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 4

CS: 76004 Revision: 11282005-1

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

PROFESSIONAL CREDITS

Composition Skills

Chapter 4

Publisher and Managing Editor
Ronald Johnson, Ph.D.

Lead Writer and Content Editor
Sarah D. Johnson

Production Manager
H. Michael Young

Consulting Editors
Cheryl Carithers
Elizabeth L. Gibson
Valerie Thedford

Supporting Writers

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

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

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

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

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

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

CHAPTER 4
TABLE OF CONTENTS

PAGE

SECTION 1



1. WRITING 3-5
   The Basics of Writing . . . . . *.4-5*



2. WRITING 7-10
   Repairing Sentence Errors in Writing . . . . . *.8-9*



3. WRITING 11-14
   Constructing a Composition . . . . . *.11-14*
   The Introduction 12
   The Body 12
   The Conclusion 12-13
   Compositions with Multiple Paragraphs 13-14



4. WRITING 15-18
   The Writing Process . . . . . *.16-18*
   Stage One: Prewriting 16-18



5. WRITING 19-20
   The Writing Process Continued . . . . . *.20*
   Stage Two: Planning 20

SECTION 2



6. WRITING 21-22
   The Writing Process Continued . . . . . *.22*
   Stage Three: Drafting 22



7. WRITING 23-26
   The Writing Process Continued . . . . . *.24-26*
   Stage Four: Editing 24-26



8. WRITING 27-29
   The Writing Process Continued . . . . . *.28-29*
   Stage Five: Proofreading 28-29

PAGE



9. WRITING 31-36
   Cause and Effect within a Composition . . . . . *.32-36*



10. WRITING 37-40
    Comparison and Contrast within a Composition . . . . . *.38-40*

SECTION 3



11. WRITING 41-44



12. WRITING 45-49



13. WRITING 51-55
    Comparison and Contrast between Compositions . . . . . *.51-55*
    Preparing Your Composition 52-55
    Prewriting . . . . . *.52*
    Planning . . . . . *.53-55*



14. WRITING 57-60
    Comparison between Compositions . . . . . *.57-60*



15. WRITING 61-64
    Contrast between Compositions . . . . . *.62-64*

©Copyright 2005, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

"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



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

English: Composition Skills

Writing

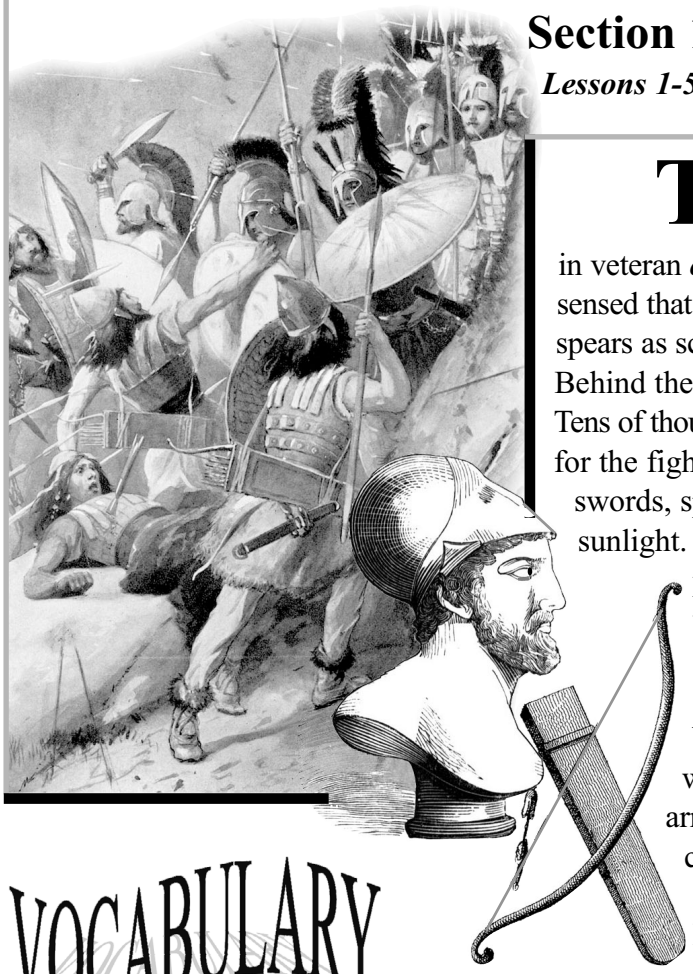
Lesson 1

Chapter 4

THE BATTLE OF THE PERSIANS AND SPARTANS

Section 1

Lessons 1-5



The vast, impressive Persian army marched toward ***Greece***. Thousands of fine stallions in veteran ***cavalry*** regiments trotted forward. The horses sensed that battle was at hand. Their armored riders held spears as scarlet and purple banners fluttered overhead. Behind the cavalry marched companies of foot soldiers. Tens of thousands of tough, veteran warriors were eager for the fight and greedy for ***plunder***. Their armor, swords, spears and shields glittered brightly in the sunlight. Then came the ***archers***. Lightly clothed in purple linen and leather battle skirts, they were fierce, mountain tribesmen. Their short curved bows and ***quivers*** full of finely sharpened arrows bounced on the archers' backs as they eagerly jogged forward. This was the most powerful, intimidating Persian army in history, and nothing, many feared, could stand against it.

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

The Persian commanders sent forward only a few thousand troops to fight the Spartans, thinking they were easy prey, but the battle was not easily won. The battleground at Thermopylae was narrow, and the Persians could fight only a few Spartans at a time. The Spartans were skilled and fearless, and many Persians fell.

VOCABULARY

Greece: a country consisting of numerous islands surrounded by the Mediterranean Sea; located in southeast Europe
Cavalry: soldiers who fight on horseback
Plunder: items taken in time of war
Archers: soldiers who shoot arrows
Quivers: pouches that hold arrows
Fray: battle, fight
Arms: weapons for defense or war

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

Fighting on the first day ended in a Persian retreat. On the second day, the Persians were again driven back with great losses and no sign that the Spartans were weakening. Finally, on the third day, the finest Persian regiments entered the ***fray***. For a third day, the Spartans were victorious and repelled the frustrated Persians.

During the third night, a scout brought a report to Leonidas and his surviving soldiers. A traitor had shown the Persians a secret route through the mountains! In the morning, the Persians would attack from in front and behind! The Spartans now had no path of retreat.

On the morning of the fourth day, Leonidas and his men fought a battle that saved Greece from the Persians. Facing death in front and behind, not a single man fled or even tried to surrender. Fighting like men inspired, they fought to the last man, taking far more Persian lives than the Greeks lost. News of the Spartans' courage at Thermopylae spread like wildfire throughout Greece. A fighting spirit flamed in the hearts of Spartan citizens. Veterans flexed muscles that had not carried ***arms*** for many years. Young men sharpened swords, eager for their first taste of battle. The Persians could not stand up to a people so determined and so courageous. Beaten and weary, the once mighty Persian army returned to its homeland, ever remembering where its invasion was lost—at Thermopylae. ■

THE BASICS OF WRITING



In the English language, the multitude of printed words in millions of books consist of two kinds: prose and poetry. Writers express themselves through one of the two categories. Poetry is everywhere in our world today. You will find books of poetry on the shelves of libraries and bookstores. Poetry is also in the air. You can hear it in the form of songs in restaurants, elevators, department stores and at home.

In volume, prose exceeds poetry in printed words. Every day you see and hear the most common forms of prose—letters, newspaper articles, vignettes, novels, short stories, essays, pamphlets, advertisements, etc.

Poetry and prose are alike in an obvious way—they both consist of words that are carefully combined so they convey meaning to you, the reader. However, poetry and prose are combined differently. The poet relies upon poetic technique such as meter and rhyme; the prose writer relies upon grammar, phrases, clauses, sentences and paragraphs.

The basic element of prose is the sentence. In prose, sentences are grouped together in paragraphs. A paragraph is a group of sentences that contains one topic or idea. Each sentence in the paragraph must support the topic or main idea of the paragraph. The sentences in a paragraph must follow each other in logical order. Read the following paragraph from the vignette:

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

Notice that every sentence refers to the Spartan defenders. The sentences also follow each other in logical order. In this paragraph, a sentence about the Persian army or the size of the Greek mountains would be out of place.

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

Every good paragraph has three basic parts: introduction, body and conclusion. 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.

Introduction: The first line of defense against the Persians was Leonidas and 300 soldiers from the Greek city of Sparta.

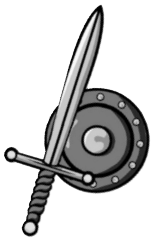
Body: Leonidas was a skilled, inspiring leader. His men were veteran foot soldiers, well-trained and equipped with armor, swords, and long, deadly spears. The Spartans took their stand at Thermopylae, a narrow mountain pass leading to the cities of Greece.

Conclusion: The Greeks knew they were hopelessly outnumbered but were determined to defend their homes to the death.

Notice how the lead sentence introduces the main idea of the paragraph (defense); the body supports or clarifies the defense (position, personnel and equipment); the conclusion provides a fatalistic, but determined view of the type of defense necessary (to the death).

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

LIFE PRINCIPLE



"Love peace, but when necessary, go to war."

—R.E. Johnson

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



Queen Elizabeth

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

Writing

Lesson 2

Chapter 4

Section 1

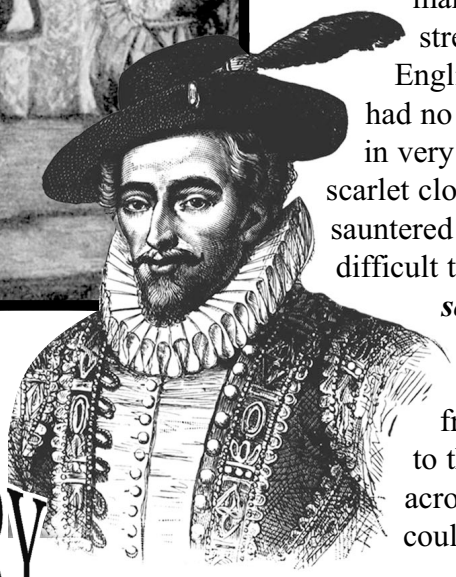
Lessons 1-5

THE CHIVALRY OF SIR WALTER RALEIGH



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. Here is how Raleigh became a knight.

One day, when Raleigh was a young man, he was walking along a muddy street in ***London***. In those days, English streets were not paved and had no sidewalks. Raleigh was dressed in very fine style; he had a beautiful scarlet cloak over his shoulders as he sauntered down the street. He had a difficult time avoiding the mud, frequently ***soiling*** his handsome new shoes.



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

As Raleigh was considering his options, he looked up and saw standing before him Elizabeth, Queen of England, with her train of ***gentlewomen*** and ***waiting maids***. Elizabeth saw the handsome young man with the scarlet cloak standing beside the puddle.

Young Raleigh forgot about his new shoes. He thought only of helping the queen. Instantly, he knew what to do. He removed his scarlet cloak and spread it across the puddle. The queen glanced at the young man and walked across. Her feet were not soiled by the mud. She paused a moment to thank the young man.

VOCABULARY

Noble: having high moral character
London: the capital city of England
Soiling: making dirty
Gentlewomen: women of high social standing; women with polite manners
Waiting maids: female servants

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

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

"His name is Walter Raleigh," answered the woman.

"He shall have his reward," declared the queen.

Not long after the episode, the queen requested Raleigh's presence at the palace. Raleigh accepted the invitation. Then, in the presence of England's great men and fine ladies, the queen made Raleigh a knight, and he became Sir Walter Raleigh, the queen's favorite. ■

REPAIRING SENTENCE ERRORS IN WRITING



Careful prose writers make sure their sentences have all of the parts necessary to form complete thoughts. Even if your sentences flow together logically to form a good paragraph, if the sentences are not grammatically correct, your reader will not understand your point. One of the best ways to reduce sentence errors is to diagram your sentences. A sentence which cannot be diagrammed is an incorrect sentence. The three main sentence errors are sentence fragments, run-on sentences and rambling sentences.

A **sentence fragment** is a group of words which does not express a complete thought. A sentence fragment may happen two ways: 1. The group of words has no subject or verb. This is a phrase instead of a sentence. 2. The group of words begins with a subordinating conjunction. This is a subordinate clause instead of a sentence.

Example #1: For those qualities. (sentence fragment)

- *For those qualities* does not have a subject or verb; therefore, it cannot be a complete sentence.

Correction: He was honored for those qualities.

- A subject and verb phrase were added to make a complete sentence.

Example #2: When Raleigh was a young man. (sentence fragment)

- *When Raleigh was a young man* begins with a subordinating conjunction, creating a subordinate clause instead of a sentence.
- Either correction below is acceptable.

Correction #1: Raleigh was a young man.

- The subordinating conjunction was dropped, creating a sentence instead of a clause.

Correction #2: When Raleigh was a young man, he was honored as the queen's favorite.

- A main clause was added to the subordinating clause, creating a complete sentence.



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

A **run-on sentence** occurs when a writer joins two sentences without the correct punctuation or without a conjunction.

Example #1: Walter Raleigh was not only brave and noble he was handsome and polite for those qualities Queen Elizabeth made Raleigh a knight and called him Sir Walter Raleigh.

- The example is missing punctuation marks and conjunctions in several places.

Correction: 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.

- The run-on sentence was divided into two sentences. A comma, coordinating conjunction and period were added to the first sentence; a capital letter and comma were added to the second sentence.

Example #2: In those days English streets were not paved and had no sidewalks Raleigh was dressed in very fine style he had thrown a beautiful scarlet cloak over his shoulders as he sauntered down the street.

- This example is also missing vital punctuation.

Correction: In those days, English streets were not paved and had no sidewalks. Raleigh was dressed in very fine style. He had thrown a beautiful scarlet cloak over his shoulders as he sauntered down the street.

- This run-on sentence was also divided into two sentences. A comma and period were added to the first sentence; a dash was added to the second sentence.

The **rambling sentence** is a common mistake of beginning prose writers. Rambling occurs when too many sentences are joined with the conjunction *and*.

Example #1: Raleigh was considering his options and he looked up and saw standing before him Elizabeth, queen of England, and she had with her a train of gentlewomen and maids and she saw the handsome young man with the scarlet cloak standing beside the puddle.

- The above sentence rambles on and on. The conjunction *and* is used too many times. Only one or two conjunctions need to be used. The sentence needs to be broken up; punctuation marks need to be added.

Correction: 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.

- Notice how the subordinating conjunction *as* was used to introduce the dependent clause, enabling the coordinating conjunction *and* to be removed and replaced with a comma. Also, notice that the words *and she had* were removed.

Example #2: Young Raleigh forgot about his new shoes and he thought only of helping the queen and instantly, Raleigh knew what to do.

Correction: Young Raleigh forgot about his new shoes. He thought only of helping the queen. Instantly, Raleigh knew what to do.

- The rambling sentence was corrected simply by splitting it into three separate sentence and adding the appropriate punctuation marks.

You are doing well. Continue to the next page for the Life Principle.

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

LIFE PRINCIPLE:



"Success is to do the nearest thing that should be done, that could be done through you."

—Adrian Rogers

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

English: Composition Skills

Lesson 3

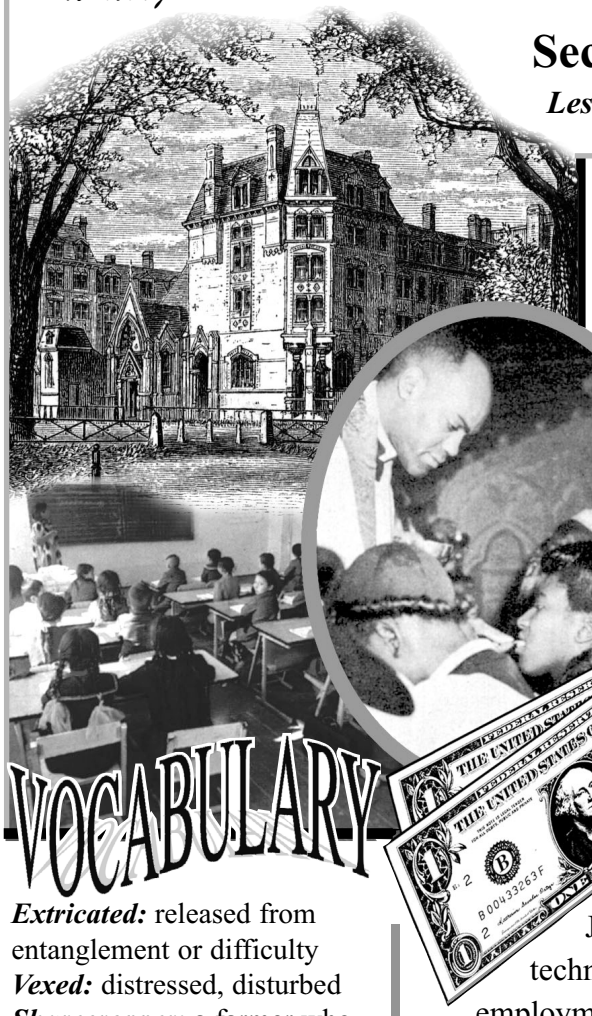
Writing

Chapter 4

A FAMILY'S SUCCESS

Section 1

Lessons 1-5



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. However, each child persevered and gained an education! Their parents borrowed two dollars to purchase a bus ticket for their son, Cleveland. He worked his way through school and became chairman of the Economics Department at Howard University. Luther attended the University of Omaha and became the Public Service Employment Manager for Kansas City. He helped brother James travel to Omaha and then to ***Yale*** for graduate work. James, in turn, helped Herman, who became a technical manager in Dallas. Donald gained employment in Minnesota. Fortson attended Morehouse College and was ordained a Baptist minister in Colorado. Princess earned a master's degree from Indiana and became a schoolteacher. Gloria also became a teacher. Bessie earned a master's degree and became a ***dietician*** at a veteran's hospital. Together, in 1984, the children purchased a house for their parents. 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! ■ (HB)

VOCABULARY

Extricated: released from entanglement or difficulty
Vexed: distressed, disturbed
Sharecropper: a farmer who shares the crop with the landlord as rent
Yale: one of the top three most prestigious American universities, originally founded to train ministers and later expanded into other studies
Dietician: a person who plans nutritious diets for others who may have health difficulties

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



CONSTRUCTING A COMPOSITION

Whether your composition (also called an essay) is one paragraph or several, the same principles of writing apply: introduction, body and conclusion. Remember, a paragraph conveys one idea. When you are ready to convey a new idea, start a new paragraph.

The Introduction

A reader must be introduced to the composition. The introduction states the main idea that will be discussed by the writer. Some writers use one sentence to introduce the composition, and some writers use an entire paragraph to introduce a composition. A limit is not set on how long the introduction should be. The vignette has two sentences in the introduction: *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.* From this introduction, the reader knows that details about the family will be discussed within the body of the paragraph.

The Body

The body supports the purpose stated by the introduction. In the vignette, the writer used details about the Chandler family to support the introduction that proclaimed that a family rose out of poverty. The body proves or explains how the family accomplished that statement.

> **Introduction:** 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.

Based upon the introduction, you know that the composition will be about the Chandler children removing each other from the misery of poverty in cotton fields of Mississippi.

> **Body:** However, each child persevered and gained an education! Their parents borrowed two dollars to purchase a bus ticket for their son, Cleveland. He worked his way through school and became chairman of the Economics Department at Howard University. Luther attended the University of Omaha and became the Public Service Employment Manager for Kansas City. He helped brother James travel to Omaha and then to Yale for graduate work. James, in turn, helped Herman, who became a technical manager in Dallas. Donald gained employment in Minnesota. Fortson attended Morehouse College and was ordained a Baptist minister in Colorado. Princess earned a master's degree from Indiana and became a schoolteacher. Gloria also became a teacher. Bessie earned a master's degree and became a dietician at a veteran's hospital. Together, in 1984, the children purchased a house for their parents.

The body explains the introduction by providing background information about the Chandler children.

The Conclusion

The last part of a paragraph is the conclusion. The purpose of the conclusion is to bring the paragraph to a close. An important rule to remember when writing the conclusion is not to introduce new information that was not discussed in the body. A conclusion may be done several different ways. Often, a conclusion is a short review of the point(s) discussed in the paragraph.

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

Conclusion: 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!

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. The attitude of teamwork is implied, although it is not precisely stated throughout the composition.

Compositions with Multiple Paragraphs

In a composition that contains multiple paragraphs, usually, the entire first paragraph is the introduction, and the entire last paragraph is the conclusion. Everything in between is the body. Presidents and statesmen often read or speak compositions as speeches. A *speech* is simply a composition that is read or delivered in public. Read the speech given by President Harry S. Truman at a dinner party. Test his speech to see if it follows the guidelines for a good composition.



Harry Truman's Test

Never has an office existed—an executive office—in all history of the world with the responsibility and the power of the Presidency of the United States. That is the reason in this day and age that the office must be operated and respected as at no other time in the history of the world because it can mean the welfare of the world or its destruction. When the Founding Fathers outlined the Presidency in Article II of the Constitution . . . they relied on the experience of the nation to fill in the outlines.

The office of the chief executive has grown with the progress of this great ***republic***. It has responded to the many demands that our complex society has made upon the government. It has given our nation a means of meeting our greatest emergencies. Today, it is one of the most important factors in our leadership of the free world. . . . .

As the President came to be elected by the whole people, he became responsible to the whole people. . . . Our whole people looked to him for leadership . . . Every hope and every fear of his fellow citizens, almost every aspect of their welfare and activities, falls within the scope of his concern—indeed, it falls within the scope of his duty . . . . The President's responsibility is to look at all questions from the point of view of the whole people. His written and spoken word commands national and often international attention . . . .

VOCABULARY

Republic: a country whose head of state is an elected president; a country governed by elected representatives of its people

Administration: the executive branch of a government (in the United States, the Administration refers to whomever is president and his chosen advisors)

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

A successful ***administration*** is one of strong Presidential leadership. Weak leadership, or no leadership, produces failure and often disaster . . . . The President is responsible for the administration of his office . . . . Today the tasks of the leadership falling upon the President spring not only from our national problems but from those of the whole world. Today that leadership will determine whether our government will function effectively, and upon its functioning depends the survival of each of us and also on that depends the survival of the free world . . . .

Our government cannot function properly unless it follows the provisions of the Constitution. Our government cannot function properly unless the President is master in his own house.

(*The underlined conclusion of the speech by President Truman should be memorized for the activities, quiz and test.)

If President Truman's speech follows the rules of composition writing, the introduction would be paragraph 1; the body would be paragraphs 2, 3 and 4; and the conclusion would be paragraph 5. Let's see if that is true.

The introduction should provide the main idea of the composition.

Paragraph #1: The first paragraph introduces the idea that the office of the president is unique, that the office 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.

The body should support the main ideas introduced in the lead paragraph. The body provides details that clarify and explain the main idea.

The conclusion should reinforce the main idea in the introduction or sum up the main points in the body.

Paragraph #5: The conclusion 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.

Harry Truman's speech passes the test! Congratulations. You have read a speech by one of the most renowned men of the world. You are improving at evaluating quality compositions and learning how to write your own. Keep up the hard work. Continue to the Activities.

Life Principle:

"The steps out of poverty are self help—to take responsibility."



—Star Parker

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

English: Composition Skills



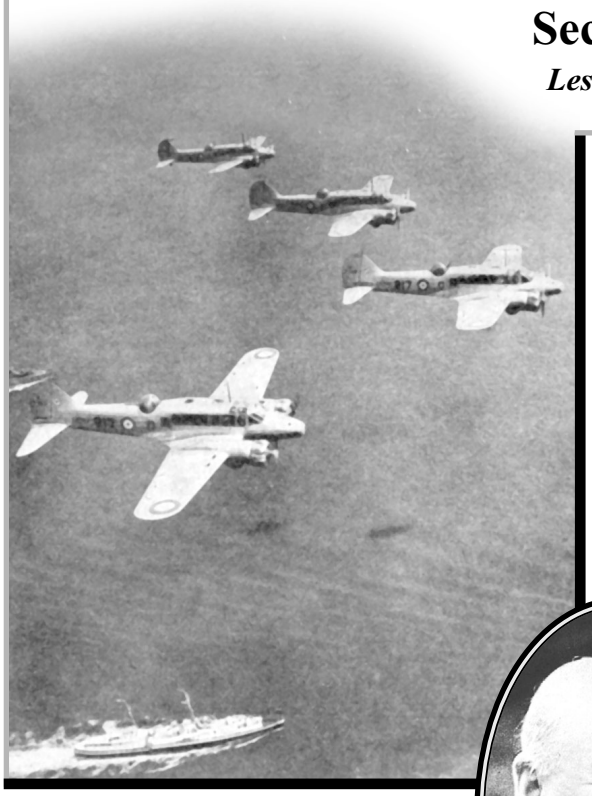
Lesson 4

Chapter 4

Section 1

Lessons 1-5

WORDS THAT FIGHT EVIL



Perhaps more than any other leader in the twentieth century, Winston Churchill ***rallied*** a nation to believe in what it could do. Churchill's inspiring speeches during World War II expressed ***resolution***, peace of mind and a realization of "rightness."

Here are some of his words to England and the world:

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.

What inspiring words to adapt to any fight against evil! ■ (HB)

(The speech by Prime Minister Winston Churchill should be memorized for the activities, quiz and test.)

VOCABULARY

Rallied: brought together in a dramatic way
Resolution: determination to complete a goal
Crucial: extremely important and significant
Colleagues: associates, co-workers

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

THE WRITING PROCESS



Communicating thoughts, plans, ideas, beliefs, hopes and feelings through writing is one of the most ***crucial*** skills you may ever learn. By observing the world around you and communicating your response to the world, you may inspire, inform, delight and encourage others to observe their world, to be creative, or to promote what is good and to remove that which is bad.

A key to effective writing is establishing a *process* to help accomplish the goal, whether the goal is a paragraph, composition, essay or story. The writing process that you will learn in this course consists of five main stages: prewriting, planning, drafting, editing and proofreading.

Prewriting is gathering ideas.

Planning is putting ideas in order (outlining, gathering references, etc).

Drafting is writing the rough draft—the first version of your literary work.

Editing is reading your work critically, rewording parts of it, reworking it to improve it as much as possible, adding or subtracting paragraphs, words and sentences to clarify ideas.

Proofreading is correcting grammar and sentence structure.

STAGE ONE: PREWRITING

Prewriting helps you to gather your thoughts before you begin to write. Before putting pen to paper or fingertips to keyboard, you need to consider three aspects of your composition: *purpose*, *audience* and *knowledge*.

When writing, you must define the *purpose* for your composition. The purpose of a piece of composition may be to narrate a story, to describe a situation, to show cause and effect, to compare and contrast or to persuade others to take action.

A composition should be written with a certain *audience* in mind. In school, your audience is your teacher and other students. Your audience may also include friends, family, ***colleagues*** or your employer. When determining your audience, you need to consider such characteristics as age, gender, culture, faith, knowledge, interests and education. If you know your audience, you can then determine how much they know about the subject and how much interest they have in the subject.

A third aspect of prewriting is your own *knowledge* of the subject. Ask yourself what you already know about your topic. If you have limited knowledge, you may need to research the topic. If you are already knowledgeable about the topic, your previous knowledge, experience, culture and faith will allow you to add interesting details that will keep your audience's attention.

Notice how Winston Churchill utilized purpose, audience and knowledge in his speech. His purpose was to motivate and inspire the British people. Churchill's audience was adults who were enduring World War II. The reason he could be so persuasive was because he had extensive knowledge of the war and the need to fight evil.

More than one method of prewriting is used among writers. One way to generate ideas is *freewriting*. To free write, you just write about your topic. Do not worry about organization, spelling, punctuation or grammar. When freewriting, the goal is to put your ideas on paper.

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

Write down whatever comes to mind and keep writing. You will be surprised at the wonderful ideas that come from your freewriting. You can then use those ideas in your composition.

For example, perhaps your teacher has instructed you to write a paragraph about an aspect of nature. Perhaps as a topic, you chose to write about volcanoes. To begin freewriting, you would write on a piece of notebook paper "volcanoes." Underneath the topic, you would write any ideas that popped into your mind as you thought about this natural occurrence. Study the example below.

Volcanoes

mountain, exploding, powerful, destructive, black smoke, ashes, eruptions, damage, fire, destroyed homes, Hawaii, Mount St. Helens, my aunt had to leave her house after a volcano, movies, science, cracks in the earth, Mexico, Pedro, islands, animals, forests, lakes, fish, rivers, clean up, dead trees, hard to breathe, earthquakes, lava

Notice that the student wrote random thoughts on the topic. Little attention was given to organization, spelling, punctuation or grammar. Some of the ideas are good and could be used in a composition. Some of her freewriting thoughts were probably derived from personal experience and from data she learned in school.

Another good strategy for developing ideas is *brainstorming*. When you brainstorm, you list ideas—whatever comes to mind concerning your topic. Some brainstorming information may not be accurate and may need further research to verify. In the example below, notice how many ideas were generated from just a small bit of brainstorming.

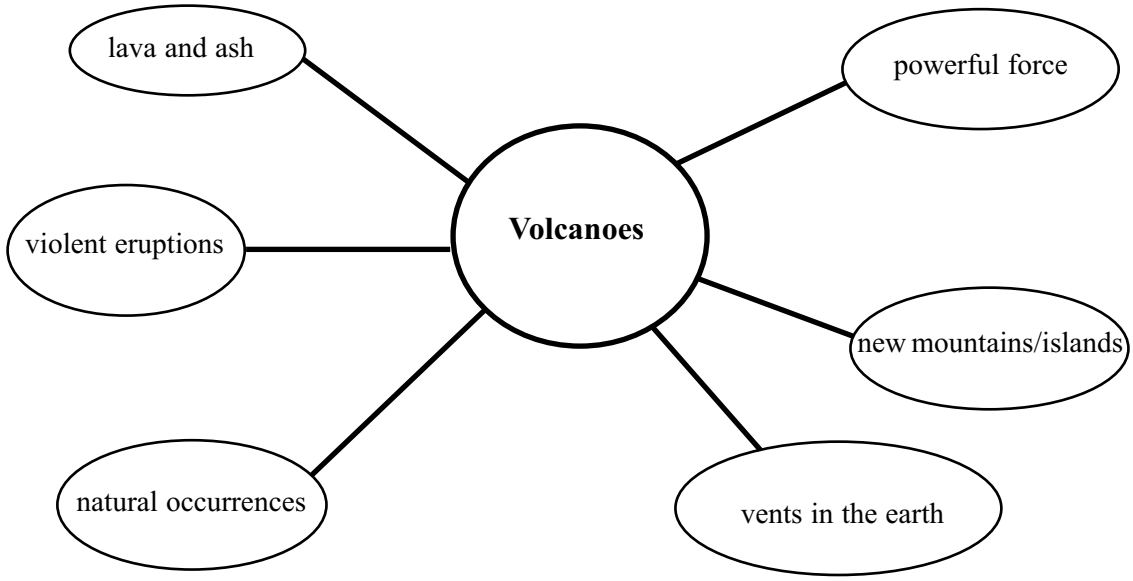
Volcanoes

formed when the earth cracks	fire, explosion
erupt and form mountains and islands	hot lava cools later
gases escaping from the earth	several in the United States
powerful force of nature	exciting and scary
many animals lose their homes	cause fires in forests



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

Rather than freewriting or brainstorming, some writers prefer *mindmapping*. When mindmapping, begin with the topic in the middle circle, and "map" out ideas as you go along. Notice the main idea in the center circle labeled *Volcanoes*. Extending from the main idea are "mapped out" ideas that could be included in the essay draft.



Congratulations! You have successfully finished the first stage of the Writing Process. Continue to the Activities where you will practice your new skill.

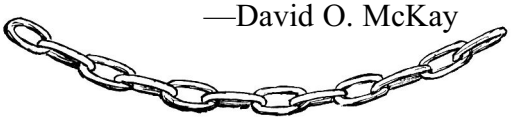
At the end of the Activities, look for your memory and writing assignments.



Life Principle:

"A soldier's pack is lighter than a slave's chains."

—David O. McKay



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

English: Composition Skills



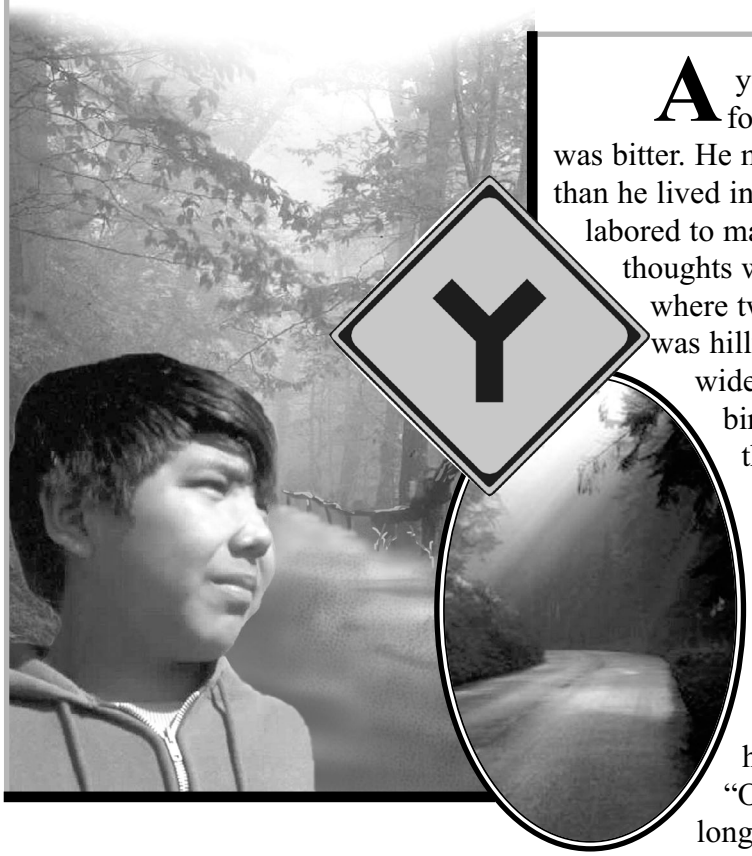
Lesson 5

Chapter 4

THE CHOSEN ROAD

Section 1

Lessons 1-5



A youth went one morning on an errand for his father. However, the boy's heart was bitter. He murmured because others no better than he lived in ease and pleasure, while his family labored to make a living. The young man's thoughts were envious as he came to a place where two roads met. The road on the right was hilly and rough; the road on the left was wide and smooth. Trees with choirs of birds lined the wide road which wound through flowery meadows. However, the road ended in fog a great distance before the blue mountains.

While the lad considered these roads, two women approached, each on a different road. The woman who came by the flowery way reached the boy first. He saw she was beautiful; her cheeks were rosy; her eyes shone. "O noble youth," she said, "be no longer bowed by labor and sore trials. Follow me to paths where no storms disturb you. Live in ease with music and ***mirth***."

As the other woman drew near. The lad ***queried***, "What do you offer on the road you travel?"

"I promise nothing," she said, "except that you may keep what you earn with your own strength. My road is uneven and difficult; it climbs hills and descends into valleys and ***quagmires***. The valleys are dreadful and the ***ascents*** are toilsome. However, my road leads to the mountains far in the horizon. Anything worthwhile must be won by toil. To gain the love of countrymen, you must love them and suffer for them. To enjoy the favor of heaven, you must make yourself worthy of entrance. To have earthly fame, you must travel the hard road of responsibility and sacrifice of pleasure."

VOCABULARY

Mirth: laughter, merriment
Queried: asked
Quagmires: muddy bogs, swamps
Ascents: upward slopes, inclines
Countenance: facial expression

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

The boy observed that this woman had a pure and gentle ***countenance***. "What is your name?" he asked.

"Some call me Labor," she answered. "Some call me Virtue."

The boy asked the first woman, "What is your name?"

"Some call me Pleasure," she said with a bewitching smile, "but I choose to be known as Happiness."

"I will take Virtue as my guide!" declared the youth, "The road of labor and honest effort shall be mine, and my heart shall no longer cherish bitterness or discontent!" ■

THE WRITING PROCESS CONTINUED



STAGE TWO: PLANNING

The next stage in the writing process is planning. Planning helps outline what you are going to write. You organize ideas when you plan. One of the best methods of planning is to create an outline. Remember, outlines follow certain rules: the main points are labeled with Roman numerals (such as *I*, *II*, *III*, *IV*, etc.). Subpoints are indented under the main points and labeled with capital letters (such as *A, B, C, D,* etc.). If the subpoints have smaller subpoints, they are indented and labeled with numbers (such as *1, 2, 3, 4,* etc.). If those subpoints have even smaller subpoints, they are indented and labeled with lower case letters (such as *a, b, c, d,* etc.). When you outline, the points do not need to be stated in complete sentences; however, each point needs to start with a capital letter. Study the outline below on the topic of Volcanoes.

I. Volcanoes natural occurrences
    A. Mt. St. Helens in Washington, U.S.A.
    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

The purpose of an outline is to get you started. You may plan some points in the outline that you may not use in the rough draft or final draft. That is alright. The more points you list in the outline, the more information you have to work with in the rough draft.

Congratulations! You have completed the second step of the writing process. Keep working diligently. Continue to the Activities.



Life Principle:

"Achievement is not an accident; success is the intended result of hard work."

—Sallie Schaaf Borrink

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

Writing

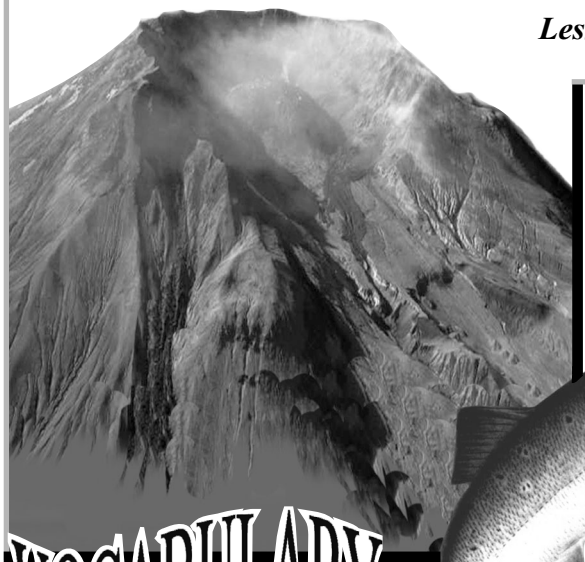
Lesson 6

Chapter 4

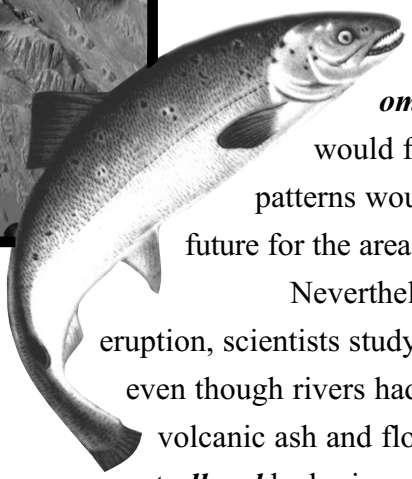
NATURE'S PHENOMENAL RENEWAL

Section 2

Lessons 6-10



In 1980, the Pacific Northwest shuddered under the devastating force of ***Mount St. Helens'*** eruption. Forests were ***annihilated*** by fire. Rivers were choked with ***debris***. Fish and wildlife were destroyed. The air became toxic. Reporters ***ominously*** echoed that ***acid rain*** would form, and the world's weather patterns would be permanently altered. The future for the area seemed ***bleak***.



Nevertheless, several months after the eruption, scientists studying the area discovered that even though rivers had been clogged with hot mud, volcanic ash and floating debris, the salmon and ***steelhead*** had miraculously managed to survive by swimming alternative streams home to ***spawn***. Some of the waterways through which the fish had swum were less than six inches deep, barely enough water to cover the fish.

Within only a few years, fields, lakes and rivers surrounding Mount St. Helens ***teemed*** with life. The water and soil actually seemed to be enriched by nutrients supplied by the exploding volcano.

Trouble usually does not last forever. It may be the means to show you an alternate way to go, a different way to live. Trouble may be an opportunity to start ***afresh***. Challenges in life can enrich and strengthen. You, along with nature, were designed to overcome devastating events! ■ (HB)

VOCABULARY

Mount St. Helens: a volcano located in the state of Washington, U.S.A.
Annihilated: destroyed completely
Debris: dead trees, trash, junk left from a natural disaster
Ominously: in a menacing, threatening manner
Acid rain: rain that contains a high amount of acid due to air pollution
Bleak: dreary, depressing
Steelhead: a type of trout that lives in the same areas as salmon
Spawn: to reproduce, fertilize and lay eggs (usually refers to fish)
Teemed: abounded and swarmed
Afresh: again, new
Draft: to write, compose, create

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

THE WRITING PROCESS CONTINUED



Stage Three: Drafting

Once you have prewritten and planned your composition, you may begin to ***draft*** your composition. Focus on the purpose and audience. Write your introduction. Compose a body that supports your main idea. Conclude your composition with an effective final sentence or paragraph.

The first draft is labeled the *rough draft* because it has not been edited or proofread. Before completing a final draft, you may have revised several copies. When writing or typing your rough draft, double space it so you will have room to edit sentences.

Below is a paragraph by a student about volcanoes. Notice the introductory sentence, the body and the conclusion. Notice the detail, description and facts that were researched in an encyclopedia and other resource books.

Rough Draft

Volcanoes are one of nature's most interesting things. Mt. Saint Helens in Washington State is a volcano. Volcanoes are made by vents in the earth's surface. From these holes come really hot liquids and gases. One of the most famous volcanoes is Mt. Vesuvius in Italy. When these hot materials come out of the vents they build upon one another, creating cones shaped "mountains." This is how volcanic mountains are formed. In fact, even the tallest of volcanoes, that are 20,000 feet tall and higher are created this way. It may take thousands of years for this to happen. There are thousands of volcanoes around the world, and over 400 are known to be active. An active volcano is one that continues to spew gas and other materials out; and may erupt and any time. Some signs of an upcoming eruption may be earthquakes and loud rumblings from deep inside the mountain. When the eruption does occur, it shoots forth scalding water vapor, gases, ashes, rock and lava. When volcanoes erupt, they can make new mountains, even entire islands from the cooling lava. When volcanoe erupt, people often must evacuates their homes and leave; otherwise, they are not like to survive the volcanoes powerful blast.

Notice that several revisions could be made to improve the paragraph. Some sentences need to be removed because they do not support the main idea. Some sentences simply need to be reworded. You will learn how to do that in the next stage. Continue to the Activities.

Life Principle:



"After the bleakness of winter comes the renewal of spring."

—Nancy S. Johnson

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

Writing

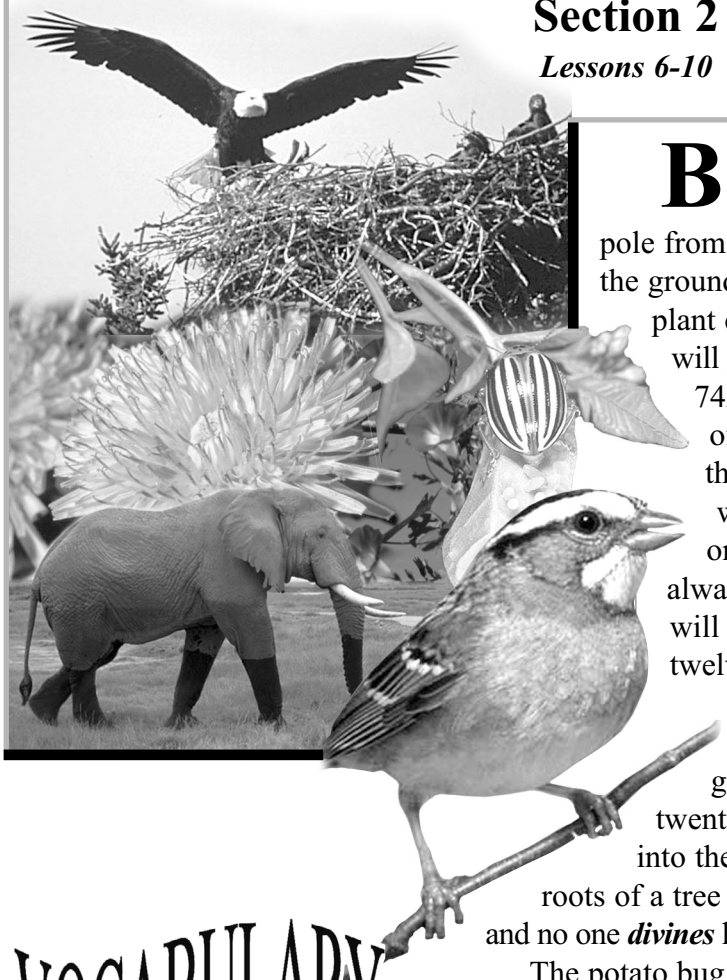
Lesson 7

Chapter 4

NATURE IS SO INTERESTING

Section 2

Lessons 6-10



Beans ***ascend*** a pole from left to right, while the ***morning glory*** grows up a pole from right to left. Seeds may be dropped into the ground upside down, or sideways, and yet the plant comes to the surface. One grain of corn will produce a stalk on which approximately 742 grains will grow each ear. A light crop of wheat will produce approximately thirty grains on each stalk; a bumper crop will produce approximately one hundred on each stalk. The number of grains will always be even. The ordinary watermelon will have ten stripes. Larger ones may have twelve to sixteen stripes, but always an even number. The ***dandelion*** will grow above its surroundings, whether the grass be two inches or ten inches or twenty inches, for the dandelion must get up into the sunlight. Water will travel from the roots of a tree to the topmost leaf of a tree 264 feet high, and no one ***divines*** how.

The potato bug egg hatches in seven days, the sparrow egg hatches in fourteen days, the hen egg in twenty-one days, the duck egg in twenty-eight days, the eagle egg in thirty-five days, the parrot egg in forty-two days, and the snake egg in forty-nine days. Notice that each one hatches in a multiple of seven days.

The hind legs of an elephant bend forward, while the hind legs of other ***quadrupeds*** bend backward.

Every form of life in the vegetable and animal kingdom has a predetermined set of characteristics—a master plan perfect in every detail. Nature is so interesting in that plants and animals seem to bear the characteristics of mysterious design. ■ (Anonymous)

VOCABULARY

Ascend: go up, move upward
Morning glory: a vine that has funnel shaped flowers that close late in the day
Dandelion: a weedy plant with a yellow flower
Divine: to understand, to discover how, to discern
Quadruped: an animal with four feet

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



THE WRITING PROCESS CONTINUED

STAGE FOUR: EDITING

Editing a composition means reviewing and rethinking what you have written; examining the information, the effectiveness, and the order in which you have composed your work. When you edit, you may reword entire sentences or move them to a more logical position within the paragraph. Below are some questions to ask as you edit your work:

1. Does the lead sentence or lead paragraph provide an effective introduction?
2. Does the body contain details that are supportive, interesting and factual?
3. Does the concluding sentence or paragraph effectively sum up the composition and/or refer to the main idea?

Focus on these components during the editing process. If the above points are not met in your composition, keep working with it until you have improved it. Use the Internet, dictionaries, thesauri, encyclopedias and other reference materials to give you fresh ideas. Your resources are unlimited—use them!

Below are marks used to edit compositions. Notice the examples of how you should use those marks in your rough draft.

Editorial Marks	**Examples**
= means to capitalize	nature is interesting.
^ means to insert	Nature interesting.
∨ means to insert	Nature interesting.
/ means to make lower case letter	Nature is Interesting.
∾ means to switch around	Nature interesting is.
means to delete	Nature is really interesting.
╳ means to delete punctuation	Nature is interesting.
— Strikethrough means to replace or remove and not replace	Native is interesting as you well know .
arched arrow means to move information	around the world volcanoes

Next, you will read the rough draft about volcanoes from the previous lesson. This time, the rough draft will include editorial marks.

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

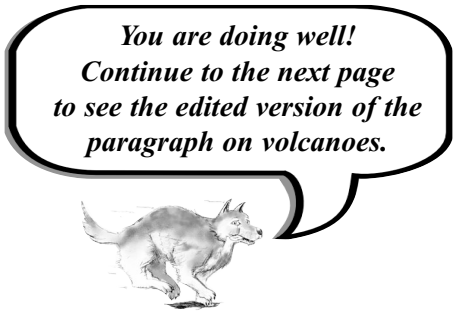
Rough Draft with Editorial Marks

Volcanoes are one of nature's most ~~interesting things~~ **powerful forces**. ~~Mt. Saint Helens in Washington State is a volcano.~~ Volcanoes are made by vents in the earth's ~~surface~~ **crust**; from these ~~holes come really~~ **vents emerge steady streams of** hot liquids and gases. ~~One of the most famous volcanoes is Mt. Vesuvius in Italy.~~ ~~When~~ **As** these hot materials come ~~out of the vents~~ **forth,** they build upon one another, creating cones shaped mountains **which we call volcanoes.** ~~This is how volcanic mountains are formed.~~ ~~In fact,~~ even the tallest of volcanoes, **including those** that are 20,000 feet tall and higher, are ~~created~~ **formed in** this ~~way~~ **manner; however,** ~~It may take~~ thousands of years **may pass before one of such height is formed.** ~~for this to happen.~~

~~There are thousands of~~ volcanoes around the world ~~and~~ more than 400 are known to be active, **and thousands of volcanoes are inactive.** An active volcano ~~is one that continues to~~ **may** spew **forth** gas **es** and other materials ~~out;~~ **on a daily basis** and may erupt ~~and~~ **at** any time. Some signs of an upcoming eruption may be earthquakes ~~and~~ **or** loud rumblings from deep ~~inside~~ **within** the mountain. When an eruption ~~does~~ occur **s** ~~it~~ **the volcano** shoots ~~forth~~ scalding water vapor, gases, ~~ashes, rock and lava.~~ **rocks, lava and ash miles into the air.** ~~When volcanoes erupt, they~~ **The lava, as it flows over the side of the volcano and cools,** can make new ~~mountains, even entire islands from the cooling lava~~ **land formations.** . When volcano **s** erupt, people often must evacuate ~~their homes and leave~~ **people**; otherwise, they are not like **ly** to survive the volcano **,** s powerful blast.

Volcanoes truly are one of nature's most fascinating phenomena.

Once you have marked up your rough draft with editorial corrections, you need to rewrite or retype it neatly. Be sure to keep it double spaced for proofreading later.



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

Edited Draft

Volcanoes are one of nature's most powerful forces. Volcanoes are made by vents in the earth's crust; from these vents emerge steady streams of hot liquids and gases. As these hot materials come forth, they build upon one another, creating cone-shaped mountains, which we call volcanoes. Even the tallest of volcanoes, including those that are 20,000 feet tall and higher, are formed in this manner; however, thousands of years may pass before one of such height is formed. More than 400 volcanoes around the world are known to be active, and thousands of volcanoes are inactive. An active volcano may spew forth gases and other materials on a daily basis and may erupt at any time. Some signs of an upcoming eruption might be earthquakes or loud rumblings from deep within the mountain. When an eruption occurs, the volcano shoots scalding water vapor, gases, rocks, lava and ash miles into the air. The lava, as it flows over the side of the volcano and cools, can make new land formations. When volcanoes erupt, people often must evacuate their homes; otherwise, the people are not likely to survive the volcano's powerful blast. Volcanoes truly are one of nature's most fascinating phenomena.

Notice how the corrections were typed into the new, edited draft. Notice also that the edited draft was double spaced for proofing later.

Congratulations! You have completed the fourth stage of the writing process. You are well on your way to becoming an effective writer. Continue to the Activities.

Life Principle:



"We can demonstrate the impossible by studying the actual."

—Aristotle

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

Writing

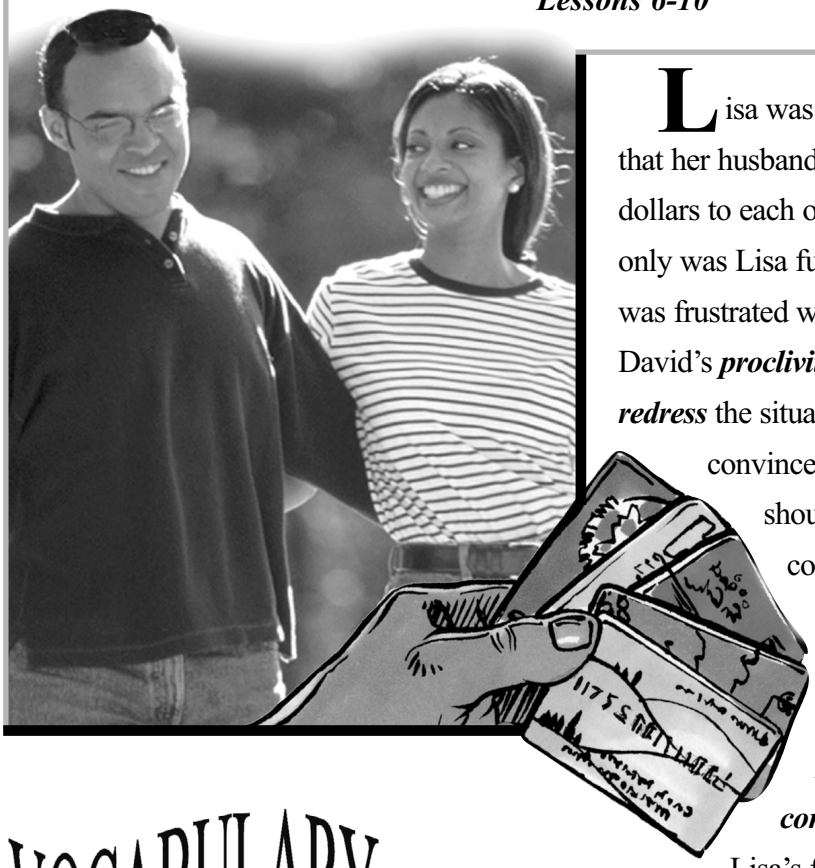
Lesson 8

Chapter 4

THE HEALING POWER OF FORGIVENESS

Section 2

Lessons 6-10



Lisa was ***incredulous*** when she discovered that her husband, David, had charged thousands of dollars to each of the couple's credit cards. Not only was Lisa furious about the amassed debt, she was frustrated with herself for not recognizing David's ***proclivity*** for compulsive spending. To ***redress*** the situation, Lisa took a bold step. She convinced David that the two of them should operate by a budget so that they could ***extirpate*** the debt in a few years. This plan brought hope to Lisa for her finances and for her marriage.

A healing moment in their ***connubiality*** came when David asked Lisa's forgiveness. Lisa discovered that forgiving David brought freedom to Lisa and helped her refocus from their money problems to their relationship. Lisa decided that loving her husband was possible even though he had "messed up." Forgiveness enabled Lisa and David to trust each other again; once trust was reestablished, the marriage began to heal.

Forgiveness turns the heart away from what *was* and *is* to what *can be*. Perhaps your heart is telling you to take the bold step of forgiveness. If love is your motive, be encouraged! Situations can change. ■ (HB)

VOCABULARY

Incredulous: disbelieving, shocked
Proclivity: inclination, habitual tendency
Redress: correct, provide a solution
Extirpate: get rid of, remove, erase
Connubiality: marriage, civil union

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

THE WRITING PROCESS CONTINUED

STAGE FIVE: PROOFREADING



Once you have edited your composition, write or type a fresh draft. Set it aside for at least an hour, then return to it and proofread it. When you proofread an edited draft, look for sentence structure, spelling, punctuation, capitalization and other important mechanics of writing. Also, look for any errors, such as dangling participles or incorrect pronoun/antecedent agreement, that might cause your reader to be confused or to misunderstand your meaning. Proofreading is giving your composition one final inspection for clarity, format, style and effectiveness.

While proofing, read your composition aloud to enable you to hear sentences that sound awkward or that omit words—mistakes you might not find reading silently. Carefully correct each error. When you are finished proofreading, your composition should be ready for the final draft.

Proofreading Check List

_____ spelling _____ sentence structure _____ punctuation

_____ capitalization _____ excess words _____ missing words or letters

When proofreading, use the editorial marks you used during the editing stage. In the following paragraph, notice how the author used editorial marks to correct his edited paragraph.

Trust, which is confidence that every thing is going to be ~~o.k.~~ **all right,** produces ~~piece~~ **peace**. peace in our hearts and mind **s** is really important. Some people live ~~there~~ **their** whole lifetimes. Without experiencing peace. ~~It is possible for~~ you **do have** not to be one of those people. Conflit **c** in a situation does not have to produce anxiety inside you. The best ~~weight~~ **way** to resolve conflict in situations is to be at peace in your heart and mind. You must resolve internal conflict first. If a situation is a result of your breaking a moral code of ethics, you will find peace **c** by hanging your lifestyle to live according to better code **s** or higher standard **s** of behavior.

Read the revised and final draft of the paragraph. Notice that it is single spaced.

Trust, which is confidence that every thing is going to be all right, produces peace. Peace in our hearts and minds is important. Some people live their whole lifetimes without experiencing peace. You do not have to be one of those people. Conflict in a situation does not have to produce anxiety inside you. The best way to resolve conflict in situations is to be at peace in your heart and mind. You must resolve internal conflict first. If a situation is a result of your breaking a moral code of ethics, you will find peace by changing your lifestyle to live according to better codes or higher standards of behavior.

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

You are doing well. Continue onward to the Activities!

LIFE PRINCIPLE

"To err is human; to forgive, divine."



—Alexander Pope

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



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

Chapter 4

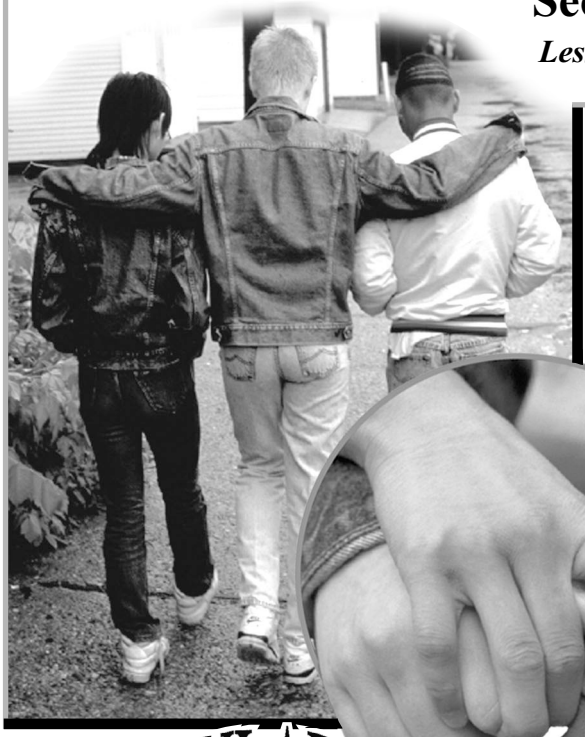
Writing

Lesson 9

AVOIDING ANGER

Section 2

Lessons 6-10



You may often ***descry*** yourself vocalizing exactly how you feel, even if what you say causes grief. If someone is unkind to you, you may be tempted to retort in like manner.

When you are vexed with someone, expressing anger is easy. Anger is an emotion each person experiences. We may become angry with our parents, our brothers and sisters and perhaps our friends. We may even become angry with ourselves.

Some people assume outbursts of anger are healthy. But, this ***assertion*** is not really true. Research ***evinces*** that expressing anger wounds the soul and makes a bad situation even worse. Venting anger, even swearing, could endanger your health.

Venting anger increases not only a person's hostility toward others but also the amount of toxins in the body. When you become angry, your heart beats faster, pumping large amounts of adrenaline and other chemicals throughout your body, causing your immune system to grow weaker and increasing your chances of becoming ill.

So, next time you feel angry with someone, try to stay calm. Take a deep breath or count to ten. When you become angry, you are hurting yourself and another person—maybe even someone you love. ■ (HB)

VOCABULARY

Descry: to discover, observe or detect
Assertion: declaration not supported by fact
Evince: to show, demonstrate or manifest clearly
Exposition: an explanation; a composition that exposes or explains
Abstainer: a person who refuses alcoholic beverages
Stimulus: a foreign substance in the brain such as alcohol, prescription medication or illegal drugs

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



CAUSE AND EFFECT WITHIN A COMPOSITION

The vignette is an example of the relationship between cause and effect. Cause and effect links events—one event is a cause, the other event is the effect that results from the cause. Cause and effect explains why something happened or predicts what will happen. Explore some possible cause and effect relationships listed below:

Cause	Effect
heavy rains	mudslide
not studying	failed exam
eating healthy foods	good physical health
saving money	stable finances
becoming easily angered	unhealthy emotions and body

Below are some sentences from the vignette that demonstrate the cause and effect relationship.

Example #1: You may often descry yourself vocalizing exactly how you feel, even if what you say causes grief.

Cause: saying exactly how you feel
Effect: causing grief by your words

Example #2: If someone is unkind to you, you may be tempted to retort in like manner.

Cause: someone treats you badly
Effect: you are tempted to treat him badly

Example #3: When you are vexed with someone, expressing anger is easy.

Cause: someone treats you badly
Effect: you may be tempted to treat someone else badly

Example #4: Venting anger increases not only a person's hostility toward others but also the amount of toxins in the body.

Cause: venting anger
Effects: 1. breaks down relationships; 2. poisons the body

VOCABULARY

Chastity: moral and sexual purity
Temperance: abstaining from alcoholic beverages and drugs
Raillery: mockery, ridicule, teasing
Solicited: persistently enticed, tempted and bothered
Rife: abounding, full

Cause and Effect scenarios are valuable writing tools that can appear in any form of literature. Next, you will read an ***exposition*** written by Edward Everett Hale from Boston, Massachusetts. Hale was a popular American author who wrote *The Man Without a Country* and over fifty other books. Hale was editor of the *Boston Daily Advertiser* and later became the Chaplain of the United States Senate. Edward Everett Hale was the nephew of renown patriot, Nathan Hale, America's famous spy against the British during the Revolutionary War.

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

Personal Purity

Thomas Edison was once asked why he was a total ***abstainer***. He replied, "I thought I had a better use for my head." The answer is worth remembering by any young man who means to use his brains. A wonderful battery brains make. Every morning they [brains] take up their work, and start us on our daily duty, if—

If we have not imposed on nature's plan for them.

If we have not tried this ***stimulus*** or that stimulus.

The young man who means to do the best possible work his body and mind can do, keeps his body and mind as pure, as clean from outside filth, as Edison keeps his brain. This is what is meant when we are told to keep ourselves as pure as little children are.

The readers of this text know that men who are trained for a football match, or a running match, or a boxing match, have to keep their bodies from any stimulus but that which is given as food prepared in a healthy way.

A man's body must not simply be in good order itself. What is needed is that a man shall be ready and able to govern his body. He shall say, "Go," and his body shall go. He shall say, "Go faster," and his body shall go faster. His will, his power to govern his machinery, depends on his keeping himself pure.



Three hundred years ago, a certain set of men and women in England earned for themselves the name of Puritans. That is because they kept their bodies pure. Those men and women did this because the Savior of men . . . commanded them to do so. The New Testament insists on personal purity as the beginning of all training and all knowledge. And such men as Paul and Peter and the rest who changed the world insisted on personal purity. They meant that a man's body should be so pure as to be a fit temple of God. The Puritans of England believed in such instructions, and they kept their bodies pure. In his [relationships] with women . . . a Puritan gentleman earned his name by his ***chastity*** and his ***temperance***.

The Cavaliers, the men at court, ridiculed this obedience to Divine Law. What followed such ***raillery***? The men on this side of the water who kept their bodies pure were more than a match for the men of England who did not keep their bodies pure. They could outmarch them, outwatch them, outfight them. They could rule their bodies. They could be firm to a purpose. They had at their command strength of mind and body.

The young men who read these words probably know better than I do the temptations which now offer themselves in the life of an American boy. Temptations are different in different places. One day I told two young men, "Go home, and take down from the wall of your room the picture you would be ashamed to have your mother see there." They showed that they knew what I

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

was talking about. This is certain, that in the life of cities young men are ***solicited*** to throw away the purity of their bodies and to give up their self control.

I say young men know better than old men the present temptations. If young men knew as well as old men do how much of the best life of every country is lost because the young men do not resist those temptations, they would pay more attention to what old men say to them.



Edward Everett Hale

For young men, the course is distinct, and not so difficult. The prayer, "Lead us not into temptation," states it very precisely. This is the reason why the men who wish to have our cities temperate wish to close the open saloon in the city. They want to save young men from a fascinating temptation. The same thing is to be said about unchastity. If you do not begin, you will not take a step forward. The moment that you find that a book is impure, or, as I said to those other two boys, is such a book you would not show your sister or mother, that is the moment to put that book in the fire. Indeed, the mere physical act of putting that book in the fire will be a good thing for you.

And, if you want any reason which you can state to a friend or to yourself, for your taking such a course, the reason is, that you wish to keep mind and body in the condition in which it pleased God to make them. You mean that your hand shall be steady, your feet quick, your arm strong, your mind sharp, uncluttered by impurities. And more than this, you mean to have these powers in immediate command, so that they do exactly what you, the living man, tell them to do.

This text is written for young men who have yet a chance. It is written for young men in the fullness of their power. To such men I want to say, what I have said again and again in public, and what has never been disproved. I have worked side by side with other men, on the newspaper press, in my own profession, and in various public services; and from what men have said to me, and from my own experience, I know that the brain of man works most accurately and most steadily, and therefore, most reliably, when it is never plagued or perplexed by the influence of liquor. You may ask any trainer of athletes, and he will sustain my answer. You may ask any employer, and he will sustain my answer. You may ask any military commander, and he will sustain my answer.

(*The underlined paragraph in the essay by Edward Everett Hale should be memorized for the activities, quiz and test.)

Mr. Hale's essay is ***rife*** with cause and effect scenarios. Examine some of them on the next page.

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

From Paragraph #1: Thomas Edison was once asked why he was a total abstainer. He replied, "I thought I had a better use for my head."

Cause: Edison had better uses for his head.
Effect: He abstained from alcoholic beverages.

From Paragraph #1: Every morning they [brains] take up their work, and start us on our daily duty, if—If we have not imposed on nature's plan for them.
If we have not tried this stimulus or that stimulus.

Cause: If you have not treated your brains with stimuli or treated them in a way that is not natural,
Effect: your brains will work like they are supposed to work.

From Paragraph #2: The young man who means to do the best possible work his body and mind can do, keeps his body and mind pure and clean from outside filth.

Cause: Keeping minds and bodies pure
Effect: enables young men to do the best possible.

From Paragraph #4: What is needed is that a man shall be ready and able to govern his body. He shall say, "Go," and his body shall go. He shall say, "Go faster," and his body shall go faster. His will, his power to govern his machinery, depends on his keeping himself pure.

Cause: A young man keeps himself pure.
Effect: His body obeys him.

From Paragraph #5: In his [relationships] with women . . . a Puritan gentleman earned his name by his chastity and his temperance.

Cause: A gentleman was pure with women.
Effect: He earned a good name.

From Paragraph #6: The men on this side of the water who kept their bodies pure were more than a match for the men of England who did not keep their bodies pure. They could outmarch them, outwatch them, outfight them. They could rule their bodies. They could be firm to a purpose. They had at their command strength of mind and body.

Cause: The American Puritans kept their bodies and minds pure.
Effect: They ruled their bodies, were firm in purpose, and defeated the British.

From Paragraph #9: This is the reason why the men who wish to have our cities temperate wish to close the open saloon in the city. They want to save young men from a fascinating temptation.

Cause: People want to save young men from temptation.
Effect: Those same people desire to close saloons.

From Paragraph #9: The same thing is to be said about unchastity. If you do not begin, you will not take a step forward. The moment that you find that a book is impure, or, as I said to those other two boys, is such a book you would not show your sister or mother, that is the moment to put that book in the fire. Indeed, the mere physical act of putting that book in the fire will be a good thing for you.

Cause: Getting rid of impure books,
Effect: you are better off and have done a good thing.

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

Paragraph #10: And, if you want any reason which you can state to a friend or to yourself, for your taking such a course, the reason is, that you wish to keep mind and body in the condition in which it pleased God to make them. You mean that your hand shall be steady, your feet quick, your arm strong, your mind sharp, uncluttered by impurities. And more than this, you mean to have these powers in immediate command, so that they do exactly what you, the living man, tell them to do.

Cause: You wish to keep your mind and body pure and to be in control of your powers.
Effect: You removed impure literature from your life.

From Paragraph #11: I know that the brain of man works most accurately and most steadily, and therefore, most reliably, when it is never plagued or perplexed by the influence of liquor.

Cause: a brain that has never been influenced by liquor
Effect: a brain that works accurately, steadily and reliably

You are developing important writing skills. Continue to the Activities.

LIFE PRINCIPLE:



"Living by moral principles equips a person to avoid hurtful situations."

—Ronald E. Johnson

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

English: Composition Skills

Chapter 4

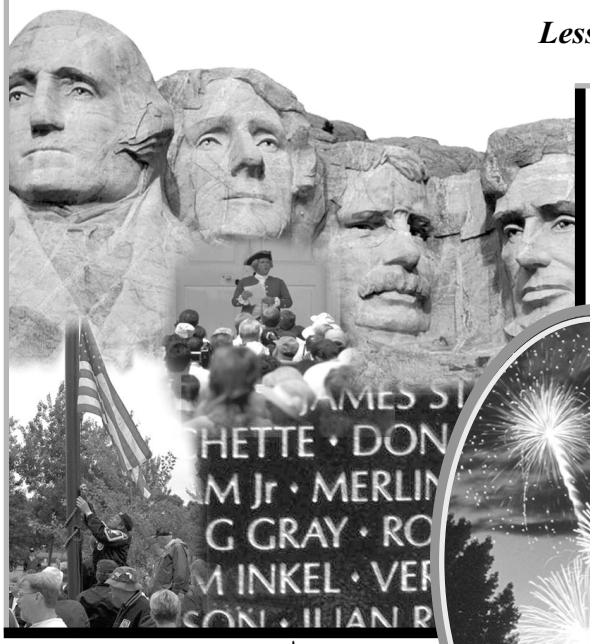
Writing

Lesson 10

DAYS TO REMEMBER

Section 2

Lessons 6-10





You and your family may celebrate holidays such as Christmas, New Years, Thanksgiving, Easter or Memorial Day. Many holidays are celebrated throughout the year, but many people are not actually ***cognizant*** of the reasons for those holidays. Holidays are much more than a day out of school or time away from work, especially holidays that commemorate the heritage of your homeland.

President's Day is a national holiday, celebrated on the third Monday in February. Originally designated to remember the birthdays of Presidents George Washington and Abraham Lincoln, President's Day is now a memorial for all former presidents. Every American is familiar with Independence Day, with fireworks ***galore*** on the Fourth of July. This holiday is, of course, a celebration of the signing of the Declaration of Independence. Constitution Day is celebrated for the ***ratification*** and signing of the United States Constitution on September 17, 1787.

Not only do holidays commemorate important dates in national history, but holidays also honor men and women who have fought bravely to defend their nation. In 1954, President Eisenhower designated November 11 as Veteran's Day. On this day, the United States pays tribute to American soldiers who have served their country in the Armed Forces. Similarly, the last Monday in May is Memorial Day, a day to honor men and women who died in battle while defending America.

Holidays are enjoyable just for the sake of being with family and friends; but holidays are even more special when the reasons for which we are celebrating are taken to heart. ■

VOCABULARY

Cognizant: consciously aware
Galore: in great numbers
Ratification: formal approval
Petulance: ill-temper, irritation, peevishness
Voucher: a certificate representing credit against future expenditures; in recent times, referring to educational choice in which parents enroll their student in any school (public, private or parochial) and pay for tuition using the tax money allotted for that student as if the student were in public school, at no extra cost to the parents
Subsidized: paid for, supported

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



COMPARISON AND CONTRAST WITHIN A COMPOSITION

Another purpose for writing is to compare and contrast. A *comparison* exposes elements that are alike. A *contrast* exposes elements that are different. In this chapter, you will learn two aspects of comparison and contrast—first, you will analyze compositions and find the comparisons and contrasts; secondly, you will create a comparison and contrast composition. In the vignette, notice how the author compared and contrasted different holidays.

Example #1: Holidays are more than a day out of school or time off work, especially holidays that commemorate the heritage of your homeland.

Contrasts:

holidays spent as time off work

VS.

holidays spent commemorating the heritage of your homeland

Example #2: Originally designated to remember the birthdays of Presidents George Washington and Abraham Lincoln, President's Day is now a memorial for all past presidents.

Contrasts:

President's Day was originally designated to commemorate Washington and Lincoln.

VS.

President's Day now commemorates all previous (former) presidents.

Example #3: In 1954, President Eisenhower designated November 11 as Veteran's Day. On this day, the United States pays tribute to American soldiers who have served our country in the Armed Forces. Similarly, the last Monday in May is Memorial Day, a day to honor men and women who died in battle while defending America.

Contrasts:

Veteran's Day commemorates living soldiers.

VS.

Memorial Day commemorates dead soldiers.

Comparison:

Both holidays celebrate U.S. soldiers.

VOCABULARY

financially

Parochial: a school supported by a church, usually a private, Christian (or other religious) academy

Expound: to give a detailed statement

Immaculate: clean, free from fault or error

By reading material that compares and contrasts certain elements, you will gain an understanding of how to write your own material that compares or contrasts a situation.

In 2000, the United States was split in its choice for president: Vice-President Al Gore or Texas Governor George W. Bush. Many news commentators expressed their opinions about the choice. Chris Matthews, chief of the *San Francisco Examiner's Washington Bureau*, and host of "Hardball" wrote an article that compared and contrasted the presidential candidates.

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

A Choice of Presidents

Cut through the fog of detail and ***petulance*** and you discover a stark difference between George W. Bush and Albert Gore. One leader would steer 21th century America in the direction of personal enterprise and self-reliance. The other would grow . . . the economic role of government. In both cases, the program the man pushes reflects the life he has led.

Bush has spent his life as a Texan taking chances. He tried first in the oil business; he tried secondly and successfully in the baseball business. Except for the Air National Guard, he has never been on a government payroll.

Gore has lived his life in Washington. After Vietnam he reported on politicians, then quickly became one of them, scaling the constitutional ladder of House to Senate to Vice Presidency. It was the same ladder Richard Nixon climbed during Gore's youth, the same rival Jack Kennedy might have taken had he won that improbable try of VP in '56.

Now in middle age, Bush and Gore are offering Americans a future that celebrates their own separate careers. One proposes a country where individuals are freed from government control and taxation to make their marks, follow their dreams. The other promises a government that educates us in youth, guards us by day and night, comforts and guarantees *our* security in old age.

In social security, Bush wants to introduce a measure of private enterprise with a bit of risk. Workers could choose to invest a portion of their payroll tax in private investments. Gore would keep the system basically as it is now. We get taxed while we work, receive benefits when we retire. Lower-income workers would be offered a second entitlement: three dollars of taxpayer money for every dollar they save toward retirement.

The two men's positions on Social Security reflect their life philosophies. Bush would free payroll dollars for private investment. Gore would go the other direction, creating a second government program that collects, transfers and redistributes more tax dollars from current workers to low-income retirees.

Connect the dots, and we notice that Bush wants a big tax cut. Gore needs to keep taxes high to pay for such government benefits as free [pharmaceutical] drugs for retirees and that extra three dollars for every dollar someone saves.

On education, Bush backs ***vouchers*** to allow parents the ***subsidized*** choice to enroll their children in ***parochial*** or other private schools. Gore would put all public backing behind public schools alone.

On crime, Bush comes from the state that fights crime with capital punishment and laws that let men and women carry concealed weapons. Gore may be the most zealous gun controller ever to run for president. Again, one [candidate] likes self-reliance and personal responsibility. The other pushes the power of government to protect us.

. . . [The year] 2000 is . . . the year of a true, dramatic presidential choice for the country. (used by permission)

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

After reading Matthew's composition that contrasts the presidential candidates of 2000, you can almost imagine a list he had made of the qualities and issues supported by each candidate. Matthews ***expounded*** on the lists and created paragraphs. Notice also the ***immaculate*** structure of the composition. The first paragraph is the introduction. It clearly tells the reader that the different positions of each candidate will be discussed. Each paragraph in the body addresses a separate idea. The conclusion reiterates the main idea. Matthew's article is an example of excellent writing.

Continue now to the Activities.

Life Principle



"When God is removed from our thoughts, our lives, our schools, our society, any evil is possible, for we have no ultimate argument against it."

—Frank Peretti

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

English: Composition Skills

Writing

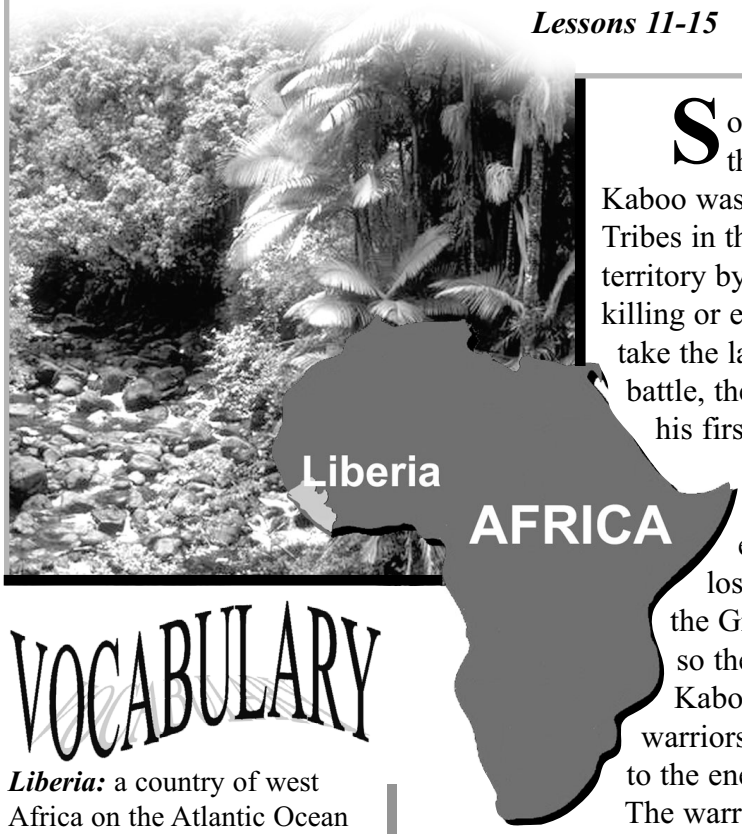
Lesson 11

Chapter 4

AFRICA'S FIRST MISSIONARY TO AMERICA (A TRIUMPHANT ACCOUNT OF BROTHERLY LOVE)

Section 3

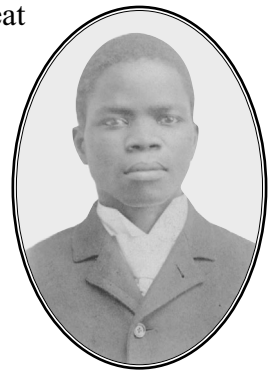
Lessons 11-15



Some time during the year of 1873, in the jungles of ***Liberia***, Africa, Prince Kaboo was born to the chief of a Kru tribe. Tribes in that region attempted to expand their territory by warring against each other and either killing or enslaving opposing tribes in order to take the land. According to tribal rules, after a battle, the defeated chief was required to trade his first born son as ***tribute*** to the victor. If the defeated chief refused to trade his son, the victorious chieftain could enslave the entire tribe. Kaboo's father lost a battle with the neighboring tribe, the Grebos. Kaboo was to be the sacrifice so the rest of his tribe could remain free. Kaboo was terrified when the chieftain's warriors gruffly took his arm and dragged him to the enemy village.

The warrior prince was treated terribly by the cruel Grebos. Kaboo was forced to work from sunup to sunset, day after day after day. Every night he was beaten viciously with leather straps and poisonous thorns until he fell unconscious. He was not allowed to eat for days. His one hope was rescue by his father. One day his father did come to ransom Kaboo—but in order for him to be ransomed, his little sister, "Little One" would have to replace Kaboo. He begged his father not to trade "Little One." Kaboo could not bear to think of his little sister being treated like Kaboo was. So, his grief stricken father left, taking "Little One" back to the village.

Later that night, in a drunken rage, the Grebo chieftain tied Kaboo to a



Prince Kaboo, later renamed Samuel Morris; photograph courtesy of Taylor University

VOCABULARY

Liberia: a country of west Africa on the Atlantic Ocean
Tribute: a forced payment to a ruler
Undergrowth: low-growing plants and shrubs beneath trees in a jungle or forest
Unarmed: without a weapon
Translator: a person who explains one language in another language so the listeners can understand
Passage: a journey by air or sea
Prostrate: lying face down in submission or adoration
Revival: a meeting or series of meetings that renew religious faith

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

cross and intended to beat him to death. According to Kaboo, a bright light suddenly shone out of the sky and blinded the Grebo chief and his wicked warriors. Kaboo's bleeding stopped, and his bruised body was miraculously healed. A voice urged, *"Run, Kaboo, Run!"* Strength surged through Kaboo's body. He quickly escaped into the jungle. Unable to find his way home in the dark ***undergrowth***, and ***unarmed***, Kaboo faced certain death. The threat of wild animals and angry Grebo warriors terrified Kaboo. Finally, exhaustion overtook him, and he crawled under a bush and slept.

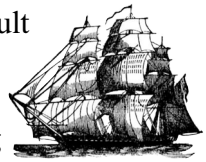


Kru hunter

When Kaboo awoke, the strange light was in front of him! It seemed to lead him down a path toward the coast. Suddenly, Kaboo heard singing, but he couldn't understand the language! He walked toward the sound and saw many people working in a field. A young boy approached Kaboo and asked his name. The boy spoke Kaboo's language, but Kaboo could not understand some of the other people in the field. The boy told Kaboo that the field was part of a large plantation owned by ex-slaves who had returned to Africa from the United States and England. Because so many slaves from different tribes and different languages worked on the same plantation, they communicated to each other in English. The boy also told Kaboo that near the plantation was a missionary school where the Africans learned to speak, read and write English.

The boy invited Kaboo to a missionary meeting on Sunday where Kaboo met some strange, pale people. Kaboo had never seen white people before, and was told that they were missionaries. Miss Knolls, an English Christian missionary, was friendly to Kaboo and invited him into the building. Through a ***translator***, Kaboo explained how he had been traded into slavery to the Grebo tribe, the cruelty he had suffered, and his miraculous escape. Miss Knolls thought that Kaboo was a special young man and invited him to stay at the missionary school. Kaboo agreed and met many other missionaries from England and the Untied States. The missionaries taught Kaboo English and the Bible.

Kaboo came to believe that the light and the voice he had heard in the jungle were from the God of the Bible. Kaboo learned at such a fast rate, that Miss Knolls realized she had taught him all she knew. She then sent him to a friend to learn more. After studying for several months with Miss Knolls' friend, Kaboo suggested that perhaps he could learn more in the United States. Miss Knolls' friend agreed and helped Kaboo buy a ticket on a ship to America. Miss Knoll's friend gave Kaboo the name of an acquaintance, a Christian man, and suggested that Kaboo find the man upon reaching New York. Kaboo adopted an American name, *Samuel Morris*, and set out for his new destination in the west.

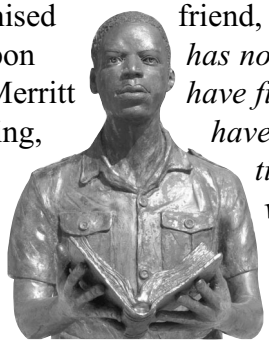


The ***passage*** was difficult because the ship captain was unkind and prejudiced and took great pleasure in mocking Samuel's belief in God. But Sammy (as he was called) treated the captain kindly and forgave the cruelty. During a battle with pirates, the captain was seriously wounded. He asked Sammy to pray. Samuel prayed that God would heal the captain, and his wounds were healed. The captain then commanded that the ship's crew listen to Samuel preach. The captain and Samuel became friends, and

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

when the ship reached New York, the captain sadly bid Samuel farewell.

Samuel found Mr. Stephen Merritt, Miss Knolls' acquaintance, who promised to meet with Samuel the next day. Upon his arrival at the meeting place, Mr. Merritt discovered Samuel on his knees praying, surrounded by 17 ***prostrate*** men weeping, repenting and dedicating their lives to God's service. Mr. Merritt soon realized that he was in the presence of an "apostle of simple faith" for which Samuel Morris became known. Merritt introduced Samuel to many important religious leaders in New York City.



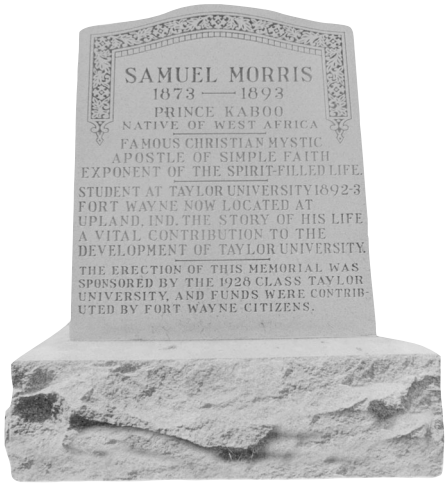
statue of Samuel in front of Taylor University; photograph courtesy of Taylor University

Morris gained a reputation and an audience as the first African missionary to America. People from every walk of life, color and creed gathered to hear Morris' message of God's love. Morris was a favorite of New York and helped many people change their lives for the better. He soon earned another nickname "Angel in Ebony."

Although he had no formal education, crowds gathered in the streets, and ***revival*** broke out wherever Samuel preached. He made many friends who raised money to send him to college. Samuel began studying at Taylor University in Indiana. While in Indiana, Samuel attended the African Methodist Episcopal Church on East Wayne Street. He began preaching, and soon a great revival swept that city. Local newspapers carried the news of the great "East Wayne Street Revival" and "Africa's first Christian missionary to America."

Samuel Morris finished his college education and prepared to return to Liberia. He wanted to tell his people how to remove the cruel practices of his family and the Grebo tribe. Samuel wanted them to know that a different life was possible. However, Sammy never reached his homeland. While preparing to leave, he became sick with pneumonia during a terrible winter storm. He prayed for God to heal him, but later told a friend, *"I understand now why my Father has not healed me. He showed me that I have finished my work here on Earth. I have done all that I was meant to do. The time has come for me to go and be with Him. I saw the angels! They will be coming for me soon!"*

On May 12, 1893, Samuel Morris died at the age of 21. His funeral was one of the most widely attended in Indiana at that time. During Samuel's funeral, three of his college friends committed to go to Africa as missionaries in Samuel's place. Samuel's family and tribe learned about the God of Samuel through the voices of his friends.



Samuel Morris' gravestone; photograph courtesy of Taylor University

You will use the stories of Samuel Morris and Ota Benga (next lesson) to write a compare/contrast composition for Lesson 13.

Read the Life Principle then continue to the Activities.

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

LIFE PRINCIPLE



"A boy becomes a man when he sets the down-trodden free from abuse, hopelessness and neglect and thus enables them to soar and serve."

—John Eldredge

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

Writing

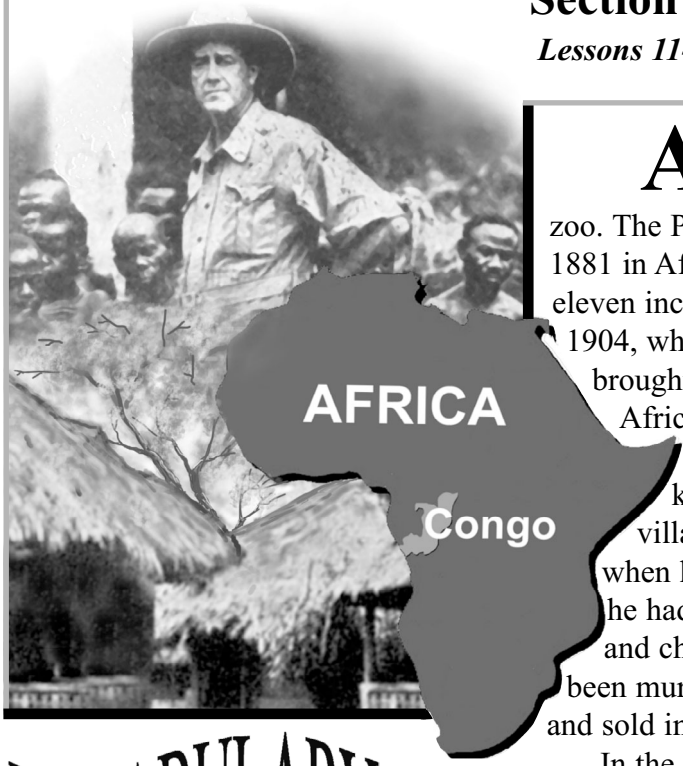
Lesson 12

Chapter 4

THE PYGMY IN THE ZOO (A TRAGIC TALE OF RACISM)

Section 3

Lessons 11-15



A tragic incident in history is the story of the ***Pygmy*** who was put on display in a zoo. The Pygmy, named Ota Benga, was born in 1881 in Africa. As an adult, Ota stood four feet-eleven inches tall and weighed 103 pounds. In 1904, when he was about 23 years old, Ota was brought to America from the ***Congo*** by noted African explorer/scientist Samuel Verner.

The story is as follows: Ota hunted and killed an elephant, then returned to his village to tell his people. What Ota saw when he returned was far different from what he had left only a few hours earlier. His wife and children, as well as the entire village, had been murdered. Ota himself was later captured and sold into slavery.

In the meantime, Samuel Verner, an American scientist attempting to prove the ***Theory of Evolution***, was looking for Pygmies to take back to the United States for research—to show that Pygmies were the mysterious "Missing Link." Verner spent time with the ***Batwa*** Pygmies, recording their traditions, languages and beliefs. Verner told of an instance when he had discussed with the Pygmies the view of evolution: *After my acquaintance with the Pygmies had ripened into complete mutual confidence, I once made bold to tell them that some of the wise men of my country asserted that they [the Pygmies] had descended from the apes of the forest. This statement, far from provoking mirth, met with a storm of indignant protestation, and furnished the theme for many a heated discussion around the Batwa firesides. (Verner, 1902a, p. 190).*



Pygmy hunters

VOCABULARY

Pygmy: a member of African or Asian peoples of genetically short stature

Congo: a country of west central Africa

Theory of Evolution: a theory that groups of living organisms change into different forms through time; specifically the theory that humans evolved from simpler organisms into different races; some races evolving into more superior forms than other races

Batwa: a particular tribe of Pygmies

©Copyright 2005, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

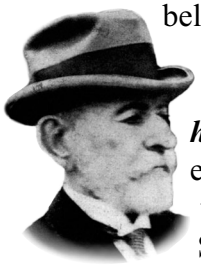
While traveling in Africa, Verner saw Ota at a slave market and purchased him and several other Pygmies. Verner took Ota to America. Later, Ota and the other Pygmies were taken back to Africa. Verner stayed in Africa for a while to collect artifacts. Ota searched for a Pygmy village to join and remarried, but his second wife died of a snake bite. With his wife dead, Ota no longer belonged to the clan or family. They ***ostracized*** Ota and called him a ***warlock***.

After Verner collected his artifacts, he decided to take Ota back to America to visit. Ota agreed to the arrangement. Back in America, Verner ***endeavored*** to sell his artifacts to museums. However, Verner's finances became strained, and he decided that he could no longer take care of Ota.

VOCABULARY

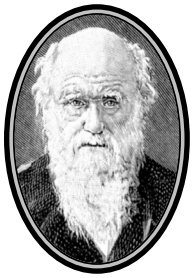
Ostracized: ignored, excluded from a group
Warlock: a male witch, sorcerer or wizard
Endeavor: to attempt through much effort
Creationism: the world view that the Biblical account of creation is true—that God created the human race and all humans today are descendants of the first man and woman
Humanist: a person who believes that humans are the highest beings and are in control of their own destinies
Darwinian theory: the theory that Charles Darwin published about evolution and racism
Hierarchical: arranged in order of importance
Ministers: preachers, priests, clergymen
Indignant: angry because of unjust or mean actions
Insinuated: hinted at, referred to
Impious: lacking reverence toward God or His creation

When Verner expressed his concern to Dr. William Hornaday, director of the Bronx Zoological Society, Hornaday convinced Verner to sell Ota to the zoo to be put on display as the "Missing Link" in support of the Theory of Evolution. Up to this time in the United States, ***creationism*** was taught in schools and homes and was the common belief of most Americans.


Dr. William Hornaday

Evolution was a new idea from Charles Darwin, a ***humanist*** who attempted to explain human existence without the design of a Supernatural Being (God). Evolution taught that people were categorized into "races" and that some races were more human than others.

Hornaday believed the ***Darwinian theory*** of ***hierarchical*** races. Hornaday concluded that Africans were the lowest forms of humans, closest to the apes, and that white Caucasians were higher humans, more "evolved" or developed. Tragically, Ota fell into the hands of this racist evolutionist. At first, Ota was free to wander around the zoo, assisting with the care of the animals, but that freedom changed drastically.

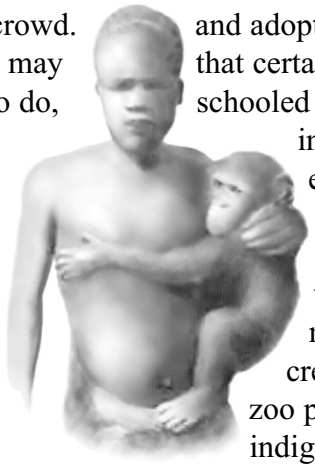

Charles Darwin

After a while, Ota was encouraged to spend more time inside the monkey cage. The zoo officials began locking Ota in his enclosure most of the time. When he was let out, crowds of visitors gawked and followed him. The keeper had to stay close by to keep the visitors from tormenting Ota. Often, the police had to be called to keep the visitors from getting too rowdy. In the meantime, Ota's publicity grew, and the Theory of Evolution spread.

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

At no other time in American history had a human being been displayed in a zoo. Not only was Benga enclosed in a cage, but he was forced to share it with a parrot and an Orangutan.

In one zoo advertisement, Ota was described as a sensation. He made faces and performed antics that delighted the crowd. Some zoo officials and evolutionists may have denied what they were trying to do, but the public knew full well the purpose of the new exhibit: Was the Pygmy a man or monkey? Was he something in between? Was he a forgotten stage of evolution?



On the cage, a sign was posted which read "The African Pygmy, Ota Benga. Age 23 years. Height 4 feet 11 inches. Weight 103 pounds. Brought from the Kasai River, Congo Free State, South Central Africa by Dr. Samuel P. Verner. Exhibited each afternoon during September" (*New York Times*, Sept. 10, 1906).

Newspapermen seemed to swallow the evolution theory. One *New York Times* reporter stated, "The Pygmy was not much taller than the orangutan, and one had a good opportunity to study their points of resemblance. Their heads are much alike, and both grin in the same way when pleased" (Sept. 10, 1906).

Scientists who believed in evolution and adopted the theory of "races," taught that certain "races" of people should not be schooled because those "races" were incapable of learning. Some evolutionists believed at this time that humans with dark skin were evolutionarily inferior to humans with light colored skin. However, many people still believed in creation, and caging a human in a zoo produced much controversy, indignation and protests, especially by ***ministers***.

Protests became demanding, but Hornaday refused to change Ota's situation, stating that the Zoological Society supported public exhibition of Ota. Although even some Americans of African descent at this time accepted the idea that the Pygmies were possibly defective humans, several ***indignant*** ministers of African descent were determined to stop the exhibit, especially because the display ***insinuated*** that dark skinned humans were of an inferior "race." One Reverend Gordon wrote that his "race" was worthy of being considered human beings with souls. Ministers expressed another reason to oppose the Theory of Evolution: it was absolutely opposed to the common belief that God had created all humans equally.

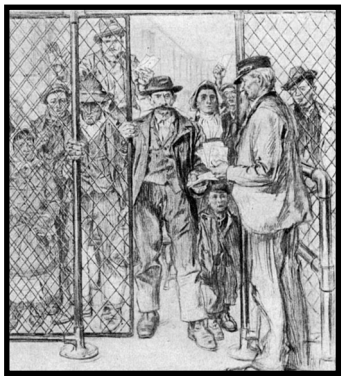
Some reporters, instead of ridiculing the zoo for its inhumane treatment of a human, criticized people who objected to the exhibit and who did not accept the Theory of Evolution. A *Times* article, written by a believer of evolution, ridiculed a minister of African descent who opposed evolution:

VOCABULARY

Creationist: a person who believes that human existence is the result of creation by God
Acquiesced: consented, complied
Procured: obtained or acquired through effort
Flourishing: wielding or exhibiting wildly, dramatically
Fracas: a rowdy fight or disruption
Despondent: depressed, desperately hopeless
Fare: a ticket for passage on a boat or airplane
Racism: the belief that a particular group of people is superior or inferior to other groups

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

"One reverend colored brother objects to the curious exhibition on the grounds that it is an ***impious*** effort to lend credibility to Darwin's dreadful theories . . . the reverend colored brother should be told that evolution . . . is now taught in the textbooks of all the schools, and that it is no more debatable than the multiplication table" (Sept. 12, 1906). Yet, not all newspaper editors were willing to forget their creationist upbringing. *Publishers Weekly* commented that the ***creationist*** ministers were the only ones who "truly cared about Ota Benga" (Anon., 1992, p. 56).



People lined up to see Benga.

Due to the many formal protests and threats of legal action, the zoo director eventually ***acquiesced*** and finally allowed the Pygmy out of his cage. Once freed, Benga spent most of his time walking around the zoo, often followed by crowds. He returned to the monkey cage only to sleep at night. By this time, Benga was weary of mocking visitors and unkind children, and he began to hate the zoo and people in general. Among other self defense tactics, he made a set of bow and arrows and wounded some visitors who were particularly obnoxious. Hornaday wrote a letter to Verner describing some of Benga's behavior at that time:

Of course we have not exhibited him [Benga] in the cage since the trouble began. Since dictating the above, we have had a great time with Ota Benga. He ***procured*** *a carving knife from the feeding room of the Monkey House, and went around the Park* ***flourishing*** *it in a most alarming manner, and for a long time refused to give it up. Eventually it was taken away from him. Shortly after that he went to the soda fountain near the Bird House, to get some soda, and because he was refused the soda he got into a great rage . . . . This led to a great* ***fracas****. He fought like a tiger, and it took three men to get him back to the monkey house. He has struck a number of visitors, and has 'raised Cain' generally* (Bridges, 1974).

Hornaday decided Ota Benga was too much trouble and released him to Reverend Gordon, director of the Howard Colored Orphan Asylum in Brooklyn. Benga found care at several different institutions and with several sympathetic individuals. First, he was sent to an orphanage for children of African descent. There, Ota learned English. However, he also became "sweet" on a certain young lady there, named Creola. Although the workers at the orphanage did not want to see Benga enclosed in a cage, they still considered him as some kind of "freak" and less than human. To avoid a relationship with Creola, they shuffled Ota miles away from Brooklyn and settled him in a community in Virginia.

In the new community, Benga seemed to do especially well. Families in that community entrusted their young to Ota's care. Parents felt their children were safe with the little Pygmy. He taught the children to hunt, fish and gather wild honey. Ota even tended to be somewhat overprotective of the children. While with this community, Ota embraced Christianity and was baptized. His English vocabulary improved rapidly. He also learned to read, and occasionally attended classes at a Lynchburg seminary. He was popular and learned several sports.

Later, however, he ceased attending classes and began working. Some community members thought that Ota was possibly attempting to raise money to return to the Congo. Instead of helping Ota return to his homeland, every effort was made to help him

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

blend in with the culture. Although outwardly Ota seemed to adjust, inwardly he had not. He became increasingly ***despondent***. Some people reported that he checked on the price of steamship tickets to Africa, but because of the cost, concluded that he would never have enough money to purchase ***fare***. He became increasingly depressed, hostile, irrational and forlorn. He often had tears in his eyes when he told people he wanted to go home. No one helped him. On March 20, 1916, Benga committed suicide with a revolver. He shot himself through the heart.

Even though Hornaday's belief in Darwin's Theory of Evolution and ***racism*** had completely destroyed a young man's life, Hornaday stubbornly refused to admit how tragically wrong his actions had been.

Today, many Batwa people in Africa have embraced Christianity. The Batwa Pygmy population has been greatly reduced due to tribal wars in some African regions. Nevertheless, the Batwa people retain their cultural distinctives. Batwa tradition is rich in song, dance and music. Strong families and communities are firmly integrated in the social life of the Batwa people in Africa.

In Lesson 13, you will use the stories of Ota Benga and Samuel Morris to write a compare/contrast composition. Continue to the Activities.

LIFE PRINCIPLE



"Hesitating in the face of evil is equal to siding with the enemy."

—Marion Pritchard

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



New York City

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

English: Composition Skills

Writing

Lesson 13

Chapter 4

TWO AFRICANS WHO IMPACTED AMERICA: SAMUEL MORRIS AND OTA BENGA

Section 3

Lessons 11-15



Although Samuel Morris and Ota Benga had vastly different experiences in the United States, the legacies left behind by these two African natives are ***indelible***. Morris came with resolute purpose and unshakable faith, shaping the future of American evangelism; Benga became the victim of men with evil intent, paving the way for racism cloaked as science. What contrasting destinies! Morris brought New York to its knees in repentance; Benga was tormented and imprisoned in a New York zoo. ■

COMPARISON AND CONTRAST BETWEEN COMPOSITIONS



Comparisons and contrasts can be made between pieces of literature. In this lesson, you will analyze the comparisons and contrasts between the stories of Samuel Morris and Ota Benga, then you will write a composition. When preparing your composition, utilize the writing process that assures quality work:

1. *Prewriting* means gathering ideas (brainstorming, freewriting or mapping). In a compare/contrast essay, part of prewriting is to list comparisons and contrasts.

2. *Planning* means putting your ideas in order, for example, outlining, gathering and listing references, etc. Notice the references to newspaper articles and books in the story of Ota Benga. These references were gathered during the *planning* stage of the story.

3. *Drafting* means writing the rough draft.

4. *Editing* means adding, subtracting or rearranging paragraphs, words and sentences.

5. *Proofreading* means looking for and correcting words that may be wrong, confusing or out of place grammatically.

VOCABULARY

Indelible: permanent, unable to be removed
Prominence: fame, influence
Seminary: a school that trains preachers
Stead: place, position

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

PREPARING YOUR COMPOSITION

The next few pages will "walk you through" the first two stages of the writing process for a compare/contrast composition about Samuel Morris and Ota Benga. Carefully study the prewriting and planning stages. You will use them to complete the last three stages (drafting, editing and proofreading) in the Activities.

Prewriting

First, list the similarities between Samuel Morris and Ota Benga.

1. Samuel Morris and Ota Benga were native African tribesmen.
2. Both were separated from their families.
3. Both became slaves in Africa.
4. Both men came to New York, U.S.A.
5. Both reached ***prominence*** in the United States.
6. Both desired to return to Africa.
7. Both died young in the United States.

Next, list the differences between Samuel Morris and Ota Benga.

1. Samuel Morris was from Liberia; Ota Benga was from the Congo.
2. Samuel Morris had never married; Ota Benga had been married twice.
3. Samuel Morris was separated from his family because he had been traded into slavery; Ota Benga was separated from his family because his family had been killed.
4. Samuel Morris escaped his slavery due to Providential intervention; Ota Benga "escaped" slavery because he was purchased by Verner and became an exhibit for a science project.
5. In Africa, Samuel Morris found refuge and love with missionaries who educated him; Ota was exploited by Samuel Verner and ostracized by the Pygmy tribes.
6. In the United States, Samuel Morris found a place with citizens who loved him, educated him, supported him, clothed and fed him and helped him in his goals to become an evangelist; Ota Benga fell into the hands of scientists who exploited him in an effort to prove evolution and who denied him human dignity by using him to "prove" the "Missing Link" theory.
7. In the United States, Samuel Morris was respected and revered; Ota Benga was mocked, taunted and treated like an animal.
8. Samuel wanted to return to Africa to teach his people a better way of life; Benga wanted to return to Africa because he was miserable.
9. Samuel died of illness in the presence of friends who loved him; Ota died of suicide, despondent and alone.

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

Planning

I. Topic sentence about both men impacting the United States in profound, yet drastically different ways
    A. Samuel Morris creating a positive impact by uniting people in goodness
    B. Ota Benga being used to create a negative impact of racism

II. Brief overview of Morris' life
    A. Life in Liberia
        1. Tribal warfare
        2. Slavery and escape
        3. Life at plantation and mission
    B. Life in the United states
        1. College
        2. Church
        3. Social impact on New York
    C. His death and heroism

III. Brief overview of Benga's life
    A. Life in the Congo
        1. Pygmy tribal lifestyle
        2. Slavery
        3. Purchase by Samuel Verner
        4. Ostracized by Pygmy tribes
    B. Life in the United States
        1. Travels with Samuel Verner
        2. Sold to William Hornaday
            a. Captivity in zoo
            b. Protest of ministers and citizens
        3. Released to Reverend Gordon/placed in orphanage
        4. Relocated in Virginia
            a. Worked well with children, learned to read and write
            b. Worked to purchase fare back to the Congo
    C. His death

IV. Comparisons and Contrasts of both men in the United States
    A. Treatment of Samuel Morris
    B. Treatment of Ota Benga
    C. Impact Samuel Morris had on the United States
    D. Impact Ota Benga had on the United States

Sometimes in long compositions, you may want to lengthen the *Planning* stage. For instance, instead of jumping directly from an outline to a rough draft, you may want to "fill out" your outline by writing complete sentences and making paragraphs using the outline. To better plan the composition about Morris and Benga, the outline has been "filled out" a little more.

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

"Filled-Out" Outline

I (A, B). Samuel Morris and Ota Benga were both African natives who profoundly impacted the United States. Samuel Morris positively impacted America by uniting people in love and goodness. Ota Benga was used by scientists to spread the Theory of Evolution, dividing people according to ethnicity.

II (A,1,2,3). Samuel Morris grew up in Liberia in the warring Kru tribe. He was traded as a slave to the Grebo tribe where he was savagely treated. During a particularly cruel beating, Morris credited his escape due to Providential intervention. He discovered a plantation owned by ex-American and English slaves who had returned to Africa. Next to the plantation was a mission established by English and American missionaries where Morris learned to read and write and learned about Christianity.

B (1,2,3). After a few years at the plantation, Morris traveled to the United States to attend ***seminary*** so he could return to Liberia to teach his people about Christianity. While in the United States, Morris made many friends and became respected as an evangelist and preacher. His enthusiasm and faith dramatically impacted and improved the lives of many citizens.

C. After a cold winter, Morris became ill with pneumonia and died at a very young age, before he could return to his family. His death was attended by friends who loved him. His funeral was one of the most attended funerals in the history of Indiana. In Samuel's ***stead***, young men and women from the seminary went to Liberia to teach the Kru people about Christianity.

III (A,1,2,3). Ota Benga was a Pygmy of the African Congo. At a young age, Ota was deprived of his wife and children and captured. He was purchased by Samuel Verner as part of a scientific experiment in an effort to prove the new Theory of Evolution. Verner took Benga to the United States but returned to the Congo after a short time. Back in the Congo, Ota remarried, but his wife died from a snake bite. Ota became ostracized by other Pygmies. Having nowhere to go, Ota returned to the United States with Samuel Verner.

B (1,2,a,b,3). In United States, Verner could not financially support Benga and sold him to Dr. Hornaday, an evolutionist who believed that Pygmies were perhaps the "Missing Link." Hornaday placed Ota on public display in a zoo. Ota was required to entertain the crowd. Citizens and ministers, especially those of African descent, protested the treatment of Ota, claiming that putting a man on display in a zoo was inhumane and furthered what they believed to be a false teaching: evolution. Due to the constant pressure from the concerned citizenry and the trouble Ota himself caused, he was released to Reverend Gordon who placed Benga in an orphanage.

4 (a,b). Benga did well at the orphanage but fell in love with a young lady there. In order to keep Benga from having a relationship with the young lady, the Reverend and other orphanage workers sent Ota away to another community in a different state. There, Ota worked well with the children, learned to read and write, and embraced Christianity. However, as time passed, he became depressed, quarrelsome, difficult; he longed to return to the Congo. He dropped out of school to work. His goal seemed to be to earn enough money to purchase boat fare.

C. Realizing that he would probably never earn enough money to purchase fare to return to his homeland, Ota Benga committed suicide. The evolutionists failed to take responsibility for the great wrong they had done to the young Pygmy.

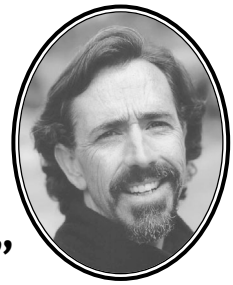
©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

IV (A,B,C,D). Both young men greatly impacted the United States but from very different experiences. Morris was treated like a brother by people who did all they could to further his knowledge and to help him accomplish his goals of evangelism. Benga fell into the hands of people who perverted science to promote a racist theory. These evolutionists harmed Benga, enslaved him, humiliated him, and then abandoned him. Morris brought goodness to the United States by perpetuating love and a better way of life. Benga was used to promote a theory that placed humans in an animalistic view where love is not found—only survival of the fittest—where racism was the motivating factor. Both young men died young. The lives of both young men are examples of the goodness and the depravity of which people are capable.

Congratulations! At the end of the Activities, you will complete the rough draft, edit it and proofread it. You may want to type it using a word processor, or you may write it on paper.

LIFE PRINCIPLE:

"A YOUNG MAN WON'T BE HAPPY UNLESS HE HAS ADVENTURE IN IS WORK, IN HIS LOVE AND IN HIS SPIRITUAL LIFE."



—John Eldredge

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



Queen Esther and King Ahasuerus

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

English: Composition Skills

Chapter 4

Writing

Lesson 14

Section 3

Lessons 11-15

LOVE FOUND A WAY



The story is told of an ***absolute monarch***, King Artheol, who ***decreed*** a punishment for all ***subjects*** who stole. As a penalty for breaking the law, the eyes of the ***offender*** would be gouged out with hot irons. Strangely, however, the first person to break the law was the king's own son, Prince Abishag. The ruler was so grieved that his hair turned white over night. His position was tragic. His love for his son conflicted with the penalty which the monarch himself had decreed. How could he protect the dignity of his reign as absolute ruler, and at the same time be merciful to his own wayward son? How could he order his child's eyes put out with hot irons—yet how could he do less? The law demanded payment for the crime.

At last, love found a solution. The crime would be punished. Two eyes would be put out. Artheol ordered that one of his son's eyes be burned out, and one of the king's own eyes be burned out, thus satisfying justice; yet, at the same time having mercy on his disobedient son by sharing the punishment with him. ■ (Anonymous)

VOCABULARY

Absolute Monarch: a king or queen who is the supreme ruler and had all the power and authority
Decreed: set forth in law
Subjects: people under a monarch
Offender: a person who breaks a law
Yahweh: the Hebrew name for God; also called "Jehovah"
Eunuch: a man who did not naturally have the ability to reproduce, or a castrated man; these men were often assigned as caretakers of women in palaces

COMPARISON BETWEEN COMPOSITIONS

As an author, you may desire only to *compare* two compositions, rather than comparing and contrasting. In a comparison essay, you will want to inform your readers of the similarities between characters, theme, plot, moral, etc. In the Activities you will write a comparison of the vignette, "Love Found a Way" and the story on the next page, "Queen Esther's Sacrifice."



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

Queen Esther's Sacrifice

When the nation of Israel was in captivity in Babylon, the ruler of the Persian Empire was Ahasuerus, also known as Xerxes (486-465 B.C.). Ahasuerus divorced Queen Vashti and began searching for a new queen. Ahasuerus' servants searched the country for beautiful, young virgins to be brought before the king so he could choose a bride. An orphan, Jewish captive named Esther from Jerusalem was taken to the house where the potential brides were kept in preparation for the king's feast where he would choose his next queen. Esther, a teenage woman, had been raised by her uncle, Mordecai, who had taught Esther to be a gracious woman with unshakable faith in ***Yahweh***. Esther's graciousness won the favor of the king's ***eunuch*** who was not aware of Esther's Jewish heritage.

When the season arrived for the feast, Esther was introduced to King Ahasuerus. He fell in love with the beautiful and graceful young woman. She was chosen as his wife and queen. Mordecai loved Esther as his own child and was concerned for her safety. He instructed Esther not to reveal her Jewish origin to the king. Jews at that time were minorities in ***Persia***, and some Persians hated Jews.

Esther must have felt very special! She had been chosen as queen by the most powerful man on earth and did her best to please him and make him content. The king loved Esther and trusted her. However, the king and queen's happiness did not mean that all was well in Persia. Although Esther did not know it at the time, she would become the savior of her people and change their destiny forever. In King Ahasuerus' court was a wicked man, Haman, who was the king's most trusted advisor. Haman hated Jews and poisoned the king's heart against them. Haman lied and said that the Jews were a threat to the kingdom—that they planned a rebellion to overthrow the king. The king believed the lies and asked Haman what should be done. Haman hatched a plan. He decreed that all Persians had permission to kill any Jews on a certain day. Esther's uncle, Mordecai, was deeply grieved and tore his clothes (a sign of grief). He sat at the king's gate weeping and mourning. He begged Esther to use her influence with the king to change the decree. Esther wept, cried out to God, and fasted and prayed. She felt powerless to do anything to help her people because her husband trusted Haman's advice.

Esther ordered her ***maidens*** to fast for three days and nights to request Yahweh's ***intervention***. Esther herself would fast, and after that time would go to the king, although doing so would endanger herself. No one, not even the queen, could appear before the king without being ***summoned***. To do so was to

VOCABULARY

Persia: an ancient empire of the Middle East (modern day Saudi Arabia)
Maidens: female servants of royalty
Intervention: action taken to hinder or alter another action
Summoned: called by a ruler
Veto: to reject or forbid a law
Implication: possibilities
Donned: put on (usually in reference to clothing)
Attire: clothing
Genocide: the murder of a whole culture of people
Trepidation: fearful trembling
Dismay: dread or apprehension
Reclining: leaning back in a resting position
Force himself: make unwanted sexual advances
Infinitely: without end, never ending

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

receive instant death. But, Esther knew that only the king could ***veto*** Haman's decree. Esther decided to risk death to try to save her people.

Esther perceived that Ahasuerus was devoted to his queen and loved her. But, she also knew that King Ahasuerus was a prideful man. Esther did not know if her husband's love would extend beyond her disobedience of appearing in his courtyard without being summoned. She did not know if he would stop the guards from killing her. She prayed that he would extend his golden scepter to her. "If I perish, I perish," she whispered in a prayer.

Another problem loomed in Esther's mind. In order to beg that the king spare the lives of the Jewish people, she would have to reveal her own Jewish roots. She trembled at the ***implications***—when the king found that out, he might feel deceived and have her killed with the others.

On day three of the fasting period, Esther ***donned*** her royal ***attire*** and stood in the inner court of the palace. Her legs shook, and her heart pounded. She feared what her fate might be the moment the king saw her. Ahasuerus, gazing down from his throne, saw his beautiful queen. Because he loved Esther, the king did not order his wife put to death. Instead, he held out his golden scepter, and said, "Why do you come, Esther? What is your request? You shall receive anything you want, even up to half of the kingdom."

The queen smiled. She was spared from death. Her heart swelled with gratitude to Yahweh. Esther requested that the king and Haman attend a banquet the queen had prepared. She did not immediately reveal her request. She had wisdom and knew that timing was important. She could not afford to ruin her one chance to save her people from ***genocide***. The king nodded and accepted the queen's proposal. Haman went home and bragged to his wife and friends that the queen favored him and invited just him and the king to a banquet. The next day, after the banquet, the king again asked Esther what she wanted. The queen smiled graciously and asked that the two men attend dinner again the next night when she would reveal her request.

The following evening after dinner, the king asked Esther to reveal her request. Patiently, and with ***trepidation***, Esther told the king that an evil man had plotted to murder her family. The king had great love for Esther and was furious. "Who is this man!" he roared. "Surely, he will pay with his life!" Terrified, Esther shakingly pointed to the king's most trusted advisor and friend. "This is the evil schemer my lord,—Haman!"



Esther accusing Haman

Ahasuerus felt trapped. The king's own best friend had plotted to kill the king's wife and her family. Ahasuerus was so angry, he could not think. He stepped outside into the garden to cool off and try to clear his mind. While the king was gone, Haman cried out in ***dismay*** and begged Esther to

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

spare his life. Ahasuerus heard Haman's loud pleadings and returned just in time to see Haman throw himself on Esther's couch where the queen was ***reclining***. Ahasuerus thought Haman was trying to ***force himself*** on the beloved queen and ordered Haman to be hanged immediately.

Soon afterward, Ahasuerus decreed that Jews were allowed to defend themselves from anyone who might try to harm them. The courage of Esther saved the Jews that day. She will be remembered ***infinitely*** more for her role in saving her people through love and selfless devotion than for her great beauty.

(paraphrased from the Book of Esther in the Old Testament)

You are learning important lessons about becoming an author. Congratulations! Continue to the Activities where you will write a short essay comparing "Love Found a Way" and "Queen Esther's Sacrifice."

LIFE PRINCIPLE



"Leadership begins with a thought then produces action that requires courage."

—Ronald E.Johnson

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

Writing

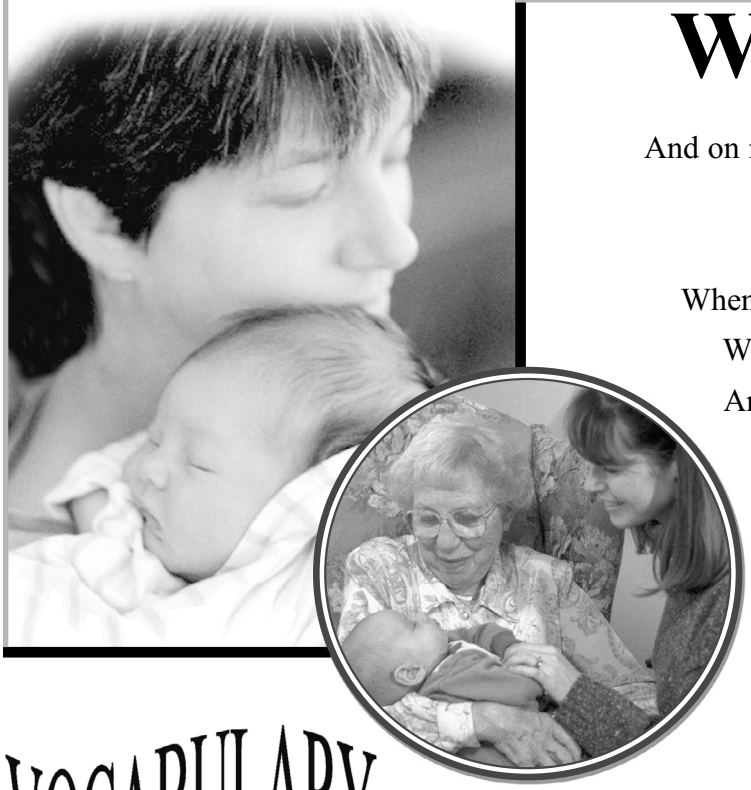
Lesson 15

Chapter 4

MY MOTHER

Section 3

Lessons 11-15



Who fed me from her gentle breast
And hushed me in her arms to rest,
And on my cheek sweet kisses pressed?
My mother.

When sleep ***forsook*** my open eye,
Who was it sung sweet ***lullaby***
And rocked me that I should not cry?
My mother.

Who sat and watched my infant head
When sleeping in my cradle bed,
And tears of sweet affection shed?
My mother.

When pain and sickness made me cry,
Who gazed upon my heavy eye
And wept, for fear that I should die?
My mother.

Who ran to help me when I fell
And would some pretty story tell,
Or kiss the part to make it well?
My mother.

VOCABULARY

Forsook: left, abandoned
Lullaby: a soothing song with which to lull a child to sleep
Persona: a voice or character representing the subject of a literary work
Fro: away, back
Rapture: a state of ecstasy
Aflame: on fire

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

Who taught my infant lips to pray,
To love God's Holy Word and day,
And walk in wisdom's pleasant way?
My mother.



And can I ever cease to be
Affectionate and kind to thee
Who was so very kind to me—
My mother.

Oh no, the thought I cannot bear;
And if God please my life to spare
I hope I shall reward thy care,
My mother.

When thou art feeble, old and gray,
My healthy arm shall by thee stay,
And I will soothe thy pains away,
My mother.

And when I see thee hang thy head,
'Twill be my turn to watch thy bed,
And tears of sweet affection shed—
My mother.

—Jane Taylor

CONTRAST BETWEEN COMPOSITIONS



Just as you might want only to compare compositions, you may also desire only to *contrast*. In a contrast essay, the writer seeks to inform readers of the differences between characters, theme, plot, moral, etc. In the Activities you will write an essay that contrasts the poem, "My Mother" and the poem on the next page, "Nobody's Child." Notice that the ***persona*** of "My Mother" is most likely that of a daughter who was loved and cared for as a child.

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

"Nobody's Child"

Alone in the dreary, pitiless street,
With my torn old dress, and bare, cold feet,
All day I have wondered to and ***fro***,
Hungry and shivering, and nowhere to go;
The night is coming in darkness and dread,
And the chill sleet beating upon my bare head.
Oh! why does the wind blow upon me so wild?
Is it because I am nobody's child?

Just over the way there is a flood of light,
And warmth and beauty, and all things bright;
Beautiful children, in robes so fair,
Are caroling songs in the ***rapture*** there.
I wonder if they, in their blissful glee,
Would pity a poor little beggar like me,
Wandering alone in the merciless street,
Naked and shivering, and nothing to eat?



Oh! what shall I do when the night comes down,
In its terrible blackness all over the town?
Shall I lay down 'neath the angry sky,
On the cold, hard pavement, alone to die,
When the beautiful children, their prayers have said,
And their mammas have tucked them up snuggly in bed?
For no dear mother on me ever smiled, —
Why is it, I wonder, I'm nobody's child?

No father, no mother, no sister, not one
In all the world loves me, e'en the little dogs run
When I wander too near them; 'tis wondrous to see,
How everything shrinks from a beggar like me!

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

Perhaps ‘tis a dream; but sometimes, when I lie
Gazing far up in the dark blue sky,
Watching for hours, some large, bright star,
I fancy the beautiful gates are ajar,

And a host of white robed nameless things,
Some fluttering o’er me on gilded wings;
A hand that is strangely soft and fair
Caresses gently my tangled hair,
And a voice like the carol of some wild bird—
The sweetest voice that ever was heard—
Call me many a dear, pet name,
‘Til my heart and my spirit are all ***aflame***.
They tell me of such unbounded love,
And bid me come up to their home above;
And then with such pitiful, sad surprise,
They look at me with their sweet, tender eyes,
And it seems to me, out of the dreary night,
I am going up to that world of light;
And away from the hunger and storms so wild,
I am sure I shall then be somebody’s child.

—Phila H. Case

Continue to the Activities where you will write an essay that contrasts the children in the two poems.



Life Principle:

“How you start life is not important; what matters is how you finish.”

—T.D. Jakes

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