English:

Writing Skills

ACTIVITIES



Chapter 4

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Writing Skills

Chapter 4

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Name: _____

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Writing

Willing to Lose in Order to Win

ACTIVITIES
Lesson 1:
Writing

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



FROM THE VIGNETTE
Complete the Activities.

1. Who is the main character in the story? _____

2. The main character is a: _____.
   (a) football player (c) professor
   (b) coach (d) president of a university

3. Where did the story take place? _____

4. When did the story take place? _____

5. How did Katz improve himself? _____
   _____
   _____

6. Why did Katz want to improve himself? _____
   _____
   _____

7. The main idea of the story is: _____
   _____.
   (a) running with the running backs increases speed
   (b) athletes know more than coaches do about practice techniques
   (c) to improve yourself, you must lose for a while
   (d) to improve, you must proceed past the level at which you are already successful

8. Write a summary of the story. Use questions (1-7) as a guide. Explain *who, what, where, when, why* and *how*.
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

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WORD POWER!

Place an "X" next to each sentence that best uses the VOCABULARY word.

9. _____ (a) The athlete ran ***windsprints***.
   _____ (b) The teenager flew his kite when the ***windsprints*** were just right.

10. _____ (a) Mom puts ***conditioning*** in her hair.
    _____ (b) Tom was ***conditioning*** on the field.

11. _____ (a) The ***linemen*** corrected the problem with our telephone.
    _____ (b) We watched the ***linemen*** prepare for the impact.

12. _____ (a) The president ***granted*** me an audience.
    _____ (b) He ***granted*** when the lineman hit him.



13. _____ (a) She drives a new, black ***Ultimate***.
    _____ (b) Her ***ultimate*** goal was to open a school.

FOCUS AND ORGANIZATION

Complete the Activities.

14. The main idea of this lesson is: _____.
    (a) brainstorming
    (b) outlining
    (c) writing and test taking
    (d) focus and organization

15. A person can focus on his topic by _____ his thoughts so that the ideas _____ together to make the argument _____ and _____.

16. One of the most effective ways to organize your ideas is to prepare an _____.

17. The students in California wrote a composition on the theme of "_____ _____."

18. Points (I) (A) and (I) (B) outline what examples? _____
    _____
    _____

19. Point II introduces which "backward" idea? _____

20. Which two examples support Point II? _____
    _____
    _____

21. Point III introduces which "backward" idea? _____
    _____

22. Which two examples support Point III? _____
    _____

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***Complete the Activities** continued*

23. Point IV introduces which "backward" idea? _____
_____

24. Which two examples support Point (IV) (A)? _____
_____
_____

25. What three subpoints support Point IV? _____
_____
_____

26. Point V introduces which "backward" ideas? _____
_____

27. What two subpoints support Point V? _____
_____

28. Which two examples support Point (V) (A)? _____
_____

29. Which two examples support Point (V) (B)? _____
_____

30. When a person focuses and organizes his composition, the ideas will support each other to make the argument _____ and _____ as well as _____ and _____.

31. When an author focuses, the reader understands that the author thought in _____ about the subject and is probably a _____ source.

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



MANDATORY WRITING ASSIGNMENT

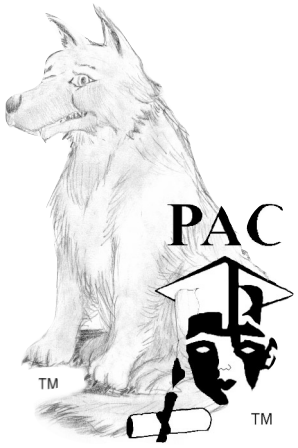
Step 1. Thoroughly read Notes 1-4 at the end of the text in Lesson 1.

Step 2. Write an essay following the outline in the text on the theme "Some life truths seem backward or upside down." Do not presume that your readers know the stories to which the outline refers. Explain each example thoroughly in your essay. Start a new paragraph for each main point. Write an effective conclusion.

Teacher's Signature: _____

***Note to teacher: the Grading Rubric for this assignment is in the TRK.**

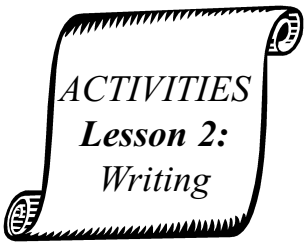
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A Change in Priorities



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



FROM THE VIGNETTE
Complete the Activities.

1. In which U.S. state did the story take place? _____

2. Who was the main character? _____

3. When did the story occur? _____
   (a) when the major character was a child
   (b) when the major character was a teenager
   (c) when the major character was an adult
   (d) when the major character was an elderly adult

4. What did the main character try to do? _____
   (a) go deep-sea diving in the Honolulu Bay
   (b) climb Mount St. Helens
   (c) swim across Hanauma Bay
   (d) sail across the Pacific Ocean

5. Why did he think he could accomplish his goal? _____
   _____
   (a) He thought he was invisible.
   (b) He thought he was indivisible.
   (c) He thought he was expendable.
   (d) He thought he was invincible.

6. What happened when he was about halfway across the bay? _____
   _____

7. How did he find the strength to finish the seemingly impossible task?
   _____
   _____

8. The main idea of the story is: _____.
   (a) everyone should learn to swim at an early age
   (b) unexpected events sometimes cause us to change our definition of success
   (c) Hawaii is a very dangerous place to raise children
   (d) young boys are much stronger than they realize

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Complete the Activities *continued*

9. Write a summary of the story. Use questions (1-8) as a guide. Explain who, what, when, where, why, and how.

_____
_____
_____
_____
_____
_____
_____
_____

WORD POWER!

Place an "X" next to each sentence that best uses the VOCABULARY word.

10. _____ (a) The cool ***breeze*** was a relief to the hiker.
_____ (b) The farmer had several hives full of ***breeze***.

11. _____ (a) The insect was so tiny, it was practically ***invincible*** to the naked eye.
_____ (b) Napoleon Bonaparte once seemed to be an ***invincible*** conqueror.

12. _____ (a) He liked the ***prospect*** of driving a new car.
_____ (b) The detective questioned the murder ***prospect***.

13. _____ (a) The village received its water through an ***adequate***.
_____ (b) The wheat crop received ***adequate*** rainfall this year.

14. _____ (a) Hyrum's situation was ***plausible***.
_____ (b) This dried-out modeling clay is not very ***plausible***.



DEVELOPMENT OF IDEAS

Complete the Activities.

15. The main idea of this lesson is: _____.
(a) outlining your composition (c) writing your introduction
(b) developing your ideas thoroughly (d) writing your conclusion

16. Avoid errors in writing, such as failing to _____ and _____ ideas.

17. Details serve what two purposes in your composition? _____
_____
_____

18. What did Kala use as Point I of her outline for her essay on success? _____
_____

19. Kala used three people as examples of success: _____,
_____ and _____.

20. Kala _____ each idea even further in her essay than in the outline.

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Complete the Activities *continued*

21. Contrast culture's definition of success and Kala's definition of success.

_____
_____
_____
_____
_____
_____

22. According to Kala, common people in common, everyday experiences can be successful.
_____ (a) True or (b) False

23. How did Kala develop the idea that Hyrum Smith was successful?

_____
_____
_____
_____

24. How did Kala develop the idea that Jack Katz was successful?

_____
_____
_____
_____

25. How did Kala develop the idea that her father was successful?

_____
_____
_____
_____
_____
_____
_____
_____

26. In her conclusion, Kala: _____
_____
_____.

(a) claimed that she, too, was successful
(b) encouraged her readers to look for successes in their lives and in the lives of others
(c) summarized the three examples she had used previously and restated her thesis

27. Kala demonstrated good development of ideas by _____
_____.

28. How did Kala use her critical thinking skills to prepare for her essay? _____
_____
_____

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



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Writing

ACTIVITIES
Lesson 3:
Writing

How Three Young Men Used Their Day of Liberty

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



FROM THE VIGNETTE
Complete the Activities.

1. What type of business was described in the story? _____
2. Where was the business located? _____
3. How did the manager test the three men? _____
   _____
4. Where did the third young man spend his holiday? _____
   (a) at the theater (b) at the wharf (c) in his office (d) aboard ship
5. Who received the job advancement? _____
   _____
6. Why did the manager choose the one young man over the others for the promotion?
   _____
7. The main idea of the story is: _____
   _____.
   (a) how to receive a promotion at work
   (b) achieving success through wise use of time
   (c) how to test employees
   (d) how to enjoy a holiday
8. Write a summary of the story. Use questions (1-7) as a guide. Explain who, what, when, where, why, and how.
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

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WORD POWER!

Place an "X" next to each sentence that best uses the VOCABULARY word.

9. _____ (a) Elizabeth has a ***thriving*** vegetable garden.
   _____ (b) The runner was ***thriving*** to win the race.

10. _____ (a) The tall ship sat majestically at the ***wharf***.
    _____ (b) The intricate pattern was woven through the ***wharf*** and woop of the fabric.

DEVELOPMENT: CHANGING WORDS AND PHRASES INTO SENTENCES

Complete the Activities.



11. The main idea of the lesson is: _____
    _____.
    (a) making an outline for your composition
    (b) proofreading your outline for the correct format
    (c) developing the points in your outline into complete sentences
    (d) proofing your composition for grammatical errors

12. Students in Michigan wrote on the theme "_____
    _____."

13. Write the complete sentence that was formed from point (I) (C) in the sample outline.
    "_____
    _____."

14. Write the outline point that led to the writing of the sentence, "Knowledge and skill are important in achieving success": _____

Write complete sentences for each point in the outline of "Pedal."

15.

I. _____
   A. _____
   B. _____
      1. _____
      2. _____
II. _____
   A. _____
   B. _____
      1. _____
      2. _____
III. _____
   A. _____
   B. _____
IV. _____
   A. _____
   B. _____
V. _____
   A. _____
   B. _____

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C. _____
D. _____
E. _____
VI. _____
A. _____
B. _____
C. _____
VII. _____
A. _____
B. _____
1. _____
2. _____
3. _____
VIII. _____
A. _____
B. _____

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

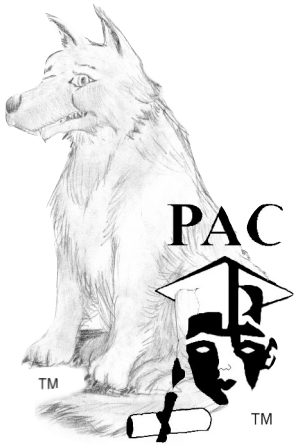


***Note to student: Question 15 is to be graded by the teacher.**

***Note to teacher: The student must use complete sentences in the outline. An example outline is provided in the TRK.**

Teacher's Signature: _____

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The Faithful Mother



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



FROM THE VIGNETTE
Complete the Activities.

1. Who is the main character in the story? _____
   (a) the physician
   (b) the mother
   (c) the oldest brother
   (d) the youngest brother

2. How many sons did the woman have? _____

3. Why was the woman on her sick bed? _____
   (a) to see if her sons loved her
   (b) because she was in the hospital
   (c) because she was utterly exhausted
   (d) because her sons sent her to go to bed

4. What did the oldest son say to his mother? "_____
   _____."

5. What was the mother's immediate reaction? _____
   _____

6. For what had the mother prayed more than anything else? _____
   _____

7. When was the first time any of the sons told his mother that she had been a good mother?
   _____

8. The main idea of the story is: _____
   _____.
   (a) expressing appreciation to your loved ones
   (b) taking care of your sick parents
   (c) how to raise a large family
   (d) how six boys grew into adulthood

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Complete the Activities *continued*

9. Write a summary of the story. Use questions (1-8) as a guide. Explain who, what, when, where, why, and how.

_____
_____
_____
_____
_____
_____
_____
_____
_____

WORD POWER!

Place an "X" next to each sentence that best uses the VOCABULARY word.

10. _____ (a) The farmer put salve on the cow's injured ***utter***.
    _____ (b) Being ungrateful is an ***utter*** shame.

11. _____ (a) The mortally injured soldier lay on his ***deathbed***.
    _____ (b) The ***deathbed*** was planted with radishes.

12. _____ (a) The frail old woman's eyes looked ***hollow***.
    _____ (b) Last night I heard Jeremy ***hollow*** at his dog.

13. _____ (a) The mother received her son's ***compliment*** gratefully.
    _____ (b) The salt and pepper shakers were sitting on the ***compliment*** tray.



DEVELOPMENT: PUTTING SENTENCES INTO PARAGRAPHS

Complete the Activities.

14. The main idea of the lesson is: _____
    _____.
    (a) improving your outline
    (b) proofreading your composition
    (c) expressing appreciation to your loved ones
    (d) developing your sentences into paragraphs

15. What is an effective progression for developing a composition?
    _____ → _____ → _____



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Complete the Activities *continued*

16. Use the lines below and on the next page to write a composition of 3-5 paragraphs with the sentences from Nora's outline. You may need to change or rearrange words for smoothness and clarity.

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



***Note to student: Activity 16 is to be graded by the teacher.**

***Note to teacher: A Grading Rubric for Activity 16 is provided in the TRK.**

Teacher's Signature: _____

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Writing

A Challenge to Change

ACTIVITIES
Lesson 5:
Writing

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



FROM THE VIGNETTE
Complete the Activities.

1. When did the story take place? _____
2. Who was the main character in the story? _____
3. What was her job and where did she work?_____
   _____
   _____
4. Why did she lose her job? _____
   _____
5. How did the main character communicate with her subordinates? _____
   _____
   (a) in an intimidating and confrontational manner
   (b) in an ingratiating and comforting manner
   (c) in an irritating and confusing manner
   (d) in an exasperating and condescending manner
6. How was she allowed to redeem herself? _____
   _____
   (a) by repaying the hidden losses
   (b) by prosecuting the dishonest employees
   (c) by salvaging a smaller business
   (d) by undergoing psychological counseling
7. When was she given a promotion for her success? _____
8. The main idea of the story is: _____
   _____.
   (a) that you should be very wary of trusting your subordinates
   (b) that failure can lead to self-improvement and success
   (c) that large corporations often give second chances to employees who fail
   (d) strategies for finding a new job

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Complete the Activities *continued*

9. Write a summary of the story. Use questions (1-8) as a guide. Explain who, what, when, where, why, and how.

_____
_____
_____
_____
_____
_____
_____

WORD POWER!

Place an "X" next to each sentence that best uses the VOCABULARY word.

10. _____ (a) Some nations have ***perfectionist*** tariffs to limit foreign imports.
    _____ (b) An Olympic figure skater must be a ***perfectionist***.

11. _____ (a) The jury's verdict was swayed by the ***intimidating*** evidence.
    _____ (b) The Matterhorn is ***intimidating*** to would-be mountain climbers.

12. _____ (a) The little boy managed to ***salvage*** his ragged Teddy bear from the wastebasket.
    _____ (b) The seamstress had to trim the ***salvage*** from the edge of the material.

13. _____ (a) The young man was found to be in possession of ***elicit*** drugs.
    _____ (b) Try to ***elicit*** strong emotions from your readers.

DEVELOPMENT: USING THE RIGHT KIND AND RIGHT AMOUNT OF SUPPORT

Complete the Activities.



14. As you develop your composition and add examples, facts and details, be sure to stay _____ on your topic and to explain each idea _____.

15. How should an author use information (examples and details) in a composition?

_____
_____
_____
_____
_____

16. Two common errors in writing are:
    (1) _____
    _____
    (2) _____
    _____.

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Complete the Activities *continued*

17. Explain how and where Isha made both kinds of errors in her essay.

18. How did Isha further develop her thesis statement? (Hint: How did she comply with Mr. Stalworth's notes regarding the thesis statement?)

19. In her second paragraph, how did Isha develop the idea that admitting personal mistakes and faults saves time and energy?

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Complete the Activities *continued*

20. What people/situations were used as examples to support the idea that correcting faults saves friendships?

_____
_____
_____
_____
_____

21. Isha concluded her essay by: _____
_____
_____.

(a) encouraging her readers to inspect themselves for faults and then to correct them
(b) describing personal experiences of times she had corrected faults and saved friendships
(c) restating the thesis and summarizing the main points in different words

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



MANDATORY WRITING ASSIGNMENT

While working on the next ten lessons, you will write a composition on the theme "Personal sacrifice is necessary to preserve life, liberty and our way of life (for posterity)." Use the following picture, poem, and speech (on the following pages) to generate thought and to provide examples. Your composition must have at least five main points and two examples for each point. Utilize the writing process of brainstorming, planning, drafting, editing and proofing. The composition is due at the end of Lesson 15 and is worth one test grade. You will receive daily reminders to work on different aspects of your composition.



*****This picture illustrates the victory of U.S. troops on the volcanic island of Iwo Jima during World World II. The planting of a flag indicates possession, ownership or victory. A flag that falls indicates defeat. In battle, troops struggle to keep their flag flying, indicating that they are going forward. If the flag falls, the troops know that something is wrong, and that the battle is not going well. The Battle of Iwo Jima was one of the most difficult for the United States troops.

***Note to teacher: Before moving on, the student should demonstrate understanding of what the statue represents.**
Teacher's Signature: _____

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I am a small and precious child; my dad's been sent to fight . . .
The only time I'll see his face is in my dreams at night.
He will be gone so many days but love for him won't lack.
I may be sad, but I am proud; My daddy's got your back. *

I am a caring mother. My son has gone to war . . .
My mind is filled with worries I have never known before.
Each day I try to keep my thoughts from turning black.
I may be scared, but I am proud; My son has got your back. *

I am a strong and loving wife, with a husband soon to go . . .
At times I'm simply terrified in ways most folks don't know.
I bite my lip and force a laugh as I watch my 'baby' pack,
My heart may break, but I am proud; my husband's got your back. *

I am a soldier . . . serving proudly, standing tall . . .
I fight for freedom, yours and mine by answering this call.
I do my job while knowing the thanks from you of't lacks.
Say a prayer that I'll come home . . . for now, I've got your back. *
(Anonymous)

(*The idiom *got your back* means, "to take care of, to protect, to keep from harm.")

***Note to teacher: Before moving on, the student should demonstrate understanding of what the poem means.**

Teacher's Signature: _____

Uniformed Services Appreciation Night

I am Bill Jenkins, and I would like to add my welcome [to the officers and public servants in this room].

A hero is an individual who, in a moment of selflessness, saves another from death or serious injury. A soldier is a hero for putting his or her life on the line to protect our freedoms. Then, the individual goes on about his or her life as an ordinary person. That instant of heroism is frozen in time.

In this room are individuals who go about their work in an every day fashion, just as I do. We know they have put out a fire or jailed a bad guy because we read about it or see it on TV. We know they stop us for speeding, and that is about all we know or care about, for none of us care to know about the dark side of life.

When a Law Enforcement Officer takes the oath of "Serve and Protect," little does the community realize the depth of those words. Law officers place their lives on the line from that moment on. You know about the arrest of a burglar, but do you know about the dark alley the officer drove down or that the bad guy had a loaded pistol. He stops a drunk driver, who in a few moments may have hit you head on . . . . Is that a hero or not? You will never know about that moment of heroism simply because you are still alive.

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In this room is a DARE officer. She is an educator who tells our children about the dangers of drugs. Somewhere along the line her determination and caring keeps one of our children or grandchildren from taking the first puff of a joint or a first hit of coke or heroin. Does that save a life? Definitely, yes. How about the unborn children of that youngster. Their lives are saved because the parent did not take drugs and become abusive or uncaring. How many generations of lives does that single act save?

In this room are members of our communities who volunteer to be firemen. No pay . . . little recognition. That is a hero. In the middle of the night, they are called to a fire. They don't know if they will return from that fire to their families. They extinguish brush fires that, except for their action, may have burned your house, your animals, all of your belongings . . . is that a hero to you? That selfless act may have saved the home you have now.

To me, firemen are the greatest heroes. They wear no gun, for they will probably not get shot or stabbed in their line of work . . . but how many die trapped inside buildings. How many are seriously burned or hurt saving a child or little old lady, or you and me. Firemen spend their spare time inspecting that motel down the street, your school building, the doctor's office . . . a hum-drum job . . . but those hum drum hours they spend save our lives by keeping those buildings safe. That is a hero!

To each of you officers, firemen and volunteers, we thank you for being the special person you are . . for a special person is needed to do your job. Many of us are alive today . . . because you were just doing your every day job. We honor you as our heroes and pray that the Good Lord will return you safely to your family at the end of your shift.

God bless you!

(speech by Bill Jenkins)

***Note to teacher: Before moving on, the student should demonstrate understanding of the essence of the speech.**

Teacher's Signature: _____

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Writing

To See What He Could See



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



FROM THE VIGNETTE
Complete the Activities.

1. Who is the main character in the story? _____
2. When and where was he born? _____
3. What were some activities in which he participated as a child and teen? _____
   _____
   _____
4. Why did he commit to travel? _____
   _____
   _____
5. Where did he walk 1,000 miles? _____
6. How did he travel most of the time? _____
7. With what famous person did he team? _____
   What did they do to improve America? _____
   _____
8. Write a summary of the story. Use questions (1-7) as a guide. Explain who, what, when, where, why, and how.
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

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Complete the Activities *continued*

9. With a highlighter, trace the route taken by John Muir from Indianapolis, Indiana to Cedar Keys, Florida.



10. On his 1,000 mile walk, in which two instances did John Muir not travel by foot?

_____

_____

_____

11. The 1,000 mile walk was the only walk in which John Muir participated. The rest of his explorations were done by carriage, horseback or boat. _____
(a) True or (b) False

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

12. _____ (a) Abraham Lincoln grew up on a ***homestead*** in Kentucky.
    _____ (b) Babe Ruth was a ballplayer known for his many ***homesteads***.

13. _____ (a) The ***diligent*** man slept on the street.
    _____ (b) Be ***diligent*** in your studies.

14. _____ (a) He disproved the theory with a careful ***reputation***.
    _____ (b) A good ***reputation*** is important to maintain.

15. _____ (a) John Muir became a ***naturalist***.
    _____ (b) The ***naturalist*** prescribed medication for the man's illness.

16. _____ (a) One exhibit in the natural history museum was a great woolly ***mammon***.
    _____ (b) The love of ***mammon*** leads to much heartache.

17. _____ (a) The trees were ***exploited*** for industry.
    _____ (b) Many lives were lost when the bomb ***exploited***.



COHERENCE IN THE INTRODUCTION
Complete the Activities.

18. Coherent means "_____."

19. What is evident in a composition that is coherent? _____
    _____

20. What is the importance and purpose of the introduction? _____
    _____
    _____
    _____
    _____

21. What is the correct term for the sentence that states the main idea? _____
    _____
    (a) theoretical statement
    (b) thesis statement
    (c) antithesis statement
    (d) main idea sentence

22. Write the thesis statement of John Muir's article: "_____
    _____
    _____
    _____
    _____."

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Complete the Activities *continued*

23. What two examples did Mr. Muir provide to support the statement *The wrongs done to trees, wrongs of every sort, are done in the darkness of ignorance*?

_____
_____
_____
_____

24. Muir's introduction sets what premise for the body of the composition to develop?

_____
_____

(a) Trees would better serve the American people by being preserved rather than abused.
(b) Using the trees for industry was not necessarily abuse.
(c) Trees should be worshipped like God and respected like George Washington.
(d) Trees had individual personalities and should not be taken for granted.

25. _____ was an American writer who helped inspire the colonists to fight for freedom during the Revolutionary War period.
(a) George Washington
(b) Calaveras King
(c) John Muir
(d) Thomas Paine

26. _____ was an essay that championed the cause of freedom and explained why independence from Britain was so necessary.
(a) "Save the Redcoats"
(b) "Save the Redwoods"
(c) "The American Crisis"
(d) "The British Crisis"

27. The first statement in Paine's introduction to "The American Crisis" was "_____
_____."

28. The thesis statement to "The American Crisis" is _____
_____
_____
_____
_____
_____
_____

29. The thesis statement and introduction set what premise for the body of the composition to develop? _____
_____

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Complete the Activities *continued*

30. Why is Thomas Paine's introduction to "The American Crisis" coherent? _____

_____

_____

31. Explain how Paine built one idea upon another in a logical manner.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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

_____*."*



MANDATORY WRITING ASSIGNMENT (Reminder from Lesson 5)

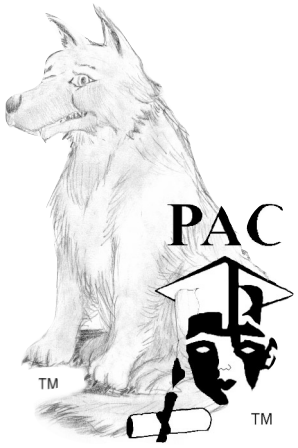
1. Prepare the outline (at least five main points and two subpoints for each main point).

2. Write the introduction.

***Note to teacher: the student should organize a notebook in which to keep the preliminary preparations to accompany the final draft of the composition due at the end of Lesson 15.**

Teacher's Signature: _____

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The Introduction to "Save The Redwoods"



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



FROM THE VIGNETTE
Complete the Activities.

1. What main idea is communicated in the introduction? _____
   _____
   _____
   _____
2. What happened to one of the Calaveras King Sequoias forty-seven years before this essay was written? _____
   _____
3. Where was the bark of one Sequoia shipped for exhibition? _____
4. Why was the bark shipped there? _____
   _____
5. What happened to that tree? _____
6. What absurd parallel did Muir use to compare passing the trees through a sawmill to produce good lumber? _____
   _____
   _____
   _____
7. From the introduction, readers could expect what idea(s) to be developed throughout the rest of the composition? _____
   _____
   _____
   _____

   (a) explanation of the destruction of trees; a defense of the trees and an alternative to their use as industry fodder
   (b) a history of industry and the different ways to prepare trees for sawmills; methods of removing bark from particularly large trees
   (c) a compare/contrast thesis of our great men and our great trees, forests and mountains
   (d) a dissertation on the fundamental biological differences between the giant redwoods and the sequoias

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WORD POWER!

Place an X next to each sentence that best uses the VOCABULARY word.

8. _____ (a) Tim was ***laboriously*** in the hammock, quietly enjoying a cool glass of tea.
   _____ (b) The loggers worked ***laboriously*** to cut down the giant redwood tree.

9. _____ (a) The ***scheme*** to steal the rival school's mascot was uncovered when the details of the plot were accidentally turned in as homework.
   _____ (b) The ***scheme*** was broken on the boy's bicycle, and he was not sure how he was going to arrive at school on time.

10. _____ (a) Americans will never forget the ***ghastly*** sight of the Twin Towers collapsing after the attack by Osama Bin Ladin's followers on September 11, 2001.
    _____ (b) Helen reported that the flying insects that kept bothering our campsite were called ***ghastly***.

11. _____ (a) The beached whale had been rotting in the sun for days and was now ***disfigured*** beyond recognition.
    _____ (b) The ballerina completed a beautiful ***disfigure***.



12. _____ (a) Try to ***majestic*** strong emotions from your readers.
    _____ (b) The ***majestic*** flag stirs strong emotions in all Americans.

COHERENCE AND FLOW IN THE BODY

Complete the Activities.

13. The way to achieve coherence in the essay body is to make each statement _____ _____.

14. Why is the smooth "flow of ideas" from sentence to sentence and paragraph to paragraph important? _____ _____

15. This may be accomplished by using transitional _____, _____, and _____.

16. Transitional techniques may include referring to _____ or repeating _____ from one paragraph or sentence to the next.

17. List five transitional words or phrases for each category.
    (a) Chronology: _____
    (b) Space: _____
    (c) Development: _____

18. Which transitional technique does sentence one use? _____ _____ _____

19. In sentence 2, Mr. Muir broadened the scope of his focus to include what trees other than only the Sequoia Kings? _____ _____ _____

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Complete the Activities *continued*

20. Sentences 3-5 are superb examples of using _____ to describe the area to which Muir wanted readers to focus.
    (a) theory (b) philosophy (c) transitional words (d) facts and details

21. In sentence 6, Muir tied the two previous paragraphs together by: _____
    _____
    _____.
    (a) reminding readers that the trees were noble; explaining how the groves had been destroyed
    (b) continuing to describe the landscape; claiming again to be a defender of the trees
    (c) describing other wildlife in the area and the human population of southern California

22. Sentences 7-10 further develop what idea set forth in sentence 6? _____
    _____
    (a) the migration of people to the area
    (b) the decreasing population of deer, fish and black bear
    (c) the destruction of the trees

23. What transitional phrase introduces sentence 11? _____

24. Sentence 11 starts a new paragraph with a(n) _____ to destruction.
    (a) comparison (b) provocation (c) contrast (d) introduction

25. Sentence 12 provides facts and details to support what idea set forth in sentence 11?
    _____
    (a) Some trees are protected.
    (b) No trees are protected.
    (c) All forests are exploited by lumberjacks.

26. Sentence 13 shifts the focus back to: _____
    _____.
    (a) the protected trees
    (b) the plight of unprotected trees
    (c) the legality of sawmills

27. In paragraph 4 (sentence 11), Muir mentioned that the Calaveras Grove was protected by a Mr. Sperry. In sentence 14, Muir provided new insight on why the Calaveras Grove was protected. What was that reason? _____
    _____
    (a) Mr. Sperry was a "tree lover."
    (b) Public outcry demanded that the grove be preserved.
    (c) The grove was too high in the mountains to be reached by sawmill equipment.

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Complete the Activities *continued*

28. In sentence 15, Muir pondered what thought? _____
_____
_____
(a) why the public refused to protect nature
(b) why the public was so interested in the Calaveras but did not seem to care about the trees around the Calaveras Grove
(c) why industrious sawmen were attracted to the area

29. In sentences 16-18, Muir explained why the Calaveras were of so much interest to the public. What was the reason? _____
(a) They were the first discovered.
(b) They were the most well known.
(c) They were a tourist attraction.
(d) They were given the names of great men.
(e) They deserved to be preserved because they were noble.
(f) The Californians had a responsibility to preserve the trees.
(g) all of these
(h) all except b and d
(i) only a, b, c and f

30. Put on your critical thinking cap! How does sentence 19 (the last sentence of the body) contrast with the first sentence of the introduction? _____
_____
_____
_____
_____
_____

31. List five strengths of Mr. Muir's composition so far. _____
_____, _____,
_____, _____
_____, _____

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



MANDATORY WRITING ASSIGNMENT (Reminder from Lesson 5)

Write at least two paragraphs of the body today. Keep all of these preliminary preparations in your notebook to accompany your composition at the end of Lesson 15.

Teacher's Signature: _____

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Writing

"The American Crisis"

ACTIVITIES
Lesson 8:
Writing

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



FROM THE VIGNETTE
Complete the Activities.

1. Write the first two sentences of the essay: "_____
_____
_____
_____
_____
_____."
2. Who does Paine say will shrink from the service of their country? _____
_____
3. To what does Paine liken being bound "in all cases whatsoever"? _____
(a) prison (b) freedom (c) slavery (d) revolution
4. To whom alone does Paine ascribe the unlimited power "to bind us in all cases whatsoever"? _____
5. In paragraph 1 of the body, what season of the year did Paine say should be used to the patriots' advantage? _____
(a) spring (b) summer (c) autumn (d) winter
6. Paine inferred that he was worried about the loss of the last winter but hoped that the Jerseys would have the strength and courage (resolution) to _____ even while General Howe continued to threaten them.
7. In paragraph 2, Paine warned that the patriots must be responsible in using the present winter as an advantage or they would be punished by the victory of the British.
_____ (a) True or (b) False
8. In paragraph 3, Paine stated that the Americans had done everything they could to avoid war by every wise and decent method, but that the British continued to prey upon the Americans; therefore, the Americans had no choice but to defend themselves.
_____ (a) True or (b) False

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Complete the Activities *continued*

9. In general terms, paragraph 4: _____
   _____
   _____
   _____.
   (a) outlines Paine's philosophy of war and the morality of defending oneself
   (b) provides details and examples of the movement of the American and British armies and examples of providential intervention for the patriots
   (c) details the fight at the town of Hackensack and the efforts by the patriots to reach the people by ferry and warn them to arm themselves and prepare to fight
   (d) describes General Howe's philosophy of providential intervention and his obedience to the forces of hell

10. Explain why Paine, in paragraph 5, described General George Washington as one who "never appeared to full advantage except in difficulties and in action" and as one who had the blessing of God.
    (a) _____
    _____
    _____
    (b) _____
    _____
    _____
    (c) _____
    _____
    _____
    (d) _____
    _____
    _____

11. Explain who and what the Tories were, why they were dangerous to America, and why they were confusing to General Howe. (paragraph 6)
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____

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Complete the Activities *continued*

12. Why did the statement by the Tory tavern keeper upset Thomas Paine? (paragraph 7)

_____
_____
_____
_____
_____
_____
_____
_____

13. In paragraph 8, according to Paine, what error did the Americans make in the beginning?

_____
_____
_____
_____
_____
_____
_____
_____

14. In paragraph 8, Paine considered the Tories as traitors. What did he say should happen to them and their possessions? _____

_____
_____
_____
_____
_____
_____
_____
_____

15. In paragraph 9, Paine wanted the future world to know that: _____

_____
_____.

(a) against all reason, only surviving on hope and virtue, the Americans resisted the evil tyrant of the king of England and banded together in a common effort for freedom
(b) America's wealthiest businessmen had sacrificed all of their wealth and possessions to fight for the cause of freedom
(c) America's "Rebel" generals outwitted the educated and mightily trained generals of Great Britain
(d) Americans are the hardest workers and show their faith by their works

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Complete the Activities *continued*

16. In paragraph 9, Paine stated that regardless of where the Americans lived, what rank they were in life, how far or near they were to civilization, how rich or poor they were, they would all either rejoice in freedom from England, or they would all suffer the evils of England if England were victorious. _____ (a) True or (b) False

17. In paragraph 10, how did Paine explain that some people were being fooled and blinded to the true nature of the enemy? _____
_____
_____
_____
_____
_____
What analogy did he use? _____
_____
_____

18. The Tories believed that by giving up their arms and hoping for peace, that they would be saved from ruin. _____ (a) True or (b) False

19. Paine inferred that no one must give up their arms, but that each county and state should hold fast the links in the chain of mutual love for each other and mutual fear of the enemy. _____ (a) True or (b) False

20. Paine could see clearly that by Howe suggesting that the patriots give up their arms, that the patriots would go willingly into barbarous destruction. _____
(a) True or (b) False

21. Paine stated that the Americans who agreed with Howe were either _____ or _____.

22. Paine inferred that he himself would not dwell on wishful thinking, but that he would face reality with a reasonable mind and do what was necessary to rid America of her enemy.
_____ (a) True or (b) False

23. Write "American" or "British" for each general.
_____ General Greene _____ General Howe
_____ General Washington _____ General Gage

WORD POWER!

Place an X next to each sentence that best uses the VOCABULARY word.

24. _____ (a) Travis was dressed in a camouflaged ***garrison*** coat.
_____ (b) The young soldier was assigned to a new ***garrison***.

25. _____ (a) When the soldiers went to war, the town formed a ***militia*** to protect the citizens.
_____ (b) Susie spread the pretty ***militia*** on the ground to serve the picnic.

26. _____ (a) The soldier's demeanor emitted a ***martial spirit***.
_____ (b) The ***martial spirit*** haunted the house at the beach.

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Return to the beginning of "The American Crisis" and complete the Activities for coherency and transitions.

27. Toward the end of the introduction, Paine stated that Britain intended to make virtual slaves of the Americans. How did Paine transition to the first paragraph of the body?

_____

_____

(a) He offered independence as a contrast to slavery.
(b) He stated that war was inevitable.
(c) He mentioned the delayed action of the army and how it was caused by the determined fighting of the British.
(d) He gave his personal opinion of the need to take advantage of the winter in the cause of independence.

28. In paragraph one, Paine mentioned that the winter of last year would have given the patriots an advantage. How did Paine transition to the second paragraph?

_____

_____

_____

(a) He stated that winters induce men to evil.
(b) He mentioned that winters tend to punish armies left out in the cold.
(c) He emphasized that the winter of this year should be used and not wasted.
(d) He inferred that General Washington was to blame for the wastefulness of last winter.

29. In paragraph two, Paine emphasized the responsibility of the Patriots to be resourceful and to use what advantages they may. How did Paine transition to the third paragraph?

_____

_____

_____

_____

(a) He stated that he was superstitious and that fate alone would determine the outcome of the war, regardless of the effort put forth by the Patriots.
(b) He mentioned that God would uphold His responsibility and not forsake the Patriots because they sought to do right and because the British king had done evil and would not receive God's favor or help.
(c) He inferred that General Howe was responsible for motivating the Patriots to do right, regardless of the godless actions of the British soldiers, such as murdering, robbing and breaking into homes.
(d) He suggested that God had neglected his responsibility by giving up the Patriots to an evil enemy.



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Complete the Activities for coherency and transitions *continued*

30. In paragraph three, Paine mentioned the providence of God on the side of the Patriots. How did Paine transition to the fourth paragraph?

_____

_____

_____

_____

(a) He provided examples of the brutality of the British troops against the Americans.
(b) He provided an historical view of British fighting techniques and explained why those techniques were useless in America because the Patriots had learned to fight like the American Indians and wage sporadic, guerrilla warfare.
(c) He provided details of the forts and the amounts of arms and soldiers the Americans had and explained that the British were smart not to engage the Americans who were much better equipped and organized than the British.
(d) He provided details, facts and examples of how and why the British could have easily overthrown the Patriots, but that for some reason [Providence], the British got confused or did not act decisively.

31. In paragraph four, Paine mentioned the cramped and difficult conditions of the troops and the constant danger in which the Patriots lived. How did Paine transition to the fifth paragraph?

_____

_____

_____

_____

(a) He explained how the Patriots responded to the pressures (harassment, fatigue, no rest, food or shelter), especially the response of George Washington (manly, with courage, firmness, fortitude, seeking God's blessing, seeking the support of other, fellow Americans).
(b) He explained that so many of the Patriots quit the army due to harassment by the British, that General Washington had to fight the British alone.
(c) He explained that other Americans were recruited into the Patriot army to drive back the enemy.
(d) He explained that due to the conditions of the Patriot army, Voltaire begged King William not to punish the Americans anymore and to give them their independence because they deserved it after fighting so long and hard.



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Complete the Activities for coherency and transitions *continued*

32. In paragraph five, Paine mentioned retreating from the enemy to the Delaware River. How did Paine transition to the sixth paragraph?

    _____

    _____

    (a) He analyzed the terrain around the Delaware and provided explanation of why and how the retreat took place.
    (b) He analyzed why the British were moving toward the middle colonies rather than the New England colonies.
    (c) He analyzed the differences between Tory, Whig and British generals.
    (d) He analyzed the amount of support the Tories gave to the British versus the amount of support the Tories gave to the Americans.

33. In paragraph six, Paine explained the attitude of the Tories and how it was dangerous to the Americans and confusing to the British. How did Paine transition to the seventh paragraph? _____

    _____

    _____

    (a) He explained that the Tory attitude was loving toward its children and wanted the best for them.
    (b) He explained that the children of Tories would keep liberty flaming and the coals of freedom hot.
    (c) He explained that America's remote location in the world was enough to guarantee good trading between the United States and Europe, in spite of wars.
    (d) He explained the selfishness of the Tories who want to avoid war now so that they will have peace, instead of dealing with the British so their children will have peace and not have to deal with the British later.

34. In paragraph seven, Paine explained that America must gain her independence from Britain in order to become the best country on earth, and that war would not cease until America was free. How did Paine transition to the eighth paragraph?

    _____

    _____

    _____

    _____

    (a) He explained the process through which America had come in gaining freedom and what steps America should take to maintain that freedom (not being strong enough in the beginning, to being strong in the present, to expelling traitors [Tories] and using their goods to benefit true Americans in the future.)
    (b) He explained the benefits of having militias and how they had fortified the army and provided necessary assistance in forcing Howe into a situation in which, if he lost, he was finished for good, but if he won, he had only wounded the Patriots.
    (c) He explained how Howe had depended on the Tories to join the British but that the Tories were "all mouth and no action" and had turned their backs on the British.
    (d) He explained that the Tories had invited the war into their area because of their traitorous actions and that he considered Howe to be the greatest enemy of the Tories.

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Complete the Activities for coherency and transitions *continued*

35. In paragraph eight, Paine mentioned the traitorous actions of the Tories. How did Paine transition to the ninth paragraph? _____

_____

_____

(a) He gave further detail and examples of the suffering of the Patriots throughout the cruel winters during the war.
(b) He explained how the king of England and the British army, in their efforts to enslave, murder and rob the Americans, were no better than thieves and murderers of any other sort and must be resisted and defeated.
(c) He offered a contrast by celebrating the Patriots who stood firm and resisted the evil forces of tyranny; he called out to every American to join the Patriots and to be responsible for their task of setting America free.
(d) He outlined his own beliefs that war for the sake of conquering other people (offensive war) was no different than murder, but that America's war was for self defense and must be waged to remove the tyranny of so evil a ruler as the king of England.

36. In paragraph nine, Paine contrasted those who are noble and who pursue their principles even unto death to those who had no feelings and who shrunk in adversity. How did Paine transition to the tenth paragraph?

_____

_____

_____

(a) He warned that those who were not noble would be deceived by false cries of "peace!" from the enemy and would be terrified into giving up their arms in compromise for "peace."
(b) He provided details that explained Howe's intent to trick the ignoble Tories into giving up their arms and allowing the ruin of the colonies by the Indians, the British and by each other.
(c) He warned that the states and counties should surrender to the British to avoid ruin and annihilation.
(d) He stated that loving, fearing and reasoning with Howe would avoid a war.

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

_____

_____*."*

MANDATORY WRITING ASSIGNMENT (Reminder from Lesson 5)

1. Write the remainder of the body of your composition today. Smoothly transition from each main point to the next.
2. Keep your work from today in your notebook with your other preliminary activities to be turned in with your final draft.

Teacher's Signature: _____

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Concluding Remarks by John Muir and Thomas Paine



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



FROM THE VIGNETTE
Complete the Activities.

1. What did John Muir say that "any fool" could do? _____
2. Why is destroying trees so easy? _____
   _____
3. Muir said that some of the oldest of the Sequoias were how old? _____
   _____
4. Who did Muir say must save the trees from "sawmills and fools"? _____
   (a) God (b) Muir himself (c) the American people (d) Congress
5. When did the House of Representatives pass a bill providing for the acquisition of some of the Sequoias? _____
6. Where were these Sequoias located? _____
   (a) the Calaveras Grove (b) Washington, D.C. (c) Oregon (d) Santa Cruz
7. How did Muir suggest the redwoods be preserved? _____
   _____
8. Why would a national park protecting the redwoods have to be acquired by gift or purchase? _____
   _____
9. In general, Muir concluded his essay by: _____
   _____.
   (a) summarizing his defense of the trees by stating their helplessness, establishing their nobleness, and laying the responsibility of their protection at the feet of the citizens of California
   (b) restating the thesis statement that he was going to defend the trees in spite of the greediness of other men
   (c) calling to action the government and people of California to organize and mobilize against the destruction of the trees and to seek aggressively ways to protect and preserve the trees

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WORD POWER!

Place an X next to each sentence that best uses the VOCABULARY word.

10. _____ (a) The stairs in the state Capital were carved with ***aboriginal*** designs.
    _____ (b) The trees in the forest of the uninhabited island looked like they must be of an ***aboriginal*** species.

11. _____ (a) The moon was a nice shade of ***Sierra***.
    _____ (b) Crossing the ***Sierras*** was a great feat for the pioneers.

12. _____ (a) Russell collected sea shells, and he was especially proud of his newest ***acquisition***.
    _____ (b) Brandon was cooking ***acquisition*** and eggs for breakfast.



COHERENCE IN THE CONCLUSION

Complete the Activities.

13. What is the conclusion to a composition? _____
    _____

14. What words should be avoided in concluding a composition? _____
    _____

15. Which of the following should NOT take place in your conclusion? _____
    _____
    (a) summarizing the composition
    (b) making a call to action on the part of the reader
    (c) introducing new ideas
    (d) drawing a conclusion based upon the evidence presented

16. Thomas Paine concluded his essay by: _____
    _____.
    (a) summarizing the Patriot's situation and calling on the support of loyal Americans and warning what would happen if America lost the war
    (b) suggesting that all Tories and Hessians be tried as traitors and that all loyal Americans avoid the traitors or risk the same treatment
    (c) pledging his loyalty to the Patriot cause and proclaiming himself as the visionary and spiritual leader of the American forces

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



MANDATORY WRITING ASSIGNMENT (Reminder from Lesson 5)

Write the conclusion to your essay. Do not turn it in yet; you have more work to do!

Teacher's Signature: _____

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Writing

Courageous Talk

ACTIVITIES
Lesson 10:
Writing

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



FROM THE VIGNETTE
Complete the Activities.

1. What animal is involved in the story? _____

2. About whom was the story mainly? _____

3. What routine action heightened the danger to the trainer and made the act more exciting?
_____

4. What happened one night about halfway through the performance? _____
_____

5. Why was the trainer not overcome by fear? _____
_____
(a) He was not afraid of tigers.
(b) He realized the tigers did not know he could not see them.
(c) He could easily escape through the door of the cage.
(d) Other men had come into the cage to protect him.

6. What did the trainer do while the lights were out? _____
_____
(a) He continued cracking his whip and talking to the tigers.
(b) He searched for the door to the cage.
(c) He shouted words of encouragement to the audience.
(d) He turned on his flashlight.

7. The main idea of the story is: _____
_____.
(a) working in a circus can be both exciting and dangerous
(b) we should always leave a way of escape in case of danger
(c) acting through courage can help us overcome unexpected problems
(d) Bengal tigers are not very intelligent creatures



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Complete the Activities *continued*

8. Write a summary of the story. Use questions (1-7) as a guide. Explain who, what, when, where, why, and how.

_____
_____
_____
_____
_____

WORD POWER!
Matching: Choose the definitions for the VOCABULARY words.

9. _____ ***Bengal tigers***
10. _____ ***routine***
11. _____ ***paces***
12. _____ ***superb***

(a) excellent, far above that of others
(b) exercise routine performed by athletes or animals
(c) tigers from a southern region in Asia between Burma and India
(d) usual events, the way thing are done regularly



USING QUOTATIONS IN COMPOSITIONS
Fill in the blank: Write the correct answer.

13. Quotations may be used to _____ or _____ a claim.
14. You may use the words of someone else, as long as _____ _____.
15. To quote someone, place his or her words in _____ and write the person's _____.
16. You may quote someone's _____ or _____ words.
17. When including a quotation in an essay, write the person's name first, then write what the person said or wrote. _____ (a) True or (b) False
18. When a quote stands alone, the author's name may be written preceded by a _____ or included in _____ without a dash.
19. Write each "stand alone" quote as if it were included in a paragraph.
    (a) "Judge not by the color of their skin but by the content of their character." (Martin Luther King, Jr.)

_____
_____

    (b) "With faith, we will . . . hew [from] the mountain of despair a stone of hope." (MLK, Jr.)

_____
_____

    (c) "Civility is not a sign of weakness." (John F. Kennedy)

_____
_____

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***Fill in the blank** continued*

20. Write each quote as if it were a "stand alone" quote.
    (a) Ronald E. Johnson wrote, "Good character produces a clean conscience."
    _____
    (b) George W. Bush said, "God put in the heart of every person the desire for freedom."
    _____
    _____
    (c) Steve Baker said, "Life goes on daily; what we make of life experience is our choice."
    _____
    _____

21. Sometimes a quote will be _____ another quote.

22. In the case of a quote within a quote, the outside quote has (single, double) _____ marks, and the inside quote has (single, double) _____ marks.

Place the second quote inside the first quote in paragraph form. You will need to add wording. The first one is completed for you.

23. (quote 1) "Employees who work enthusiastically and honestly are noticed and appreciated." (Ronald E. Johnson)
    (quote 2) "Employers are most likely to promote enthusiastic employees." (Philip Weisman)
    (paragraph) Ronald E. Johnson said, "Employees who work enthusiastically and honestly are noticed and appreciated. Philip Weisman elaborated on that point when he said, 'Employers are most likely to promote enthusiastic employees.'"

24. (quote 1) "People who believe in great and noble causes and purposes avoid mediocre lives." (Ronald E. Johnson)
    (quote 2) "Let your life be a daily monument of goodness and joy." (Teressa Weirsma)
    _____
    _____
    _____
    _____

25. "You cannot experience a new kind of life if you hang on to old ways." (Ronald E. Johnson)
    "Set your mind on a great good, and it will pull you to it." (Jose Luna)
    _____
    _____
    _____

26. "Every choice we make affects other people." (Billy Graham)
    "Truth, sincerity, and integrity are of the utmost importance to the felicity of life." (Ben Franklin)
    _____
    _____
    _____
    _____

Fill in the blank: Write the correct answers.

27. When using quotes in an essay, be sure to use only quotes that are _____ _____.

28. What is a mistake made by some students? _____
    _____

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Choose the quotation that BEST enhances each paragraph in the indicated place.

29. Violence often ravages families and communities in Assam, India. Innocent children pay the price of bloodshed and vengeance between tribal warlords. The Kuki and Karbi tribes' hate for each other keeps both groups in fear of genocide. In November of 2003, Kuki tribal militants kidnapped four children of the Karbi tribe. The three boys and one girl were found murdered four days later. The murder of the four children was in retaliation for the kidnapping that resulted in the deaths of eight Karbi tribe members earlier in the year. Peace for Southeast Asia (PSA), a non-profit organization that strives to end the violence and help bring peace to the region, grieves for the innocent victims. _____

_____

(based on a true story featured by GFA)

(a) The U.S. ambassador to India said, "Militant factions of each tribe continue to contend for a separate state."
(b) A PSA organization member said, "Pray for an end to 10 years of ethnic strife and for God's comfort for all who mourn."
(c) An historian in India said, "The tribes are bound by ancient traditions and spiritual darkness. Who will bring freedom to members of these tribal groups?"
(d) A Morman in Bengal said, "Tibetan Buddhists believe in reincarnation, karma, nirvana, and bön."

30. In 2003, PSA opened a school of Christian religion in northern India. Eleven students enrolled, one of which was a Tibetan named Pandi. He had just graduated from a Chinese university. He desired to attend the PSA school of religion because he was disillusioned with the Buddhist faith. While at the school, Pandi met a young man named Tamu. Together, Tamu and Pandi converted from Buddism to Christianity. Many Tibetan families are superstitions and fear demons (evil spirits). Family members who convert to other religions are often disowned by the families because of fear that the gods and demons will become angry and punish the family if anyone chooses a new spiritual path. While Tamu's family did not feel threatened by their son's new choice, Pandi's family did. They became very angry and threatened his life. They refused to associate with him, speak with him, be seen in public with him or even allow him into their home. _____

_____

(a collage of true stories featured by GFA)

(a) A visiting American to Tibet observed, "Tibetans who convert usually receive severe opposition from family."
(b) A convert from Buddhism to Christianity said, "In hopes of protecting themselves from the revenge of demons, family members may reject or even kill anyone who chooses a new path."
(c) A news reporter who visited Tibet reported, "Radio broadcasts have been released in the languages of the people of Lhasa and Amdo to ease tensions between Christians and Buddhists."
(d) A Muslim theologian in Tibet said, "Bön is the ancient practice of spirit worship and witchcraft. Its followers oppose any other religion."

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Choose and write the BEST quotation in the indicated place *continued*

31. Members of the Koya people group in India number approximately 752,000. The Koya are hunters and farmers. They settle mostly in the Andhra Pradesh, Madhya Pradesh, and Maharashtra and Orissa regions. The Koya grow grain, tobacco, coconut, coffee and herbal medicines and weave baskets to sell at markets. The villages consist mostly of scattered, windowless homes of wood, thatch and mud. The tribal dress is a blanket-style wrap for women and a loin cloth for men. Some women wear head coverings, and some men wear turbans. The Koya believe deeply in the supernatural. Every aspect of life is determined by religious customs, prophesies and/or visions related to the people by the village headman (shaman or spiritual advisor). For the Koya, heaven, hell or reincarnation are not experienced. Instead, the Koya believe that the spirits of the dead inhabit the village and influence daily life. The Koya worship the ancestral spirits alongside the gods. The Koya strive to please hundreds and perhaps even thousands of supernatural being by various religious practices. One of the most striking practices is the annual festival of Kolupa in which the Koya worship the earth goddess by offering animal sacrifices. The Koya believe that by planting grain seeds soaked in animal blood, a more bountiful harvest will be produced. _____

_____

_____

(a collage of true information featured by GFA)

(a) Sociologist Wallace Nimitzkopft said, "The Koya are an ancient tribal group cautious of outsiders and steeped in idol worship and animism. Breaking the traditions of animal worship and fear of the underworld is very frightening for them."
(b) Dr. Richard Harrell documented, "Medical illnesses and diseases are treated by witch doctors who chant and offer animal sacrifices for exorbitant fees. The people are superstitious, and the shamen have tremendous power over the peoples' minds."
(c) Secretary of Education Reeseman said, "Schools and medical facilities are needed among the Koya of India."
(d) Press secretary Wilma Friedman declared, "Educational freedom must come to the Koya of India. Without it, slavery to fear and superstition will keep the next generation in this same abominable bondage."

32. Kanta was a young girl from Bihar, India. The people of Kanta's village lived in constant fear and always tried to appease the hill spirits by offering prayers, rituals and animal sacrifices. The village leaders even offered a secret human sacrifice once a year. One day a preacher from a foreign country came to Kanta's village. Because the preacher taught about a different God than the spirits in whom the people believed, the villagers beat the preacher and forced him to leave; but Kanta believed in what the man had taught. She refused to continue to participate in the pagan rituals of her village. She became unwelcome in her home. Her mother beat her and burned all of her clothes. Kanta realized that she would have to leave to escape continual abuse. She traveled by foot to a town far away and met a woman named Sumeen who was a teacher at a college. Sumeen provided Kanta with a place to live and taught Kanta to read and write.

_____

_____

Through education and learning, Kanta realized how enslaved her people were to fear. The teen girl began to travel from village to village teaching children and adults to read and to break the spiritual bondage of serving fearful and blood thirsty spirits. Now, Kanta is a legend among the

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Choose and write the BEST quotation in the indicated place *continued*

people of Bihar. She is called the "enlightened one" and has helped many people to choose a new spiritual path. Some people oppose what Kanta teaches, but she is not discouraged. She knows she has helped many people.
(based on a collage of true stories featured by GFA)

(a) Kanta said, "The decision I made caused me to leave my family. But, Despite my trials, I stood firmly in my new faith."
(b) Kanta said, "I really didn't care about anything spiritual before. But, after I left and enrolled in college, I learned the value of spiritual freedom. I knew I had to do something to help others."
(c) Kanta said, "Thus began a friendship that has only grown in sweetness over the years. My friend's exemplary and dedicated life helped me find my own way."
(d) Kanta said, "I learned six languages and realized that I must return to my village to share my knowledge and to try to educate my family."

Fill in the blank: Write the correct answer.

33. A quote may be used to substantiate or to _____ a claim.

34. To dispute a claim means to _____
_____.

35. In a paragraph, when you use a quote and desire to dispute the quote (claim), give proper credit to the person, then _____
_____.

36. Refer to the vignette. Explain (in your own words) how Jeremiah disputed the claim by Thoreau. _____
_____
_____
_____
_____
_____
_____
_____
_____

Choose whether the article supports or disputes each underlined claim.

PO-3 Michael Duane Welterman felt pride, excitement and apprehension as he watched the television from inside the *USS Abraham*. News channels were in an uproar as the United States "Shock and Awe" lit up the desert sky. F-14 Tomcats and F-18 Super Hornets streaked through the night. Welterman's Navy experiences taught him lessons in patriotism, discipline and duty he probably never would have learned otherwise. The young man's perspectives of freedom and honor had been altered forever. For someone who did not know what to do with his life three-and-a-half years ago, Welterman had come a long way. Before enlisting, he had been enrolled at a local community college, but seldom attended classes. "I had a bad attitude," he acknowledged. His father, Gerald, said, "We finally told him he either had to get a job and live

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Choose whether the article supports or disputes each underlined claim *continued*

on his own or join the military." Welterman confirmed that: "I opted for the military and chose the Navy because I thought it was 'laid back'." He quickly learned he was wrong. The structure and discipline of Navy life, as well as the opportunity to serve in Operation Iraqi Freedom, molded Welterman into a man with a new-found appreciation for his country and the freedoms he now holds dear. "I really didn't care about anything patriotic before I joined the military," he explained. "I used to laugh and mess around when the national anthem was played at ball games. But now I'm all about freedom. All the training I've had has helped me grow," he said. "I have a different attitude. The Navy's right for me. I love protecting our country." Now, when he hears the "Star Spangled Banner" or other patriotic songs, he gets chills, he said.

(based on a true story featured by AFA)

37. The paragraph about Michael Welterman _____ the claim that he learned valuable lessons about life and patriotism in the Navy. (a) supports (b) disputes

As an editor at a publishing firm, I frequently receive applications from college graduates or seniors in college seeking employment. Due to the nature of the publishing company, most applicants are English majors. Attached to every resume I receive, is a cover letter. A colleague of mine, in frustration, once said that schools (including universities) seem to "actually promote misuse of the English language" and do not prepare students for the "real world." Sadly, I tend to agree. Below I have included some of the worst examples of writing ever to cross my desk:

- "It is my desire to develop and generate the revolving scheme to filter to the consuming public in."
- "Skills: Microst word, excel, and power point. Mulitaks person, public speaking, and surveying."
- "Chairwomen of Students Teaching Awareness and Responsibility organization"
- "Objective: To work in a challenging environment that allows me to use my imagination..."
- "Who's better to spew out incite, than a college senior...?" "I am a motivated, self-igniting person..."

(based on articles featured by *School Reform News*)

38. The article about cover letters written by college graduates or seniors _____ the claim that some schools do not require students to learn to write and spell correctly. (a) supports (b) disputes

Many scientists, due to instruction and teachings in schools and universities, believe in the paradigm of evolution and have even made statements like, "Science would be impossible without evolution." Dr. Don Batten, a 17-year-veteran of research and plant physiology for the Department of Agriculture in New South Wales, Australia, contends that evolutionary speculation has given rise to many dead ends and false paradigms. For example, evolutionary belief demands that mutations (accidental copying mistakes in genes) create new functional genetic information. According to Dr. Batten, this is not true: "Lots of 'mutation breeding' has been carried out, originally on the evolutionary premise that . . . mutations can create completely new features (such as feathers on reptiles). While mutation breeding has been useful in creating such things as dwarf plants and seedless fruit, the useful traits that have arisen have not been due to the creation of new genetic information, but rather destruction [loss] of existing information." For nearly 20 years, Dr. Batten researched new fruit crops, including lychee, mango, custard apple, guava, papaya, longan, peaches, and nectarines. Dr. Batten researched

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Choose whether the article supports or disputes each underlined claim *continued*

how certain plants were affected by the environment in areas such as adaptation, breeding, mineral nutrition, physiology and biology. While being schooled in the theory of evolution, Dr. Batten often became frustrated that proponents of evolution seemed to have invented the false notion that some organs are useless leftovers of evolution, or that parts of DNA which scientists did not understand were considered "junk." Batten realized that belief in evolution impeded scientific progress and influenced scientists not to bother investigating the functions of "junk" and "leftovers." Dr. Batten explained that acceptance of the theory of evolution had also inspired scientific fraud: Haeckel's embryo drawing was falsified, the Piltdown Man was disproved, the peppered moth photo was faked, the "feathered dinosaur" was falsified, etc. "Prediction after prediction of evolutionary theory has also been falsified. For instance, following Richard Dawkins' "selfish gene" idea, sociologists predicted that adoptive parents would be less caring of their children than would biological parents. Not so," said the kind-faced, Australian scientist. (based on an interview of Dr. Batten by AIG)

39. The foregoing article _____ the claim that science would be impossible without evolution. (a) supports (b) disputes

Marriage is at an all-time low, divorce is at an all-time high, and more children are living without their fathers. The marriage rate has dipped 40% over the last four decades, and over one million couples divorce each year. A record 1.3 million babies were born out of wedlock in 1999. For the first time in American history, a full third of all births were to unwed mothers. Sociologists, economists, and child-welfare advocates agree that too many children are living without fathers in the homes. The public echoes this sentiment. According to a 1996 Gallup poll, 79% of Americans believe that "the most significant family or social problem facing America is the physical absence of the father from the home." Yet, the American Law Institute (ALI), has just released some family law recommendations that would exacerbate these problems by trivializing the importance of marriage, encouraging divorce and accelerating fatherlessness. The ALI's newly released report proposes that marriage is nothing special and that couples who live together should be considered family. Giving cohabiting partners marriage status trivializes the serious, lifelong commitment which marriage demands and on which the stability of children depends. Research establishes that children fare best in a married, two parent home. The largest single predictor of whether a student will graduate high school, attend college, become involved in crime or drugs, or get pregnant is a fathers' presence in that home. The ALI claims that its proposals are "innovative" and "responsive to the enormous changes in society that have taken place over the last century." Yet, the ALI's proposals ignore fundamental principles that will never change: children need, want and deserve the emotional, physical and financial support of both biological parents; the best place for children is in an intact, married family.

(based on an article by Dianna Thompson and Glenn Sacks featured in *Human Events*)

40. The above article _____ the claim that marriage in itself is unimportant and that a couple who lives together should be considered a family.
(a) supports (b) disputes



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

Continue to the next page for another Activity and for a reminder of your writing assignment.

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Support or dispute the claim.

42. Write a paragraph in which you discuss the courage of the Bengal tiger trainer. In your paragraph, either support or dispute Mark Twain's quotation (Life Principle).

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

***Note to student: Activity 42 is to be graded by the teacher.**

***Note to teacher: A Grading Rubric for Activity 42 is provided in the TRK.**

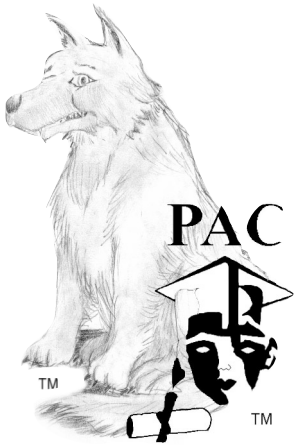
Teacher's Signature: _____

MANDATORY WRITING ASSIGNMENT (Reminder from Lesson 5)

In your essay, include at least one reference to Iwo Jima, at least one quote from the poem, and at least three quotes from Bill Jenkin's speech. Use these references and quotes to support your thesis. Later, you will have an opportunity to dispute a quote.

Teacher's Signature: _____

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A Reason To Live



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



FROM THE VIGNETTE
Complete the Activities.

1. Who is the main character in the story? _____
2. What did she lack? _____
3. What action did she decide to take? _____
4. Who altered her course of action? _____
5. Where did the little boy take the woman? _____
6. How did the woman help the family? _____
7. Why did the woman never again think of ending her life? _____
   _____
8. The main idea of the story is: _____
   _____.
   (a) money is the root of all evil
   (b) poor people are incapable of helping themselves
   (c) helping others can give your life meaning and purpose
   (d) money can buy happiness
9. Write a summary of the story. Use questions (1-8) as a guide. Explain who, what, when, where, why, and how.

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

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WORD POWER!

Place an "X" next to each sentence that best uses the VOCABULARY word.

10. _____ (a) The ***frail*** little kitten was barely alive.
    _____ (b) The frightened boy began to ***frail*** his arms to summon help.

11. _____ (a) I wonder what she ***means*** by that remark?
    _____ (b) He lacked sufficient ***means*** to purchase a new car.

12. _____ (a) Many third-world children live in extreme ***want***.
    _____ (b) You do not always get what you ***want***.

13. _____ (a) The victorious team members were ***beside themselves*** with joy.
    _____ (b) The two golden candlesticks sat ***beside themselves*** on the oak mantle.



VOICE

Complete the Activities.

14. The main idea of this lesson is: _____
    _____
    _____.
    (a) altering your tone of voice to keep people interested in what you say
    (b) how properly to use other people's words in your essay
    (c) making your composition authentic, original and interesting by using your own ideas

15. When a composition is original, it is said to have _____.

16. Quoting others can strengthen your composition, but the main ideas must come from:
    _____.
    (a) your teacher's instructions
    (b) yourself
    (c) experts on the topic of which you are writing

17. What two personal experiences did Tyrus cite to strengthen his essay?
    (a) _____
    (b) _____

18. The main idea of Tyrus' essay is: _____
    _____.
    (a) helping elderly people can take your mind off your personal problems
    (b) volunteering at a youth shelter shows you how others live
    (c) helping others can improve your own life by refocusing your thoughts and priorities
    (d) giving her money to help a poor family kept a wealthy noblewoman from suicide

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



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Writing

The Approval of the Master

ACTIVITIES
Lesson 12:
Writing

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



FROM THE VIGNETTE
Complete the Activities.

1. Who is the main character in the story? _____

2. Where did the student experience his first major public test of his musical abilities?
   _____

3. Why did the student remain uneasy despite the thunderous applause? _____
   _____
   (a) The audience was not very astute musically.
   (b) His teacher had not yet shown his approval.
   (c) He knew his performance was unskilled and passionless.
   (d) The student was deaf and blind.

4. When did the young man finally relax? _____
   _____

5. The main idea of the story is: _____
   _____.
   (a) practice makes perfect
   (b) the approval of the master is worth more than the applause of thousands
   (c) the critical acclaim of an audience is not to be trusted
   (d) musical study is worthless unless your teacher is world-renowned

6. Write a summary of the story. Use questions (1-5) as a guide. Explain who, what, when, where, why, and how.
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

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

7. _____ (a) The basketball player made an excellent ***renowned***.
   _____ (b) Beethoven is ***renowned*** around the world as a master composer.

8. _____ (a) The young woman showed up late for her ***recital*** shower.
   _____ (b) The student's piano ***recital*** went well.

9. _____ (a) This display case is for my butterfly ***selection***.
   _____ (b) Her first ***selection*** was by Mozart.

10. _____ (a) The young woman is an ***astute*** mathematician.
    _____ (b) The patient has ***astute*** appendicitis.

11. _____ (a) I like this ***number*** by Tchaikovsky.
    _____ (b) The Arctic explorer's hands were growing ***number*** by the minute.



VOICE: TAKING AN OPPOSING VIEW
Complete the Activities.

12. List three possible reasons for taking an opposing view. _____
    _____

13. The primary weakness of Aaron's essay is: _____.
    (a) grammatical errors (c) his disagreement with a good story
    (b) a lack of support for his claims (d) its limited vocabulary

Support or dispute the claim.

14. Using the vignette and Aaron's response to the actions of the violin player, write a paragraph in which you support or dispute Aaron's claim that purity of motive and human nature do not co-exist.

    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____

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



***Note to student: Activity 14 is to be graded by the teacher.**

***Note to teacher: A Grading Rubric for Activity 14 is provided in the TRK.**

Teacher's Signature: _____

MANDATORY WRITING ASSIGNMENT (Reminder from Lesson 5)
Find a quote that opposes your thesis, and include it in your essay. Then, dispute the quote.

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Writing

Thomas Edison Lights Up the World

ACTIVITIES
Lesson 13:
Writing

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



FROM THE VIGNETTE
Complete the Activities.

1. Who is the main character in the story? _____
2. For what was he searching in his experiments? _____
   _____
3. How high did his pile of failures ultimately reach? _____
   _____
4. In what year did he finally succeed? _____
5. How long did he work to produce his first carbonized cotton fiber? _____
6. How long did he work without sleep before he successfully placed one of the carbonized threads into a vacuum-sealed tube? _____
7. The main idea of the story is: _____
   _____.
   (a) Thomas Edison was a prolific inventor
   (b) producing a working light bulb is a difficult task
   (c) it is best to give up after your first failure
   (d) persevering to overcome failures leads to success
8. Write a summary of the story. Use questions (1-7) as a guide. Explain who, what, when, where, why, and how.

_____
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_____

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

9. _____ (a) The dentist placed a ***filament*** in the decayed tooth.
   _____ (b) The light bulb's ***filament*** burned out.

10. _____ (a) The ***incandescent*** lighting cast a warm glow throughout the room.
    _____ (b) The butterfly's wings looked ***incandescent***.

11. _____ (a) The thin film of ***lamblack*** dimmed the lantern's glow.
    _____ (b) The old ***lampblack*** had not yet lighted the gas street lamps.

12. _____ (a) The ***carbonized*** drink fizzed in the glass.
    _____ (b) The coal seam contained ***carbonized*** ferns.

13. _____ (a) The farmer loved his wife's ***current*** jam.
    _____ (b) The electric ***current*** caused the lamp to glow.



CONVENTIONS
Complete the Activities.

14. Conventions refer to: _____, _____, _____, _____, and _____.

15. The main idea of this lesson is: _____
_____.
(a) writing essays about political conventions
(b) adhering to the conventions of writing in your essay

Rewrite each sentence using the correct punctuation, capitalization or spelling.

16. That movie was incredible. _____

17. Did Babe Ruth play for the Yankees. _____

18. My favorite cousin; Ralph; is coming to visit.
_____

19. Please bring the following items; paper, pencil, and eraser.
_____

20. You are absolutely correct, he did win the race.
_____

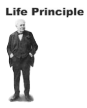
21. I said to him, 'Please forgive the intrusion.'
_____

22. Thanksgiving Day is the fourth thursday in november.
_____

23. This dish is just to hot to eat! _____

24. The baseball broke there window. _____

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



MANDATORY WRITING ASSIGNMENT (Reminder from Lesson 5)
Check the conventions of your essay for any necessary corrections.

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The Boy Named "Sparky"



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



FROM THE VIGNETTE
Complete the Activities.

1. Who is the main character in the story? _____
2. When did he fail every subject? _____
3. How did he distinguish himself in high school? _____
   _____
4. Why was he not disliked by his peers? _____
   (a) He was a great athlete. (c) He was outstanding academically.
   (b) Nobody noticed him. (d) He was a great cartoonist.
5. What one thing was important to him? _____
6. What was Sparky's real name? _____ Where and how did he finally gain fame? _____
7. The main idea of the story is: _____.
   (a) how to draw cartoons in ten easy steps
   (b) persevering in the face of rejection can lead to success
   (c) academic success is worthless
   (d) cartoonists are not really artists
8. Write a summary of the story. Use questions (1-7) as a guide. Explain who, what, when, where, why, and how.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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WORD POWER!

Place an "X" next to each sentence that best uses the VOCABULARY word.

9. _____ (a) The firemen quickly ***distinguished*** the flames.
   _____ (b) Johnny Unitas was a ***distinguished*** football player.

10. _____ (a) The weary soldiers ***plodded*** through the swamps.
    _____ (b) The astronomer ***plodded*** the coordinates of the stars on a map.

11. _____ (a) The gallant ship slowly emerged from the ***portrayal*** and set sail on the mighty ocean.
    _____ (b) Jim Caviezel received great reviews for his marvelous ***portrayal*** of Jesus in Mel Gibson's box office buster, "The Passion of the Christ" in 2004.

12. _____ (a) The visiting team's pitcher was notorious for his ***pitfall***.
    _____ (b) Beware the ***pitfall*** of idleness!

13. _____ (a) Determination is the ***hallmark*** of a successful man.
    _____ (b) The baby had a small ***hallmark*** on his left arm.



CONVENTIONS Continued

Complete the Activities.

14. The main idea of this lesson is: _____
    _____.
    (a) subject/verb agreement and correct use of prepositions
    (b) choice of subject matter and correctly stating propositions
    (c) making sure your prepositions agree with your subject and verb
    (d) subjecting your verbs to agreement with the prepositions

15. The two vital parts of every sentence are the _____ and the _____.

16. The _____ is the main noun or pronoun of a sentence.

17. The _____ is the action or state-of-being of the subject.

18. The _____ and _____ must agree in number and gender.

Rewrite each sentence correctly, carefully observing the conventions.

19. The *Last of the Mohicans* were written by James Fenimore Cooper. _____
    _____

20. We was wondering where you had gone. _____
    _____

21. My classmates and I am going to the ball game tonight. _____
    _____

Write or underline the correct answer.

22. A sentence should not end in a _____.

23. If a sentence ends in the preposition "to," move the preposition to the (end, middle, front) of the question.

24. If a sentence ends in the preposition "for," either (drop, double, capitalize) the preposition or move it to the (end, middle, front) of the question.

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Correctly rewrite each sentence.

25. That is the chair Sparky was sitting in.

_____

26. Fairman Middle School is where Mrs. Veldheusin teaches at.

_____

_____

27. Where is the paper he wrote his name on?

_____

28. What was the comic strip about?

_____

29. A preposition is something you should never end a sentence with. _____

_____

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

_____

_____.*"*



MANDATORY WRITING ASSIGNMENT (Reminder from Lesson 5)

Check your essay again for any conventions that need to be corrected.

You are performing exceptionally well! Keep going! Complete one more lesson to finish this chapter.



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Writing

John Goddard's Amazing Adventures



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



FROM THE VIGNETTE
Complete the Activities.

1. Where was the main character's story published? _____
   _____
   (a) *Encyclopedia Britannica*
   (b) *Boys' Life* magazine
   (c) the collected works of Shakespeare
   (d) *Life Magazine*
2. Who is the main character in the story? _____
3. What did he write? _____
4. When did he write it? _____
5. Why did he write it? _____
   _____
   _____
6. How many of his goals had he reached by the age of forty-seven? _____
7. The main idea of the story is: _____
   _____.
   (a) to be successful, you must read the entire works of Shakespeare
   (b) explorers should write down all the places they wish to visit
   (c) a good way to have a productive life is to set goals and strive to reach them
   (d) adolescents should be careful not to set unrealistic goals
8. Write a summary of the story. Use questions (1-7) as a guide. Explain who, what, when, where, why, and how.
   _____
   _____
   _____
   _____
   _____
   _____
   _____

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WORD POWER!

Place an "X" next to each sentence that best uses the VOCABULARY word.

9. _____ (a) Only about four percent of Boy Scouts reach the rank of ***Eagle Scout***.
   _____ (b) The success of a cattle drive depended heavily upon the skill of its ***eagle scout***.

10. _____ (a) The silver ***rose bowl*** made a stunning centerpiece.
    _____ (b) Michigan defeated Stanford 49-0 in the first ***Rose Bowl*** game.

11. _____ (a) ***Marco Polo*** is noted as an early European visitor to China.
    _____ (b) Scott loves to join a game of ***marco polo*** whenever he has a chance.

12. _____ (a) The curtains are on fire! Grab the fire ***extensive***!
    _____ (b) This does not appear to be a very ***extensive*** list of spelling words.



PROOFREADING AND CORRECTING

Complete the Activities.

13. The main idea of this lesson is: _____.
    (a) setting goals and reaching them (c) classic works of literature you should read
    (b) proofreading and correcting your work (d) using a spell checker on your essay

14. A checklist is to help you be sure your composition is _____, _____, _____ and _____.

15. Complete the checklist.
    (1) Be sure your points are _____ and _____.
    (2) Be sure your _____ is interesting.
    (3) Be sure your _____ between paragraphs are _____.
    (4) Be sure each point supports the _____ statement and is not _____.
    (5) Be sure each source, quote, example, detail, story or personal experience strengthens your point and is _____ to the _____.
    (6) Be sure each point is _____. Do not make statements without _____ them.

16. The purpose of the proofreading checklist is to be sure your _____ are used correctly.

17. Complete the checklist.
    (1) Consult a _____ for any words you are not sure are spelled correctly.
    (2) Check the _____ of words at the beginning of sentences and all proper nouns.
    (3) Be sure your sentences are _____—not fragments or run-ons.
    (4) Be sure the verb _____ with the subject in each sentence.
    (5) Be sure each sentence ends in the correct _____.
    (6) Check for _____ at the beginning and ending of quotes.
    (7) Check for _____ where needed to show possession and omissions in _____.
    (8) Check for _____ in lists, around appositives and between clauses.
    (9) Check for correct use of _____.
    (10) Check for clear _____ agreement.

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***Complete the Activities** continued*

18. You should develop the habit of _____.

19. Proofreading helps you _____ your writing.

20. When you submit your essay for a grade, you should: _____
_____.

(a) let the teacher find the errors
(b) have already corrected each error
(c) demand a high grade regardless of errors
(d) hope the teacher ignores errors in conventions

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



MANDATORY WRITING ASSIGNMENT (Reminder from Lesson 5)

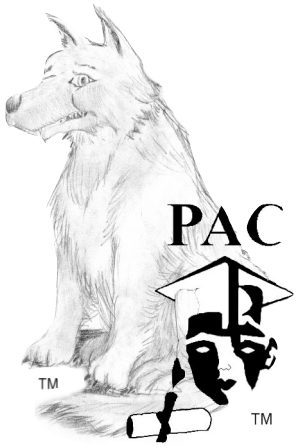
1. Proofread and correct your essay.

2. Submit your essay and your notebook (containing the preliminary preparations) for a final grade.

***Note to teacher: The Grading Rubric for this assignment is located in the TRK.**

Teacher's Signature: _____

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