ACTIVITY ANSWER KEY

Chapter 4, Section 1

Check your answers from the Answer Key.
Correct all errors, then complete your next goal.



Lesson 1: *Writing*
The Battle of the Persians and Spartans

1. (any order) Persia and Greece
2. the Persian army
3. (k) only b, c, d and f
4. the Persian army
5. Leonidas
6. Thermopylae
7. He showed the Persians a secret route through the mountains.
8. four days
9. (g) only c and d
10. the Greek (or Spartan) army
11. the Persian army
12. (a) The Greeks fought harder and with more dedication because they were defending their homeland.
13. _X_ (a) ***Greece*** is a country . . . .
    ___ (b) To fry a steak, ***Greece*** is . . . .
14. _X_ (a) The ***cavalry*** is a group of . . . .
    ___ (b) On a dairy, most baby . . . .
15. ___ (a) The ***archers*** in this . . . .
    _X_ (b) ***Archers*** must practice . . . .
16. ___ (a) I got the ***quivers*** when I . . . .
    _X_ (b) The archers emptied their ***quivers***.
17. _X_ (a) Many patriotic Spartans . . . .
    ___ (b) The arrows had short ***arms***.
18. (any order) prose, poetry
19. (any order) meter, rhyme; (any order) phrases, clauses, sentences, paragraphs
20. sentence
21. a group of sentences that contains one topic or idea
22. support the topic or main idea of the paragraph
23. logical
24. (any order) introduction, body, conclusion
25. The introduction tells the main idea of the paragraph. The body consists of sentences that contain the facts, examples and details that support the main idea. The conclusion is the last sentence of the paragraph. The conclusion does not add any new facts or examples, but sums up the contents of the paragraph.
26. defense
27. the position, personnel and equipment for the defense
28. The conclusion provides a view of the type of defense necessary.
29. *"Love peace, but when necessary, go to war."*
30. (b) a story about citizens improving their city
31. (a) the response of the volunteers, the response of the people who received help, the method by which the volunteers improved their city
32. (a) The conclusion refers back to people pulling together to help others—referring to volunteer work.

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Lesson 2: *Writing*
The Chivalry of Sir Walter Raleigh

1. (a) He assisted the queen in crossing a mud puddle.
2. (a) He was knighted.
3. noble
4. England
5. False
6. True
7. (any order) sentence fragments, run-on sentences and rambling sentences
8. a group of words which does not express a complete thought
9. (any order) subject, verb
10. subordinating conjunction
11. He was honored for those qualities.
12. He was a young man.
13. He was not only brave and noble, he was chivalrous.
14. She was soon approaching a muddy puddle of water.
15. He was considering his options.
16. a writer joins two sentences without the correct punctuation or without a conjunction.
17. Walter Raleigh was not only brave and noble, but he was handsome and polite. For those qualities, Queen Elizabeth made Raleigh a knight and called him Sir Walter Raleigh.
18. Raleigh was dressed in very fine style. He had thrown a beautiful scarlet cloak over his shoulders as he sauntered down the street.
19. One day, when Raleigh was a young man, he was walking along the muddy streets of London.
20. As she continued with her train, she asked one of the young women, "Who is that brave gentleman who helped us so handsomely?"
21. too many sentences are joined with the conjunction *and*
22. As Raleigh was considering his options, he looked up and saw standing before him Elizabeth, queen of England, with her train of gentlewomen and maids. She saw the handsome young man with the scarlet cloak standing beside the puddle.
23. Young Raleigh forgot about his new shoes. He thought only of helping the queen. Instantly, he knew what to do.
24. He approached a puddle of muddy water which reached from one side of the narrow street to the other. He could not step across, and he was not sure whether he could jump the puddle.
25. The queen requested Raleigh's presence at the palace, and Raleigh accepted the invitation. The queen knighted Raleigh, and he became Sir Walter Raleigh.
26. *"Success is to do the nearest thing that should be done, that could be done through you."*



Lesson 3: *Writing*
A Family's Success

1. (b) had humble beginnings in Mississippi but helped each other out of poverty
2. _X_ (a) He ***extricated*** the nail . . . .
   ____ (b) The family ***extricated*** to . . . .
3. ____ (a) The ***vexed*** children . . . .
   _X_ (b) ***Vexed***, the children . . . .
4. (any order) introduction, body, conclusion
5. one
6. A new paragraph should be started when a new idea is being conveyed.

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7. (any order) to introduce the reader to the composition, to state the main idea
8. The Chandler children extricated each other from the cotton fields and poverty in Mississippi. All nine children were vexed by memories of life in a sharecropper's cabin with little to wear and nothing to eat.
9. Details about the family will be discussed within the body of the paragraph.
10. The body supports the purpose stated by the introduction.
11. The body proves or explains how the family rose out of poverty.
12. conclusion
13. The purpose of the conclusion is to bring the paragraph to a close.
14. Each child helped a sibling; the siblings helped their parents and communities. Nine players make a baseball team, but nine Chandler children made an unbeatable team for the game of life.
15. The concluding sentences briefly review the actions of the children, then finish the paragraph with an inspiring statement about the family's attitude of teamwork.
16. _c_ introduction
17. _a_ body
18. _b_ conclusion
19. (answer may vary) The office of the president is unique and must be respected and operated with care because it has tremendous consequences—the welfare or destruction of many. The presidency must fulfill the Constitutional outline.
20. (a) that the presidency has filled the demands placed upon it by the Constitution: responding to emergencies, protecting the welfare of the nation and offering leadership to the world; the Constitution outlines that the president is elected by the people and reiterates the leadership role of protection for the people of the nation and the world; the body shows the importance of a strong presidency that can meet the demands of the Constitution, the nation and the world.
21. (b) reminds readers that the policies of the executive office should follow the Constitution and that the president should be able to govern his own house
22. *"The steps out of poverty are self help—to take responsibility."*



Lesson 4: *Writing*
Words that fight evil

1. (c) Winston Churchill's ability to lead and inspire a nation
2. You asked what is our policy? I will say: It is to wage war, by sea, land and air, with all our might and strength that God can give us. You ask, "What is our aim?" I can answer in one word: Victory . . . at all costs, victory in spite of terror, victory however long and hard the road may be; for without victory there is no survival. We shall go on to the end . . . we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be; we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.

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3. ____ (a) We ***rallied*** up the river.
   _X_ (b) The troops ***rallied*** for war.
4. ____ (a) The tree dripped ***resolution*** . . . .
   _X_ (b) The soldiers developed . . . .
5. ____ (a) The soldier developed a . . . .
   _X_ (b) The general outlined the . . . .
6. (b) process
7. prewriting, planning, drafting, editing, proofreading
8. Prewriting: gathering ideas
   Planning: putting ideas in order
   Drafting: writing the rough draft
   Editing: reading the work critically, rewording, reworking it, adding or subtracting paragraphs, words and sentences to clarify ideas
   Proofreading: correcting grammar and sentence structure
9. prewriting
10. (any order) purpose, audience, knowledge
11. to narrate a story, to describe a situation, to show cause and effect, to compare and contrast, to persuade
12. (any order) age, gender, culture, faith, knowledge, interests, education
13. research the topic
14. knowledge, experience, culture, faith
15. His purpose was to motivate and inspire the British people. His audience was adults who were enduring World War II. He had extensive knowledge of the war and the need to fight evil.
16. (c) writing whatever comes to mind, regardless of organization, spelling, punctuation or grammar
17. (b) wrote random thoughts
18. lists
19. (b) listed ideas about volcanoes
20. mindmapping
21. topic
22. *"A soldier's pack is lighter than a slave's chains."*



Lesson 5: *Writing*
The Chosen Road

1. _c_ the father
2. _b_ Pleasure
3. _a_ Virtue
4. _d_ the son
5. _X_ (a) "How far have you to go?" . . . .
   ___ (b) The ***queried*** fish swam . . . .
6. ____ (a) She spoke with a strange ***ascent***.
   _X_ (b) The ***ascent*** up the . . . .
7. ____ (a) "Did you ***countenance*** the . . . .
   _X_ (b) His ***countenance*** improved . . . .
8. planning
9. outline
10. (a) _X_ Roman numerals
    (b) _X_ periods
    (c) _X_ capital letters
    (d) _X_ lower case letters
    (e) _X_ numbers
    (f) ___ complete sentences
11.
    I. Volcanoes natural occurrences
       A. Mt. St. Helens in Washington, USA
       B. Mt. Vesuvius in Italy
    II. Volcanoes made by vents in earth
       A. Hot materials build up to form mountains
       B. Long time required for build up to occur
       C. Active and non-active volcanoes
    III. Volcanic eruptions
       A. May occur anytime in active volcanoes
       B. Eruptions can make new mountains or islands
       C. Eruptions may cause people to lose homes
12. *"Achievement is not an accident; success is the intended result of hard work."*

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