY PREY FOR PREDATORS."

—John Eldredge

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English: Composition Skills



Writing

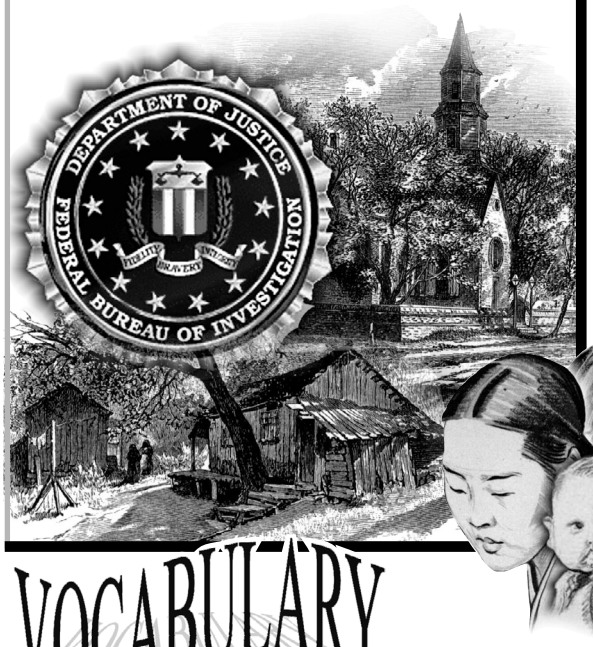
Lesson 4

Chapter 5

THE CASE OF THE MISSING MOTHER

Section 1

Lessons 1-5



Special Agent Josiah Crane ducked under the ***eaves*** of the small porch to escape the slanting rain. Suddenly, a cloud burst, and the sky erupted with thunderous ***furor***! Sharp flashes of lightning sliced the atmosphere like furious monsters intent upon guarding their dens from intruders. Darkness rolled in as the storm took possession of the air. Dripping, Crane adjusted his ***fedora*** and fished out a pocket flashlight. Shivering from the cool air, Crane pressed the button. The beam of light brought instant relief to the oppressive darkness. He crouched and waved the light around to observe his surroundings. He dug for the map in his jacket. *This should be the place* he thought.

The slightest whisper of motion from behind froze Crane in his tracks. The hair on the back of his neck stood on end, and his body tensed. In an explosive movement, he flung himself off the porch, while rolling into a ball and drawing his gun from the ***shoulder holster***. He ignored the mud on his suit as he inched back to the edge of the porch. The yellow eyes of a wolf glowed in the dark. A snarl escaped from curled lips. With flattened ears, the beast backed warily toward the rocks and pine trees that surrounded the cabin. *The **canine** must be sick or starving to come out in this weather* thought Crane as he carefully looked around for other wolves. Spying no more threats, he re-holstered his gun and picked himself out of the muck. Shaking his head, he thought about the woman he was tracking.



end of scene 1 (introduction)

VOCABULARY

Eave: the projecting overhang at the edge of a roof
Furor: violence, frenzy
Fedora: a soft, felt hat with a low crown creased length wise and a flexible brim
Shoulder holster: a gun holder that is slung over the shoulder, enabling the firearm to be hidden under the arm
Canine: any member of the dog family
Cambodian: a native of Cambodia, a country in south east Asia

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Agent Crane sought Kam Yocham. If Crane did not find her soon, she could end up dead. She had disappeared two days ago to escape assassination. Her eight month pregnancy complicated matters. A ***Cambodian*** native, Kam had been raised in a communist society with a father who cared more for public prestige than the welfare of his family.



U.S. Federal Agent Josiah Crane

Kam's father had arranged a marriage between Kam and Quin Lu, a wealthy but cruel man. Rumors spread that he had driven his first wife to insanity and killed his second during a brutal beating. The possibility of having to marry an evil tyrant terrified Kam. She had ***entreated*** her father to send her to an American university where she could learn marketing techniques. In four years, she would return, educated, so she could better serve her country's interests. Her father agreed, not realizing that Kam would use the opportunity to escape.

When Kam married American Alex Yocham, instead of her ***betrothed,*** Quin Lu, Kam's father was furious and put out a murder contract for Kam. He would rather see his daughter dead than allow her to disobey and disgrace him. For the next three years, Alex and Kam became elusive shadows, staying only a few steps ahead of would-be assassins. Men employed by Kam's father would suddenly appear at Kam's work place or in the shadows of her porch at home. Each time, the couple managed to escape and start over in another place.

end of scene 2 (background information)

One day, the Yochams came home to find Shuki Lin, a trusted associate of Kam's father, wrestling with the house keeper and trying to gain entrance to the house. Alex and Kam confronted the paid killer. Shuki Lin had known Kam since she had been a young girl. When Lin saw Kam, Lin hung his head and said, "I cannot hurt you, no matter what happens to me." Mr. Lin returned to Cambodia, falsely reporting that Kam was dead. For a year, the danger seemed to have passed.



Cambodian Official Shuki Lin

Then, one day, Kam received a package in the mail. It had been smuggled out of Cambodia by Kam's younger sister, Kim, secretary to a Cambodian government official. The package contained an unlabeled CD. Kam waited until she was alone at work and inserted the disk into her computer. What she read made her tremble in fear. The disk revealed top secret alliances between certain Asian and European rulers and Middle Eastern terrorists. The disk also detailed a hit list of United States officials in Asia to be targeted in high profile assassinations. Kam felt helpless with the information, but knew she could not ignore it.

Not wanting to get her husband involved, Kam told Alex nothing. Alex noticed that Kam seemed pale and quiet, but she told him that it was the pregnancy, and not to worry. For his sake, she must not get him involved. The less he knew, the longer he would live. A week after the dreadful package arrived, Kam received a phone call at home. Her brother's urgent voice on the other line whispered, *Kam, father discovered that Kim sent information to you. He beat it out of her before she died. Shuki Lin is dead, too. You must destroy the disk! Do not be found with it!*

Frozen in horror, Kam gripped the telephone. Her knuckles ached. She did not know what to do! Her mind raced. Suddenly,

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she reached a decision. She grabbed a small bag of personal items and the terrible package. Shaking, Kam donned a pair of her husband's hiking shorts and shirt. She wrapped up her long, black hair and tucked it into one of Alex's baseball caps. Kam furtively slipped from the house to her car. She started north, not knowing where to go. On a whim, she stopped at the Shiloh Community Church where she and Alex had been married. *Doesn't Shiloh mean "place of safety and rest"?* Kam thought. With no place else to turn, Kam sought the advice of the kind and elderly ***Reverend*** Burns.



Kam looking at Washington on globe

After hearing Kam's story, the reverend asked Kam what she wanted to do. She said she needed to go someplace safe and get the package into the right hands, maybe the president of the United States, but she did not know for sure. She needed a disguise so the assassins would not recognize her. The reverend listened, then quietly voiced a prayer. He smiled and stood. "Wait here," he said as he turned toward the door leading to the ***parsonage***. Fifteen minutes passed before the reverend returned with his wife.

Mrs. Burns was holding a box and presented it to Kam saying, "We have prepared this for you." Opening the gift, Kam discovered three hundred dollars, granola bars, beef jerky, two apples, a red wig, a map, a house key and the keys to the Burns' pick-up truck.

"What?" gasped Kam.

"Shhh, dear . . . just take it," Mrs. Burns patted Kam on the arm. "The map will lead you to our log cabin in Washington, far from here. Who would suspect? My hair has grown back after the cancer treatments. I no longer need the wig. You will need food and money for travel. Your car would be too easily identified. Take our truck. God bless you dear. We will pray for you."

"Thank you!" choked Kam.

"God will take care of you. Do what you need to do," comforted the elderly woman.

"What should I do with this?" Kam held up the package from her sister.

"If you would like, I will take it. A friend of mine works for the FBI. Perhaps he will know what to do."

Trusting the elderly couple, Kam surrendered the package. Mrs. Burns took Kam inside the house and completed the disguise. Moments later, what appeared to be a plump, red headed, elderly woman leaning on a cane and carrying a large purse, exited the Burns' home, got in the truck and drove away. Later, the Burns returned Kam's car to her home.

end of scene 3

VOCABULARY

Entreat: to make an earnest request, plead, beg
Betrothed: a person to whom another is engaged to be married
Reverend: a respectful reference to a preacher
Parsonage: a home designated for a preacher and his family, usually annexed to the church building
Torso: the trunk of the human body
Rebut: to oppose verbally, to argue against
Sidearm: a small pistol kept at the side or waist area
Delivery: the birth of a baby
Henchmen: men who support the selfish objectives of a political figure

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At 5:30 p.m. Alex Yocham drove into the carport of his and Kam's residence. Kam's car was there, but the house looked quiet. Thinking Kam may be napping, Alex quietly entered the house. He put down his briefcase and scratched a note to himself to call a client in the morning. Alex entered the bedroom to prepare his gym bag. A few nights a week, Alex exercised at a martial arts studio. He was surprised not to see Kam in the bed. He pondered where she could be. She had recently befriended a woman at work who had offered to walk in the park with Kam. Thinking Kam must be with her new friend, Alex ate some fruit and wrote a note to let his wife know where he would be.

At 7:30, Alex again returned to an empty house. He began to pace as he rehearsed recent conversations with Kam. He could not think of any reason why she should not be home. He noticed that a shirt, cap and pair of shorts were missing, but he failed to connect that to Kam's mysterious absence.

Ring! Ring!

Alex lunged for the phone.

"Hello, is this Alex?" said an unfamiliar voice.

"Who is calling?" demanded the anxious husband.

"This is Reverend Burns of Shiloh Community Church."

"Hello, Reverend. What can I do for you?"



Reverend and Mrs. Burns

"I would like to visit with you, Alex, if that would be all right, tonight."

"No, no, I don't think that tonight is good. Could we meet another time?"

"I think that we should meet tonight, Alex. I have some important things to discuss with you."

The condition of my soul, no doubt thought Alex. "Nothing that can't wait, I'm sure, Reverend. I really can't meet tonight." "Kam asked me to speak with you, Alex."

"That's fine, Reverend, but right now I'm waiting for her to come home, and we're planning to spend the evening together here. Is tomorrow a better time to meet with you?"

"Alex, Kam asked me to talk with you today. She won't be home tonight."

"Won't be home? Where is she? What do you mean?"

"She had to leave town."

"How do you know this?" asked Alex.

"I'd rather speak with you in person. Why don't you come over?"

"I'll be right over!" Alex exclaimed as he slammed down the phone.

At the Burns' home, the Rev. and Mrs. Burns shared with Alex a simple chicken dinner as they told of Kam's visit.

"You gave her a map to *where?!* That's a couple of hundred miles away!" exploded Alex. "You should have called me!"

"She didn't want you endangered. She's really afraid they'll find her this time. She didn't want you involved. She loves you very much."

"Oh, God!" Alex put his hands over his head. He felt helpless. "I've got to go to her."

"Wait," cautioned the gentle reverend. "I've called a friend from the FBI. He's flying in this hour. He should be here by eight o'clock. He'll examine the disk and assess the validity of its contents. He'll find a way to help you and Kam."

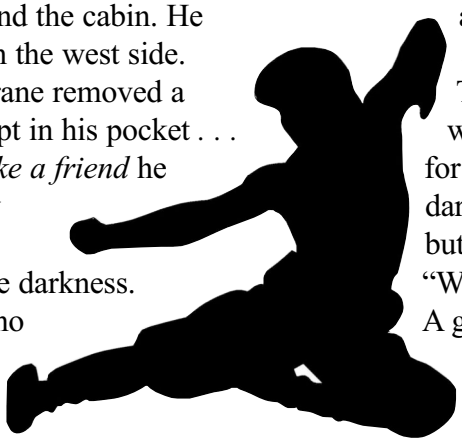
Thirty minutes later, Agent Crane arrived. He listened carefully as Alex

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explained the situation of Kam's father in Cambodia. Then, Rev. Burns continued the story of the package, the death of Kam's sister, and the phone call from Kam's brother, as told by Kam. Agent Crane scribbled notes and asked lots of questions. He made several phone calls and arranged for Alex and three agents to pose as homeless men at a shelter, the last place the Cambodian assassins would look for Alex. Several agents were assigned to watch the Yocham home. The next morning, Crane gave the package to another agent who carried it to Virginia. Then, Crane himself flew to Washington.

end of scene 4

Like a ghost, the experienced investigator slipped around the cabin. He noticed dog droppings on the west side. Keeping that in mind, Crane removed a dog biscuit he always kept in his pocket . . . *just in case I need to make a friend* he thought, not wanting any more fiendish beasts creeping up on him in the darkness. Crane could distinguish no movement in the yard or any evidence that someone inhabited the cabin. The windows were protected by metal bars. Quietly, Crane felt the back door. The latch was not secure. Crane moved his light to the right and froze! Where he was about to step was a muddy shoe print! He quickly clicked off his light. He peered at the door and waited quietly for a few minutes. He then squatted so he could get a better look at the print. He turned on his light and shielded the beams with his hand. The footprint was small—probably belonging to a woman or child. If it belonged to Kam, then the agent was close. If it belonged to a stranger simply trying to get out of the rain, then Crane was wasting his time.



A shadow suddenly exploded from the darkness. The flashlight went flying as a foot caught Crane under the chin, shoving him backward. An animal-like screech preceded a roundhouse kick that thudded against Crane's left rib cage. In a blur of movement, the attacker spun with a high outside crescent kick, driving his foot into the side of Crane's face. Crane caught the foot and pinned it against his shoulder. His head reeling from the blows, he twisted the foot and bore down, snapping it sideways. Then, thrusting the leg from him, Crane let the attacker fall. With a cry the attacker clutched his broken ankle. With incredible determination, he recovered and charged Crane in a crouching run, literally climbing the agent's tall ***torso*** and delivering two jabs into his nose and eyes. Furious, the agent grabbed his attacker's neck and squeezed with all his might. The struggling duo toppled and wrestled in the mud—each fighting for his life. Crane could tell in the darkness that his opponent was small but muscular.

"Who are you?" gasped Crane.

A guttural growl escaped from the attacker's throat. "You will not harm her!" cried a male voice with an Asian accent.

Incredulous, Crane queried, "Who do you mean?"

"Why you here?" snarled the other.

"That depends on who you are," Crane said, while his air supply was slowly being cut off by his surprisingly strong opponent.

"You will not harm her!" cried the voice again.

"Harm her! I want to help her!" ***rebutted*** Crane.

"What you mean?" queried the Asian.

"I'm FBI. If you'll quit choking me, I'll tell you why I'm here!"

"Huh?" grunted the small man in surprise. "How I know you FBI?"

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"I have proof!" emphasized Crane. "Who are you?"

"If you try anything, I'll use this!" the Asian backed up as he drew a knife from his waistband.

"Good!" countered Crane, "And I'll use this!" drawing his own weapon.

"I can throw faster than you can pull the trigger," glared the Asian.

"That's comforting," said Crane as he crouched in an attack position.

Both men measured each other.

"Let's go inside and dry off," suggested Crane.

"You first," commanded the Asian, gesturing to the doorway.

"Oh no," retorted Crane. "You're the guest of honor. You go first!"

"Absolutely not," said the short, wiry man. "I here first, so you my guest."

"Is anybody else in that cabin?" demanded Crane.

"I am alone," assured the Asian.

"Where is Kam?" asked Crane.

"I tell you what you need to know," answered the Cambodian.

With little option, Crane cautiously stepped through the door.

The cabin was simple and rustic. A fire blazed in a wood burning stove in the center of the south wall. A stone hearth around the stove reflected light from the fire. Crane stood with his back to the north wall, observing his new surroundings. The Asian limped to a mat on the floor and sat down against the east wall. "Sit," he waved his hand and invited Crane to join him. Crane was wary at the sudden relaxed manner. He crouched and waited. "Explain yourself," the Asian demanded. "Show me identification."

"Explain myself! You're the one who seems a little out of place here!" Crane retorted as he removed from a muddy pouch inside his shirt a badge and identification card. "Who are you?"

The Cambodian fingered the identification card. "I believe you—but that not good picture of you! Where is the package?"

"I don't know what you're talking about. I will tell you nothing more until I know who you are," insisted Crane.

"Okay. I am Lao Qi. Kam is my sister."

"Okay," said Crane, "and what is this about a package?"



"I call to tell her to throw it away. What you do with it?"

"It is at FBI headquarters by now. Proper steps will be taken if the contents reveal a real threat. Where is Kam?" asked Crane.

Lao Qi shrugged his shoulders and said in broken English, "She come when she want to."

"That's fair," said Crane. "Why don't you tell me a little bit about Kam?"

"Okay," said Lao Qi. "Kam sneak message to me that she here in mountains. I come to take care of her. Our father is dead. He was kill in duel; but orders for Kam's death are already issue. Just because father is dead, does not mean his orders will not be obeyed."

Crane listened carefully and tried to understand the accent and to fill in the missing words. He nodded and sat against the wall, leaning his elbows on his knees. When Qi finished, Crane replied, "I became involved when a friend phoned me about the package smuggled out by your sister, Kim. After the disk was secured, I set out to find Kam. I cannot protect her if I do not know where she is."

The coats hanging on the wall moved. A rifle muzzle protruded and aimed at Crane. The agent lunged out of the way, drawing his ***sidearm***.

The rifle barrel advanced to the center of the room. Crane pointed his pistol.

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"I thought you said you were alone," said Crane. Behind the butt of the rifle was a small woman wearing a backpack, or so Crane thought. The backpack started to cry, but the rifle never wavered.

"Kam?" exclaimed Crane, disbelieving. "I'm Agent Crane. I work for the FBI. Your husband, Alex, asked me to find you."

Kam Yocham lowered the rifle as tears slipped down her cheeks. "I heard what you said. Is my husband safe?"

Crane put away his weapon and answered, "He is staying where no one will think to look. We need to let him know you are safe."

The moment was somewhat awkward. Crane did not know what to say to this woman who had risked her life to save her husband's, who had fled so close to her time of ***delivery***, and who had delivered her own child in a remote cabin in the woods. Crane reholstered his weapon and sat back. He explained to Kam what had happened to her husband and the disk.

Kam smiled and brought the baby to Crane. She said, "Thank you for trying to help us. My son's name is Alex Shiloh Yocham, Jr. He was born just hours before my brother arrived."

"Congratulations," Crane replied, "he favors you, I think." Getting right to the point, he said, "We cannot stay here, and I'm sure your brother could use some medical attention for that ankle. Let's get moving."

Under cover of darkness, the foursome slipped out of the woods. As they left, a pair of yellow eyes followed them down the path.



"The wolf?" shivered Crane, looking over his shoulder.

"Yes," Kam giggled at the expression on Crane's face. "I have fed him. He is friendly."

"Yeah, sure," muttered the agent who would rather face a two-legged critter any day.

In the next community 60 miles away, Lao received medical attention, and Crane placed a phone call. He returned to Lao and Kam with good news. "Your father's ***henchmen*** raided the house where FBI agents were waiting. The bad guys were captured and will be deported. Headquarters has not released news about the package, but don't worry. It will be taken care of. You have done a good thing. Now, I think you and Alex can get back to normal life."

Kam smiled and hugged her son. *I don't even know what life is without fear. But I think I'm about to find out. Thank you,* she whispered as she looked up at the night sky. ■

(authored by a student)



The Yocham Family

Continue to the next page to learn more about fiction.

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FICTION



Fiction is a story created by the author. Fiction may contain some real events but is mostly imagined by the writer. Fiction includes, but is not limited to, novels, short stories and some poems. Fiction is written in either first or third person. The settings, characters and plots may vary widely. In long stories or poems, the setting may change as the characters move from place to place. Long stories are often divided by scenes or episodes.

In the short story, "The Case of the Missing Mother," five scenes unfolded. The setting changed from an urban area in an unknown state to a rural area in Washington. The characters also changed. New characters were introduced throughout the story. This is typical of fiction. The plots of some fiction start at the beginning and progress to the end in order. Notice, however, that "The Case of the Missing Mother" opened with the present time, flashed back to the past to provide background information, then continued to the end.

Several points of conflict arose in the story: Crane and the wolf; Kam and her father and his henchmen; Crane and Lao Qi. To determine the climax, ask yourself what is the main goal of the major character(s). First, identify the major character(s). The two most important people in the story are Kam Yocham and Josiah Crane. The others are also important but are minor. The main goal of both major characters is to obtain safety for Kam. By identifying the main goal of the major characters, you can determine that the climax of the story is when that goal is threatened. The climax is when Crane, who is attempting to find Kam so he can keep her safe, is attacked by an intruder. At first, the reader does not know if the attacker is good or evil. The resolution occurs when the major characters reach their goals—when Kam and her family are finally safe.

Continue to the Activities.

"BE AN AUTHOR" ASSIGNMENT (Reminder)
Begin writing ideas for your story. It will be due at the end of Lesson 7.

LIFE PRINCIPLE



"Men need a lady to rescue and a noble cause to defend."

—Ron Johnson

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English: Composition Skills

Writing

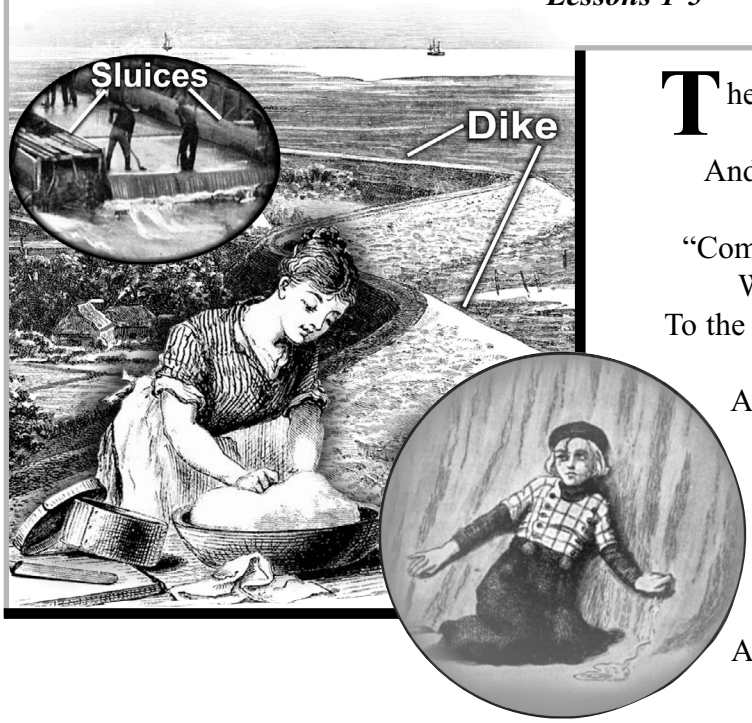
Lesson 5

Chapter 5

THE LEAK IN THE DIKE

Section 1

Lessons 1-5



The good ***dame*** looked from her cottage
At the close of the pleasant day,
And cheerily called to her little son
Outside the door at play:
"Come, Peter, come! I want you to go,
While there is yet light to see,
To the hut of the blind old man who lives
Across the ***dike***, for me;
And take these cakes I made for him—
They are hot and smoking yet;
You have time enough to go and come
Before the sun is set."

Then the good wife turned to her labor,
Humming a simple song,
And thought of her husband, working hard
At the ***sluices*** all day long;
And set the turf a-blazing,
And brought the coarse, black bread;
That he might find a fire at night,
And see the table spread.
And Peter left the brother,
With whom all day he had played,
And the sister who had watched their sports
In the willow's tender shade;

And told them they'd see him back before
They saw a star in sight—
Though he wouldn't be afraid to go
In the very darkest night!
For he was a brave, bright fellow,
With eye and conscience clear;
He could do whatever a boy might do,
And he had not learned to fear.
Why, he wouldn't have robbed a bird's nest,
Nor brought a stork to harm,

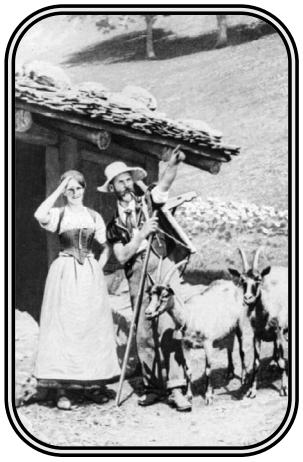
VOCABULARY

Dame: a married woman
Dike: a wall built of rock and dirt to hold back water and prevent floods
Sluice: a channel for water
Leave: permission
Chafe: to become annoyed and vexed
Succor: assistance, help, relief

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Though never a law in Holland
Had stood to stay his arm!
And now, with his face all glowing,
And eyes as bright as the day
With the thoughts of his pleasant errand,
He trudged along the way;
And soon his joyous prattle
Made glad a lonesome place—
Alas! if only the blind old man
Could have seen that happy face!
Yet he somehow caught the brightness
Which his voice and presence lent;
And he felt the sunshine come and go
As Peter came and went.

And now, as the day was sinking,
And the winds began to rise,
The mother looked from her door again,
Shading her anxious eyes,



And saw the shadows deepen,
And birds to their homes come back,
But never a sign of Peter
Along the level track.
But she said: "He will come at morning,
So I need not fret or grieve—
Though it isn't like my boy at all
To stay without my ***leave***."

But where was the child delaying?
On the homeward way was he,
And across the dike while the sun was up
An hour above the sea.

He was stopping now to gather flowers;
Now listening to the sound,
As the angry waters dashed themselves
Against their narrow bound.
"Ah! well for us," said Peter,
"That the gates are good and strong,
And my father tends them carefully,
Or they would not hold you long!
You're a wicked sea," said Peter;
"I know why you fret and ***chafe***;
You would like to spoil our lands and homes;
But our sluices keep you safe!"
But hark! through the noise of waters
Comes a low, clear, trickling sound;
And the child's face pales with terror,
And his blossoms drop to the ground.
He is up the bank in a moment,
And, stealing through the sand,
He sees a stream not yet so large
As his slender, childish hand.
'Tis a leak in the dike! The stoutest heart
Grows faint that cry to hear,
And the bravest man in all the land
Turns white with mortal fear.
For he knows the smallest leak may grow
To a flood in a single night;
And he knows the strength of the cruel sea
When loosed in its angry might.

And the boy! He has seen the danger,
And, shouting a wild alarm,
He forces back the weight of the sea
With the strength of his single arm!
He listens for the joyful sound
Of a footstep passing nigh;
And lays his ear to the ground, to catch
The answer to his cry.
And he hears the rough winds blowing,
And the waters rise and fall,
But never an answer comes to him,
Save the echo of his call.
He sees no hope, no ***succor***,
His feeble voice is lost;
Yet what shall he do but watch and wait,
Though he perish at his post!

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So, faintly calling and crying
'Til the sun is under the sea;
Crying and moaning 'til the stars
Come out for company;
He thinks of his brother and sister,
Asleep in their safe, warm bed;
He thinks of his father and mother;
Of himself as dying, and dead;
And of how, when the night is over,
They must come and find him at last!
But he never thinks he can leave the place
Where duty holds him fast.

The good dame in the cottage
Is up and astir with the light,
For the thought of her little Peter
Has been with her all the night.
And now she watches the pathway,
As yester-eve she had done;
But what does she see so strange and black
Against the rising sun?
Her neighbors are bearing between them
Something straight to her door;
Her child is coming home, but not
As he ever came before!

"He is dead!" she cries; "my darling!"
And the startled father hears,
And comes and looks the way she looks,
And fears the thing she fears:
'Til a glad shout from the bearers
Thrills the stricken man and wife—
"Give thanks, for your son has saved our land,
And God has saved his life!"
So, there in the morning sunshine
They knelt about the boy;
And every head was bared and bent
In tearful, reverent joy.

'Tis many a year since then; but still,
When the sea roars like a flood,
Their boys are taught what a boy can do
Who is brave and true and good.
For every man in the country
Takes his son by the hand,
And tells him of little Peter,
Whose courage saved the land.

They have many a valiant hero,
Remembered through the years:
But never one whose name so oft
Is named with loving tears.
And his deed shall be sung by the cradle,
And told to the child on the knee,
So long as dikes of Holland
Divide the land from the sea!

—Phoebe Cary

Continue to the Activities where you will answer questions about the plot, characters and setting of "The Leak in the Dike."

"BE AN AUTHOR" (Reminder)
Begin outlining your story. The next two lessons will help you add descriptive scenes to your story as you develop the plot, setting and characters.

LIFE PRINCIPLE



"The depth of a person's character is not measured by his or her physical strength, but by the depth of his or her nobility."

—Frank Peretti

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English: Composition Skills



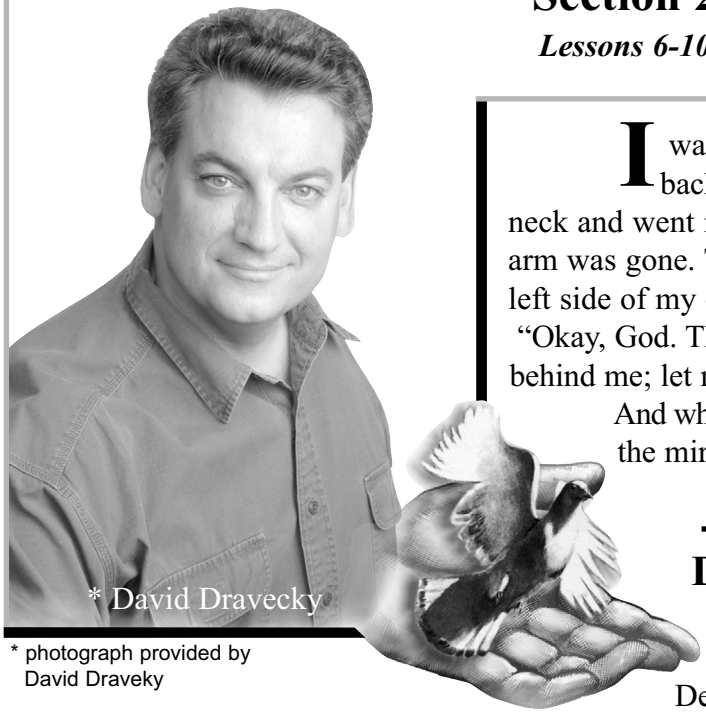
Lesson 6

Chapter 5

THE MISSING ARM

Section 2

Lessons 6-10



* photograph provided by David Draveky

I was shocked at how radically they had cut back the arm. The incision started at my neck and went in a diagonal to my underarm area. The arm was gone. The shoulder blade was gone. And, the left side of my collar bone was gone.

"Okay, God. This is what I've got to live with. Put this behind me; let me go forward."

And when the one-armed man looked back at me in the mirror, peace was in his eyes. ■

(David Dravecky)

DESCRIPTIVE WRITING

Descriptive writing describes an object, place, person, emotion or action. Descriptive words provide details that make literature more understandable and interesting. Details add "color" to black letters on white paper; thus, enabling the reader's mind to imagine the scene or story as vibrant and alive.

Most descriptive writing is used in combination with another form of writing, such as a narrative, to enhance the story. You may be writing a story in which your major character is enduring a certain situation or viewing a certain scene. You will want to describe for your readers the feeling, scene, smell, action or circumstance that your major character is encountering. Good description uses colors, shapes, sounds, smells, tastes, textures, emotions, character traits and abstract concepts in detail to create a picture in the reader's mind.

The author of the vignette wanted the reader to understand the emotions and inner struggle associated with losing a limb. Mr. Dravecky did this effectively by using descriptive words such as *shocked, radically, incision, diagonally, gone, forward* and *peace*. These words invoke the emotions and senses.



VOCABULARY

Keen: sharp, observant, acute
Uplands: areas of land with high elevation
Tonto: a national forest in Arizona, north of Phoenix
Augmented: enhanced, improved
Ravine: a deep, narrow valley
Foliage: greenery from trees; bushes, leaves
Apex: the highest point
Magenta: a deep and vivid, purplish red color
Cerise: a moderate to deep red color

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Notice how Zane Grey, in his western novel *Code of the West* described a scene north of Phoenix, Arizona. This type of description required ***keen*** observation by the writer. Notice all the types of trees and bushes Grey described: walnut, sycamore, sumac, oak, juniper, cedar, manzanita, pine, maple, spruce, aspen. Notice also the vivid colors described by the writer.

> September gave way to October, and all the ***uplands*** of the ***Tonto augmented*** their autumn colors.
>
> Down in the foothills the bright golds and reds were limited to isolated bits set like gems in the dark green of the brushland. Here and there a grove of walnut trees still held enough leaves to make a contrast; and down in the winding ***ravines***, between the foothills where water ran were clumps of sycamores still holding their ***foliage***, growing more colorful and beautiful as the October frosts advanced. On sunny southern slopes were little patches of sumac, growing red, and some of the ledges of rock showed crimson and bronze vines. But in the low hills and prevailing hue of the season was the dark gray-green of mingled oak, juniper, cedar, and manzanita.
>
> Toward the Rim, however, the long slopes ended in a glory of brilliance. The yellow crags and the zigzag path of the red belt of rock that characterized the long, irregular face of the Great Mesa were subdued and dulled by the more vivid colors of the foliage. The leagues of pine forests that sloped up to the Rim were invariably dark rich green until they reached the foot of this huge mountain wall. Here they ended, except in dark clefts of gorges and canyons that cut into the rock. Most compelling to the gaze were the clumps of maple trees under the ledges at the ***apex*** of canyons. Here was riot of color. ***Magenta*** and ***cerise*** and blood-scarlet ***vied*** with an exquisite purple for dominance of beauty. Lone trees of maple, full-foliaged, seemed more like fire than colored leaves. Farther up the great slopes, where the notches of canyons were black with pine and spruce, began the gleam of gold of the aspens. They were as gold as the pure golden light in the west after sunset. Above this stood out the broken battlements of the Rim, crowned by the fringe of pine forest.

The detective/explorer team of Robert Cornuke and David Halbrook, in the prologue to their exciting book *Mountain of God: the Search for the Real Mount Sinai* gave their readers a view of a mountain in Saudi Arabia. Notice the descriptive words such as *tallest, mysterious, blackened, visible, shrouded, clear, cloudless, statuesque, broad desert plateau, girdled, barbed wire.*

> Its crest can be seen from quite a distance—it is, after all, the tallest mountain in the region. The first thing one notices upon approaching ***Jabal al Lawz*** is its mysterious, blackened, . . . peak. It gives the appearance of ***summit*** shrouded in shadow—yet, oddly so, because the sky above remains ever clear and cloudless. [The mountain] stands ***statuesque*** above a broad desert plateau, a mystifying ***relic*** of antiquity in a land the Bible calls Midian. [The mountain] is girdled about with barbed wire and posted with warnings by the Saudi Minister of Antiquities: *"No Trespassing Allowed. Violators Will Be Put To Death."*

Edgar Allen Poe described the sensations of a man just sentenced to death. Notice how the writer used words that describe sounds: ***accentuation****, voices, dreamy, hum, burr of a mill-wheel.*



Edgar Allen Poe

> The sentence—the dread sentence of death—was the last of distinct accentuation which reached my ears. After that, the sound of the ***inquisitorial*** voices seemed merged in one dreamy ***indeterminate*** hum. It conveyed to my soul the idea of *revolution*, perhaps from its association in fancy with the burr of a mill-wheel. This only for a brief period; for presently I heard no more.

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Rudyard Kipling, one of Britain's premiere writers of the 20th century, tried to make readers feel the effect of drought in the jungle. Notice the words that convey drought: *burned, broken, curled, dead, sank, caked over, cast in iron*. These words convey the dryness or hardness associated with drought.

> The green growths on the sides of the ravines burned up to broken wires and curled films of dead stuff; the hidden pools sank down and caked over, keeping the least foot mark on their edges as if it had been cast in iron.

In his novel *Deliver Us From Evil* Clint Kelly described a scene depicting the horrors of genocide by the Muslim Turks against the Orthodox Christian Armenians. Notice the descriptive words that evoke emotion: *raged, vile stench, decaying bodies, rotting, massive grave, unbearable, despicable carnage, ravine, unspeakable death, sob, wretched, heaved, bowed, grief.*

> Tatul's heart raged within him. The vile stench of two thousand decaying bodies rotting in the massive grave below was so thick upon the air, drawing a single breath was unbearable. Tatul stood at the brink of the despicable ***carnage*** and ***espied*** the ravine of unspeakable death. A sob wretched from his throat, and his stomach heaved. *Father! Mother! Little sister, Haji!* Tatul bowed in grief too deep for words. (language modified to fit this purpose)

VOCABULARY

Vied: struggled, fought, competed
Jabal al Lawz: a mountain in Saudi Arabia
Summit: the highest point
Statuesque: having the appearance of grace or dignity
Relic: an object that has survived from an extinct culture
Accentuation: stress or accent of sound
Inquisitorial: investigating, questioning, scrutinizing
Indeterminate: lacking clarity or precision
Carnage: massive slaughter or bloodshed
Espied: looked at, saw
Jaundiced: yellowish discoloration of the eyes
Ousted: rejected, expelled, forced out

Frank Peretti, author of *This Present Darkness* described a scene of a demon attempting to enter property guarded by angels. Read the description on the next page. Try to find the words that describe the characters and their actions, the smells and the sounds.



angel slaying demon

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The night scene of the quiet street was a collage of stark blue moonlight and bottomless shadows. But one shadow did not stir with the wind as did the tree shadows, and neither did it stand still as did the building shadows. It crawled, quivered, moved along the street toward the church, while any light it crossed seemed to sink into its blackness, as if it were a breach torn in space. But this shadow had a shape, an animated, creature like shape, and as it neared the church sounds could be heard: the scratching of claws along the ground, the faint rustling of breeze-blown, membranous wings wafting just above the creature's shoulders.

It had arms and it had legs, but it seemed to move without them, crossing the street and mounting the front steps of the church. Its leering, bulbous eyes reflected the stark blue light of the full moon with their own ***jaundiced*** glow. The gnarled head protruded from hunched shoulders, and wisps of rancid red breath seethed in labored hisses through rows of jagged fangs.

It either laughed or it coughed—the wheezes puffing out from deep within its throat could have been either. From its crawling posture it reared up on its legs and looked about the quiet neighborhood, the black, leathery jowls pulling back into a hideous death-mask grin. It moved toward the front door. The black hand passed through the door like a spear through liquid; the body hobbled forward and penetrated the door, but only halfway.

Suddenly, as if colliding with a speeding wall, the creature was knocked backward and into a raging tumble down the steps, the glowing red breath tracing a corkscrew trail through the air.

With an eerie cry of rage and indignation, it gathered itself up off the sidewalk and stared at the strange door that would not let it pass through. Then the membranes on its back began to billow, enfolding great bodies of air, and it flew with a roar headlong into the door, through the door, into the foyer—and into a cloud of white hot light.

The creature screamed and covered its eyes, then felt itself being grabbed by a huge, powerful vise of a hand. In an instant it was hurling through space like a rag doll, outside again, forcefully ***ousted***.

The wings hummed in a blur as it banked sharply in a flying turn and headed for the door again, red vapors chugging in dashes and streaks from its nostrils, its talons bared and poised for attack, a ghostly siren of a scream rising in its throat. Like an arrow through a target, like a bullet through a board, it streaked through the door—

And instantly felt its insides tearing loose.

There was an explosion of suffocating vapor, one final scream, and the flailing of withering arms and legs. Then there was nothing at all except the ebbing stench of sulfur and the two strangers, suddenly inside the church.

The big blond man replaced a shining sword as the white light that surrounded him faded away.

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Continue to the Activities.

"BE AN AUTHOR" (Reminder)

Notice how description enhances a story. If you are writing about an explorer, he might have crested a rise on the frontier and seen a view like Grey described. If your main character is a detective, he may have found important clues or encountered real-life danger on a mountain such as the one described by Cornuke and Halbrook. Perhaps your main character stumbled upon a horrible crime scene such as what Tatul encountered in the novel by Kelly. Maybe your character faces an evil enemy that is slimy and ugly, such as the one Peretti described.

Life Principle: "Success is never final, and failure is never fatal; courage is what counts."

—Anonymous



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Writing

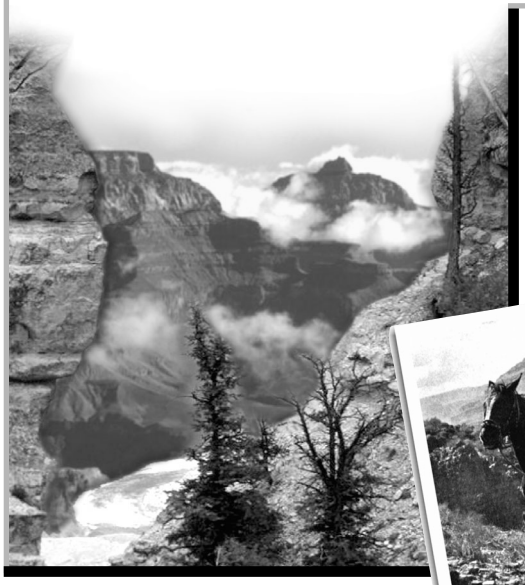
Lesson 7

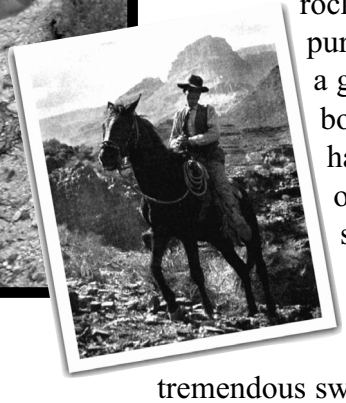
Chapter 5

Section 2

Lessons 6-10

DESCRIPTION FROM A MASTER





A ragged rim of yellow ***limestone*** ran north and south. ***Grotesque*** cedar trees, with gnarled and bleached tops, reached out with clutching hands of dead men. Down sheered the ***precipitous*** cliffs, to merge into a zone of red, where strange plateaus and slopes, and mountains of naked rock, kept the fearful gaze down into the purple and obscure depths of chaos. It was a ghastly exposure of the naked ribs and bowels of the rock-bound earth. But it had an appalling beauty. A million facets of red and orange and brown caught the sunlight in brilliance too strong for the gaze of man. The unknown depths were mantled in dim, mystic purple. The far slopes sheered up with vast and tremendous sweep to a golden band crowded by a wandering fringe of black. ■

(Zane Grey)

VOCABULARY

Limestone: a rock consisting mostly of calcium carbonate
Grotesque: distorted, bizarre
Precipitous: extremely steep
Surreptitiously: secretly, stealthily
Taut: tight, not relaxed
Excised: cut out, removed
Novice: beginner, amateur
Palpable: able to be felt or sensed

DESCRIPTIVE WRITING (Continued)

One key to effective, descriptive writing is to use words and phrases that are uncommon or unordinary. Creative combinations draw and keep readers' attention and force them to consider what they are reading.

Notice how creatively Zane Grey used words and phrases. Obviously, Grey was describing a scenic view, but he did not use common words such as *pretty, colorful, deep, high, wide*. Instead, he used words like *ragged, grotesque, gnarled, bleached, clutching, sheered, precipitous, naked, fearful, obscure, chaos, ghastly, appalling, facets, brilliance, depths, mantled, mystic, vast, sweep, crowded, wandering*.



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Grey used unusual phrasing such as *reached out with clutching hands of dead men, obscure depths of chaos, too strong for the gaze of man, vast and tremendous sweep, golden band crowded by a wandering fringe of black.*

These types of words and phrases force a reader to stop and consider just what the writer is describing. Most likely, the writer used a resource such as a thesaurus to find words that were uncommon. Common, everyday words may cause your reader to become bored with a descriptive scene.

After reading descriptive excerpts from famous authors, you may wonder how to start a descriptive paragraph. Sometimes describing a scene or feeling may take longer than one paragraph. Take as much space as you need. A good way to practice descriptive writing is to start with something small and describe a path the eyes would naturally follow. For example, a face is small. Perhaps your friend is sitting in front of you. Pretend that her name is Amanda Wan, and she is of Asian descent. Your assignment is to describe her face and expression in such a way that her heritage, character and personality are apparent to your readers. Start at the hair and describe downward to the chin with descriptive words like the following:

Amanda's hair is as ebony as midnight. It cascades downward in thick, shoulder-length strands. Her caramel complexion is smooth. Sculptured eyebrows accentuate large, sparkling, almond-shaped black eyes lined with thick lashes. The eyes promise friendship and adventure. A slightly flattened nose broadens into a triangle, framed on either side by high cheekbones. Wide lips lift in a grin that threatens to extend to full-fledged laughter. A dimple in the left cheek suggests a carefree, fun-loving spirit. The squared chin indicates determination quite capable of fulfilling anything attempted.



After describing a small thing (a face), describe a bigger, more complex scene that involves more than one object. Imagine two people next to each other—any two people from any time period. Here is a possibility: two people from colonial America. Are they adults? teens? children? male? female? Presume they are patriot soldiers of the Revolutionary War.

First, picture their attire (colonial hats, brown, long sleeved shirts, tan knickers over black leggings, brown shoes, swords). Secondly, picture their ages (early twenties or late teens). Now, imagine what they are doing. Are they arguing? conspiring? spying? telling jokes? eating? resting? playing a chess game? dueling? dying on a battle field? Decide that the two men are spying. First, picture the surroundings (dark forest, night time, bright moon, British army camp, British soldiers eating, resting, camp fire). Secondly, picture the stance of the soldiers (crouching, peeking through brush). Thirdly, capture the attitude of the soldiers (aware of danger, courageous, careful not to be discovered).



After listing the ingredients for a descriptive paragraph about these two soldiers, you can begin describing the scene more thoroughly. Use descriptive nouns, verbs, adverbs and adjectives. Adjectives and adverbs are perhaps the most important words in description. On the next page is a possible description of the two men.

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The elusive pair crouched ***surreptitiously*** behind the junipers, surveilling the camp with watchful eyes, alert to every sound. Work-hardened hands gripped leather sheaths, prepared, should their swords be required in self-defense. ***Taut*** muscles bunched, prepped for swift action. The black, triangular hats, baggy tan shirts shoved into wide belts, knickers and leggings indicated that the two men were patriot revolutionaries. Youthful, zealous countenances betrayed them as mere youth; however, the premeditated, panther-like stalk with which they had slunk upon the enemy camp marked them as veterans and ***excised*** any speculation that the two were ***novices*** in the wooded surroundings.

The dense hedges and ***palpable*** darkness concealed the watchers while British soldiers prepared for bed. Exhausted Regulars yawned and laid out bedrolls. Flames flared brightly as centuries fed the watch fires. Soon, the murmurs ceased, and routine movement dissipated. The scouts stealthily crept away, eager to report their surveillance.

In a composition, descriptive words involve your reader so he or she can experience the feelings, sights, sounds, smells and textures as if the reader were present. To be sure your words are interesting and creative, make separate lists of the nouns, verbs, adjectives and adverbs in your paragraph. Using your thesaurus, try to find better, more descriptive words to replace the ones you have listed. The list will help you analyze each word.

Notice the writer's choice of descriptive and specific nouns *junipers, camp, sheath, swords, action, revolutionaries, countenances, stalk, veterans, speculation, novices, Regulars, murmurs, scouts*. Perhaps the first draft of his paragraph had generic nouns. Notice the lists below.

Generic noun	**Better, more specific noun**
bush	juniper
scene	camp
weapon	sword
movement	action
soldier	revolutionary or Regular
face	countenance
walk	stalk
soldiers	veterans
sound	murmur
boy	scout

Notice the descriptive verbs *crouched, surveilling, gripped, bunched, prepped, shoved, betrayed, slunk, marked, excised, flared, ceased, dissipated, crept*.

Generic verb	**Better, more specific verb**
squat	crouch
look	surveil
touch	grip
got ready	prepared, bunched, prepped
tucked	shoved
showed	betrayed
burn	flare
stop	cease
slow	dissipate
move	creep



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Notice the descriptive adjectives and adverbs *elusive*, *surreptitiously*, *watchful, alert, work-hardened, taut*, *swift, patriot, zealous, mere, panther-like, dense, palpable, exhausted, stealthily*.

Generic adjective and adverb	Better, more specific adjective and adverb
evasive (adjective)	elusive
secretly (adverb)	surreptitiously
ready (adjective)	alert
tough (adjective)	work-hardened
only (adverb)	mere
thick (adjective)	dense
touchable (adjective)	palpable
tired (adjective)	exhausted
quietly (adverb)	stealthily

You have made a good start to becoming effective in descriptive writing.
Continue now to the Activities.

"BE AN AUTHOR" ASSIGNMENT IS DUE!
Do not continue to the next lesson until
you have turned in your assignment.

LIFE PRINCIPLE



"If you cannot have what you like, learn to like what you have."

—Anonymous

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English: Composition Skills

Chapter 5

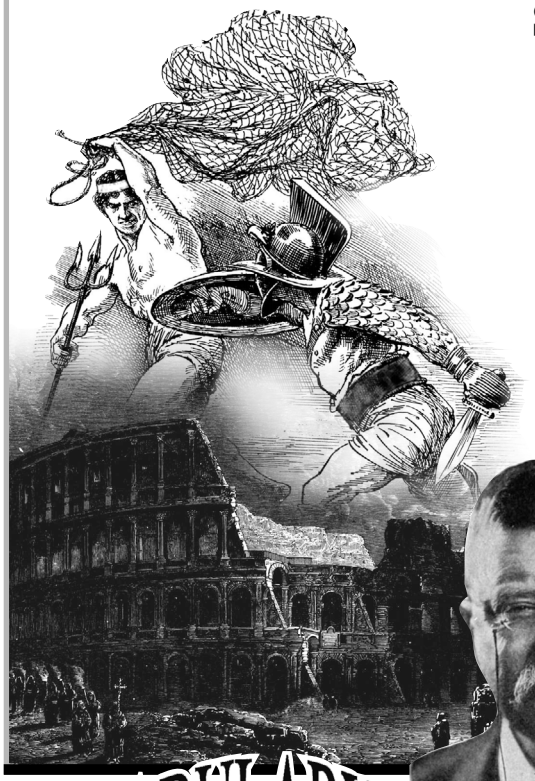
Lesson 8

Writing

Section 2

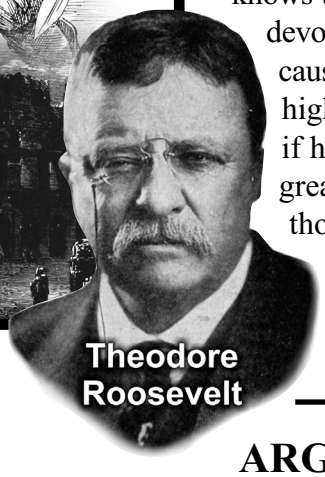
Lessons 6-10

WELCOME TO THE ARENA



The critic is not who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is ***marred*** by dust and sweat and blood; who strives valiantly; who ***errs***, and comes short again and again, who knows the great enthusiasms, and great devotions and spends himself in a worthy cause; who at best, knows the triumph of high achievement; and, who, at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who know neither victory nor defeat. ■

(Theodore Roosevelt, April 23, 1910, "Citizens in a Republic")



Theodore Roosevelt

VOCABULARY

Marred: marked, scarred
Err: to make a mistake or error
Forum: public discussion
Polarized: set at opposite sides
Apathetic: lacking interest, concern or emotion
Sympathizer: a person who shares the feelings, ideas and beliefs of another
Foil: hinder or alter
Sustain: to maintain, carry on, support, perpetuate
Posterity: the next generation, descendants
Unimpaired: healthy, able to continue, free

ARGUMENTATIVE WRITING

Argumentative writing, also called persuasive writing, presents a case from a particular point of view and attempts to convince or persuade others of the truth or falsity of an idea or statement. Argument seeks to generate action or to change thoughts or beliefs.

Argument (persuasive writing) can be used to present a solution, draw attention to a need, propose a change, or present a case. Persuasive writing can be humorous, passionate, defensive, offensive or forceful and is used in courts, politics, magazines, editorials, commentaries and many other ***forums*** to discuss controversial issues such as war, education, abortion, divorce, prayer, political involvement, gun ownership, government control, taxes, the environment and the death penalty. These are issues that tend to excite people because of strong and often ***polarized*** beliefs and opinions.



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When determining if a piece of literature is argumentative, ask yourself what the writer or speaker is trying to accomplish. Is the writer attempting to spur the reader to action? Is the writer trying to get the reader to understand a different point of view? If so, the writer is, in a way, saying, "Come, go with me. Understand that this is a necessary action or way of life."

In the vignette, President Theodore Roosevelt passionately attempted to persuade citizens to become active in their government to improve it—to stop being simply critics and to join the fight to improve this nation. Some citizens were ***apathetic*** and needed prodding to be more responsible. Roosevelt used persuasiveness to accomplish his goal.

During the American Revolution, some colonists were afraid of the British, being too intimidated to demand freedom; some colonists were British ***sympathizers***, corrupted or bribed to ***foil*** the attempts of the patriots. At such a time, patriots needed to persuade colonists to be strong, honest and brave and to join the Revolution. Samuel Adams, patriot and "Father of the American Revolution," wrote an impassioned argument.



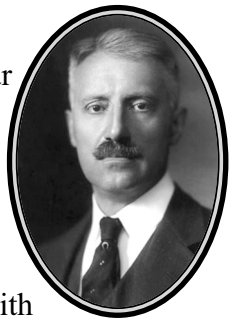
Samuel Adams

God give us men!
A time like this demands
Strong minds, great hearts,
true faith and ready hands;
Men whom the lust of office does not kill;
Men whom the spoils of office cannot buy;
Men who possess opinions and a will;
Men who have honor—
Men who will not lie;
Tall men, sun-crowned,
Who live above the fog
In public duty and in private thinking.

VOCABULARY

Discharge: to send forth, to release
Subordinate: dependent upon, under the authority of
Faction: division, section
Suffrage: the privilege to vote
Disperse: scatter, distribute, break up
Partisan: a strong supporter of a party, cause, person, faction or idea
Forum: foundation of court of law
Bequeathed: given
Temper: attitude
Local government: the laws and courts in a town or city (i.e. city council, justice of the peace, school board)
Grassroots Support: political support from the citizens of a local town or community

Responsible citizenship has been the topic of many essays. Next, you will read excerpts from an argument by Bainbridge Colby, United States lawyer and public official. During World War I, Colby served on the United States Shipping Board and became Secretary of State in President Woodrow Wilson's cabinet. Colby became a close confidant of President Wilson, with whom Colby practiced law (1921–22) after Wilson's term of office ended. Notice the persuasive techniques of telling the reader what should be done and what the citizens must do to preserve freedom.



Bainbridge Colby, Library of Congress

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Loyalty and Good Citizenship

We should constantly keep before us the significance of America, and the high duty that rests upon every generation to ***sustain*** our blessed institutions, and to transmit them to ***posterity***, strengthened and ***unimpaired***. The test of good citizenship is loyalty to country. And one cannot ***discharge*** the duty of loyalty without the patient and an open-minded study of the institution that marked the country and defined its character. America stands for individual liberty, but that means an ordered liberty—a liberty subject to law and ***subordinate*** to the common welfare.

Loyalty to America means loyalty to her servants from president down. We must stifle the voice of hatred and ***faction***. We must realize that not a man holds office except as a result of free choice of our citizens. We support high patriotic duty and sustain the men who have been placed in positions of difficulty, burden, responsibility, and even danger as the result of our ***suffrages***. That does not mean that we must forego just and fair criticism, or refrain from opposition to policies which are debatable or which do not command our approval. An intelligent and conscientious opposition is a part of loyalty to country. But we must not, if we are loyal, ***disperse*** our energies in a ***partisan*** warfare that is waged without regard to its consequences to the well being, security, or honor of the country.

We must be loyal to the ***forum*** of our government. Under it we have grown great in numbers, wealth, and national influence. We must be loyal to the words that have come down to us from the past, ***bequeathed*** by Americans who have lived great lives in the service of America. Loyalty to America requires that we should preserve a friendly, encouraging and sympathetic goodwill toward our day and generation . . . . Men should be judged by their merits and not by their defects. Loyalty will not permit envy, hate, and uncharitableness to creep into our public thinking. Thus, only in a hopeful and confident ***temper***, in a proud and constructive spirit, will we rescue the present and safeguard the future of our beloved country. The time calls loudly to each of us for loyalty—loyalty of purpose, loyalty of thought, loyalty of effort, and the loyalty of patience.

In a speech on October 6, 2001, Betty Anderson encouraged citizens of Texas to become involved in their ***local government*** to improve it. Notice the persuasive language.

The Importance of ***Grassroots Support***

I hope you will never again ask, "When will THEY do something about education, taxes, national defense, health care, family values, crime and the other great issues of our age?" YOU ARE THEY. History does not happen by chance. It happens because people like you WILL it to happen. You write the future history of Texas. Do what is right.

Win or lose, we must do the right thing. We must represent righteousness in the public arena. We cannot give up. If we do, we are simply giving control to people who will not uphold our religious freedoms and constitutional rights. We need to have good people at the top; we need good people all along the way. Without strong grassroots support, good people will never make the top. Without strong grassroots support, truth will not be upheld. Without strong grassroots support, our children will not have the foundation our forefathers risked their lives to provide for us. You are an indispensable part. Your gifts and abilities are priceless to the work. YOU are the THEY of our nation!



*** Betty Anderson**

* photograph provided by Betty Anderson

Congratulations! You have read some good arguments. Continue to the next page for the Life Principle and for your memory assignment.

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MANDATORY MEMORY WORK

The student must memorize a speech by Roosevelt, Adams, Colby or Anderson. The student must be prepared to cite or write it for the Activities, Quiz and Test.

Life Principle



"The true character of a man is foretold when morality is placed above pleasure and integrity before popularity."

—Anonymous

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Writing

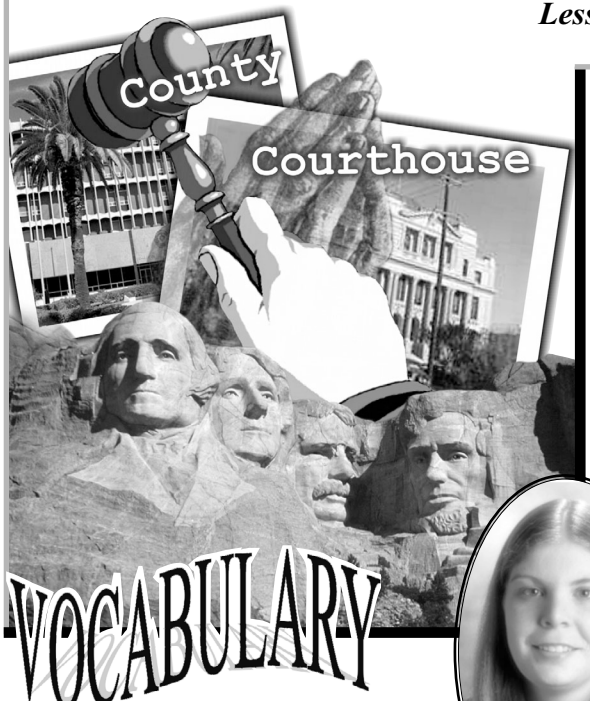
Lesson 9

Chapter 5

A HIGH SCHOOL HEROINE

Section 2

Lessons 6-10



VOCABULARY

Heroine: a female of great courage; a female hero
Sectarian: referring to a particular religion
Proselytizing: converting from one religion to another
Invocation: an address to a deity; a spiritual call for aid, protection or inspiration
Cockpit: the area in an airplane reserved for the pilot, copilot and aircraft controls
Fuselage: the metal body of the airplane
Deterrent: an action or item that frightens or keeps people from doing something
Crazies: slang for people who are mentally deranged, bizarre, unpredictable; crazy people


* Marian Ward

America has a modern day ***heroine***, Marian Ward, a senior at the High School in Santa Fe, Texas, a small community just south of Houston in Galveston County. In February of 1999, the 5th U.S. Circuit Court of Appeals ruled that student-initiated, non***sectarian***, non***proselytizing*** prayer is appropriate for school events such as commencement, but is not appropriate at less solemn gatherings such as sporting events. The Santa Fe school board appealed that ruling to the United States Supreme Court.

Pending a ruling by the U.S. Supreme Court, the school district published its *Guidelines of Student Messages at Football Games,* which prohibited, "prayers, blessings, ***invocations***, or references to deity." The Superintendent of Santa Fe Independent School District warned students who pray, "they would be disciplined just as if they had cursed."

The senior class considered the superintendent's warning, then solemnly selected a fellow student to offer a prayer before the game; but after some deliberation, the selected student declined. Enter Marian Ward. With the full support of her mother and father, Marian volunteered to offer a public prayer at the Friday night football game, on behalf of the senior class. Marian decided, "If I'm suspended, I'm suspended . . . ." Marian was fully prepared to suffer any consequences her actions provoked. That included possible suspension during her senior year . . . . Citizens throughout her school, church, community and beyond were energized and empowered by Marian's courage . . . . Meanwhile, her father, Bob Ward, a pastor of a local church in Santa Fe, enlisted a qualified attorney to seek legal relief in the courts. The Ward's

* photograph provided by Marian Ward

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attorney, Kelley Coghlan, entered U.S. District Judge Sam Kent's court in Galveston at 4:30 p.m. Thursday, September 2, 1999. The Ward's case was then transferred to Judge Sim Lake for further consideration. On Friday afternoon, the judge issued a restraining order clearing the way for Marian to pray before Santa Fe's opening football game of the season. In effect, the judge's ruling was that the school's guidelines in effect, preferred the religion of atheism over other religions.

At the appointed moment, Marian went to a microphone and humbly but confidently prayed. The three thousand fans gave Marian a standing ovation for her courageous witness as she prayed for the teams, schools, and fans in Jesus' name. Fully one third of the front page of the Houston Chronicle, on Saturday, September 4, 1999, was devoted to the story with the complete text of the prayer carried in the paper. Articles nationwide celebrated Marian as a modern-day heroine, like the Persian Queen Esther, of ancient times. For the Wards, the question of whether they should get involved never arose . . . . They chose to stand up, speak up, and refused to surrender their freedom of religious expression. The Ward family discovered you never lose until you quit. They also discovered that a lot of common, ordinary Americans still believe that asking God to watch over a group of student athletes while they compete is not only a pretty good idea, but it is also a constitutionally protected right! Judges are not gods, and they should not be granted unrestrained power over our lives. ■

(based on an article by and used with permission of Dr. Rick Scarborough)



ARGUMENTATIVE WRITING (Continued)

You probably noticed the controversial and persuasive theme of "A High School Heroine." School prayer has been, and still is, a topic of high interest. Such a topic is perfect for argumentative writing. Notice how the author of the article gave a legislative slant to the piece as well as stating his opinion of how the 5th U.S. Circuit Court of Appeals overstepped its bounds. Another very controversial issue gripped America after the terrorist attacks on September 11, 2001: the issue of arming pilots of commercial aircraft. Below is a persuasive article addressing that issue.



Should Our Lives Be in Their Armed Hands?

As passengers in airplanes, we put our lives in the hands of pilots. We trust them to get us from one destination to another. Because so many people's lives are at risk in airplanes, should not pilots have the authority to keep passengers safe by any means? Should not pilots have the choice to be armed?

After the terrorist attacks on the World Trade Center and the Pentagon, Air Line Pilots Association (ALPA) officials proposed that after undergoing firearm training and being screened for criminal histories and psychological stability, pilots and crews should be permitted to carry guns to thwart any future attempts by hijackers to take control of an aircraft and use it to commit mass murder. Advocates of the proposal argued that arming pilots could be a measure implemented immediately, while other, more expensive measures were considered, such as sky marshals, better airport security and more restricted ***cockpit*** access.



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Each commercial airplane cockpit contains an axe for emergency use to cut an escape route through the airplane's ***fuselage***. People who opposed the idea of arming pilots argued that pilots already had a self-defense tool: the axe. However, many people thought that pilots needed a more lethal measure to ensure the safety of passengers against terrorists. A spokesman for ALPA stated that while the axe was useless on 9/11, pilots armed with handguns would provide effective ***deterrents*** to any prospective terrorists.

The controversial issue of arming pilots was discussed vigorously by advocates and opponents. Advocates argued that motorists traveling from city to city or state to state are already lawfully armed for self-defense. Travelers in the sky could likewise be prepared for self defense. Advocates believed that pilots and common citizens could be trusted to be armed to save themselves when other deterrents fail. Opponents believed that pilots and regular citizens could not or should not be trusted with weapons. Opponents contended that armed passengers would encourage unlawful use of guns on planes.

Anti-gun arguments included melodramatic descriptions of "shoot-outs at 30,000 feet" and "swat teams in the sky." Other gun control advocates painted vivid and wild pictures of terrorists and suicidal passengers grabbing firearms and endangering other passengers. Other fears expressed included accidental weapon discharges possibly injuring innocent people or damaging the jetliner. Such fears and arguments have some validity. No situation dealing with terrorists is without risk. The question is, what is the greater risk—hundreds of defenseless passengers tens of thousands of feet above the ground facing certain death and mutilation at the whim of suicidal terrorists or hypothetical risks that could arise if pilots were allowed to be armed to protect themselves, their passengers and their airplanes from hijackers and other ***crazies***?

Persons who advocated arming pilots presented strong arguments and explanations why pilots should be allowed to bear arms. An editorial in *USA Today* stated that until other security plans could be put in place, the FAA should guarantee armed protection of every plane to reassure passengers, even if it means giving pilots weapons to defend themselves. The article continued with, "Even when the other fixes are in place, there is no good reason pilots should not be equipped to serve as a last line of defense against a suicidal terrorist."

Jim Fotis, executive director of The Law Enforcement Alliance of America (LEAA), the nation's largest coalition of law enforcement professionals, crime victims and concerned citizens, agreed, stating that pilots are already responsible for the lives of everyone on board their planes. Pilots should not be denied any means of ensuring passenger safety. Pilots, proponents argued, are some of the most highly trained and skilled professionals in the world, ideally suited for the kind of training necessary to use firearms in defense of themselves and their passengers.

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LEAA spokesperson Kevin Watson reasoned that pilots are very responsible and quite qualified to carry weapons. He stated that airline pilots already have demonstrated tremendous aptitude for training, particularly in high stress situations. If pilots can learn to fly large jets and respond to all manner of emergencies, they can certainly be trained to handle firearms safely in emergencies, as do thousands of young military combat pilots armed with missiles and rockets.

Wayne LaPierre, executive vice president of the National Rifle Association, stated that allowing America's pilots to arm themselves is a sensible option that could be implemented to deter terrorists, reassure passengers and guarantee integrity of the cockpit. Lapierre urged legislators to take the immediate step of allowing pilots to be armed.

(edited excerpts from various published articles)

***Note:** In 2002, Congress passed a law allowing pilots to be armed.

As you can see, writers of persuasive arguments "take on" issues and write their opinions, whether the readers agree or not. The point of an argument is not to be "politically correct" or to pacify readers, but to attempt to persuade readers to embrace an idea. Notice that the writers of these persuasive arguments supported and enforced their ideas with quotes and research material.

You have been exposed to some powerful arguments. Undoubtedly, you also have your own opinions and ideas regarding these issues, or other issues not mentioned in this course. In the Activities, you will have opportunity to express yourself.

Continue now and complete this lesson. You are doing well!

LIFE PRINCIPLE



"Living for a noble cause energizes your mind and body."

—Dr. Ed Young

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English: Composition Skills



Lesson 10

Chapter 5

ONE OF AMERICA'S GREATEST WRITERS

Section 2

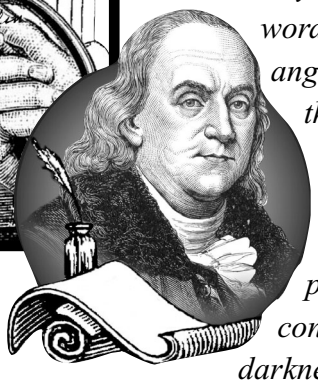
Lessons 6-10



One of the greatest writers and speakers of all time was also a national Founding Father, Benjamin Franklin.

In 1941, nearly a century and a half after Franklin's death, Grey Castle Press published these words about Franklin:

Every day the hand press sent out armies of words that could make people laugh, cry, be angry or pleased. To be master of the words, that was the thing. That was the worthwhile thing: to use words as tools, weapons, trumpets, or comforters, to make people understand and be persuaded. It would be fine, he thought, to conquer the world and route the armies of darkness by writing and printing words. ■



VOCABULARY

Apology: a defense of a theory or case
Proclamation: a formal statement issued by an official
Sentimental: appealing to the emotions
Fawn: to seek notice or favor by pretending to care greatly
Knave: a dishonest, untrustworthy person
Bauble: trinket; little decorative object
Repertoire: an inventory or accumulation of things ready to be presented

EXPOSITORY WRITING

Expository writing is broad. It is the most common form of literature. *Expository* means "explanation" or "exposé"; therefore, an *exposition* is information that exposes or explains something. Another word for *expository* is *informative*. These two words may be used interchangeably when referring to this type of writing.

An exposition may be a bread recipe, a weather report, directions, background information on a person, facts, rules, principles, definitions, platforms of political parties, sermons, confessions, ***apologies***, documents like the Constitution and the Declaration of Independence, moral codes, legislation, laws, theories, ***proclamations*** and textbooks.



An obituary is an exposition because it provides factual information about someone who has died. Read the obituary on the next page.

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The Death of a Friend

Collingston lost a hero Friday when George Vince Brunds died at the age of 94. His life was inspiring, always guided by a commitment to God, family, country and community. Brunds' life was defined by service to others and distinguished by leadership. He was respected and admired by all who knew him, and he will be missed. He was a World War II veteran in the Armed Forces.

Of his siblings, only his sister, Miriam Coxworth of Portland, Oregon survives him. Also surviving are Coxworth's children, Meriwether Coxworth of Dallas, Texas, Lydia Germain of Juno, Alaska, Dr. William Coxworth of Durango, Colorado and Paige Lancaster of Austin, Texas.

Brunds is survived by his wife, America, of Collingston; daughter, Geneva Attaway, and son-in-law, Joseph Attaway, of Columbia, Mississippi.

George Brunds was a loving and involved grandfather to his three grandchildren, who survive him: Emelia, Jeffrey and Kimberly Attaway, all of Columbia, Ms.

A private graveside service will be held at 1:30 p.m. Sunday in the Hamilton Garden of Memories, south on Hwy 17, two miles outside the city limits. A memorial service will be at 10:30 a.m. Monday at the Prayer Tabernacle Community Church, 103 W. Oak Rd, of which George was a member. Officiating will be the Rev. Randy Fornes and Dr. Robert H. Tanks.

Expositions often explain how to do something. Next you will read excerpts from some "how-to" articles by Dan Valentine.

How to Choose a Wife

Search . . . for a girl who loves violets . . . . Special are women who love . . . violets . . . . Girls who love long-stemmed roses are many . . . roses are emblems of status and can be bragged about . . . . Violets are for the quaint of heart, the ***sentimental*** of soul, the pure of intellect.

Observe with thoughtful eye, how she treats her . . . brother . . . . If she tousles his head and appears to love her brother, chalk up a mark on the plus side of her ledger. If, however, she regards her . . . brother with obvious disdain and screeches at him . . . treat her with scorn and remove her from your list of . . . candidates.

Beware of one who . . . prattle[s], but stay away, also, from the woman who is so profound that never a trace of impish humor steals across her lips.

Trust not a woman who does not steal a glance in passing mirrors, for vanity is the spice of beauty.

And seek a woman . . . who knows the value of silence because much of what a woman says of worth is hidden between the lines of things she leaves unsaid . . . .

And . . . be extra sure her eyes light up when you come into view.

How to Choose a Husband

Look for one who laughs in a hearty manner . . . and has a twist of kindness at the edge of strong and even lips . . .

Beware of men who ***fawn*** . . . in the company of peers. This man is seeking status and, in time, will barter part of his soul . . . for a nod from a well-born ***knave***.

Does he welcome competition with . . . zest . . . and rally to the challenge of a chase? This is good. He will never be a . . . sideline-stander.

Look . . . for a man who brings a gift when no occasion designates one. Many men celebrate the standard holidays with traditional presents . . . but a man has true spirit when he gives a woman a pretty ***bauble*** just to see her eyes bubble with surprise.

A husband . . . should a kisser be . . . but he must command a ***repertoire***. A man's kisses should have fire and passion, yes . . . but he must have the art of kissing kindly and gently, too.

If he is quick to anger, look again . . . but beware the man who sulks in too much silence.

These are the qualities for which to look in a man who is to be a good husband.

Continue to the Activities.



LIFE PRINCIPLE

"Beauty is skin deep; wisdom is heart deep."

—Ronald E. Johnson

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Writing

Lesson 11

Chapter 5

Section 3

Lessons 11-15

THE WORLD'S MOST POPULAR PSALM





The Lord is my shepherd,
*I shall not **want**.*
He makes me lie down in green pastures;
He leads me beside still waters;
He restores my soul.
He leads me in paths of righteousness
for His name's sake.

Though I walk through the valley
of the shadow of death,
I fear no evil;
For you are with me;

*Your **rod** and your **staff** comfort me.*
You prepare a table before me
in the presence of my enemies;
You anoint my head with oil; my cup overflows.

Surely goodness and mercy shall follow me
all the days of my life,
And I shall dwell in the house
of the Lord forever. ■

(King David)



King David comforting a man in the kingdom

VOCABULARY

Want: to be in need
Rod: a thin, straight, wooden stick used by a shepherd to discipline his sheep
Staff: a curved walking stick used to retrieve sheep from difficult places
Beatitudes: blessed behaviors and attitudes
Poor in spirit: humble, gracious
Graven images: idols, false gods
Bear false witness: to tell a lie in a court of law or any other place that would harm a person's reputation; including gossip
Covet: to desire to have
Maxims: wise sayings
Public affairs: politics, government

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EXPOSITORY WRITING (Continued)



Remember the broad spectrum of expository writing. It includes many topics including recipes, reports, directions, facts, principles, definitions, rules, manuals, voting tips, writing tips, political issues, sermons, confessions, apologies, documents, moral codes, legislation, law books, theories, proclamations and textbooks. Some ancient psalms and songs are expository. You may have recognized the world's most popular psalm as Psalm 23 from the Book of Psalms written mostly by King David of ancient Israel. Psalm 23 is the most famous and learned Psalm of all time. David himself had been a shepherd as a boy.

Expository writing is often written in second person—the point of view is as if the writer were directly addressing the reader, using the pronoun *you*. The first stanza of Psalm 23, in which the writer explains his relationship between himself and God, is in first person. The second stanza changes to second point of view as the writer directly addresses God and continues to explain the relationship. The third stanza returns to the first person point of view.

Probably the most famous sermon in the western world is "The Sermon on the Mount" also called the ***"Beatitudes"*** given by Jesus. This sermon is expository because it explains the benefits of certain behaviors. Notice the parts written in third and second person.



The Sermon on the Mount

When Jesus saw the crowds, He went up on the mountain; and after He sat down, His disciples came to Him. He opened His mouth and began to teach them, saying:

Blessed are the ***poor in spirit***, for theirs is the kingdom of heaven.

Blessed are those who mourn, for they shall be comforted.

Blessed are the gentle, for they shall inherit the earth.

Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.

Blessed are the merciful, for they shall receive mercy.

Blessed are the pure in heart, for they shall see God.

Blessed are the peacemakers, for they shall be called sons of God.

Blessed are those who have been persecuted for the sake of righteousness, for theirs is the kingdom of heaven.

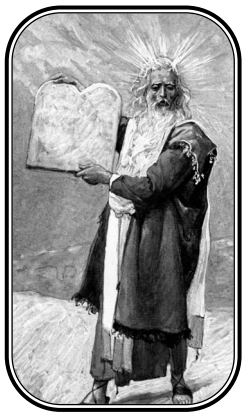
Blessed are you when people insult you and persecute you, and falsely say all kinds of evil against you because of Me. Rejoice and be glad, for your reward in heaven is great; for in the same way they persecuted the prophets who were before you.

You are the salt of the earth; but if the salt has become tasteless, how can it be made salty again? It is no longer good for anything, except to be thrown out and trampled under foot by men. You are the light of the world. A city set on a hill cannot be hidden; nor does anyone light a lamp and put it under a basket, but on the lamp stand, and it gives light to all who are in the house. Let your light shine before men in such a way that they may see your good works, and glorify your Father who is in heaven.

—Matthew, a disciple of Jesus

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The oldest and most studied moral code is the Ten Commandments, transcribed by Moses, a prophet and legislator in ancient times, born of a slave woman in Egypt. Other moral codes, such as Hammurabi's Code, are similar in some aspects to the Ten Commandments and were based upon the Ten Commandments, as were the basic laws of most ancient cultures. These kinds of codes are expository because they provide moral guidelines upon which civil law is based.



The Ten Commandments
I Am the Lord thy God . . . .
Thou shalt have no other gods before me.
Thou shalt not make unto thee any ***graven images***.
Thou shalt not take the name of the Lord thy God in vain.
Remember the Sabbath Day, to keep it holy.
Honor thy father and thy mother.
Thou shalt not murder.
Thou shalt not commit adultery.
Thou shalt not steal.
Thou shalt not ***bear false witness*** against thy neighbor.
Thou shalt not ***covet*** thy neighbor's house, or anything that is thy neighbor's.

Maxims are expository because they are life principles that explain certain codes of conduct and the benefits and consequences of such conduct. Below are several maxims by well-known people. You may recognize some of them.

*The price good men pay for indifference to **public affairs** is to be ruled by evil men.*
—Plato (a Greek philosopher)

If you are not governed by God, you will be ruled by tyrants.
—William Penn (an influential American colonist who was a Quaker)

Here is my creed: I believe in one God, the creator of the universe;
that he governs it by His providence; that He ought to be worshiped.
—Benjamin Franklin (American Founding Father)

I have lived, sir, a long time, and the longer I live the more convincing proofs I see of this truth . . . that God governs in the affairs of men. And if a sparrow cannot fall to the ground without His notice, is it possible that an empire can rise without this aid?
—Benjamin Franklin (American Founding Father)

For attractive lips, speak words of kindness.
For lovely eyes, seek out the good in people.
For a slim figure, share your food with the hungry.
For beautiful hair, let a child run his fingers through it once a day.
For poise, walk with the knowledge you never walk alone.
—Audrey Hepburn (Dutch-English dancer who became one of America's most celebrated actresses)

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(*Psalm 23, the underlined Beatitudes, the Ten Commandments or the maxims should be memorized for the activities, quiz and test.)

Congratulations! You are doing well! Continue to the Activities.

Life Principle



"Living by moral values is a mark of courage and wisdom."

—Ronald E. Johnson

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Writing

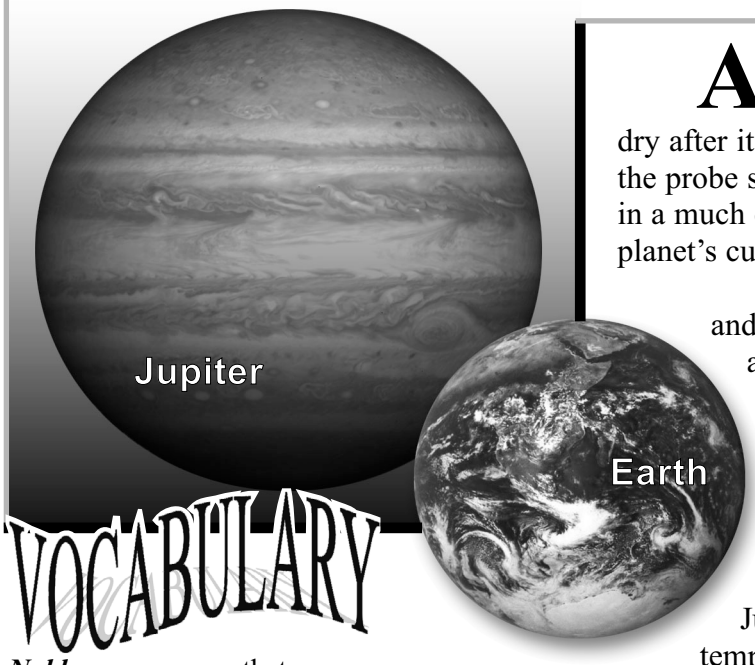
Lesson 12

Chapter 5

THE MIRACLE OF THE JUPITER-EARTH CONNECTION

Section 3

Lessons 11-15



A recent probe sent to Jupiter revealed that the planet had grown dark and dry after its formation. Analysis of the data from the probe showed that Jupiter must have formed in a much colder climate than conditions of the planet's current location.

High levels of argon, krypton and xenon were discovered in Jupiter's atmosphere. This discovery was perplexing because heat would have dissipated these ***noble gases*** during planetary formation, according to prevailing scientific theory. Huge quantities of these noble gases in the ***Jovian*** atmosphere suggest that Jupiter formed in a region with temperatures below 406ºF—temperatures that exist only beyond the orbit of Pluto.

Jupiter's cold origin means that the planet must have migrated a long way, starting more than four billion miles from the Sun and hovering just 465 million miles from the Sun. There, the planet steadily maintains a nearly circular, ***coplanar*** orbit. If Jupiter had drifted any closer, its gravity would have destabilized Earth's orbit. However, if Jupiter had come to rest any farther from the Sun, Earth would have been bombarded by asteroids and comets.

The movement of Jupiter from its formation site to its present location, ideal for life on Earth, is an astounding piece of evidence in support of design of the solar system.

Amazingly, Jupiter's orbit is nearly circular. Typically, planets drifting inward become gravitationally disturbed by other planets and nearby stars. Such disturbances increase the ***eccentricity*** of the planet's orbit. Nearly all extrasolar planets more distant from their stars than Venus is from the Sun exhibit highly ***elliptical*** orbits. If Jupiter's orbit were any more eccentric or elliptical than it is, Earth would not remain long in its life-support zone.

VOCABULARY

Noble gases: gases that are relatively inactive and do not interact with other elements
Jovian: having to do with the mythical Roman god, Jove; in Greek mythology, his name was *Jupiter*, after which the planet was named; in this context, referring to the planet Jupiter
Coplanar: aligned with the Sun's equator
Eccentricity: a pattern that deviates from a circular motion, a non-circulatory orbit
Elliptical: containing a plane curve from which the distance from two fixed points is equal
"Ground Zero": where the Twin Towers of the World Trade Center once stood

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Jupiter's orbit is not only close to circular shape, the planet has a tiny inclination. That is, Jupiter's orbit nearly aligns with the Sun's diameter. If Jupiter had even a slightly larger inclination, the planet would disturb Earth enough to pull it outside the zone of life support. Again, planets that experience significant drift typically do not exhibit low inclinations unless the planets drift closer than Venus to the Sun, in which case no planet like Earth could avoid a catastrophic gravitational disturbance. ■ (Anonymous)

EXPOSITORY WRITING (Continued)

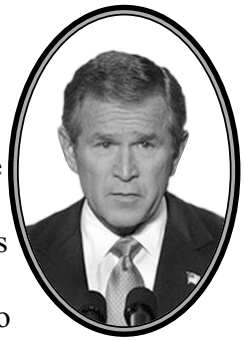


You recall that expository writing is one of the most versatile and most used forms of writing. The article on Jupiter is an excellent sample because it provides facts and explains the facts.

Proclamations are also expository. Proclamations often explain a situation and explain a course of action to be taken. Perhaps one of the most heart-felt proclamations in United States history was President George W. Bush's proclamation after the terrorist attacks on the Twin Towers and the Pentagon in the United States on September 11, 2001. On that day, President Bush shouted through a megaphone to those assembled at ***"ground zero"***: *I can hear you . . . the rest of the world hears you . . . and the people who knocked down these buildings will hear all of us soon!* The next day, the president declared the following:

A PROCLAMATION BY
THE PRESIDENT OF THE UNITED STATES OF AMERICA

On Tuesday morning, September 11, 2001, terrorists attacked America in a series of ***despicable*** acts of war. They hijacked four passenger jets, crashed two of them into the World Trade Center's twin towers, and a third into the Headquarters of the U.S. Department of Defense at the Pentagon, causing great loss of life and tremendous damage. The fourth plane crashed in the Pennsylvania countryside, killing all on board but falling well short of its intended target apparently because of the heroic efforts of passengers on board. This carnage, which caused the collapse of both Trade Center towers and the destruction of part of the Pentagon, killed more than 250 airplane passengers and thousands more on the ground.



George W. Bush

Civilized people around the world denounce the evildoers who devised and executed these terrible attacks. Justice demands that those who helped or harbored the terrorists be punished—and punished severely. The enormity of their evil demands it. We will use all the resources of the United States and our cooperating friends and allies to pursue those responsible for this evil, until justice is done.

We mourn with those who have suffered great and disastrous loss. All our hearts have been seared by the sudden and senseless taking of innocent lives. We pray for healing and for the strength to serve and encourage one another in hope and faith.

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Scripture says: "Blessed are those who mourn for they shall be comforted." I call on every American family and the family of America to observe a National Day of Prayer and Remembrance, honoring the memory of the thousands of victims of these brutal attacks and comforting those who lost loved ones. We will persevere through this national tragedy and personal loss. In time, we will find healing and recovery; and, in the face of all this evil, we remain strong and united, "One Nation Under God."

Now, therefore, I, George W. Bush, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim: Friday, September 14, 2001, as a National Day of Prayer and Remembrance for the victims of the terrorist attacks on September 11, 2001. I ask that the people of the United States and places of worship mark this National Day of Prayer and Remembrance with noontime memorial services, the ringing of bells at that hour, and evening candlelight remembrance vigils. I encourage employers to permit their workers time off during the lunch hour to attend the noontime services to pray for our land. I invite the people of the world who share our grief to join us in these solemn observances.

In witness thereof, I have set my hand this thirteenth day of September, in the year of our Lord two thousand one, and of the Independence of the United States of America the two hundred and twenty-sixth.

George W. Bush

(*The underlined portion of President Bush's proclamation should be memorized for the activities, quiz and test.)

Next, read another exposition about one of the most intriguing eras in American history!

VOCABULARY

Despicable: deserving of contempt or scorn
Terrain: turf, ground, earth
Elaborate: complex
Impeded: obstructed, caused difficulty, got in the way
Formidable: difficult to conquer; arousing fear, dread or awe
Harrowing: distressing, agonizing
Aura: a distinctive quality or character; an atmosphere of respect



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Racing to Deliver the Mail

Riding horseback at breakneck speed over rough ***terrain*** with no stops for food or water may not tempt the average teenager today, but, in the early 1860s, an advertisement to do just that drew the attention of a special breed of American youth.



Expansion in California and Oregon created a need for quicker communication than provided by wagon trains. One man with an entrepreneurial spirit solved the problem. William Russell developed the idea of a central-route mail service on horseback. Russell and a few associates took that idea and turned it into the Pony Express. They developed in just three short months a mail route over 2,000 miles of undeveloped territory. Advertisements like the one on the previous page were published to inform the public of the employment opportunities in the new business.

The Pony Express followed the Oregon Trail beginning at St. Joseph, Missouri, passing through the states of Kansas, Nebraska, Colorado, Wyoming, Utah and Nevada and ending in San Francisco, California. Wagon trains required months to travel over the same terrain. The new service guaranteed mail delivery in just 10 days by traveling at top speed and changing horses every 10-20 miles. As each rider arrived at a relay station, he would leap from his horse, unstrap a specially designed saddle cover called a *mochila*, throw it over the saddle of a fresh horse and gallop off for the next station. The riding was hard and fast; only the hardiest horsemen could endure the rough assignments.

The Pony Express project involved a detailed and ***elaborate*** system including 190 stations across eight states, 420 horses, 400 station workers and 80 riders. The biggest challenge in the Pony Express was not just distance—1,840 miles to be exact—but the rugged terrain. From the starting point in St. Joseph, Missouri, the first hurdle was the Missouri River, called "Old Misery." It was crossed by a paddle wheel ferryboat to Elwood, Kansas. In Elwood, the speedy overland journey picked up momentum. Hazards ***impeded*** the trail all across the route—the sparse, rough land beyond the Big Blue River in northern Kansas, the sand dunes in the Platte River Valley, water rapids at Julesburg, the ***formidable*** Chimney Rock in the Nebraska Territory, on through to the magnificent Rocky Mountains. Once the Rockies were conquered, the salt flats and harsh desert leading into the Nevada Territory, where dust storms or dense fog gathered, awaited the riders. Eventually, the trail led southwest toward Carson City and the treacherous Sierra Nevada mountains, the toughest part of the route with its steep grades, precarious canyons and ***harrowing*** winds and blizzards. The highest point on the trail overlooked beautiful Lake Tahoe. When the riders reached Sacramento, California, the mail was put on a paddle wheel ship to travel down river to booming San Francisco, the end of the Pony Express trail.

Many courageous young men made names for themselves during their Pony Express service. The most famous was Wild Bill Cody. At age 15, a lightweight Bill Cody was hired as a substitute rider for several months until the

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regular man returned to work. Young Bill liked the hard work and excitement of riding for the Pony Express, so he traveled to another station where he was given the chance to ride the dangerous 116-mile trail between Red Buttes and Three Crossings in Wyoming. On one trip into Three Crossings, after learning that his replacement had been killed the night before, an exhausted Cody extended his ride west by 76 miles to keep the mail moving. He then picked up the east-bound mail and took it back to Red Buttes, logging a record 384 miles without sleeping.



William Cody, also called "Wild Bill" Cody or "Buffalo Bill"

The ***aura*** of the Pony Express rider has captured the imagination of many writers and movie producers. It even captured the imagination of Mark Twain, a renowned author of the time who gave us many memorable pieces of great literature, such as *Huckleberry Finn* and *Tom Sawyer*. Twain penned the excitement and spirit of the Pony Express rider in his eyewitness description which appeared in Twain's "Roughing It."

"Every neck is stretched further and every eye strained wider away across the endless dead level of the prairie, a black speck appears against the sky, and it is plain that it moves. Well I should think so! In a second it becomes a horse and rider rising and falling, rising and falling—sweeping toward us nearer and nearer growing more and more distinct, more and more sharply defined—nearer and still nearer, and the flutter of hoofs comes faintly to the ear—another instant a whoop and a hurrah from our upper deck, a wave of the rider's hands but no reply and man and horse burst past our excited faces and winging away like the belated fragment of a storm!"

The Pony Express lasted only 18 months. In 308 completed runs covering a distance of 616,000 miles, the courageous Pony Express riders delivered over 34,000 letters past hostile tribes of American Indians, rebel American bandits, over treacherous mountains, and through all kinds of severe weather. Amazingly, only one *mochila* was ever lost.

You are doing well. Continue to the Activities.

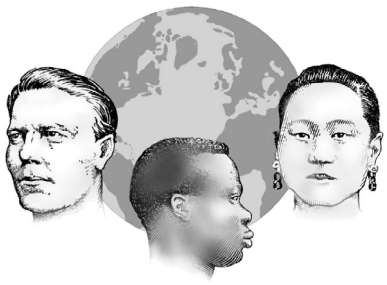
Life Principle



"If you point to other people as the cause of your problems, you have a problem with reality."

—Dr. Creflo Dollar

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English: Composition Skills



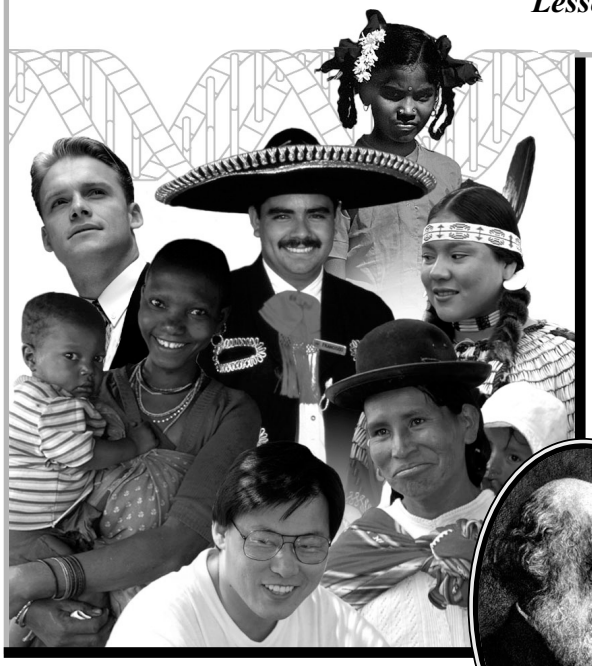
Lesson 13

Chapter 5

THE MYTH OF RACES (PART I)

Section 3

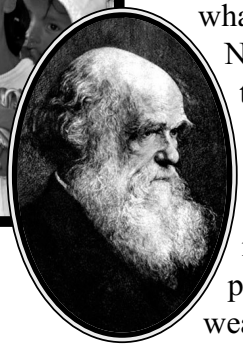
Lessons 11-15



In the next two lessons, you will read articles heavily influenced by and including excerpts from the book *One Blood* by Australian authors and scientists Kenneth Ham, Carl Wieland and Don Batten. The articles address the origin of human "races."

"The Myth of Races"

When Adolf Hitler looked for a "solution" to what he called the "Jewish problem," the Nazi leader had only to recall what scientists like Ernst Haeckel promoted, and liberal ***theologians*** embraced: that a purposeless process, called evolution, had ***generated*** all of life's complexity, including civilization itself, through a pitiless procedure of the strong ***eliminating*** the weak.



To Hitler, people with different skin colors and facial features than his own were "sub-human." These ideas came directly from the research of fanatical Darwinists like Haeckel, who had popularized the idea decades earlier that human fetuses go through their "evolutionary history" in the womb—from cell to fish to frog to monkey to human.

The idea also followed naturally from Darwin's idea that different people groups had been separated for many tens of thousands of years, slowly evolving what must therefore be major biological differences. Because evolution has no fixed pace, it is natural to presume that one group of humans is less highly evolved than another.

Since Haeckel, Darwin, Hitler, and other 20th century racists are long dead, why is racism practiced today? Certain groups of people still perpetuate and practice racism, such as the Ku Klux Klan, Neo-Nazis, Black Panthers, Al-Queda, Louis Farrakhan's followers, and other movements that spread

VOCABULARY

Theologians: people who study the nature of God and religious beliefs
Generate: to bring into being; to produce
Lament: to mourn; to express grief; to deplore
Speciation: the creation of new kinds, new species
Genome: a complete set of chromosomes with associated genes
Extrapolate: to infer from known information

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the idea that some people are fit to live and be respected and other people are not. "Ethnic cleansing" occurs throughout the world. Racism is still rampant. Tragically, blacks, orientals, whites—all of us—have been pushed into "boxes," and we have forgotten that we are all of one blood. The world has forgotten the truth!

History tells us clearly that we are all very closely related. The battle of ethnic hate and violence is one of the biggest questions of our time. Billions of dollars are spent fighting it. Presidents consult civic and religious leaders. Television hosts devote entire programs to it. Many organizations ***lament*** racism and encourage "races" to get along, but many of those asking the questions fail to provide answers. Only when we cleanse our hearts of racism will we see our relatives (all humans on Earth) for what they are. Then, we will be able to climb out of the ghastly "boxes" into which we have forced ourselves.



The opposite view of evolution is creationism; but, if all human beings descended from only two original people, how do we account for all the different "races"? Should not only one race of humans exist? Before we can answer these questions, we need to understand some basic principles of genetics. To do this, we will consider the change that we observe in animals (particularly dogs). We will then apply our understanding of the science of genetics to human kind.

If we reject the idea that we are all freak accidents of nature, that we evolved from slimy micro organisms, what we have left to explore is the idea of creation. The accounts of creation state that animals and plants were created "after their kind." The phrase "after their kind" means that distinct kinds of animals and plants would reproduce their own kind of genetic code. However, evolutionists teach that one kind of animal changed into another over millions of years. Evolutionists claim that the observable changes in living animals and plants are evidences that evolution is occurring today. The truth is, however, that in order for one being to evolve into another being, new genetic information must be added to create the new biological differences.

This principle can often be confusing because of statements like the one displayed at the entrance of the Natural History Museum in London, England: "Before Charles Darwin, most people believed that God created all living things in exactly the form that we see them today. This is the basis of the doctrine of Creation . . . Darwin's work supported the view that all living things have developed into the forms we see today by a process of gradual change over long periods of time. This is what is meant by evolution."

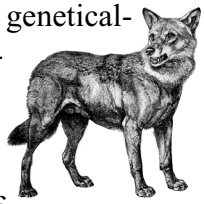
Knowledgeable creationists, however, do not believe that all of the animals and plants were created just as we see them today. For instance, chihuahuas would not have been part of the original creation. Chihuahuas and other domestic dogs are mutants (accidental changes which can be

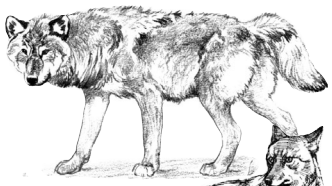
VOCABULARY

Australian Aborigine: the native peoples of Australia; a group of people with very dark skin tones and black, coarse hair
Aborigine: a member of the first people group to live in a particular area; a native
Homosapien: a category of living beings which walk upright on two legs, have large brain capacity, are dependent on language and can create and utilize tools; a human being

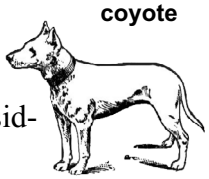
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inherited). Also, some dogs are genetically designed by humans. All scientists agree that animals and plants change. For instance, dogs change, but they change into other *varieties* of breeds of dogs—not into other kinds of animals. We observe many different dogs such as dingoes, wolves, coyotes, and various domestic dogs such as hounds, terriers and so on. How then were these dogs formed? What is the non-evolutionary explanation of the changes that have occurred in dogs?

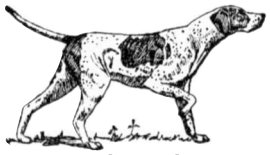

dingo


wolf


coyote


terrier

To understand this, consider the dog/wolf kind in more detail. To begin, consider some very basic principles from the science of genetics. Even though in reality, genetics is much more complicated than this, the principles are applicable and thus provide a basic understanding. The master genetic program that an animal is not only a dog, but a specific variety of dog, say a chihuahua, is carried in the genes. A dog/wolf has tens of thousands of genes. We need to understand that creatures inherit two copies of each gene—one from each parent. The two copies can be different—then they are called "alleles." An offspring can get only one of each gene pair from each parent. The gene pairs are represented as "A" "a" "B" "b" "C" "c."


hound


chihuahua

Now, imagine the original dog/wolf kind, a male and a female, each having three pairs of genes in the following combination: AaBbCc. From these two dogs we can get many different combinations in the offspring. For example, the mating of: AaBbCc (male dog) and AaBbCc (female dog) can produce 27 different combinations of these genes in the offspring. Consider the following five: (AA BB CC), (aa bb cc), (AA Bb CC), (Aa BB Cc) and (Aa Bb CC). Note that each of the five offspring all have dog genes obtained from their parents. However, they each have a different combination.

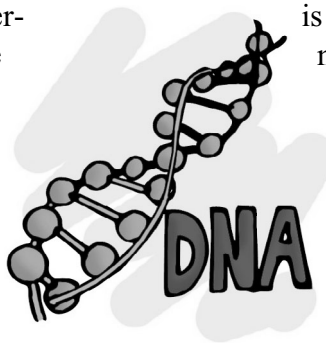
Just to help you understand how much variety is built into the genes, consider the human kind. Scientists have estimated that if physically possible, just two human parents could produce far more children than atoms in the universe without getting two of the same—such is the variation possible just from different combinations of the existing genes. That is an incredible amount of built-in variability.

Now, consider the scenario of a major catastrophe, such as the historical account of a world wide flood in which only two members of the dog/wolf kind survive: one male, one female. These dogs had puppies, and so on. Eventually, small groups of dogs started separating from the main group and traveling in packs in different directions. As a result, small populations of dogs were separated from each other. This separation split the gene pool, resulting in a number of populations with different combinations of genes. Some of the combinations resulted in features that were better to survive in particular environments. For instance, in a cold climate, dogs which carried more of the genes for thick, furry coats would have survived better than their companions that had genes for thinner coats. So, the thick furred dogs were more likely to pass on those genes. In time, the population of dogs in that area might end up having only genes for thick fur and none for thin. So, these dogs became specialized (adapted) to cold areas. But, this situation does not explain "molecules-to-man" evolu-

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tion because this population was formed through natural selection, eliminating the genes that code for thin hair. Evolution would require that these animals had *gained* genes instead of having *lost* genes.

By this process of splitting the original gene pool further and further, with natural selection "favoring" certain types for different environments, distinct varieties, and even "species" could arise, all inheriting their features from that original dog kind, but in different combinations and subsets. Thus, over time, dingoes, wolves, coyotes, etc., were formed. This is a great example of natural selection in action, but it is not evolution in the sense that most people understand evolution—nothing in the process adds information to the gene pool, which is what is needed to turn a reptile into a bird, for example.



Speciation can happen quite rapidly. Biologists today know of a principle called "founder effect," where small subsets of population become isolated, and so the descendants of these subsets have different genetic compositions from the main population, with less information. Scientists are also aware that such occurrences as genetic drift and "jumping genes" can result in quite rapid speciation. But again, no new genetic information is created—it is only transferred from one place on the ***genome*** to another.

Mutations are the other supposed mechanism for evolution. When the genes are copied by the parents to pass to the offspring, sometimes errors are made. This error is one kind of mutation. Like typing errors, mutations "mess up" information, causing a loss of information. So not surprisingly, mutations in humans are known to cause thousands of diseases. Mutations certainly do not add new functional genes, but they can contribute to variations arising through decreasing the effectiveness of existing genes. Such changes can also contribute to speciation—for example, a disparity in size or behavior can result in breeding isolation. A definition of species is that it does not breed with other species—it is isolated in a breeding sense. Note the following:

1. Natural selection can operate only on the information in the gene pool—the original created information in the particular kind, plus some defective genes, caused by mutations.

2. Over a period of time information is lost. For instance, the aa bb cc combination has lost the As, Bs and Cs. Domestic breeds tend to have many of their gene pairs the same; for example, aabbcc. This means that the offspring are almost identical to their parents, with little variation possible—they are therefore called "pure breeds." All domestic varieties have less genetic information (and thus variability) than the original "wild" types from which they were bred. Additionally, many of the features in domestic dogs are the results of harmful mutations which would not survive well in the wild, but are "selected" by humans.

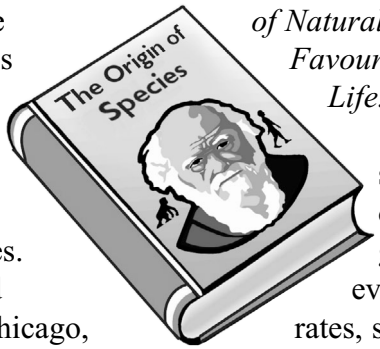
3. No mechanism is in place whereby new information is added to the genes. Dr. Wernerr Gitt, a professor from Germany and an expert in information theory, stated that "there is no law of nature, no known process and no known sequence of events which can cause information to originate by itself in matter." Mutations do not increase the amount of information, as is required for evolution to work. As Biophysicist Dr. Lee Spetner stated, "All point mutations that have been studied on the molecular level turn out to reduce the genetic information and not to

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increase it." He continued saying, "Not even one mutation has been observed that adds a little information to the genome."

4. Over time, specialization can occur, as varieties become very separated. They can even get to the stage that, even though they are from the same kind, they can no longer interbreed. Genetically, they are much worse off because now they cannot mix with others of their own kind to regain the original variability they once had.

For an evolutionary mechanism to change a reptile into a bird, for instance, a process would have had to be in place—a process observed by true science to add new information into the genes (for example, information on how to make feathers). However, the changes observed with both natural selection and mutations are the opposite of those needed as proof of evolution. Mutations tend to cause a loss of genetic information. This results in "pure breeds" and causes many diseases in animals and humans.



Some scientists know this is true but refuse to acknowledge or explain it to students in high schools and colleges. For instance, in 1980 at the Field Museum of Natural History in Chicago, many of the world's leading evolutionary experts gathered for a conference on evolution. A leading science writer summarized one of the conclusions of one of the discussions: "The central question of the Chicago conference was whether the mechanisms underlying micro-evolution [the term used to describe the small observable changes that occur in plants and animals] can be ***extrapolated*** to explain the phenomena of macro-evolution [the term used to describe the major changes necessary to change a reptile into a bird or ape into a human]. At the risk of doing violence to the positions of some of the people at the meeting, the answer can be given as a clear, NO."

Darwin was correct about natural selection—we do observe small changes in living things, and many new species of animals and plants have arisen. However, now that we understand more about the science of genetics, we know that the process of natural selection and mutation can never form new kinds of animals or plants, but only new species or varieties within the same kind.

Let us now apply this basic understanding of genetics to human beings. How did all the different "races" form? First, what constitutes a "race"? In the 1800s, before Darwinian evolution was popularized, most people, when talking about "races," were referring to such groups as the "English race," "Irish race," and so on. However, all this changed when Charles Darwin published his book *On the Origin of Species by Means of Natural Selection or the Preservation of Favoured Races in the Struggle for Life.*

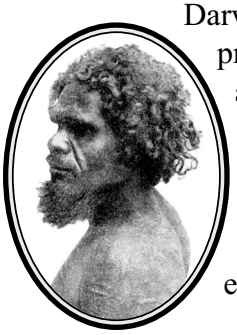
Darwinian evolution was (and still is) inherently a racist philosophy, teaching that different groups or "races" of people evolved at different times and rates, so some groups are more like their ape ancestors than others. The ***Australian Aborigines***, for instance, were considered to be the missing links between an ape-like ancestor and the rest of mankind. This resulted in terrible prejudices and injustices toward the ***aborigines***. Leading evolutionary spokesperson, Stephen Jay Gould, stated that racism may have been common before 1850, but increased and was magnified following the acceptance of the Evolutionary Theory.

As a result of Darwinian evolution, many people started thinking of the different people groups in terms of different "races,"

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based on the new evolutionary philosophy. This has resulted in many people today, consciously or unconsciously, having ingrained prejudices against certain other groups of people based on appearances.

All human beings in the world today, however, are classified as ***homosapiens***. Scientists today admit that, biologically, only one race of humans exists. For instance, a scientist at the Advancement of Science Convention in Atlanta, Georgia in 1997 stated, "Race is a social construct derived mainly from perceptions conditioned by events of recorded history, and it has no basic biological reality." An ABC News science page stated that, " . . . we accept the idea of race because it is a convenient way of putting people into broad categories . . . ." In a 1998 article in the *Journal of Counseling and Development*, researchers argued that the term "race" is basically meaningless and should be discarded. Because of the influence of Darwinian evolution and the resulting prejudices, the term "race" should be abandoned. We should instead refer to the different "people groups" around the world. ■



Australian aborigine; or native Australian

(large excerpts taken from and adapted from *One Blood* and used by permission of Kenneth Ham)

Congratulations, you have just finished reading another example of expository writing. Remember that an exposition is an explanation. Notice how Part I of the article explained the myth of "race" and why people should instead be referred to as "people groups," according to the authors. You are doing well. Continue to the Activities.

LIFE PRINCIPLE



"People become wise when they realize mankind is wonderfully made and marvelously crafted."

—Ronald Johnson

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English: Composition Skills

Writing

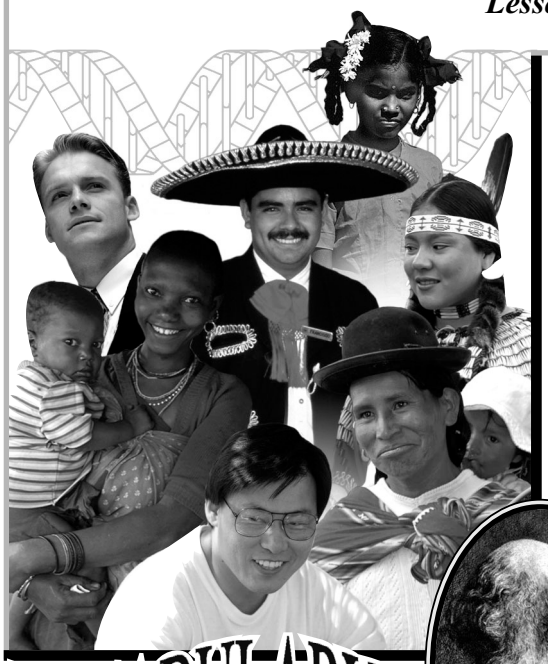
Lesson 14

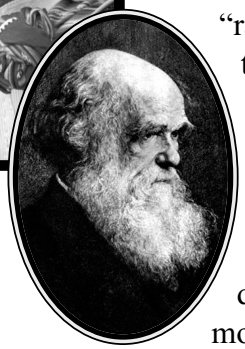
Chapter 5

THE MYTH OF RACES (PART II)

Section 3

Lessons 11-15





Some people think that humans must be of different "races" because of apparent major differences in skin color and eye shape. The truth, however, is that these so-called "racial characteristics" are only minor variations among the people groups. Scientists have found that if you were to compare any two people from anywhere in the world, the basic genetic differences between these two people would typically be around 0.2 percent—even if they came from the same people group. But, the so-called "racial" characteristics that many people think are major differences (skin color, eye shape, etc.) account for only 6 percent of the 0.2 percent variation, which amounts to a mere 0.012 percent difference genetically.

In other words, the so-called "racial" differences are absolutely ***trivial***. Overall, more variation exists within a group than among groups. If a white person is looking for a tissue match for an organ transplant, for instance, the best match may come from a black person, and vice versa. The ABC News science page stated, "What the facts show is that . . . no differences [are] among us, but [those that] stem from culture, not race."

The reason many people think physical features reflect major racial differences is due to cultural traditions, not fact or proof. Modern genetics show how separation and isolation of people groups can lead to variations in features and skin color within only a few generations.

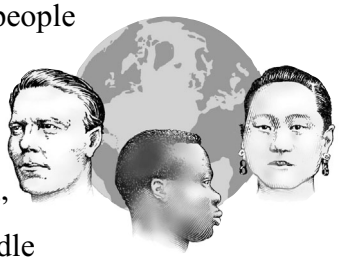
In reality, only one race of people exists; obviously, however, different tribes and cultures have certain features (e.g. skin color and eye shape) in common, which distinguish them from other groups. As stated earlier, we prefer to call

VOCABULARY

Trivial: small, unimportant
Anthropologists: scientists who study origins of cultures and people
DNA: (DeoxyriboNucleicAcid) the main part of a cell's chromosomes that carries the genes; intercellular strands that carry the genetic codes of all cells
Inuit: a member of any Aborigine group living in Canada, Alaska or the Greenland regions; also known as *Eskimo*
Degeneration: a breakdown, a decline in quality

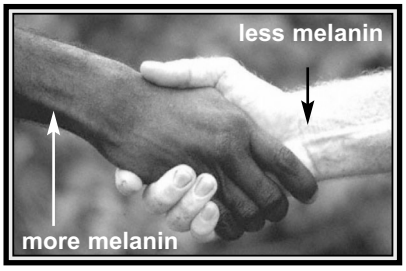
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these "people groups" rather than "races." All people can interbreed and produce offspring. This shows that the biological differences among the "races" are not very great at all. In fact, the DNA differences are trivial, as already pointed out. ***Anthropologists*** generally classify people into a fairly small number of main "racial" groups, such as the Caucasoid ("white" European and Middle Easterners), the Mongoloid (most Asians and American Indians), and the Negroid ("black" Africans and islanders). Within each classification may be different sub-groups.



Virtually all scientists agree that the various people groups did not have separate origins; that is, in the evolutionary belief system, the different people groups did not each evolve from a different group of animals. So evolutionists would agree with one aspect of the creation account—that all people groups have come from the same original population.

In the past, some scientists, and some people in the general population, have believed that because different people groups have skin shades that tend toward yellow, red, black, white, and brown, that many different skin pigments or colorings exist for different "races." However, that is an incorrect idea. The fact is, we all have the same coloring pigment in our skin: melanin. This is a dark brownish pigment that is found in special cells in our skin. If we have none (as do albinos, who suffer from an inherited defect, so they lack the ability to produce melanin), then we will have a very white or pink skin coloring. If we produce a little melanin, we will be "white." If our skin produces a great amount of melanin, our skin will be "black." In between, of course, are all shades of brown. No other significant skin pigments exist. From currently available information, the really important factor in determining skin color is melanin—the amount produced, and the proportions and distribution of its components.




External Epicanthus


Internal Epicanthus


Median Fold


Complete Mongoloid


No Fold

The situation is true not only for skin color. Generally, whatever feature we look at, no people group has anything that is, in its essence, uniquely different from that possessed by another. For example, the Asian, or almond-shaped eye gets its appearance simply by having an extra fold of fat. Both Asians and Caucasian eyes have fat—the latter simply has less.

What does melanin do? It protects the skin against damage by ultraviolet light from the sun. If you have too little melanin in a very sunny environment, you will more easily suffer from sunburn and skin cancer. If you have a great deal of melanin, and you live in a country with little sunshine, your body would have to work very hard for you to get adequate amounts of vitamin D (which requires sunshine for production in your body). You may then suffer from a vitamin D deficiency, which could cause a bone disorder such as rickets. A person is not born with a genetically fixed amount of melanin, but rather with a genetically fixed *potential* to produce a certain amount, increasing in response to sunlight. For example, if you are in a Caucasian community, you may have noticed that when your friends go to the

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beach at the very beginning of summer, they may, if they spend their time indoors in the winter, be more or less the same pale white. As the summer continues, however, some became much darker than others.

From here on, whenever we use such words as "different colors," we are, strictly referring to shades of the one color, melanin. If a person from a very black people group marries someone from a very white group, their offspring (called *mulattos*) are mid-brown. When mulattos marry each other, their offspring may be any shade of melanin, ranging from very black to very white.



This elderly man and wife have mulatto children and grandchildren.

Each of us carries information in our bodies that describes us similar to the way a blueprint describes a building. The blueprint determines not only that we will be human beings, rather than cabbages or crocodiles, but also whether we will have blue eyes, short nose, long legs, etc. When a sperm fertilizes an egg, all the information that specifies the person's body structure (ignoring outside factors of diet and exercise) is already in the person. This information is encoded in our ***DNA***, a code which is carried on very long chemical strings. This is by far the most effective information storage system known. This information is copied and reshuffled from generation to generation as people reproduce.

One-half of all this information comes from the father, and the other half from the mother. Genes come in matching pairs. This is a very useful arrangement because if you inherit from one parent a gene that is damaged and can instruct your cells to produce only a defective gene, you are likely to get a normal gene from the other parent which will continue to give the right instructions. We know that skin melanin is governed by more than one gene. For simplicity, we will use only two, A and B, with the corresponding more silent genes, a and b. The small letters in this case will code for a small amount of melanin in the skin. So, a very dark group of people which, on intermarriage, kept producing only very dark offspring, would be AABB; the same situation for a very light skinned people would be aabb. If an AABB and an aabb united, the offspring would be mulatto.

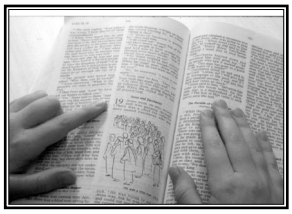
Children born with AABB, who are very black, have no genes for lightness. If they were to marry and migrate to a place where their offspring could not intermarry with people of lighter color, all their children would be black—a pure "black line" would result. Children born with aabb, who are very white, have no genes for darkness. If they marry other people with aabb, and migrate to a place where their offspring cannot intermarry with dark people, a pure "white line" will result—they have lost the ability to be black, that is, to produce a large amount of melanin.

So, you can see how all the shades of melanin and stable shades of melanin can be produced in a people group. Close observation has shown that within particular people groups you may often find features normally associated with another group. For instance, you may see a European with a broad, flat nose, or an Asian person with very pale skin or Caucasian eyes. As pointed out previously, most biologists now agree that among modern humans, "race" has little or no biological meaning. This also argues strongly against the idea that people groups have evolved separately over long periods of time.

Scientists can now reconstruct a valid history of the various "people groups" using historical documents from ancient cultures, background information of genetics, and studies of the effects of environment.

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According to ancient histories among most people groups, one man and woman began the human race and are the ancestors of all people groups. Presuming that the historical records reflect credible elements of fact, the couple's DNA would have had the best possible combination of genes—for skin "color," for example. As all the factors for skin "color" were present in this first couple, they would most likely have been mid-brown. Most of the world's population today is mid-brown. Those first people would have populated the Earth for approximately two thousand years before a legendary, cataclysmic flood destroyed all humans except one man and his wife, their three sons and their wives.



translation of ancient text describing events

According to ancient records, the survivors were probably a mid-brown, with genes for both dark and light skin, because a medium amount of melanin would seem to be the most generally suitable (dark enough to protect against skin cancer, yet light enough to allow vitamin D production).

Archaeological records indicate that a great event, such as a flood, greatly changed the Earth's environment. For several centuries after that event, all humans would have been of the same people group, living within a short distance of each other and speaking the same language, thus, no barriers to marriage existed. This would have tended to keep the skin "color" of the population away from the extremes (black or white). The average "color" would have stayed roughly the same (brown). The same principle would be true of other characteristics (height, bone structure, hair texture and eye shape), not just skin.

Under these sorts of circumstances, distinct, "constant" differences in appearance would never emerge. This is true for animals as well as human populations, as every biologist knows. To obtain extreme physical distinctives, a large breeding group would need to break into smaller groups that did not interbreed.

According to various ancient histories, the survivors of the great catastrophe settled back into the general area as their ancestors. According to traditions among numerous people groups, the survivors and their descendants lived together and began producing a great civilization. Some of the "spiritual leaders" of the great civilization wanted to achieve great magical powers. They influenced some of the government leaders to build tall towers that would represent power over the people. However, something supernatural apparently happened to confuse the people so they could not understand each other's speech. The neighbor with whom a man could speak a moment ago suddenly spoke jibberish and could not understand the man. Neighbors and families became suspicious of each other. They disbanded from the large civilization and formed small groups that spoke the same languages. On an ancient clay tablet found in the ruins of ancient Babylon, these words were etched: "The building of this illustrious tower offended the gods. In a night [the gods] threw down what [the men] had built. [The gods] scattered [the men] abroad, and made strange their speech."

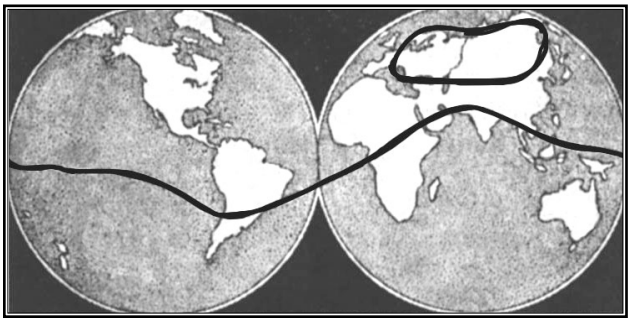
Because each group spoke separate languages, instantaneous barriers were evident. Not only would people tend not to marry someone they could not understand, but entire groups which spoke the same language would have difficulty relating to and trusting those which did not. The confusion would have caused people to move away from each other, into different environments.

Each small group would be unlikely to carry the same broad range of skin

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melanin possibilities as the original larger group. So, one group might have more "dark" genes on average, while another might have more "light" genes. The same thing would happen with other characteristics: nose shape, eye shape, etc. And, because the people would interbreed only within their own language group, distinctives would gradually emerge.

As these groups migrated away from each other, the groups encountered new and different climate zones. This would also have affected the balance of inherited factors in the population, although the effects of the environment were not nearly as important as the genetic mix with which each group began. As an example, the darker skinned people who moved to cold areas with little sunlight would not be able to produce enough vitamin D, and thus would be less healthy and have fewer children. So, in time, the light-skinned members would dominate. Conversely, fair-skinned people in very sunny regions could easily be affected by skin diseases; in which case dark-skinned people would more readily survive and dominate.



The black line indicates the equatorial region (the area closest to the equator where the Sun is hottest). The black circle indicates the Nordic regions.

Evidence implies that pressure of the environment can: (1) affect the balance of genes within a group, and (2) eliminate entire groups. This is why, to a large extent, scientists observe set characteristics common to people in certain environments (e.g. Nordic people with pale skin, equatorial people with dark skin, etc.). However, this is not always operative. An ***Inuit*** has brown skin, yet lives where sunlight is limited. Presumably, they have a genetic makeup such as AAbb which would not be able to produce lighter skin. On the other hand, native South Americans living on the equator do not have black skin. These examples show that natural selection does not create new information—if the genetic makeup of a group of people does not allow variation in "color" toward the desirable, natural selection cannot create such variation.

If a variation from the normal occurs, such as a very light skinned person among a dark people, then historically that person is usually regarded as abnormal and unacceptable. Thus, such a person would experience difficulty in getting a marriage partner. This would further tend to eliminate light genes from a dark people group near the equator, and dark genes from a light people group in higher latitudes. In this way, groups have tended to "purify" themselves.

People groups that were already equipped with certain characteristics may have made deliberate (or semi-deliberate) choices concerning the environment to which they migrated. For instance, people with gene combinations for thicker, more insulating layers of fat under their skin would tend to leave areas that were uncomfortably hot.

In summary, breaking a large interbreeding group into small, inbreeding groups, ensured that the resultant groups would have different mixes of genes for various physical features. By itself, this would ensure, in a short time, that certain fixed differences in some of these groups, commonly called "races" would emerge. Additionally, the selection pressure of the

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environment would modify the existing combination of genes, causing a tendency for characteristics to suit their environment.

The dominant features of the various people groups result from different combinations of previously existing genes, plus some minor changes in the direction of ***degeneration***, resulting from mutation. The originally created genetic information has been either reshuffled or has degenerated, not evolved into something new. As one researcher stated, "It is as if all of us are recipes. We have the same ingredients, maybe in different amounts, no matter what kind of cake we turn out to be."

In other words, just as someone can use one basic cake mix to make several different cakes, all with the same basic recipe, but slight variations—so we can think of the first human couple as having the original DNA recipe, and all their descendants have the same "recipe" with slight variations.

(large excerpts taken from and adapted from *One Blood* and used by permission of Kenneth Ham)

Congratulations! You have finished Part II of the exposition "The Myth of Races."
Continue to the Activities.

Life Principle



"Racial prejudice: a pigment of your imagination!"

—Anonymous

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Writing

Lesson 15

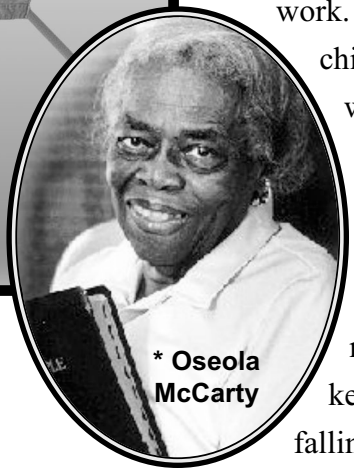
Chapter 5

THE GIFT

Section 3

Lessons 11-15





* Oseola McCarty

By taking in bundles of dirty clothes, washing and ironing them, Oseola McCarty spent most of her life helping people appear clean and neat. Miss McCarty quit school in the sixth grade to go to work. She never married, never had children and never learned to drive. Her work was her life. Work was Oseola's way of being a blessing to others.

For most of her 87 years, Oseola spent almost no money. She lived in her old family home and bound her ragged Bible with Scotch(TM) tape to keep the book of Corinthians from falling out. She saved her money, most of it coming in dollar bills and change, until she amassed a little more than $150,000. Then she made what people in Hattiesburg called "The Gift." Miss McCarty donated her entire savings, all of the $150,000, to college students in Mississippi. Miss McCarty said, "I know it won't be too many years before I pass on . . . so I planned to do this. I planned it myself." She also stated, "I wanted to share my wealth with the children." Her main hope, before she died, was to see a beneficiary of the gift graduate.

Miss McCarty truly left a legacy written on many hearts. ■ (HB)

September 26, 1999, Oseola McCarty passed away after a ***bout*** with cancer.

VOCABULARY

Bout: a slang, Southern term for a fight or wrestling match
Boggy: moist, watered down
Cordiality: friendliness, politeness
Presume: to decide based upon knowledge
Embossed: carved, engraved

* photograph provided by the University of Southern Mississippi

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REVIEWING THE FOUR TYPES OF WRITING



The previous lessons have taught the four types of writing: narrative, descriptive, argumentative and expository. Remember, a narrative tells a story—whether nonfiction or fiction. Descriptive writing provides details that create a picture or motion in the reader's mind. Argumentative writing presents and defends issues for debate. Expository writing explains something or provides information. Being able to discern the category of a piece of literature will help you as the reader to determine your response. As a writer, you will be able to use certain techniques to establish the desired response to your work. If you are trying to persuade someone to take action, your writing style will contain certain elements not present if you are trying to explain a process, etc. Below are various literary selections. Read each selection carefully so you can determine the category to which each belongs.

Please, entreat me not to leave thee, or to return from following after thee: for wherever thou goest, I will go; and where thou lodgest, I will lodge: thy people shall be my people, and thy God, my God: Where thou diest, will I die, and there will I be buried: the Lord do so to me, and more also, if ought but death part thee and me.

(Ruth of Moab)



Is the above selection narrative, argumentative (persuasive), expository (informative) or descriptive? If the answer is not immediately apparent, eliminate the choices one at a time. Ask yourself if the selection is narrative. Does it tell a story of any kind? The answer is "NO." Ask yourself if the selection is descriptive. The answer is "NO"—no person, place, thing or action is described. Ask yourself if the selection is expository. The answer is "NO"—no process was explained; little information was provided. Ask yourself if the selection is argumentative or persuasive. The answer is "YES." The author was asking to be allowed to accompany someone. In the selection, she pledged her loyalty. She was pleading (arguing, persuading) not to be made to turn back from accompanying someone.

A narrow fellow in the grass
Occasionally rides—
You may have met him-did you not
His notice sudden is—

The grass divides as with a comb—
A spotted shaft is seen—
And then it closes at your feet
And opens further on—

He likes a ***Boggy*** Acre
A floor too cool for Corn—
Yet when a boy, and barefoot—
I more than once at Noon,
Have passed, I thought, a whip lash
Unbraiding in the Sun
When stopping to secure it
It wrinkled, and was gone—

Several of Nature's People
I know, and they know me—
I feel for them a transport
Of ***cordiality***—
But never met this Fellow
Attended, or alone
Without a tighter breathing
And Zero at the Bone—

(Emily Dickinson)

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Now, you must decide whether the poem is narrative, argumentative (persuasive), expository (explanatory) or descriptive. Use an elimination process. First, ask yourself if the selection is narrative. The answer is "NO"—the selection does not tell a story of any kind. Secondly, ask yourself if the selection is argumentative or persuasive. The answer is "NO"—the selection is not attempting to persuade you of anything. Thirdly, ask yourself if the selection is informative. The answer is again, "NO"—the selection does not explain a process or principle. Lastly, ask yourself if the selection is descriptive. The answer is "Yes." In the selection, the author describes the actions and habits of a snake: how it appears narrow in the grass, opens the grass as it slithers, how it likes a cool area, how it may look like a whip or piece of rope lying in the sun. The poet also states that she likes most of Nature's animals, but every time she sees a snake, she holds her breath and feels a chill.

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)



Because of the story-like elements of the above selection, it can be classified as narrative. Now, ask yourself if it is fiction or nonfiction. Because of the specific date and place, you may ***presume*** that the selection is nonfiction, similar to a news article.

When Coca-Cola™ first entered the Chinese market, the bottles were ***embossed*** with Chinese characters which represented the sounds of "Coca-Cola" but which in fact meant "Bite the wax tadpole." (Anonymous)

Mentally eliminate possible categories of the selection. It is not narrative because of the lack of a story line (characters, plot, etc.). Is the selection descriptive? This is a possibility. Next, ask yourself if the selection is argumentative. The answer is "NO" because the writer is not attempting to persuade. Ask yourself if the selection is expository. This is the correct choice because the selection explains a humorous situation.

Congratulations! You are learning to discern different kinds of literature.
Continue to the Activities.

Life Principle



"If I can stop one heart from breaking, I shall not live in vain. If I can ease one life the aching, Or cool one pain, Or help one fainting robin Unto his nest again, I shall not live in vain...."

—Emily Dickinson

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Note: Ask your teacher for the quiz over Lessons 11-15 before proceeding to the next chapter. Reminder: If you score 85% or higher on the three section quizzes, you may be exempt from the chapter test!



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