ACTIVITY ANSWER KEY

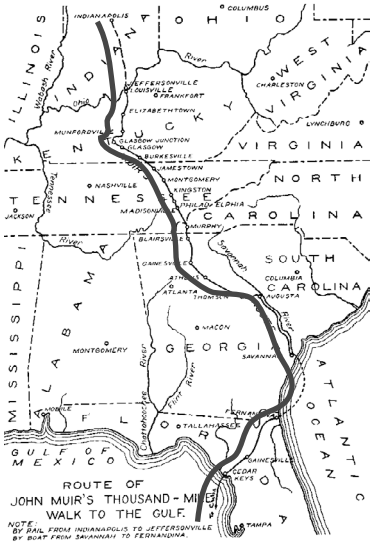
Chapter 4, Section 2

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



Lesson 6: *Writing*
To See What He Could See

1. John Muir
2. 1838, Dunbar, Scotland
3. (wording may vary) He studied mathematics, geometry, literature and philosophy; he became interested in nature; he loved to read; he built a library; he experimented with mechanical operations.
4. (wording may vary) He became blind in an accident. When he regained his sight, he committed to see as much of the world as he could.
5. from Indiana to Florida
6. on foot
7. President Theodore Roosevelt; They helped to preserve much of America's natural forests.
8. (wording may vary) When John Muir was a child, his family migrated from Scotland to the United States and settled in Wisconsin. John helped on the farm and later attended the university. In an accident, John lost his eyesight. When his sight returned, he decided to see as much of the world as he could. On foot, he made a 1,000 mile trek from Indiana to Florida. From there, he traveled by boat to California where he again made journeys on foot. During his travels, he discovered the redwoods and sequoias of the Sierra Nevadas. Through his efforts, and the help of Teddy Roosevelt, many of the forests were preserved.
9. (Map of Muir's 1,000 mile walk)



10. (Wording may vary) He traveled by rail (train) from Indianapolis to Jeffersonville, Indiana; then, by boat from Savannah, Georgia to Fernandina, Florida.
11. (b) False
12. __X__ (a) Abraham Lincoln grew . . . .
    _____ (b) Babe Ruth was a . . . .
13. _____ (a) The ***diligent*** man slept . . . .
    __X__ (b) Be ***diligent*** in your studies.
14. _____ (a) He disproved the theory . . . .
    __X__ (b) A good ***reputation*** is . . . .
15. __X__ (a) John Muir became a ***naturalist***.
    _____ (b) The ***naturalist*** prescribed . . . .
16. _____ (a) One exhibit in the . . . .
    __X__ (b) The love of ***mammon*** . . . .
17. __X__ (a) The trees were ***exploited*** . . . .
    _____ (b) Many lives were lost . . . .
18. logically connected
19. The ideas are connected and follow a plan.

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20. (wording may vary) The purpose of the introduction is to give the reader insight into what ideas are developed in the remainder of the composition.
21. (b) thesis statement
22. "But this righteous uprising in defense of God's trees in the midst of exciting politics and wars is telling a different story, and every Sequoia, I fancy, . . . is waving its branches for joy."
23. (wording may vary) Muir provided the examples of the tree cut down so the trunk could be used as a dancing floor and the tree skinned alive so the bark could be sent to London so people could see how tall the tree was.
24. (a) Trees would better serve the American people by being preserved rather than abused.
25. (d) Thomas Paine
26. (c) "The American Crisis"
27. "These are the times that try men's souls."
28. Britain, with an army to enforce her tyranny, has declared that she has a right (not only to TAX) but "to BIND us in ALL CASES WHATSOEVER," and if being bound in that manner, is not slavery, then is there not such a thing as slavery upon earth.
29. (wording may vary) The thesis statement and introduction prepare the reader for an essay that is a case against England and that explains why Americans must fight for freedom.
30. Paine's introduction builds one idea upon another in logical order.
31. (wording may vary) Paine built one idea upon another by first making the statement *These are the times that try men's souls*, then he gave an example of people who will be "tried" and who will avoid the crisis and who will endure it. Paine then defined the crisis: *Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph.* Paine then explained that freedom is valuable because of the effort involved. From there, Paine progressed to his thesis statement and narrowed down his philosophy to focus on a particular tyrant: Britain, which was trying to excise power over the Americans and basically make them slaves.
32. *"No right way is easy in this rough world. We must risk our lives to save our lives."*



Lesson 7: *Writing*
The Introduction to "Save the Redwoods"

1. (wording may vary) In his introduction, Muir pointed out that the world seemed to be going from bad to worse because of the greediness of men who desired money. Muir countered that perception by establishing himself as a righteous man who would defend the forests.
2. It was cut down so that its trunk could be made into a dancing floor.
3. London
4. The bark was shipped to London so people there could see how big the tree was.
5. (wording may vary) It died but remained standing; it was grotesquely disfigured.
6. (wording may vary) Muir made a comparison between the trees passing through a sawmill to make good lumber to that of George Washington passing through the hands of a chef to make good food.

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7. (a) explanation of the destruction of trees; a defense of the trees and an alternative to their use as industry fodder
8. _____ (a) Tim was ***laboriously*** in . . . .
   __X__ (b) The loggers worked . . . .
9. __X__ (a) The ***scheme*** to steal . . . .
   _____ (b) The ***scheme*** was broken . . . .
10. __X__ (a) Americans will never . . . .
    _____ (b) Helen reported that the . . . .
11. __X__ (a) The beached whale had . . . .
    _____ (b) The ballerina completed . . . .
12. _____ (a) Try to ***majestic*** strong . . . .
    __X__ (b) The ***majestic*** flag stirs . . . .
13. connect to the one before it
14. so that your readers follow your logic
15. (any order) words, phrases, techniques
16. previous concepts, words
17. (a) (any five) first, next, then, before, after, meanwhile, since
    (b) (any five) below, above, right, left, inside, beside, behind, next to, beyond
    (c) (any five) however, instead, moreover, nevertheless, consequently, likewise, after all, furthermore, similarly, not only, in turn, on the other hand, the same may be said for
18. (wording may vary) It refers back to the introduction (previous concept).
19. (wording may vary) all other Sequoias of the Sierra, specifically the Sequoia sempervirens (also called redwoods) of the coast mountains
20. (d) facts and details
21. (a) reminding readers that the trees were noble; explaining how the groves had been destroyed
22. (c) the destruction of the trees
23. on the other hand
24. (c) contrast
25. (a) Some trees are protected.
26. (b) the plight of the unprotected trees
27. (b) Public outcry demanded that the grove be preserved.
28. (b) why the public was so interested in the Calaveras but did not seem to care about the trees around the Calaveras Grove
29. (g) all of these
30. (Wording may vary) Muir began his introduction by doubting the goodness of men due to greed, but ended his body with a statement that exhibits confidence in men (the citizens of California) to do the right thing.
31. (any five) His ideas are well connected, his argument (case) is coherent, he stayed focused and did not get off track, he did not include irrelevant information, he supported his claims, and he made excellent use of transitional techniques and phrases.
32. *"A tree that affords thee shade, do not order it to be cut down."*



Lesson 8: *Writing*
"The American Crisis"

1. These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands it now, deserves the love and thanks of man and woman.
2. the summer soldier and the sunshine patriot
3. (c) slavery
4. God
5. (d) winter
6. recover
7. (a) True
8. (a) True
9. (b) provides details and examples of the movement of the American and British armies and examples of providential intervention for the patriots

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10. (wording and order may vary)
    (a) George Washington was most successful during times of trouble when he emerged as a natural leader.
    (b) He was not bothered by insignificant problems.
    (c) He had a sound and firm mind.
    (d) He had fortitude and seemed to have been blessed with good health.
11. (wording may vary) The Tories were Americans who were loyal to Britain. The Tories often caused trouble for the American patriots by thwarting the freedom efforts. However, the Tories would not join the British either. They simply sat in the middle, causing trouble. The Tories were seen as cowards who were selfish because they would not stand for freedom but seemed to look out only for their own interests. Because of their behavior, the Americans did not trust them, and the British sought to use them as informants and allies. However, Paine knew that while the Tories might sneak behind the backs of the Americans, they would never truly join the British cause. For that reason, they were confusing to the British General Howe.
12. (wording may vary) The Tory tavern keeper selfishly made the statement, "Well! give me peace in my day!" Paine realized that the Tory would rather avoid the problems and let the next generation (his children) deal with them. Paine understood that a good parent would rather have dealt with the problems himself so that his children would have been safe.
13. (wording may vary) The Americans were too tender toward the British and were unwilling to raise an army against them. Instead, Americans tried diplomacy and relied on a small militia for defense.
14. (wording may vary) He suggested that the army expel the Tories from the continent and that Congress use the Tories' possessions to help people who had suffered in well-doing. Paine also suggested that the property of the Tories should be confiscated and used to help fight the war.
15. (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
16. (a) True
17. (wording may vary) Some Americans did not see the full extent of the evil which threatened them. They comforted themselves with hopes that the enemy, if he succeeded, would be merciful. Paine realized that to expect mercy from an enemy who had refused to do justice was madness and folly. Even though some of the enemy were "nice people," Paine knew that they were just as deadly. He made an analogy regarding that when he stated that "the cunning of the fox is as murderous as the violence of the wolf, and we ought to guard equally against both."
18. (a) True
19. (a) True
20. (a) True
21. (any order) rogues, fools
22. (a) True
23. <u>American,</u> General Greene
    <u>American,</u> General Washington
    <u>British,</u> General Howe
    <u>British,</u> General Gage

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24. _____ (a) Travis was dressed in . . . .
    __X__ (b) The young soldier was . . . .
25. __X__ (a) When the soldiers went . . . .
    _____ (b) Susie spread the pretty . . . .
26. __X__ (a) The soldier's demeanor . . . .
    _____ (b) The ***martial spirit*** haunted . . . .
27. (d) He gave his personal opinion of the need to take advantage of the winter in the cause of independence.
28. (c) He emphasized that the winter of this year should be used and not wasted.
29. (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.
30. (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. (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).
32. (b) He analyzed why the British were moving toward the middle colonies rather than the New England colonies.
33. (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. (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.)
35. (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.
36. (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."
37. *"Be vigilant for freedom of speech, freedom of worship, and freedom of action."*



Lesson 9: *Writing*
Concluding Remarks by John Muir and Thomas Paine

1. destroy trees
2. They cannot run away.
3. more than three thousand years old
4. (c) the American people
5. March third
6. (a) the Calaveras Grove
7. in a reservation or national park
8. (Wording may vary) because the government had sold the area in which the redwoods were located
9. (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
10. _____ (a) The stars in the state . . . .
    __X__ (b) The trees in the forest . . . .
11. _____ (a) The moon was a nice . . . .
    __X__ (b) Crossing the ***Sierras*** . . . .

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12. __X__ (a) Russell collected sea . . . .
    _____ (b) Brandon was cooking . . . .
13. The conclusion is the final paragraph that effectively ends the composition.
14. words such as *lastly*, *finally*, *in the end*
15. (c) introducing new ideas
16. (a) summarizing the Patriot's situation and calling on the support of loyal Americans and warning what would happen if America lost the war
17. *"What is conceived well is expressed clearly, and the words to say it will arrive with ease."*



Lesson 10: *Writing*
Courageous Talk

1. the Bengal tiger
2. the tiger trainer
3. The door was locked.
4. The lights quit working.
5. (b) He realized the tigers did not know he could not see them.
6. (a) He continued cracking his whip and talking to the tigers.
7. (c) acting through courage can help us overcome unexpected problems
8. (wording may vary) A tiger trainer was performing at a circus with Bengal tigers. The trainer was locked in the cage with the tigers. When the lights unexpectedly went out, the trainer had to survive on courage.
9. __c__ ***Bengal tigers***
10. __d__ ***routine***
11. __b__ ***paces***
12. __a__ ***superb***
13. support, dispute
14. credit is given to that person
15. quotation marks, name
16. (any order) written, spoken
17. (a) True
18. dash; parentheses
19. (a) Martin Luther King, Jr. said, "Judge not by the color of their skin but by the content of their character."
    (b) MLK, Jr. said, "With faith, we will . . . hew [from] the mountain of despair a stone of hope."
    (c) John F. Kennedy said, "Civility is not a sign of weakness."
20. (a) "Good character produces a clean conscience." (Ronald E. Johnson) OR "Good character produces a clean conscience."
    —Ronald E. Johnson
    (b) "God put in the heart of every person the desire for freedom." (George W. Bush) OR "God put in the heart of every person the desire for freedom." —George W. Bush
    (c) "Life goes on daily; what we make of life experience is our choice." (Steve Baker) OR "Life goes on daily; what we make of life experience is our choice."
    —Steve Baker
21. inside
22. double, single
23. 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. Ronald E. Johnson said, "People who believe in great and noble causes and purposes avoid mediocre lives. Teressa Weirsma agreed when she said, 'Let your life be a daily monument of goodness and joy.'"
25. Ronald E. Johnson wrote, "You cannot experience a new kind of life if you hang on to old ways. Follow Jose Luna's advice: 'Set your mind on a great good, and it will pull you to it.'"

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26. Billy Graham said, "Ben Franklin once stated that "Truth, sincerity, and integrity are of the utmost importance to the felicity of life.' Every choice we make affects other people."
27. relevant to your point
28. (wording may vary) Some students make the mistake of quoting someone, when the quote does not strengthen or support what the student is explaining in the essay.
29. (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."
30. (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."
31. (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."
32. (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."
33. dispute
34. (wording may vary) disagree with the quote
35. present your reasons for taking a different position
36. (wording may vary) Jeremiah argued that the tiger trainer exhibited faith in his extenuating circumstances when the lights went out and the trainer was locked in the cage with the tigers. To strengthen his argument, Jeremiah used a quote by Thoreau and then disputed the quote by explaining that faith was operable even without sight.
37. (a) supports
38. (a) supports
39. (b) disputes
40. (b) disputes
41. *"Courage is resistance to fear, mastery of fear—not absence of fear."*
42. ***Graded by teacher**

Ask for your QUIZ over Section 2.
Reminder: Students who score 85% or higher on the three section quizzes may be exempt from the chapter test!

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