English:
Writing Skills

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



Chapter 1

WS 76006 Revision: 11292005-1

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

PROFESSIONAL CREDITS

Writing Skills

Chapter 1

Publisher and Managing Editor
Ronald Johnson, Ph.D.

Lead Writer and Content Editor
Sarah D. Johnson

Production Manager
H. Michael Young

Consulting Editors
Cheryl Carithers
Elizabeth L. Gibson
Valerie Thedford

Supporting Writers

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

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

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

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

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

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

CHAPTER 1
TABLE OF CONTENTS

PAGE

SECTION 1



1. WRITING 3-5
   Writing Vignettes 4-5



2. WRITING 7-8
   Writing Myths 8



3. WRITING 9-10
   Writing Legends 10



4. WRITING 11-12
   Writing Fables 12



5. WRITING 13-14
   Writing Parables 14

SECTION 2



6. WRITING 15-16
   Writing Historical Fiction 16
   The Structure of the Story 16



7. WRITING. 17-18
   Journal Writing 18



8. WRITING 19-22
   Personal Records 20-21
   Finances 20-21
   Schedules 21



9 WRITING 23-26
   Social Correspondence 23-25
   Thank-you Notes 23-24
   Other Notes 25



10. WRITING 27-30
    Informal Letters 28-29

PAGE

SECTION 3



11. WRITING 31-32
    Technical Writing 32



12. WRITING 33-36
    Technical Writing: Business Letters 34-36



13. WRITING 37-41
    Technical Writing: Résumés 38-41



14. WRITING 43-44
    Technical Writing: Memorandums 43-44



15. WRITING 45-49
    Technical Writing: "How-to" Reports 47-49

©Copyright 2005, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

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

—Emile de Girardin



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



Lesson 1

Chapter 1

ROBINSON CRUSOE'S EPIPHANY

Section 1

Lessons 1-5



In the 1600s, a young man by the name of Robinson Crusoe lived in England. When Robinson was old enough to decide what to do with his life, he told his parents of plans to have a career at sea. His parents were very much against Robinson's plan, but the youth had made up his mind. Indeed, nothing anyone said would ***dissuade*** young Robinson from his purpose. Bidding his family farewell, Robinson boarded a ship and sailed away in search of adventure at sea.



After several safe, successful voyages, Robinson's life took an unexpected turn. During a terrible ***tempest***, the ship was driven off course and ***grounded*** on a reef. While fierce winds and waves began to pound the ship to pieces, the crew boarded a lifeboat and attempted to reach a nearby island. However, the violent waves flipped the little vessel, and all but Robinson drowned. Swept far up the beach by the waves, Robinson woke up wet, hungry and alone.

He was glad to be alive but wondered if survival was better than death. The island was far from trade ***routes*** so Robinson had no reason to believe he would be rescued by a passing ship. Also, cannibals were common on islands of the sea. Robinson did not believe in God; therefore, Crusoe had no faith that God would rescue or ***sustain*** a stranded sailor.

An unexpected discovery soon changed Robinson's point of view. After the storm subsided, Crusoe discovered that the ship had not sunk. He was a ***diligent*** young man and soon began salvaging quantities of food, clothing, tools and

VOCABULARY

Dissuade: to advise against something
Tempest: storm
Grounded: to bring to a place on the ground
Route: line of travel
Sustain: give support
Diligent: characterized by making an energetic effort
Providence: divine guidance
Prose: ordinary language used in writing, not poetry

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

other goods, including a Bible. When he finished salvaging materials, Robinson had nearly everything he needed to live well on the desolate island.

At first, Robinson could hardly believe his good fortune. He soon had a change of belief that helped him endure many solitary years on the island. He came to believe that ***Providence*** had kept the ship afloat, thereby providing all things needed for survival. Over the years, Robinson came to appreciate that Providence was working for him and not against him. Knowing this, he accepted his circumstances confidently, and he positively and patiently endured each challenge. Robinson's belief in Providence rewarded him with peace and contentment. Finally, after more than thirty years, Crusoe returned to England a happier and much wiser man. ■

WRITING VIGNETTES



In this section, you will study various kinds of short ***prose***. Some forms of prose are vignettes, myths, legends, fables and parables. Begin studying vignettes by first recalling "Robinson Crusoe's Epiphany." The story of the young man named Robinson Crusoe is also published as a novel titled *Robinson Crusoe*.

Vignettes are short, entertaining works that teach lessons for everyday living. Written in a conversational prose, vignettes can be read in one sitting. Vignettes are usually realistic. Whether nonfictional or fictional, characters in most vignettes are believable. The events in the story happened or appear to have actually happened. Most vignettes have a "good will" message for readers and tend to give people courage to "keep on keeping on." All good prose has three parts: an introduction, a body and a resolution.

Introduction: The introduction acquaints the reader with the main character and provides background information about the character and the story.

In the introduction to "Robinson Crusoe's Epiphany," the reader meets Robinson Crusoe and learns a few things about him.

> In the 1600s, a young man by the name of Robinson Crusoe lived in England. When Robinson was old enough to decide what to do with his life, he told his parents of plans to have a career at sea. His parents were very much against Robinson's plan, but the youth had made up his mind. Indeed, nothing anyone said would dissuade young Robinson from his purpose. Bidding his family farewell, Robinson boarded a ship and sailed away in search of adventure at sea.

Body: The body places the character in a challenging situation and forces the character to make decisions regarding the five types of conflict humans typically encounter.

The five types of conflict are: man to man, man to God, man to animal, man to nature, man to himself. (When referring to *man* in this instance, the word *human* should be remembered, rather than a specific gender.) Man-to-man involves two or more people in a conflict, either physical, mental or verbal. Man-to-God involves a human in conflict with a higher or supernatural power. Man-to-animal involves conflict between a human and an animal (usually

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

physical conflict—an attack, hunt, etc.). Man-to-nature involves a human battling natural disasters, diseases or conditions (weather, climate, terrain, altitude, etc.). Man-to-himself involves a human and his faith, beliefs, feelings, goals, thoughts and aspirations. Every story has at least one main type of conflict. Other conflict(s) may be involved. Surmise which conflicts Robinson endured.

> . . . Robinson's life took an unexpected turn . . . During a terrible tempest, the ship was driven far off course . . . the crew boarded a lifeboat and attempted to reach a nearby island . . . all but Robinson drowned . . . Robinson was glad to be alive but wondered if survival was better than death . . . far from trade routes . . . cannibals were common . . . Crusoe had no faith . . . an unexpected discovery soon changed Robinson's point of view . . . the ship had not sunk! Robinson was a diligent young man and soon began salvaging quantities of . . . Robinson had nearly everything he needed . . . he learned to appreciate . . . Providence kept the ship afloat . . . .

Resolution: In the resolution, the main character responds to the challenging situation. The lesson learned by the main character helps the reader to identify the main conflict.

Although Crusoe had to battle the sea and conditions on the island, he also had to battle his own doubts. The lesson he learned most was that he could exercise faith over his doubt.

> . . . Robinson came to appreciate that Providence was working for him and not against him . . . he accepted his circumstances confidently, and he positively and patiently endured each challenge . . . belief in Providence rewarded him with peace and contentment . . . Crusoe returned to England a happier and much wiser man.

Continue to the Activities where you will have a choice of writing either your own vignette or writing a one-page composition explaining which type of conflict was the <u>main</u> conflict that Robinson Crusoe endured.

LIFE PRINCIPLE

". . . the longer I live, the more convincing proofs I see of this truth—that God governs in the affairs of men . . . ."



—Benjamin Franklin

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



Epithemeus and Pandora open the forbidden box!

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



Writing

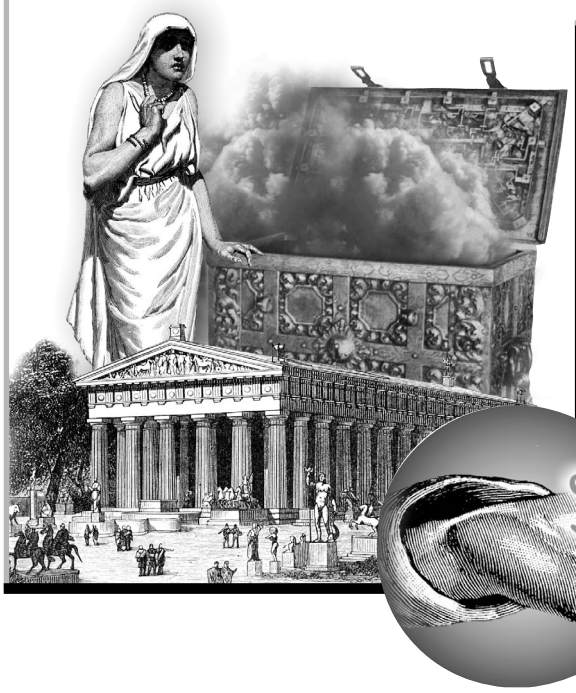
Lesson 2

Chapter 1

PANDORA'S BOX

Section 1

Lessons 1-5





Long ago, when the world was still new, lived a young man named Epithemeus. He had no companions, and he was very lonely. This loneliness was perceived by ***Zeus***, the king of the gods, from his throne on Mount Olympus, the home of the gods. Zeus decided to make a companion for Epithemeus.

Zeus made a woman. She was talented and kind. Zeus named the woman *Pandora* which means "gifted one." Zeus sent Pandora with Hermes, a messenger, to Earth. With Pandora, Zeus sent a beautifully carved box which Pandora was instructed to keep safely in her home.

Epithemeus marveled when he saw Pandora. Before long, they were married. Epithemeus was also curious about the box. He became desperate to know what was inside.

Not long after Epithemeus and Pandora were married, Epithemeus went to the box and lifted the lid. As he did, a ***tumultuous*** wind blew forth. Out swarmed a black cloud that darkened the Sun. A fiendish growling slashed the air, a clap of thunder roared, and lightning flashed! Evil creatures winged into the air. Earthly Troubles, evil Passions and many Cares, Sorrows, Diseases and Naughtiness flew into the air and spread across the Earth to ***afflict*** mankind!

Epithemeus began to weep! Had he not been so curious, these evils would not have escaped! Epithemeus and Pandora continued to weep until they heard a knock from inside the box. Once again, Epithemeus lifted the lid. Inside was a little creature that smiled up at them. The creature said his name was Hope. He explained that he was to comfort man after Trouble, Care, Sorrow and Disease had afflicted him. Pandora and Epithemeus ***pondered*** this one good thing from the box and gladly took comfort.

Therefore, in this manner, the world became a place ***beset*** by many ***woes*** but with hope of deliverance. ■

VOCABULARY

Zeus: a mythical, ancient, Greek god
Tumultuous: strong and violent
Afflict: causing pain, distress, or suffering
Ponder: to think about
Beset: set upon or harassed
Woes: grief, deep suffering
Sphere: a round object
Posterity: the next generation, descendants
Supernatural: beyond the visible, natural world

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



WRITING MYTHS

Myths are fanciful, imaginative stories that include the beliefs, superstitions and practices of a culture in an attempt to explain a natural phenomenon. Many cultures around the world developed myths to explain significant events, such as, the beginning of the world, the birth of the first man, what caused a worldwide flood, how man discovered fire, how the Sun "rises," why the tides roar in and out, and even how the leopard got its spots.

Perhaps the best-known myths are from ancient Greece and include the stories of *The Twelve Labors of Hercules*, *Midas and the Golden Touch*, *Icarus and the Golden Wings, Quest for the Golden Fleece* and *Pandora's Box.* The characters in myths are typically ***supernatural*** beings (gods and goddesses) and heroes. Some of the Greek mythological characters are Hercules (the strong man), Zeus (chief of the gods), Cupid and Mercury (messengers of the gods), Mars (god of war) and Aphrodite (goddess of love). The plot of a myth usually centers around how a god(dess) or hero relates in some way to ordinary humans. The Greek gods and goddesses often act in quite an ungodly manner. They act selfishly and unjustly, hold grudges, tell lies and make evil plots against people. In many cases, the gods cause great unhappiness. In the story of Pandora's box, you read the terrible scheme plotted by Zeus.

In the beginning of the world, people probably knew vast amounts of scientific principles and spiritual truths. However, as the population multiplied and separated, some of the principles and truths were forgotten and not passed to ***posterity***. Due to the loss of knowledge, humans fell into thousands of years of ignorance and mental darkness—forgetting the principles and truths that had once made them great and wise. During those periods of darkness, many ideas formed to try to explain the existence of mankind, goodness, evil, science, and the physical world. These ideas were not necessarily true, nor were they completely false—they were guesses—these were called myths.

As people became more educated, many myths were disproved and replaced by fact. For instance, for thousands of years, superstitious people thought that the Earth was flat. Sailors and merchants were afraid to sail very far from the shore for fear of falling off the edge of the world. Then, scientists who were not superstitious and who studied ancient texts from the beginning of time, such as certain scriptures and religious documents found references to the fact that the world was round. Basing their research on the ancient, uncovered truths, these scientists proved that the world was actually a ***sphere***. This new knowledge opened the doors for people to sail across the seas and around the world, trading goods and communication that improved each culture.

Throughout history, man has greatly developed his ability to observe the world around him and to improve the way he lives. For example, for thousands of years, people traveled slowly in carts, on horses and in sailboats. Then, within a period of 100 years, man discovered laws of science that made possible the development of trains, steamships, automobiles and airplanes. Even more amazing, humans designed spaceships to probe the mysteries of outer space! Now, the world holds few secrets that studious men cannot explain.

Prepare to create your own mythical story in the Activities. Continue working hard!

Life Principle



"Bad things happen, but they are not the only things that happen."
—Frank Peretti

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



Writing

Lesson 3

Chapter 1

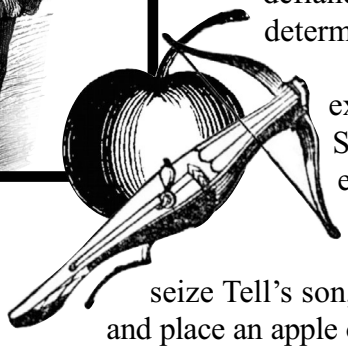
THE LEGEND OF WILLIAM TELL

Section 1

Lessons 1-5



Centuries ago, a cruel ***tyrant*** named Gessler controlled the Swiss mountains. Gessler made life harsh for the people. One day he placed a pole in the city square. On the pole he placed his hat. He commanded every man to bow to the hat. Every man obeyed except for one—William Tell. He refused to bow. Instead, he looked at the cap, threw back his head and laughed! Gessler became enraged when he heard what Tell had done. Gessler feared that Tell's defiance would lead others to rebel; so, Gessler determined to punish Tell.



William Tell was a hunter who had expert marksmanship. No man in all of Switzerland could use a bow and arrow as expertly as Tell. Gessler ***devised*** a plan by which Tell's expertise would bring him grief. Gessler commanded his soldiers to seize Tell's son, tie him to the pole in the central square and place an apple on his head. Gessler then ***bade*** Tell shoot the apple off his son's head. Tell was aghast! He pleaded with the tyrant to withdraw his command. Tell worried that his son might move or his own hand might tremble. What if the arrow did not go straight? Gessler ignored Tell's pleas: "I give you one arrow to strike the apple," he said. "Should you not obey this order, the lad will be killed."

With grim determination, Switzerland's greatest bowman took an arrow and fitted it to the bow. Taking aim, he let the arrow fly. The boy stood motionless and fearless. He believed that his father's skill would not fail. Indeed, the arrow flew true. Silently, the arrow plucked the apple from the boy's head! Tell wept for joy and hugged his son. As he did, a second arrow fell from his cloak. Gessler asked why Tell had another arrow. Tell replied, "Well, you should ask, tyrant! Should I have harmed my son, this arrow would be in your heart!"

According to legend, William Tell later overthrew the tyrant, setting Switzerland free. ■

VOCABULARY

Tyrant: a harsh and brutal leader who rules with absolute power
Devised: to create and plan a new idea
Bade: ordered or commanded
Maiden: a young, unmarried woman, a virgin
Slay: to kill or murder

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



WRITING LEGENDS

A *legend* is a story about a person who actually lived at some time in the past. The person is usually a hero or a heroine—someone of good character who did a good deed or act of daring. However, specific incidents mentioned in a legend are either not true or are greatly exaggerated to the point that they are unbelievable. For example, William Tell was a real person who actually helped Switzerland obtain freedom from tyranny; however, history offers no real evidence that William ever shot an apple off his son's head.

The legend is a very popular kind of prose. You have probably heard or read some famous American legends such as those about Davey Crockett, Johnny Appleseed, John Henry and Paul Bunyan. Few have not heard of Davey Crockett, the Tennessee frontiersman who died at the Alamo fighting for Texas' independence. One of the many legends surrounding him was his fight at age three with a bear. Johnny Appleseed was a minister who rode across the American frontier preaching the Gospel. Legend tells that Johnny Appleseed carried with him a bag of apple seeds which he sowed everywhere he went, thus producing the vast apple orchards of the United States. John Henry was a railroad worker whose ability to drive spikes faster than any man alive earned him a legendary name. Paul Bunyan was a lumberjack who had a blue ox. Together as a team, they could outwork other men any day of the week.

The Englishman, Robin Hood, is another legendary character. Of the many legends about Robin Hood, one of the best known is how he won an archery contest by shooting one arrow, then shooting a second arrow, splitting the first arrow right down the middle. A second legend tells of his daring rescue of the lovely Maid Marian from a prison tower.

Other legends tell about King Arthur and his knights. Leading the legends about Arthur is the account of how he obtained his amazing sword by pulling it from a stone. Other legends from Arthur's day tell of the missions of his heroic nights, Sir Lancelot, Sir Gawain and Sir Galahad. Saint George, the national saint of England, the story is told, rescued a young ***maiden*** from death by ***slaying*** a dragon.

Sometimes very little accurate information exists about the heroes in legends. For example, St. George, Robin Hood and King Arthur lived so long ago that not much truth is known about their lives. They are rather mysterious. Much more is known about Davey Crockett, Johnny Appleseed, John Henry and Paul Bunyan because they lived more recently. Legendary heroes can be ancient or modern. Regardless of when they lived, legendary heroes provide character traits of courage, faith, love and commitment. These are the kinds of character traits that make strong and successful people and nations.

Continue to the Activities where you will have an opportunity to write a legend about a hero or heroine whose deeds have inspired you.

LIFE PRINCIPLE



"Political freedom is directly tied to a people's ability to govern their moral behavior."

—Eric Buehrer

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



Writing

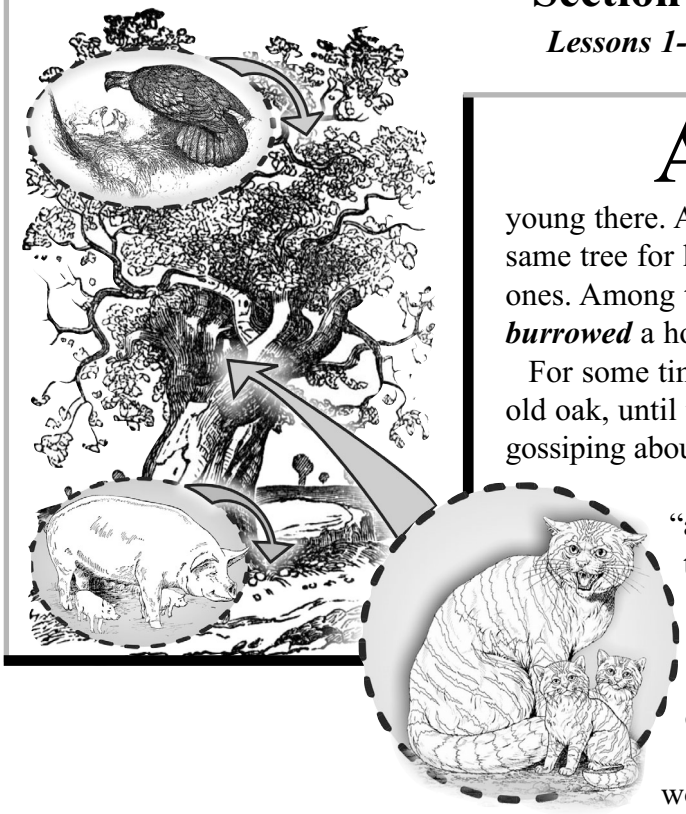
Lesson 4

Chapter 1

Section 1

Lessons 1-5

THE WILDCAT, THE EAGLE AND THE SOW



An eagle chose the top branches of an old oak tree for her nest and hatched her young there. A ***wildcat*** selected the hollow trunk of the same tree for her den where she would raise her little ones. Among the roots of the old oak a sow had also ***burrowed*** a hole where she planned to raise her piglets.

For some time all three families lived peaceably in the old oak, until the wildcat took the notion to start gossiping about her neighbors.

"Neighbor," she whispered to the eagle, "as you know, I have the highest respect for that old sow down below. But, if she keeps rooting under this tree, the whole thing will come crashing down someday. That is probably what she has in mind so she can feed our babies to her litter."

Needless to say, the mother eagle was worried. She was so disturbed that she did not dare leave her nest to go in search of food. Meanwhile, the gossiping wildcat visited the sow.

"Mrs. Sow," whispered the wildcat, "I'm no gossip, as you know, but if I were you, I would not leave home today. I overheard the eagle upstairs telling her children they were going to have pork for supper."

So the eagle stayed in her nest, and the sow remained with her little pigs. But the wildcat sneaked off every night and got all the food for her kittens, while her neighbors lived in distrust of each other.

It is possible that both families would have starved to death had not the wildcat made the mistake of getting caught in a hunter's ***snare***, and the sow and the eagle became reunited in caring for the abandoned kittens. ■ (Aesop)

VOCABULARY

Wildcat: a small, striped Eurasian cat; any number of wild cats such as the bobcat or ocelot
Burrowed: dug a hole
Snare: trap for animals
Greek: a person from Greece, a country in the southern part of the Balkan peninsula

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

WRITING FABLES



You are probably familiar with the word "fabulous." It means "amazing," "incredible," "fabricated," "fantastic" and "unbelievable." "Fabulous" comes from a very old Latin word from which the English word "fable" is derived.

Fables are short prose works. Fables are both interesting and instructive, for while they tell a good story, they provide valuable lessons for living. Although fables instruct readers in wisdom, the reader must understand that the characters probably would not have really done or said what they did, and the plot probably would not have really happened.

Some of the best-known fables were written long ago by a ***Greek*** slave named Aesop. Aesop's fables have been collected and printed by many people and are available to readers around the world.

As a slave, Aesop saw the strengths and weaknesses of people from all walks of life. He saw that strengths led to success in life, and weaknesses brought troubles and sorrows. Thus, Aesop wrote about people's weaknesses to help people recognize and overcome their weaknesses.

In Aesop's fables, animals are usually the main characters. Aesop even used trees, shadows, the wind, the sun and the moon as characters in his fables. In the fable in this lesson, three animals are the characters—a wildcat, a sow and an eagle.

Aesop's fables demonstrate human weaknesses through the actions of the characters. In the fable in this lesson, for example, the weakness of gossip is demonstrated through the actions of the wildcat.

Each of Aesop's fables teaches a moral lesson. The moral is not always explicitly stated. The author expects you to use your skills to decipher the moral. In this fable, the moral we learn is not to harm relationships through gossip. Try to decipher the morals in Aesop's fables below:

> The Woodcutter cut down a Mountain Oak and split it into pieces, making wedges of its own branches for dividing the trunk. The Oak said with a sigh, "I do not care about the blows of the axe aimed at my roots, but I do grieve at being torn in pieces by these wedges made from my own branches."

> One fine day two Crabs came out from their home to take a stroll on the sand. "Child," said the mother, "you are walking very ungracefully. You should accustom yourself to walking straight forward without twisting from side to side."
>
> "Pray, mother," said the young one, "do but set the example yourself, and I will follow you."

Much wisdom can be learned from Aesop's fables. Continue to the Activities.



Life Principle

"True friendship is based upon commitment to raise the moral character of one another."

—Charles Stanley

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



Writing

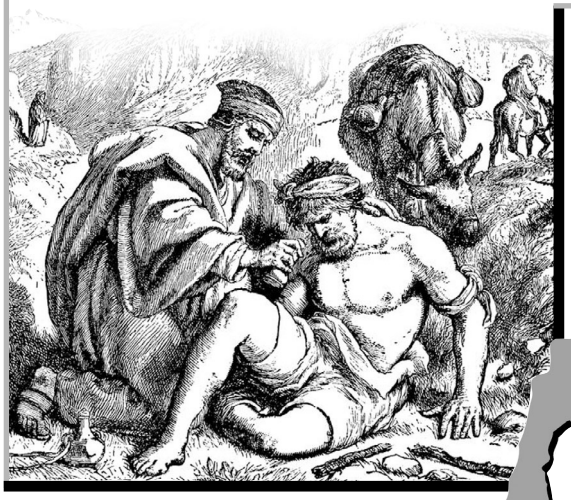
Lesson 5

Chapter 1

THE GOOD SAMARITAN

Section 1

Lessons 1-5



One day a man was traveling from ***Jerusalem*** to ***Jericho***. As he was walking down the road, he was ***accosted*** by a group of men. They robbed him of all his possessions, beat him severely, and left him for dead on the side of the road. A short while later, a priest came upon the man, saw that he had been beaten, but rather than helping him, the priest moved to the other side of the road and walked by. Soon afterward, a ***Levite*** approached the man but decided to pass on the other side of the road as well. Finally, a ***Samaritan*** came along. He, too, came upon the injured man but decided to take pity upon him. The Samaritan treated the man's wounds with oil and wine and bandaged them. The Samaritan then used his donkey to take the wounded man to an inn. There, the Samaritan cared for the man through the night. The next morning, the Samaritan paid the innkeeper and told him to look after the injured man, offering to pay for any additional expenses. ■



(Jesus of Nazareth)

VOCABULARY

Jerusalem: an ancient holy city, present day capital of Israel
Jericho: an ancient city located a few miles from Jerusalem
Accosted: approached by another person in a threatening way
Levite: a member of a religious group in ancient Hebrew culture
Samaritan: a citizen of the ancient country of Samaria, the old northern kingdom of Israel; the Samaritans were considered "unclean halfbreeds" by the Jews; the two groups never got along well

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

WRITING PARABLES



Parables are often called "earthly stories with heavenly meanings." A *parable* is a brief story that is fictitious, but the characters are typically humans in real-life situations. The purpose of a parable is to teach a spiritual lesson. In this parable, Jesus taught his listeners to be good neighbors by helping people in need regardless of who they are, and treating them with the same care and respect with which each person would like to be treated, should he encounter a similar circumstance.

The parables of Jesus are the most well known parables of all time. He often used parables when speaking to crowds; he hoped that through his parables, his listeners would learn to follow the truth and to be good citizens. Although written many centuries ago, the parable of the Good Samaritan continues to impact lives. Countries all over the world have enacted Good Samaritan Laws designed to encourage people to help others in need—whether the people in need are victims of crime, automobile accidents, serious illnesses or natural catastrophes such as earthquakes.

You are doing a great job! Continue to the Activities where you will choose to write either a parable or an essay.

Life Principle



"Offering comfort to others in pain puts our problems at rest."

—Frank Peretti

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



Writing

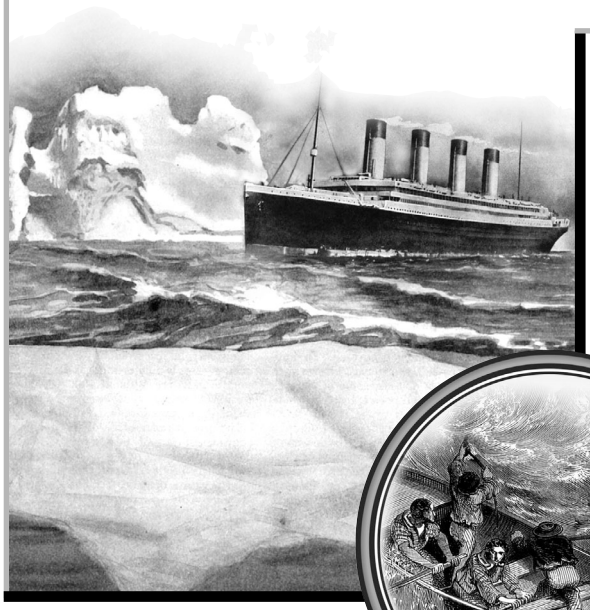
Lesson 6

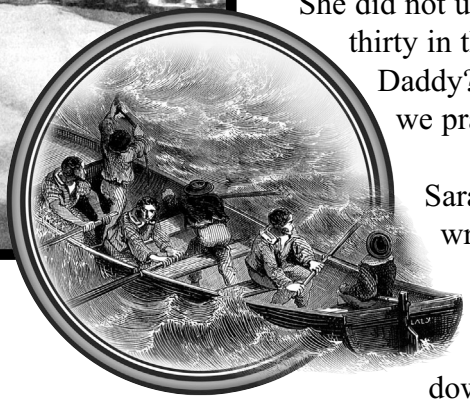
Chapter 1

SARAH AND THE TITANIC

Section 2

Lessons 6-10





Sarah heard an urgent voice calling her from deep slumber. She opened her eyes. The voice belonged to her father, Henry Dawkins. He was tugging at her and tossing clothes on her bed. "Sarah, honey, get dressed! We must go to the deck!"

Sarah sat up and peered at the clock. She did not understand—the clock read one-thirty in the morning! "What's wrong, Daddy?" she asked, bewildered. "Are we practicing a drill?"

Looking at her father's face, Sarah knew something was ***gravely*** wrong. She quickly ***donned*** her socks, dress, coat and scarf. Opening the door, they joined a stream of passengers rushing down the corridor. One word starkly ***emerged*** from the confusion—*iceberg!* Sarah looked at her dad. Worry lined his face.

Sarah remembered what she had been told about the ship: the *Titanic*, the largest ship in the world was 852 feet long and weighed 46,000 tons. She was said to be unsinkable. The *Titanic* WAS sinking, however. Already she was ***listing*** to one side. Sarah's father knelt and looked firmly into his daughter's eyes. "Sarah," he said, "we collided with an iceberg that ripped through five of the sixteen safety compartments. The officers believe the *Titanic* will sink in a few hours. Another ship is not far away. We are signaling for help. The ship will be here to rescue us before the *Titanic* goes down. We shall be brave and pray."

The *Titanic* continued to list. No rescue ship came within sight. The order came to abandon ship. Panic spread when the passengers learned that the *Titanic* did not have enough lifeboats. Mr. Dawkins knelt and hugged his daughter.

VOCABULARY

Gravely: seriously
Donned: put on
Emerged: came from
List: to tilt to one side
Heroine: the female main character in a story who does a heroic deed

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

"Sarah," he said, "women and children will be placed in the lifeboats. Do not worry about me. I am a strong swimmer. I will dive off the ship at the last moment."

An hour later, shivering in the cold night air, Sarah sat in a lifeboat watching from a distance as the *Titanic* sank lower and lower into its icy grave. Sarah's anxious eyes searched the water for the familiar figure of her father. She could not find him . . . .

The Titanic sank in the early morning of April 15, 1912. Approximately 1,513 passengers went down with the ship. Later investigation revealed that the radio operator on the nearby ship, California, had fallen asleep. After lying undisturbed for more than 70 years, the Titanic was found by a deep-sea diving expedition in the 1980s. ■



WRITING HISTORICAL FICTION

An author named H.G. Wells wrote a novel called *The Time Machine*. The novel told the story of a man who traveled to the past and the future in a machine. Traveling backward or forward in history is a fascinating idea. Imagine visiting America's colonial period, ancient Arabia or the Roman Empire!

Some writers specialize in transporting readers into the past. Writers do this by writing historical fiction—a fictional story that took place in a real time period with real events. In historical fiction, most of the characters are fictitious but could have existed at that time. Some writers of historical fiction use a character who really did live. For example, you may want to write a story about a girl in Colonial America. You research what life was like during that time. Then, you write a story about a girl who lived in that era. In your story, your ***heroine*** may meet George Washington or Samuel Adams. The heroine is a made-up character that you created, but she could have lived during the Colonial era. George Washington and Samuel Adams truly did live. So, historical fiction includes real people and fictional people.

"Sarah and the *Titanic*" is historical fiction. The writer chose the sinking of the *Titanic* in the year 1912 as the setting for his story. The writer researched the event and used true information such as the size of the ship, its structure, the collision, the efforts to radio for help and the shortage of lifeboats. Then, the writer created a fictional character: Sarah Dawkins. History may not record a young girl named Sarah Dawkins aboard the *Titanic*; however, some young girls were on the ship, and some of them did get separated from their family members. The writer imagined what a girl in that situation might have experienced, and he wrote a story about it.

THE STRUCTURE OF THE STORY

The introduction to the story introduced the main character to the reader. The body of the story explained where the story took place and built the plot by placing the main character in a conflict with a natural disaster. The resolution solved Sarah's immediate struggle—to escape the sinking ship—however, the resolution left the reader emotionally "hanging." Did Mr. Dawkins survive? The writer purposely left the question unanswered. His purpose was to make the reader feel some of the sadness, fear and uncertainty that was felt during that event many years ago.

Continue to the Activities.

LIFE PRINCIPLE



"Greater love has no man than this: that a man lay down his life for his friends."

—Jesus of Nazareth

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



Lesson 7

Chapter 1

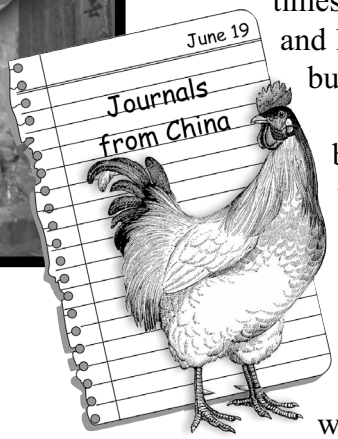
JOURNALS FROM CHINA

Section 2

Lessons 6-10



June 19. I am on the roof of a small ***abode***. We are in another town. We left the last town early yesterday afternoon and arrived here seven hours later. We walked the first 2 and ½ hours then boarded a bus. The bus was full. One man gave me his seat and winked at me. He spoke one or two words in English. The bus ride was very adventurous and dangerous. On several occasions we could have slipped off the mountain. The bus ride took five hours but was only about 15-20 miles long. Several times, the men had to get out and push, dig and lay rocks under the wheels because the bus kept getting stuck in the mud.



When we ***disembarked*** from the bus, a woman immediately invited us to a road side inn to stay. Our mattresses were made of some kind of leaves or straw. They were very old. The blankets were full of bugs, so I shook out the bedding and made a good, soft arrangement. I slept very well.

This morning for breakfast, we ate noodle soup called *Mishian* and ***tofu*** at a little stand outside our "motel" and down the road a bit. For some reason, the girl at the stand did not charge us. We really stick out as foreigners. Some of the ladies of the village brought us some of their tribal ***garb*** and we tried it on, laughed and took lots of pictures. The owners of this place are mother, daughter and son-in-law. We witnessed the death and butchering of a rooster that later became our lunch. The whole chicken was boiled—bones, head, beak, feet, intestines and all inner organs, except for the bladder, I hope. This village is quiet compared to the previous one. The people are very friendly and ***hospitable***. ■

VOCABULARY

Abode: a house, apartment, motel or other dwelling place
Disembarked: stepped off
Tofu: bean curd
Garb: clothing
Hospitable: generous and welcoming
Journal: a daily record of events
Insights: instances of mental or spiritual enlightenment; moments of intuitive understanding

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

JOURNAL WRITING



A book that contains ***journal*** entries is called a *diary.* The journal entry in this lesson is a selection from a diary written by a young woman who traveled to China to teach English to villagers. The young woman recorded her impressions, experiences and adventures.

Writing in a journal is similar to freewriting where you simply write ideas that come to you. To begin a journal, make a habit of routinely writing about events, descriptions, conversations, ***insights***, ideas, experiences, opinions, feelings or anything that makes the world special or interesting to you. Some people, such as former U.S. president Ronald Reagan, experimented writing short stories or poetry in diaries. Other entries that might be found in journals are goals, personal and world events, prayers, questions, memories, joys, achievements, failures, letters, quotations, notes and drawings.

Bookstores usually sell blank books for diaries; however, notebooks work just as well. Some people keep journals on computer. Perhaps the best reason for keeping a journal is to help you learn more about yourself as an individual and as a writer. Throughout the remainder of this chapter, you will keep a diary as part of your earned credit. At the end of Lesson 15, you will turn in your journal entries. Your diary should have nine journal entries by the end of Lesson 15. The diary will count as one quiz grade for this chapter.

Keep up the good work. Continue to the Activities.

Life Principle



"Service to people in need is the greatest antidote to pride and the surest path to humility." —Mike Farris

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



Writing

Lesson 8

Chapter 1

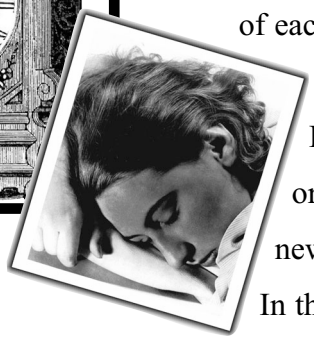
THE GIFT OF TIME

Section 2

Lessons 6-10



A young woman once had a dream that an angel was giving the young woman this message: "As a reward for your ***virtues***, the sum of $1,440 will be deposited into your bank account every morning. This amount has only one condition. At the close of each business day, any balance that has not been used will be canceled. It will not carry over to the next day or ***accrue*** interest. Each morning, a new $1,440 will be credited to you."



In the dream, the woman asked to be shown what the message meant. The angel led the woman to realize that she was receiving 1,440 minutes every morning, the total number of minutes in a 24-hour day. What the woman did with this deposit of time was important, because 1,440 minutes per day was all she would ever receive! The angel continued, saying that each person on Earth has a similar account. At the close of each day, each person should be able to look over his ledger and see that those golden minutes were spent wisely. The angel bid the young woman farewell, then turned and said, "Always remember, time is God's gift to you. What you do with your time is your gift to God." ■ (HB)

VOCABULARY

Virtues: morals, character strengths
Accrue: earn, gain
Expenditure: an item that is paid or spent; something that requires time or money
Vital statistics: data concerning births, deaths, marriages, etc.
Property transactions: property sales and purchases
Seat: center of government for a county or province
Earnings: money earned by service, work or investments

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

PERSONAL RECORDS



For thousands of years, people have kept written records and documents of legal affairs, business affairs, ***expenditures***, budgets and events. Personal documents include birth certificates, social security cards (numbers), passports, diplomas, professional licenses, degree certificates, marriage licenses, health records, death certificates, military records, car titles, property deeds and stocks and bonds. ***Vital statistics*** such as births, deaths, marriages and ***property transactions*** are automatically placed on file at the local county ***seat***. Other important personal records are kept by various agencies such as banks and insurance companies. In the early days of this country, before courthouses or banks were conveniently located, important records were kept in homes through various means, one of which was in the family Bible. Usually, personal documents are protected either in bank safety deposit boxes or in home safes. Everyone is responsible for maintaining his own personal records. A citizen should never assume that the government or another agency will be able to produce copies of a certain document if a dispute arises regarding any of the above personal records.

FINANCES

Keeping reliable records of earnings and expenditures is important. Taking care of money and other valuables demonstrates responsibility. Persons who are employed, earn money, pay taxes or employ other people are expected to keep accurate records of ***earnings*** and expenditures. This can be done in part by keeping receipts and pay check stubs. Banks provide checkbook registers to record the deposits and withdraws of an account holder. Failure to keep accurate records of financial transactions can result in overdrafts and bad credit. Paying bills on time saves money, and companies willingly do business with people who keep precise records and pay promptly. Many young people begin caring for their own records during the teenage years. Study the checkbook registry below.

Item No.	Date	Description of Transaction	Payment/Debit		Fee		Deposit/Credit		Balance	
1815	01/05	Johnson's Lumber Co.	57	47					292	95
	01/06	paycheck/Bill and Jane's Family Restaurant					840	00	1132	95
1816	01/08	rent/Mrs.Philmore	200	00					932	95
	01-15	checking account fee			8	00			924	95



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

Study the receipt that details the account holder's purchase from Johnson's Lumber Company.

Johnson's Lumber Co.
Manager Gary Wills
294-867-5200
Discounts Every Day!

Item	Item #	Price
1 shovel	82301	4.99
1 trowel	90312	3.09
1 hoe	87576	4.49
1 bag concrete	52333	2.59
1 bag concrete	52333	2.59
1 level (2 ft)	90201	19.79
1 hose (25 ft)	55255	6.79
1 2X4 (8 ft)	62103	2.19
1 2X4 (8 ft)	62103	2.19
1 2X4 (8 ft)	62103	2.19
1 2X4 (8 ft)	62103	2.19
	Subtotal	53.09
	Tax	4.38
	Total	57.47
01-05-2003	08:57	

SCHEDULES

Some people keep written schedules of waking times, departures, appointments, practice times and homework assignments. Notice the example below.

Mary Anna's Day

6:30 a.m.	Rise
6:45 a.m.	Shower, dress
6:55 a.m.	Personal quiet/study time; diary
7:15 a.m.	Breakfast
7:30 a.m.	Departure
8:00 a.m.	School day begins
3:00 p.m.	School day ends
3:15 p.m.	Piano lesson
4:45 p.m.	Soccer Practice
6:30 p.m.	Dinner
7:00 p.m.	Chores (dishes, feed dog)
7:30 p.m.	Homework
9:00 p.m.	Piano practice
9:30 p.m.	Bedtime preparation
10:00 p.m.	Lights out

Keeping good records will help you to manage time, money and resources as well as to evaluate whether change is needed in a particular area. Record keeping is a valuable tool that has become a necessity for today's modern way of life. Now is the time to start keeping track of your personal finances, records and schedule. Continue to the next page to read the Life Principle.

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

LIFE PRINCIPLE

"Without virtuous character, students merely submit to rules until the students are not being watched."



—Eric Buehrer

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



Lesson 9

Chapter 1

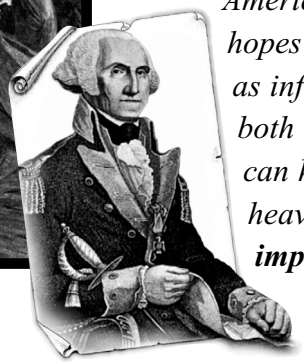
A DETESTABLE VICE

Section 2

Lessons 6-10



General George Washington, later to become the first president of the United States, once included the following statement in a letter to his troops: *The general is sorry to be informed that the foolish and wicked practice of* ***profane*** *swearing, a* ***vice*** *hitherto little known in the American army, is growing into fashion; he hopes the officers will by example, as well as influence,* ***endeavor*** *to* ***check*** *it and that both they and the men will reflect that we can have little hope of the blessing of heaven on our arms if we insult it by our* ***impiety*** *and profanity. Added to this, it is a vice so mean and low, without temptation, that every man of sense and character detests and despises it.* ■



VOCABULARY

Profane: showing irreverence toward God or sacred things
Vice: an immoral or evil habit or practice
Endeavor: to make an effort; to strive
Check: to stop, to control, to restrain
Impiety: irreverence, disrespect toward holy things
Reprimand: verbal discipline

SOCIAL CORRESPONDENCE



Social correspondences include ***reprimands***, notes, invitations, postcards and messages. In order for all correspondences to be effective, they must be written grammatically, correctly and legibly.

THANK-YOU NOTES

When someone does a kind deed or presents a gift at an occasion (birthday, wedding, baby shower), a "thank you" note is an appropriate manner in which to express gratitude. Each "thank you" note should include: the words "thank you," mention of the deed or gift, acknowledgement of positive feelings from the recipient, and how the recipient intends to use the gift or respond to the deed. Study the example on the next page.

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

May 9, 1998

Dear Amara,

Thank you so very much for the lovely box of stationery that you sent me for my birthday. The blue flowers are especially beautiful, and you know that blue is my favorite color. Your thoughtfulness is appreciated. I am so glad to have pretty cards and paper on which to write my letters throughout the coming year.

Your friend,

Esther

Notice how the note fulfills the "thank-you" note requirements and format:

- Thank you "Thank you so very much"
- The gift "box of stationery"
- Emotion felt "is appreciated"
- What the recipient will do "write . . . letters throughout the year"

The purpose of the note is to thank Amara for her gift. Esther's positive words of appreciation will make Amara glad that she did something nice for her friend, Esther. Expressing gratitude is an important part of maintaining friendships. Below, study another example of a "thank-you" note.

September 15, 2002

Dear Students of Lewisville Charter School,

Your assistance with the Community Center dedication was very much appreciated. Thank you for volunteering your time and service to prepare the meeting room, make signs, serve drinks, greet guests at the door and be a resource for other needs. You demonstrated real leadership skills and the ability to take initiative and follow instructions. In the future you will certainly be on my list of people to call in times of need. Because of your help, the ceremony was successful. Numerous persons signed up to volunteer time and money to make the center a positive element in our city. I thank you, and the citizens of Lewisville thank you.

God bless you each and all,

Amelia Rodriguez

Notice how the second "thank you" note followed the required format for an appropriate "thank you" note.

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

OTHER NOTES

Notes are required for many occasions. Some notes are more formal than others. "Thank-you" notes or notes written to family members or friends are less formal than notes or messages taken from a phone call or in a business setting. The accuracy of a note or message is important. Businesses often provide standardized forms on which phone messages are written to ensure that complete and comprehensive information is taken at the time the message is delivered. Generally, the information in messages includes:

- Date
- Time
- To whom it is written
- From whom it is sent
- What it is about (message content)
- Names of contacts
- Telephone numbers of contacts

Notice how the lines, colons and order of information create a formal tone to the message below.

Write It Pen Co. MESSAGES Date: 6/19/01

For: Mr. Samuelson
From: Felix Salvador
Time: 1:40
Day: Friday
Message: Wishes to discuss quantity of next supply shipment

Telephone Number of Caller: (515) 235-8890

[X] Please Call
[ ] Will Return Call
[ ] Left Message Only

Message taken by _____
at _____ a.m./p.m.

Informal notes are relaxed and conversational. Notice the informal tone in the note below.

Mom,

Thanks for the great lunch! Your homemade cookies were delicious! Do you mind if Wes and I go surfing after swim practice today? I could be home by 6:30. We would go to the cove with Wes's Dad. I'll call when swim practice is over to find out if I can go.

Love you,

Saul

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

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

LIFE PRINCIPLE



"Every man of sense and character detests and despises [profanity]."

—George Washington

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



Writing

Lesson 10

Chapter 1

Section 2

Lessons 6-10

ABRAHAM LINCOLN'S LETTER

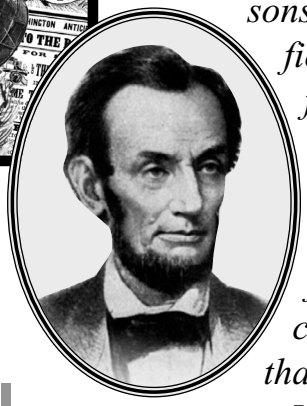


WHITE HOUSE

November 21, 1864

Dear Madam,

I have been shown in the files of the War Department a statement of the ***Adjutant*** *General of Massachusetts that you are the mother of five sons who have died gloriously on the field of battle. I feel how weak and fruitless must be any words of mine which should attempt to* ***beguile*** *you from the grief of a loss so overwhelming, but I cannot refrain from* ***tendering*** *to you the consolation that may be found in the thanks of the Republic that they died to save. I pray that the heavenly father may* ***assuage*** *the anguish of your* ***bereavement****, and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom.*



Yours very sincerely and respectfully,
Abraham Lincoln ■

VOCABULARY

Adjutant: an aide to an officer; usually performs office work and is responsible for rules and punishment among the lower ranks
Beguile: to take away from
Tendering: presenting a formal offer
Assuage: ease
Bereavement: suffering the death of a loved one

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

INFORMAL LETTERS



Letters to family members and friends have long been exchanged among various parties. These kinds of letters are called informal letters or friendly letters. An informal letter is composed of five parts:

- Heading (address of sender, i.e. "White House" or "P.O. Box 150, Fairbanks, Alaska," and the date)
- Greeting or Salutation (term of endearment and name of receiver, i.e. "Dear Madame" or "Dear Philip")
- Body (the actual content or message)
- Closing (a signing off phrase or word, i.e. "Yours truly," "Sincerely" or "Your friend")
- Signature (name of person writing the letter, i.e. "Abraham Lincoln" or "Thomas")

Notice these five parts in President Lincoln's letter:

Heading: *White House, November 21, 1864*
Greeting: *Dear Madam*
Body: *I have been shown in the files of the War Department a statement of the Adjutant General of Massachusetts that you are the mother of five sons who have died gloriously on the field of battle. I feel how weak and fruitless must be any words of mine which should attempt to beguile you from the grief of a loss so overwhelming, but I cannot refrain from tendering to you the consolation that may be found in the thanks of the Republic that they died to save. I pray that the heavenly father may assuage the anguish of your bereavement, and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom.*
Closing: *Yours very sincerely and respectfully,*
Signature: *Abraham Lincoln*

Most people enjoy writing informal letters because communicating with friends and family who share common interests is a positive experience. However, sometimes friendly letters convey sad news. In President Lincoln's letter, the common interest between him and the recipient of the letter was the grief they shared over the deaths of the young men. Informal letters usually include information about daily activities, places visited, news about mutual friends or relatives and other points of interest between people. Informal letters do not follow a rigid format; and, therefore, may vary in some aspects. However, all informal letters must have the basic items listed at the top of this page.

Study another example of an informal letter, on the next page.



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

Heading	1525 Glad Tidings Drive Wishbone, Texas 76201 November 7, 2001
Greeting	Dear Uncle Joab,
Body	How is New York this time of year? The weather down here in Texas is great. This afternoon, I was sitting in school and wishing I could be fishing with you. The air outside is so warm and the sunshine is so bright. On days like this I become restless and want to be outdoors. My history teacher was describing the adventures of Daniel Boone and other great men who made paths all across the west. Sometimes I wish I had been born in those days and could explore like those guys. I don't suppose they had to go to school, did they? Well, maybe they did, or else they wouldn't have learned to write about their great adventures so guys like me could learn about them years later. I know Lewis and Clark had to have gone to school, or they wouldn't have been able to plot their routes by the stars like they did. Come to think of it, I'll bet they went to school a lot! Mom says that you and Aunt Tyree might be flying down here for Thanksgiving. Boy, I sure hope you can. Maybe we can go hiking or exploring or something. Or maybe you can help me work on my new car. Well, it's really not new. It's an old Corvette I dragged out of a junk heap, but it's new to me. After I fix it up, it'll run like new! But, I think I'm going to need your help. I remember dad's stories about when you and he were younger and how grandpa would help you two rebuild worn out engines. Too bad dad can't be here this year. I sure do miss him, but our country needs him more, I know. He sent me a letter yesterday. I already wrote him back. Do you know how long a letter takes to get to Afghanistan? Well, I better start working on my homework, then I'm going to vacuum the living room so mom doesn't have to. She's really tired today, and I can tell she really misses dad. Please tell Aunt Tyree hello for me. I hope to see you soon.
Closing	Your nephew,
Signature	Gideon

You will write your own informal letter in the Activities.
Continue to the next page to read the Life Principle.

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

LIFE PRINCIPLE



"A word fitly spoken is like apples of gold in pictures of silver."

—King Solomon

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



Writing

Lesson 11

Chapter 1

TECHNICAL TERMS

Section 3

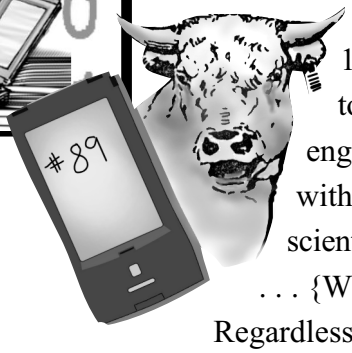
Lessons 11-15



You may wonder what technology really is. The word *technology* is a noun (n) and comes from the two Greek words *techne* and *logia*. The word *techne* means an art, trade or craft. *Logia* refers to the systematic (or logical) treatment of that art, trade or craft (American Heritage Dictionary).

Technology does not refer to any particular science but consists of ***applications*** of principles utilized in the sciences for practical purposes.

Princeton University defines technology best (for our purposes) as: technology (n) 1: the practical application of science to commerce or industry [syn: engineering] 2: the discipline dealing with the art or science of applying scientific knowledge to practical problems . . . {WN, technology].



Regardless of the field in which a professional finds himself, technology exists to assist him with his task. A rancher uses technology to track ***immunizations*** and birth records of his cattle; insurance agents use technology to assist in developing ***quotes*** and tracking customer accounts; policemen use technology to communicate and document ***infractions*** of the law; university professors use technology to record and calculate student grades, prepare notes, write for publication and present class content in a multimedia format. Regardless of a person's career field, technology can be used to make his or her job easier, minimize the time of task and maximize efficiency. ■

VOCABULARY

Applications: the act of putting something to use
Immunizations: protection from disease, usually administered by a needle
Quotes: prices
Infractions: violations
Photographer: a professional picture taker
Darkroom: a special room for developing pictures

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



TECHNICAL WRITING

When you see the words "technical writing," you may think of many things. Some individuals think that technical writing involves the creation of highly complex documents that address topics such as computers, engineering or electronics. Some aspects of technical writing do involve manuals or books about very specific and complex topics. However, technical writing includes much more than manuals.

Every profession requires some type of technical writing—writing that reflects the specific communication needs of that profession. A ***photographer*** may need to explain to his employees how to develop pictures in a ***darkroom***; he then puts those instructions in written form. Instructions are a type of technical writing. A doctor might record patient information in a detailed chart of some type. This is also technical writing because it contains written information in the "language" of that profession. Although many different types of technical writing exist, the next several lessons will focus on the most common types of technical writing, including business letters, résumés, memorandums and "how-to" reports. These are four types of technical writing that you will encounter no matter what career path you choose.

Activities are next. Keep up the good work!

Life Principle

"Personal morality leads to social morality."



—Eric Buehrer

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



Writing

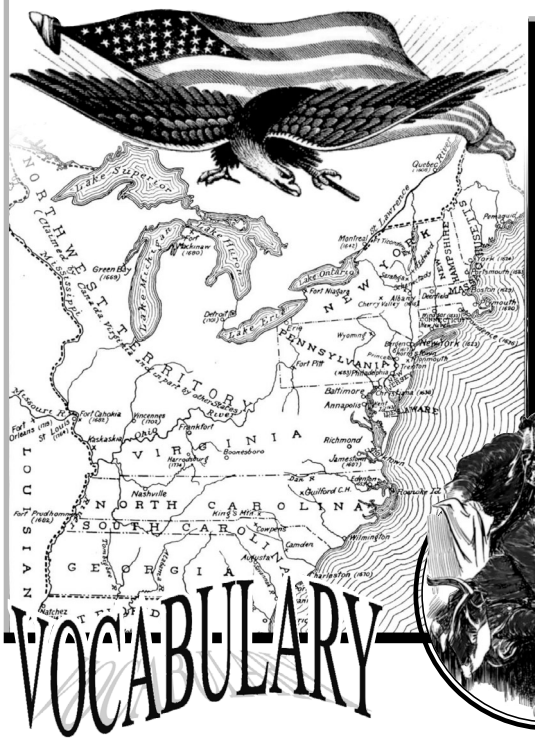
Lesson 12

Chapter 1

PROPOSING THE CONSTITUTION

Section 3

Lessons 11-15



VOCABULARY

Advisable: wise
Levying: collecting
Vested: placed, given into possession
Impropriety: state of being improper or wrong
Sovereignty: power to rule
Encreased: increased, became greater
Consolidation: bringing together and becoming stronger
Felicity: happiness
Amity: friendship
Deference: courteous yielding to another person's preferences so as not to offend
Concession: yielding one's position for the sake of harmony

September 17, 1787

His Excellency, the President of Congress:

We have now the honor to submit to the consideration of the United States in Congress assembled, that Constitution which has appeared to us the most ***advisable***.

The friends of our country have long seen and desired, that the power of making war, peace, and treaties, that of ***levying*** money and regulating commerce, and the correspondent executive and judicial authorities should be fully and effectually ***vested*** in the general government of the Union: But the ***impropriety*** of delegating such extensive trust to one body of men is evident—Hence results the necessity of a different organization.

It is obviously impractical in the federal government of these states, to secure all rights of independent ***sovereignty*** to each, and yet provide for the interest and safety of all: Individuals entering into society, must give up a share of liberty to preserve the rest. The magnitude of the sacrifice must depend as well on situation and circumstances, as on the object to be obtained. It is at all times difficult to draw with precision the line between those rights which must be surrendered, and those which may be reserved; and on the present occasion this difficulty was ***encreased*** [increased] by a difference among the several states as to their situation, extent, habits, and particular interests.

In all our deliberations on this subject we kept steadily in our view, that which appears to us the greatest interest of every true American, the ***consolidation*** of our Union, in which is involved our prosperity, ***felicity***, safety, perhaps our national

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

existence. This important consideration, seriously and deeply impressed on our minds, led each state in the Convention to be less rigid on points of inferior magnitude, than might have been otherwise expected; and thus the Constitution, which we now present, is the result of a spirit of ***amity***, and of that mutual ***deference*** and ***concession*** which the peculiarity of our political situation ***rendered indispensable***.

That it will meet the full and entire ***approbation*** of every state is not perhaps to be expected; but each will doubtless consider that had her interest been alone consulted, the consequences might have been particularly disagreeable or ***injurious*** to others; that it is ***liable*** to as few exceptions as could reasonably have been expected, we hope and believe; that it may promote the lasting welfare of that country so dear to us all, and secure her freedom and happiness, is our most ardent wish.

With great respect, We have the honor to be, Sir,
Your Excellency's most obedient and humble servants,

George Washington, President
By unanimous Order of the Convention. ■



TECHNICAL WRITING: BUSINESS LETTERS

A variety of business letters are mailed daily by companies and agencies. Business letters provide information concerning legislation, deals, price quotes or bids, orders and many other types of important transactions. Whether typing or handwriting a business letter, the format should be the same—the content should be aligned with the left margin. If typing your letter, be sure to use 12-point size font.

Many companies have stationery on which the heading is already printed. Sometimes you may need to write a business letter on paper that does not already have a heading, so you must create your own heading. The formats of letters with the company heading and without the company heading are slightly different. You will learn both styles in this lesson. All business letters must include the following:

- Heading (name, address and sometimes phone number of person or company sending the letter)
- Date
- Inside address (name, address and sometimes phone number of the ***recipient***)
- Salutation followed by a colon
- Body
- Closing followed by a comma
- Signature (handwritten and typed)
- (Optional: title of position within company)
- Enclosed items, if applicable

Next, notice the business letter with the company heading.

VOCABULARY

Rendered: caused to become
Indispensable: extremely important
Approbation: approval
Injurious: harmful
Liable: subjected or exposed to
Recipient: a person who receives something
Perusal: the act of reading through something thoroughly

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

Heading



Interns, Inc.

117 S. Damascus Blvd, P.O. Box 700
Washington, D.C. 20008
Phone: (202) 222-2000
Fax: (202) 222-2113
E-mail: interns@DC.com
website: http://www.DCinterns.com

Hosea E. Kozlowski, Ph.D
President

Date December 15, 2002

Inside Address

Mrs. Priscilla Machnee
2068 West Greenwood
Tucson, Arizona 85745

Salutation Dear Mrs. Machnee:

Body

Please review the list of names and offices of legislators who will need assistants this upcoming legislative term. If you can assist in recruiting more interns from your local universities, we may be able to fill these gaps by May.

On the disk are the names and phone numbers of interns already in position in the White House. Please begin contacting them and setting up appointments so we can review their progress.

Please call me if you have any questions or need clarification. Your expertise and assistance in this endeavor are much appreciated.

Closing Sincerely,

title of position

Signature *Mara Witherspoon*

Mara Witherspoon, Executive Assistant

Enclosed items Encl: list, disk

Keep working diligently! On the next page is a business letter without any company heading. Notice that the date is placed above the heading. This is different than the letter on this page.



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

Date → July 23, 2000

Heading →
Asaph Davis
358 Delaney Avenue
Dallas, Texas 75211

Inside Address →
Dr. Jessica Stevenson
Ensemble Academy
P.O. Box 5702B
Dallas, Texas 75244

Salutation → Dear Dr. Stevenson:

Body →
This letter is a response to the recent advertisement for a political science teacher at your academy. I would like to express my sincere interest in this position.

Teaching political science has always been one of my aspirations. As a graduate student at Hillview University, I had the privilege of teaching multiple sections of political science, including courses focusing specifically on the War for Independence and the Great Depression. In addition to my teaching experience, I recently completed my master's thesis, which focused on legislation from the Civil War era and its impact on law-making procedures today.

I have enclosed a copy of my résumé for your ***perusal***. I hope to be granted the opportunity of an interview. If further information is needed, please contact me at (952) 244-3339.

Closing → Sincerely,

Signature → *Asaph Davis*

Asaph Davis

Enclosed items → Encl: Résumé

Continue to the Activities.
In the next lesson, you will learn how to write a résumé.

LIFE PRINCIPLE



"Only a virtuous people are capable of freedom."

—Benjamin Franklin

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



Lesson 13

Chapter 1

BILL PORTER

Section 3

Lessons 11-15





After his birth in September of 1932, Bill Porter was diagnosed with ***cerebral palsy***. Although cared for and supported lovingly by his parents, he was sure to be faced with a very challenging future. Due to his disabilities, Bill was forced to attend a special school for the mentally disabled, despite the fact that his challenges were of a physical, not mental, nature. In spite of these circumstances, however, Bill chose not to give up. And, at the age of 22, Bill graduated from high school. After graduation, Bill ignored people's ***assertions*** that he could not successfully hold a job and sought employment, refusing to accept governmental disability assistance.

Bill was eventually able to secure a position as a door-to-door salesman, ***compensated*** only by ***commission***. Walking several miles a day, despite the pain of his ***affliction***, Bill soon became the company's number one salesman in his hometown of Portland, Oregon. Later, he became the top-grossing salesman in the Northwest and eventually the entire United States.

No longer able to sell door to door due to permanent injuries ***sustained*** after being hit by a car, Bill continued to excel at his job, selling products via telephone and Internet. Due to his hard work and determination, Bill gained national attention in print and in television. He was also honored with several awards including the prestigious America's Award, which recognizes personal achievements and strong character.

Bill Porter is truly a remarkable man, one of solid character and undeniable spirit, a fine example of the strong American work ethic. He is an inspiration to us all. ■

VOCABULARY

Cerebral palsy: a physical condition characterized by lack of muscle control and/or a tightening of the muscles, usually caused by brain damage sustained around the time of birth
Assertions: opinions, beliefs
Compensated: paid
Commission: pay determined by the amount of goods or products sold
Affliction: illness
Sustained: suffered
Metropolitan: a large city or group of cities

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



TECHNICAL WRITING: RÉSUMÉS

A résumé is an example of technical writing. When a person applies for a position of employment, the person will probably include a letter of application and a résumé. A *résumé* is a document that lists a person's qualifications for a position within a business. In your résumé, eliminate all irrelevant information. Keep your résumé 1 page in length. The goal is to provide a prospective employer with a succinct list of qualifications that highlight why you should be chosen for a position. Always be honest and include only true data. The format you will be learning in this lesson is below:

Heading

OBJECTIVE

EDUCATION

PROFESSIONAL EXPERIENCE

HONORS AND ACTIVITIES

REFERENCES

The first item in a résumé is the heading (your name, current address and telephone number). This information should be centered at the top of the page. Underneath this information, aligned on the left side, should be your objective. The *objective* is the goal that you aspire to achieve. For instance, if you are applying for a position as a journalist, the objective statement might read something like *To obtain a position as a journalist for a* ***metropolitan*** *newspaper*.

Underneath the Objective, list your levels and fields of education. Educational achievements should always be listed from the most recent to the oldest. Also, always list the date of your degree or diploma earned and the institution where it was earned. Underneath the Education category, list your Professional Experiences (previous employment). You may have had many different employment positions that have provided you with much experience; however, you would not want to include all of them. Rather, include the information that is most relevant to the position you are seeking. Be sure to include the location of previous employment and what position you held. List these from the most recent to the oldest and include the dates and company (employer). You will want to list your duties at each place of employment. To do this, use action verbs. If you are still employed at a certain place that you list on the résumé, use present progressive verbs; if you are no longer employed there, use past tense verbs.

Underneath the Professional Experience, list any awards, honors, community services or skills that your prospective employer should know about or that might make you more employable. Underneath Honors and Services, leave a place for your references. *References* are people with whom you have worked in the past, or they may be acquaintances that will speak well of you as an individual. You do not necessarily need to list your references; rather, you may simply include a statement that reads *References available upon request*. If you do list your references, include their names, telephone numbers, addresses, places of employment and their relationship with you, i.e. friend, supervisor, co-worker. If you simply type *References available upon request*, be sure to have names, telephone numbers and addresses ready in case your prospective employer requests them.

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

Carefully read the following résumé. Notice that each section, after the heading, is typed in capital, bold letters.

Phara Abernathy
1803 Dunbar Avenue
Austin, Texas 78705
(512) 475-0039

OBJECTIVE To obtain a position as a high school guidance counselor.

EDUCATION

M.S., Counseling Psychology, 2002
University of Texas, Austin, Texas

B.S., Educational Psychology, 1999
Southern Methodist University, Dallas, Texas

PROFESSIONAL EXPERIENCE

Substitute Teacher — August 2001-May 2002
Austin School District, Austin, Texas
- Taught high school level classes in various subjects including English, Health, and Social Sciences.
- Assisted teachers with curriculum development and lesson plans.
- Acted as sponsor of Students Helping Students (SHS), and counseled students when requested.

Camp Counselor — May 2001-August 2001
Camp Good Way, San Antonio, Texas
- Counseled female campers, ages 11-14.
- Orchestrated activities for campers to take part in events that promoted kindness and respect for others, included daily visits to local retirement homes.
- Taught music and art workshops to all campers, ages 8-14.

Daycare Worker — June 1999-April 2001
Hannah's Play Pen, Austin, Texas
- Organized afternoon educational activities for children, ages 8-12.
- Assisted in development of curriculum for the daycare's pre-school.

HONORS AND ACTIVITIES

Psi Chi National Psychology Honor Society, Chapter President
Psychology Club, Vice President
The HOPE Foundation for Troubled Youth, Volunteer Counselor
Awana Club, Volunteer Counselor
Living Hope Tabernacle, Volunteer Counselor

REFERENCES

Available upon request

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

In her résumé, Phara Abernathy listed her qualifications for being hired as a guidance counselor. The heading has information that enables a prospective employer to contact Phara.

Phara Abernathy
1803 Dunbar Avenue
Austin, Texas 78705
(512) 475-0039

Notice that the objective states exactly what Phara wants from the prospective employer.

OBJECTIVE To obtain a position as a high school guidance counselor.

Phara then listed educational information about herself that related specifically to the position for which she was applying.

EDUCATION M.S., Counseling Psychology, 2002
University of Texas, Austin, Texas

B.S., Educational Psychology, 1999
Southern Methodist University, Dallas, Texas

M.S. is an abbreviation for *Master of Science*. The academic discipline in which Phara earned her degree is Counseling Psychology in 2002 from the University of Texas in Austin, Texas. The same format applies to her Bachelor of Science (B.S.) in Educational Psychology that she earned in 1999 from Southern Methodist University in Dallas, Texas. Notice how the degrees are listed with the most recent degree first.

Next, Phara listed her professional experience that most related to her qualifications as a guidance counselor.

PROFESSIONAL EXPERIENCE

Substitute Teacher — August 2001-May 2002
Austin School District, Austin, Texas
- Taught high school level classes in various subjects . . . .
- Assisted teachers with curriculum development and lesson plans.
- Acted as sponsor of Students Helping Students (SHS), ...

Camp Counselor — May 2001-August 2001
Camp Good Way, San Antonio, Texas
- Counseled female campers, ages 11-14.
- Orchestrated activities for campers to take part in what . . . .
- Taught music and art workshops to all campers, ages 8-14.

Daycare Worker — June 1999-April 2001
Hannah's Play Pen, Austin, Texas
- Organized afternoon educational activities for children, ages 8-12.
- Assisted in development of curriculum for the daycare's pre-school.

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

Notice that each bulleted item begins with an action verb. Phara's most recent professional experiences were listed first.

Phara decided that some of her honors and activities in college may benefit her search for employment; so, she listed them on her résumé. The honors and activities she chose to include emphasize her interest in psychology and in helping young people.

HONORS AND ACTIVITIES
Psi Chi National Psychology Honor Society, Chapter President
Psychology Club, Vice President
The HOPE Foundation for Troubled Youth, Volunteer Counselor
Awana Club, Volunteer Counselor
Living Hope Tabernacle, Volunteer Counselor

Instead of listing any references, Phara decided to make them available upon the request of her prospective employer.

REFERENCES
Available upon request

The résumé in this lesson is one of the many formats that you may use. Different occupations often require specific formats. Several resources are available that show the different types of résumés. Microsoft provides excellent résumé templates. Many websites on the Internet also provide résumé templates. In the Activities, prepare to write a résumé. You may discuss with your teacher which format to use.

Continue now to the Activities. Keep up the good work!

Life Principle



Conflict, controversy and difficulty are part of life; how we handle these realities is a measure of our maturity.

—T.D. Jakes

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



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



Writing

Lesson 14

Chapter 1

MOVING UP

Section 3

Lessons 11-15



You want a better position than you now have in business, a better and fuller place in life. All right; think of that better place and you in it as already existing. Form the mental image. Keep on thinking of that higher position, keep the image constantly before you, and–no, you will not suddenly be ***transported*** *into the higher job, but you will find that you are preparing yourself to occupy the better position in life—your body, your energy, your understanding, your heart will grow up to the job—and when you are ready, after hard work, after perhaps years of preparation, you will get the job and the higher place in life.*

(Joseph H. Appel)



VOCABULARY

Transported: moved from one place to another
Brief: short
Personnel: business employees including managers
Asset: valuable (person)

TECHNICAL WRITING: MEMORANDUMS

A *memorandum* (memo) is a ***brief*** document that is used to communicate information between ***personnel*** within a business environment. The subject matter within a memo is usually information about the business or a request for a certain action.



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

A memo has a specific format and is divided into sections. The first section is the heading which includes:

- To: (first and last name of recipient)
- From: (first and last name of sender)
- Date: (month, day, and year)
- Subject: (a short phrase that describes the content of the memo);

Note: Sometimes the subject is marked "Re:" meaning, "regarding" or "referencing."

Following the heading is the body of the memo which is usually three short paragraphs aligned on the left margin. The first paragraph is called the *purpose statement* and states the reason for the memo. The second paragraph provides details (information or argument) that support the purpose statement. The third paragraph is a short conclusion and contact information from the person writing the memo.

MEMORANDUM

To: Josephina Marquez, Director of Marketing
From: John Jameson, Senior Account Executive
Date: January 23, 1999
Re: Suggested Promotion for James Wells

This memo is a request that James Wells be considered for a promotion from a junior account executive to a senior account executive.

During the two years that Mr. Wells has been with this company, he has worked hard, regularly meeting his personal goals as well as the company's goals. Mr. Wells has demonstrated strong dedication to his work, completing numerous accounts each month in addition to those already assigned. Mr. Wells has also shown an interest in developing new marketing strategies that could increase the company's yearly profits. Mr. Wells has taken on the responsibility of organizing the employee orientation for newly hired junior account executives as well. In addition, he is responsible for the company's involvement in several local charity events this year.

James Wells is an ***asset*** to this company and should be promoted. For further information regarding Mr. Wells' performance, please contact me at extension 0234 or at (846) 967-1141.

In the example memo, John Jameson, a senior account executive, asked Josephina Marquez, the director of the marketing department, to consider a promotion for James Wells. Mr. Jameson used a memo to contact Mrs. Marquez because both Jameson and Marquez worked in the same company.

Congratulations! Continue to the Activities.

LIFE PRINCIPLE



"YOUR FAITH FUELS YOUR VISION." —T.D. Jakes

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



Lesson 15

Chapter 1

PRUDENCE CRANDALL: A WOMAN WHO OVERCAME

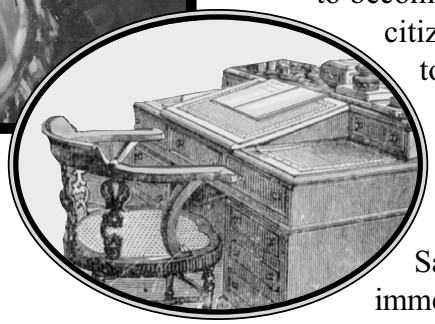
Section 3

Lessons 11-15



Photo by VIP Photography, the Prudence Crandall Museum, Canterbury, Connecticut

In 1831, educator Prudence Crandall established a small school for young women in the town of Canterbury, Connecticut. The school and its pupils prospered under Miss Crandall's administration. She and her sister, Almira, became renowned in the community as ***fine*** educators. In 1833, believing that everyone had the right to a quality education, Miss Crandall admitted into her school a young lady of African descent, Sarah Harris. Sarah aspired to become a teacher. Unfortunately, the citizens of Canterbury did not tolerate the educational mingling of African descendants and European descendants. Thus, when word spread that Prudence Crandall had accepted Sarah as a pupil, Miss Crandall immediately began to lose community support. Parents withdrew their daughters from the academy, and merchants refused to sell supplies to the school. However, Miss Crandall continued, undaunted.



Miss Crandall refused to close her school and give in to the pressure of the townspeople. Instead, Prudence and Almira began accepting more black young ladies. Soon, all the white pupils left the school, and only a handful of black students remained. With the help of William Lloyd Garrison and other ***abolitionist*** supporters, Miss Crandall advertised widely to the black community and was able to secure 12 pupils, then 20, and later 32.

Despite the apparent success of her academy, Miss Crandall constantly experienced opposition. The community as a whole did not support the idea of education for African Americans and soon began intimidating tactics to force Miss Crandall to close the school. The school's water supply was

VOCABULARY

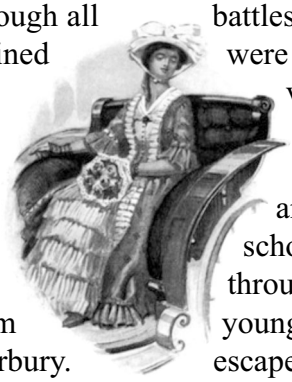
Fine: of high quality
Abolitionist: a person who opposed slavery in the United States before the Civil War
Refuse: trash, filth, manure, dead animals
Vagrancy: the state of having no permanent home
Bond: money paid to release someone from a fine or jail
Black Law: a law banning the education of black persons

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

poisoned with manure. The town doctor refused Miss Crandall medical attention when she was seriously ill. The doctor also refused to treat the young students. Rocks were thrown when the young ladies went for walks in the meadow. ***Refuse*** was left on the school's doorstep. The church locked its doors, refusing to let Prudence, Almira, and the students worship within its walls. The town council began fining anyone, including Prudence's father and brother, who visited and brought food and water. Yet, through all the persecution, Miss Crandall remained steadfast in her determination to educate the young ladies.

When intimidation did not work, the community of Canterbury enacted a ***vagrancy*** law, which was designed to force non-citizens from the town by fining them for each day they remained in Canterbury. The majority of Miss Crandall's students came from other cities and states, and the law would give them no other choice than to leave or pay the fine. If the fines were not paid, the punishment would be 10 lashes on the bare back and jail time.

Supporters of Miss Crandall posted ***bond*** against the Vagrancy Law, allowing the school to continue operating without anyone going to jail or receiving lashes. When the Canterbury town council realized that Miss Crandall's supporters would provide money to keep the school open, the council made a law that prohibited the education of black students, claiming that they were not citizens of Connecticut and therefore did not deserve the right to be educated. Despite the new law, Miss Crandall refused to close the school. As a result, she was jailed, tried and convicted for her infraction of the ***Black Law***. Fortunately, however, because of a ***technicality***, the Court of Errors reversed the conviction.



Although no longer faced with legal battles, Miss Crandall and her students were still the victims of intimidation and violence. Shortly after the court's decision, the school was attacked by a mob at night. The windows and doors were smashed, and the school was set on fire. The mob ran through the school vandalizing it. The young ladies were terrified and barely escaped with their lives. The next day, Miss Crandall had no choice but to close the school. She was afraid that if she continued, the students might be hurt. Sadly, Miss Crandall dismissed her students. A short time later, she moved with her husband to Illinois. There, she continued to be an advocate of education. After her husband died, Miss Crandall moved to Kansas.

In 1886, to help right past wrongs, the Connecticut State Legislature granted Miss Crandall a pension for the rest of her life. Her fight for educational equality continued to attract attention long after her death in 1890. In 1954, Ms. Crandall's experiences were used in the final decision of the ***Brown vs. Topeka Board of Education*** court case. On October 1, 1995, Miss Crandall was named Connecticut's State Heroine by act of the General Assembly.

Prudence Crandall was an outstanding woman of great character and moral courage. From her experiences and those of her students, we may learn not to take our present-day educational opportunities for granted. ■

VOCABULARY

Technicality: an error or inconsistency in legal records

Brown vs. Topeka Board of Education: the outcome of this 1954 Supreme Court case ended segregation between black and white American students in public schools

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



TECHNICAL WRITING: "HOW-TO" REPORTS

A "how-to" report is a chronological, step-by-step explanation of a process. Imagine Prudence Crandall instructing her students and providing them with "how-to" information. "How-to" reports are much like instructions, only more detailed. For instance, you might write a "how-to" report on how to change a flat tire or how to make a chocolate soufflé. In this lesson, you will study a "how-to" report that explains the process of constructing a sidewalk.

How to Construct a Concrete and Rock Sidewalk (Path)

Perhaps your lawn tends to become soggy after a rain, and you desire a firmer path from your back porch to your swing, tree house, doghouse or storage shed. Perhaps you have discussed this dilemma with a friend, and you both have decided that a concrete path is the best solution. You probably think that a professional contractor would be needed; however, you may have the skills to make such a path yourself. Such a project would be perfect for a Saturday afternoon. With one or two helpers, your work could be completed quickly. Or, you may even be able to construct a path all by yourself.

To begin your project, you will need the following tools and supplies:

Tools	**Supplies**
shovel	ready-mixed concrete
hoe	water
wheelbarrow	flat rocks
safety goggles and gloves	concrete mesh (or reinforcement wire)
trowel	water hose
level	4 framing boards (2" X 4")
hammer and nails (or screws and electric drill)	
wire cutters	

A *trowel* is a flat-bladed, hand tool for smoothing, shaping or spreading substances such as cement. A *level* is an instrument that shows whether a surface is flat and even. *Concrete mesh* is a roll of wire with square patterns used for strengthening concrete. *Ready-mixed concrete* is sand, gravel and concrete already prepared except for water.

Preparing the Ground

First, you will need to decide where you will build your path. If the path is long, you may want to prepare it in sections, rather than all at once. Mark off the area and remove all surface obstacles—bushes, rocks, sticks, etc. Then, using your shovel, dig the marked area 3-3.5 inches deep. Use a hoe to level the entire surface area of the path until it is smooth and flat. No grass or other objects should remain in your path area.

Preparing the Frame:

Using the four 2" X 4" boards, hammer and nails (or screws and drill), build a frame. Place the frame inside the dug-out, leveled ground of your path. The boards should protrude from the ground approximately 1-1.5 inches. Use your level to make sure the boards are even. If they are not, remove or add more dirt or sand to make the area level.

continued ⟶

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

Preparing the Path:
Roll out the mesh wire and measure the amount needed to cover the surface area of the prepared path. Cut the wire accordingly, and lay it in place.

Preparing the Concrete:
Carefully read and follow the instructions printed on the bags of concrete mix. Empty one or two bags of the mix into the wheelbarrow. Add water as instructed. With a hoe, thoroughly mix the concrete and water. Immediately pour the mixture into the path area inside the frame. The mix should flow around and through the wire mesh. Pour enough of the mix to bring it level to the top of the framing boards. Use a trowel to smooth the concrete and make it even. [Optional: Place flat rocks in an attractive pattern within the concrete mix. Adjust the rocks so they are even and will not cause someone to trip later when the mix dries.] Block off the sidewalk for one day to allow the new sidewalk to dry.

Clean-up:
Thoroughly rinse the wheelbarrow and all tools and replace them in their storage place. Properly dispose of the concrete mix bags.

Finishing Touches:
After the sidewalk is dry, carefully remove the framing boards and carefully remove any remaining work debris from the area. Sweep the path to make it smooth.

The task of constructing your own sidewalk may seem intimidating. However, when the project is completed, you will have a beautiful, new walkway that will make a lovely and useful addition to your yard.

"How-to" reports are similar to other types of writing that you have done; a good "how-to" report will contain an introduction, body and conclusion. Before you begin your report, you must consider your audience. Will your audience be your teacher, a classmate, a parent, a friend? Knowing your audience will help you decide how much detailed explanation you will need to include in the report. For instance, if your audience is someone who knows nothing at all about your topic, then you would want to provide much more information in your report than you would for someone who has knowledge of your subject.

When looking at the example "how-to" report, you notice that the title reads, "How to Construct a Concrete and Rock Sidewalk (Path)." An informative title is essential because it tells your audience right away what the subject of the report will be. After the title, provide an introductory paragraph. The purpose of the introduction is to attract your audience's interest; to tell them why they should consider reading your report.



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

Reexamine the introduction in the example report.

> Perhaps your lawn tends to become soggy after a rain, and you desire a firmer path from your back porch to your swing, tree house, doghouse or storage shed. Perhaps you have discussed this dilemma with a friend, and you both have decided that a concrete path is the best solution. You probably think that a professional contractor would be needed; however, you may have the skills to make such a path yourself. Such a project would be perfect for a Saturday afternoon. With one or two helpers, your work could be completed quickly. Or, you may even be able to construct a path all by yourself.

The introduction explains why a person might consider building a concrete and rock walkway. The body of a "how-to" report informs the reader what tools or elements are necessary to complete the task and explains the actual process (preparing the ground, frame, path and concrete; cleaning up and putting on the finishing touches). The conclusion is a summary and possibly an encouragement to the reader to try the process.

Reexamine the conclusion.

> The task of constructing your own sidewalk may seem intimidating. However, when the project is completed, you will have a beautiful, new walkway that will make a lovely and useful addition to your lawn.

Continue to the Activities where you will prepare a "how-to" report. At the end of the Activities for this lesson, you will turn in your journal for a quiz grade.

Life Principle



"You live abundantly when you realize that you were designed for a purpose."

—T.D. Jakes

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

Turn in your writing assignments for Section 3, and ask your teacher for the quiz over lessons 11-15.
Reminder: If you score 85% or higher on the three section quizzes, you may be exempt from the chapter test!



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