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 4

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Writing Skills

Chapter 4

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"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



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Writing

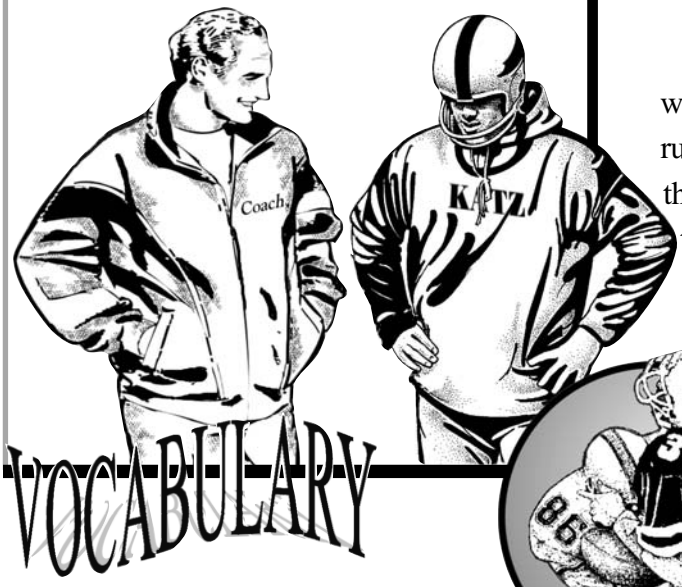
Lesson 1

Chapter 4

Section 1

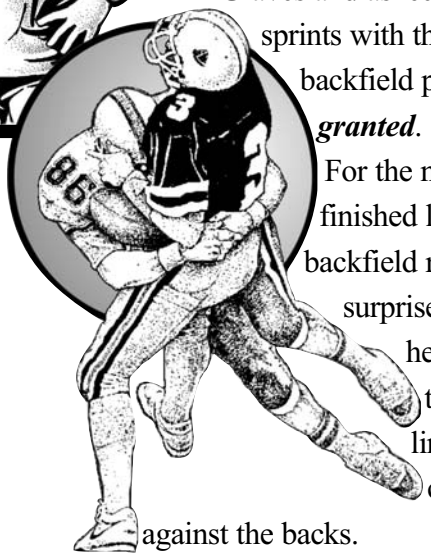
Lessons 1-5

WILLING TO LOSE IN ORDER TO WIN



One day during the early 1960s, the University of Florida football team was in a practice session. The athletes were running ***wind sprints*** for ***conditioning***. One of the large ***linemen***, Jack Katz, had proven to be the fastest lineman of the team.

Katz approached Coach Ray Graves and asked for permission to run sprints with the faster and smaller backfield players. Permission was ***granted***.



For the next several days, Katz finished last in every race with the backfield runners. Nobody was surprised. The coach asked Katz if he would not rather go back to winning against the other linemen, rather than continue losing every race against the backs.

Katz responded, "I am not here to outrun the linemen. I already know I can do that. I am here to learn how to run faster; if you have noticed, I am losing a little less every day."

Indeed, a lineman's job is not only to break through and scatter the line of the other team, but also to tackle its backfield players. Katz was preparing for his ***ultimate*** goal: real-game tackles.

When you master one level, continue to the next. That is the only way to keep growing and developing your skills! ■ (HB)

VOCABULARY

Wind sprints: 100 yard dashes
Conditioning: physical training for athletic performance
Linemen: football players on the line of scrimmage
Granted: given, allowed
Ultimate: final
Comprehensible: able to be understood
Hoard: to accumulate in an extreme manner for oneself, with no thought of sharing
Ravaged: attacked by something of a devastating, destructive nature
Accommodations: lodging; conditions of living in a place
Revered: greatly admired; highly respected; viewed with awe
Dike: a wall of mud built to hold back the sea

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FOCUS AND ORGANIZATION

You have already learned the basic ingredients and steps of developing a good and interesting composition. Much of this chapter will be a review, but it is necessary to refresh your memory. Study the information below as you continue on your journey toward becoming an effective writer.



Focus on your topic. Do this by organizing your thoughts so that your ideas flow together to make your argument clear and ***comprehensible***.

Organize your thoughts. All those ideas that jump into your mind need to be organized. This will help you decide how you want to introduce your topic, state your main idea and conclude your thesis. Making an outline is probably the most effective way of organizing thoughts for an essay. When forming an outline, use Roman numerals (I, II, III) for the main points. Use capital letters (A, B, C) for the subpoints, use numbers (1, 2, 3) for the next level of subpoints, and use lower case letters (a, b, c) for the lowest level of subpoints. Notice that there must be *two or more* letters or numbers for all main points and sub points.

A class in California was given the assignment of writing on the theme, "Some life truths seem backward or upside down." The students brainstormed and listed ideas and examples. Using the thesis statement as their point of focus, the students listed some main points and subpoints, then outlined their ideas.

I. Some life truths seem backward or upside down.
    A. Jack Katz losing in practice to win in the real game
    B. Soldiers dying in war so we can live in freedom
II. Serve in order to lead
    A. George Washington and leaky tent incident (*See note 1)
    B. George Washington Carver and "bell boy" incident (*See note 2)
III. Faith can defeat "impossible" circumstances
    A. David and Goliath (*See note 3)
    B. Hans and the leak in the dam (*See note 4)
IV. Let something go to make it really yours
    A. Freedom in friendship
        1. A person must choose to be close to another.
        2. If not given a choice, a person is a captive, not a friend.
    B. Pets that run free and return to master/mistress
    C. Adult children and relationship with parents
V. Give and receive/***hoard*** and lose
    A. Giving attitude
        1. Receive appreciation from others
        2. Receive friendships and good relationships
    B. Hoarding attitude
        1. Lose friends and relationships
        2. Lose happiness

*Read the notes on the next two pages.

When you focus and organize your composition, your ideas will support each other in such a way that makes your argument believable and persuasive as well as informative and interesting. When you focus on these elements, your reader will know that you thought in depth about the subject and are probably a reliable source. On the next few pages, read the notes mentioned in the above outline. You will need the notes for your writing assignment.

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*Note 1: When George Washington was general of the Continental Army during the American Revolutionary War, his troops were in desperate need of clothing and shelter. Conditions were like a nightmare. Temperatures were well below freezing. Half of the men in the army did not have shoes; their feet were bloody and frozen from having to walk in snow and ice. Some were fortunate enough to have strips of cloth with which to bind their feet. Many of the soldiers were ***ravaged*** by illnesses such as pneumonia and smallpox. Washington's headquarters was a drafty, leaky tent. His ***accommodations*** were no better than those of his men. Many of the soldiers were unable to leave their tents due to lack of adequate clothing. A report of those terrible winters for the American Army at Valley Forge was: "Feet and legs froze until they turned black, and it was often necessary to amputate them." Washington hated to see his loyal army suffering, but he could not do much about it. However, as soon as he could, George Washington helped the troops build "lean-tos" and makeshift cabins out of the lumber in the forest. The doors and roofs were branches. Most generals would have had comfortable living quarters, even if their troops suffered terrible conditions. Not George Washington. He, the ***revered*** general of the army, did not take a "lean-to" until every last man in his army had one.

*Note 2: When George Washington Carver was an old man, he was asked (as he had been asked many times) to speak at a convention at which many renowned scientists like himself were attending. The purpose of the convention was to share ideas and discoveries. Because George Washington Carver was one of America's most innovative scientists during that time period, he was the speaker of honor. The convention was held in a large, elaborate hotel. A white man staying in the hotel, and who did not know George Washington Carver (nor was the man attending the convention) saw Mr. Carver getting into an elevator. The man said something equivalent to, "Hey boy, carry my luggage." George Washington Carver said something equivalent to, "Okay, sir. I'd be happy to." Another white man who was accompanying George Washington Carver said to the first white man, "Do you know who this man is?" The first man said that he did not. George Washington Carver just grinned and winked at his friend. The friend proceeded to tell the first man whom he had ordered to carry his luggage. Of course, the first man became embarrassed at his behavior and apologized. George Washington Carver humbly shrugged off the incident and went on about his business.

*Note 3: David was a teenager who lived in Israel thousands of years ago. David's family were shepherds and made their living raising and selling sheep. David's father, Jesse, had reared his sons to be honest and to have faith in God and always to do right, without fear of consequences. As a shepherd, David had to kill lions and bears that attacked the sheep. David was a good marksman with his sling shot. Because he was the youngest of eight children, he had to stay home during war and care for the sheep, while his older brothers were allowed to join the army. David was eager to join the army himself, when he was old enough. One day, Jesse told David to take some food to his brothers. The walk to the army camp took approximately six hours. As David approached, he noticed several soldiers running away. He asked them what was wrong. They said that the enemy army had one of the biggest soldiers ever seen—a giant over nine feet tall. This giant was unbeatable, and no one was strong enough to fight him. David continued walking until he found his brothers. They also were afraid of the giant and were hiding, crouching down behind rocks. Suddenly, David heard some terrible, loud cursing and violent language. He asked, "What is that?" His brothers said in trembling voices, "That's him! Don't let him see you! He has already killed everyone who challenges him." David became angry. "How dare he curse God like that? Who does he think he is? I have fought lions and bears that were much larger than I, even though the fierce beasts were very dangerous. Perhaps God will give me the strength to fight this man who is very large and very evil." David's brothers scoffed at their little brother, only a teenager, and without any military training. "Don't be ridiculous. You can't stop him. What would we tell father? That we let you fight our battle for us? No way. Go home before you get

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killed, and don't come back." But, David knew that if no one stopped the giant, he would continue to murder and destroy. David made up his mind. He went to the general of the army—a cowardly man named Saul. David said that he would like the general's permission to fight the giant. Saul gave permission, all the time believing that David would be slaughtered, just like everyone else. But, David believed he would be victorious. He was not afraid to do the right thing. He loaded his slingshot and took four extra stones, because the giant had four giant brothers who were also murdering and slaughtering people. David knew that when he killed the first giant, his giant brothers might try to kill David, so he had to be ready for them. David called out to the giant and told him to meet in the field. The giant mocked David's size and young age. But, David stayed firm in his resolve. He approached the giant, wound up his sling shot and placed a fatal blow right between the giant's eyes. The giant fell down dead. His brothers and the rest of the enemy army were so shocked, that they ran for their lives. By believing that he could do right and conquer evil (the giant), David saved his country.

*Note 4: Hans was a child about the age of 8, and he lived with his family in Holland. Hans' mother told him to take some bread to an old, blind man in the village. To reach the village, Hans had to cross a dike that held back the sea. Because the small country is below sea level, a strong dike made the difference between life and death for the people of Holland. On his way home, Hans heard a trickling sound that was unusual. But, Hans knew what that sound was! It was the sound of a leak in the dike. To some of us, that may not sound too important, but everybody in the village knew what would happen if the dike developed a leak: the water would force itself through the leak and make the crack bigger and bigger. Soon, the dike would break, and the sea would rush through the countryside, washing away houses and killing many people. Oh! the thought of his loved ones being drowned by the cruel sea was more than Hans could bear. He knew that the leak had to be plugged immediately! Hans had nothing but his fingers. He stuck his hand in the leak and stopped it! He yelled, "Help! There's a leak in the dike! Help!" But no one heard him. No one even passed by. As evening came, the temperatures dropped, and the night became very cold. Hans' mother became very worried. Hans was an obedient son, and for him to stay out late without permission was unusual. Hans' mother had other children at home and could not leave to go look for her oldest son. She prayed that he would be safe and that he would be home soon. The night became so cold, Hans fainted, but he refused to leave the leak. In the morning, some fishermen saw a boy leaning against the dike and rowed over to inspect the strange sight. They too saw the leak in the dike and realized that the boy had saved everyone's life in the village. They fetched the repairmen for the dike and took the boy home to his mother. The entire village celebrated Hans' bravery. By believing that he could do the impossible, Hans saved his family and village.

You are doing well.
Continue to the Activities.

LIFE PRINCIPLE

"People never improve unless they look to some standards or example higher and better than themselves."

–Tryon Edwards



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Lesson 2

Chapter 4

A CHANGE IN PRIORITIES

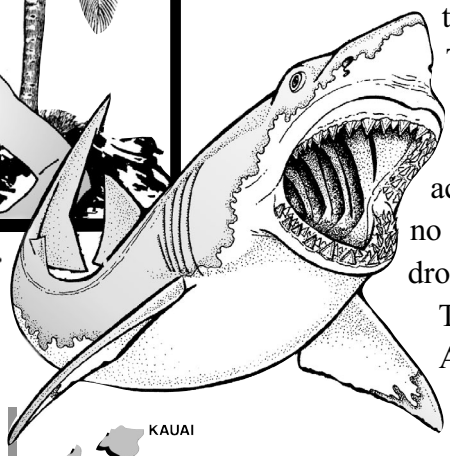
Section 1

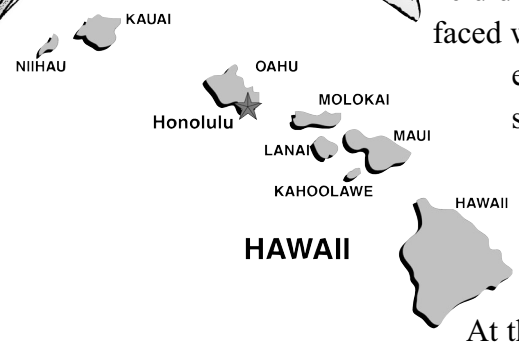
Lesson 1-5



When Hyrum Smith was a boy, he lived in ***Hawaii***. The beautiful beaches, endless ocean, and warm ***breezes*** seemed like ***paradise***. To an eleven-year-old boy, the sky was the limit; he felt he could do whatever he imagined. One day, Hyrum decided to swim the 1 1/4-mile-wide Hanauma Bay. Feeling ***invincible***, the boy set out through the 80-foot-deep waters. Then, the waves started swelling, and Hyrum could not see where he was going. About halfway across the bay, he realized he had no strength left. He started to drown.

Then, he saw a fin. A shark! Amazingly, Hyrum found energy he did not know he had when faced with the ***prospect*** of being eaten. Hyrum reached shore safely because he realized, "Drowning seemed okay at the time; being eaten was *not* okay."





At that moment, success was not the triumph of crossing the bay. Success was avoiding the shark.

Take stock of your life today. The basics—sufficient food, ***adequate*** clothing, a roof over your head—these are not blessings to take lightly. They should be considered part of your success. ■ (HB)

VOCABULARY

Hawaii: a group of islands that comprise a state in the North Pacific Ocean
Breeze: gentle, soft wind
Paradise: heaven
Invincible: unable to be conquered or to be overcome
Prospect: possibility
Take stock: count the qualities, review
Adequate: enough, satisfactory
Essence: the basic, absolutely necessary, most important part
Ethic: a code of moral values and principles held by a group or individual
Plausible: believable, credible

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DEVELOPMENT OF IDEAS

The ideas in your composition should be well developed. Avoid errors such as failing to support and develop ideas. Be sure to use your critical thinking skills. Use facts, examples and details to engage and sustain readers and to show that you have been thoughtful and thorough in your presentation.



Facts may be verified by research or documented sources. Examples may be taken from personal experience or from other sources such as the vignettes from this chapter or from other pieces of literature that are relevant to your topic. Details include pieces of information that are not important to the ***essence*** of the story. For instance, a detail of the story about Hyrum was that he lived in Hawaii. The point of the story was his ability to change his priorities in order to be successful in a dangerous situation. The fact that he was in Hawaii at the time is not important, and is therefore a detail. Even though details are not important for the over all impact of the story, details are useful in making the story more interesting for the reader and for developing the main points.

In Hawaii, Kala was given the assignment of writing a short essay on "How to measure success." First, she wrote an outline that reflected her main points and subpoints, as well as the examples, facts and details she planned to use.

I. Dictionary definition of success
II. Success measured by priorities
    A. Example of Hyrum Smith
        1. First priority was to reach the other side of the bay
            a. Realized bay was wider than he thought
            b. Lost strength and nearly drowned
        2. Second priority was to avoid the shark
            a. Became focused on more important priority
            b. Changed his actions to accomplish the more important priority
    B. Example of Jack Katz
        1. Priority was to better himself
            a. Not worried about what others thought
            b. Not worried about losing in practice
        2. Others viewed him as unsuccessful because he lost in practice
    C. Example of father
        1. Priority was to be good example to family
            a. Lifestyle
                1. Work ethic
                2. Personal habits
            b. Attitude
                1. Loving and kind
                2. Supportive and helpful
        2. Priority was to prepare his children and grandchildren for the future
            a. Education
                1. Strict about school work
                2. Involvement and participation in community
            b. Provision
                1. Shelter, food, clothes
                2. Family values

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In her outline, Kala included a fact in her first main point: the dictionary definition of success. She included at least three examples: two from literature she had read (the vignettes about Hyrum Smith and Jack Katz) and one from personal experience (her father). Kala also included details such as the wide bay and the loss of strength (Hyrum); not being worried about what others thought or about losing in practice (Jack); lifestyle, attitude, education and provision (father). Notice how, in her essay, Kala developed each idea even further than indicated in the outline.

When someone says that a person is successful, you may immediately think that the person has reached fame or fortune. However, such an interpretation of the word *success* is a far cry from the real meaning. The American Heritage dictionary states that success is *the achievement of something attempted*. Our culture may measure a person's success by the size of his bank account or by how many people know his name; however, if that were the case, not many of us would be successful.

True success should be measured by the achievement of priorities. Having set that premise, success may be found in the common, everyday events of life and in unsuspecting places. Hyrum Smith was successful on two occasions. First, he succeeded in reaching the other side of the bay (his original goal). That goal was challenged when two emergency situations arose: Hyrum nearly drowned because he became exhausted; then, a shark appeared on the scene. The shark's threat motivated Hyrum to reach his first goal, and then provided a second opportunity for success: that of avoiding being eaten. Based on the definition of success, Hyrum was indeed successful. He did achieve what he attempted.

Jack Katz is another example of success. His priority was not to look good in front of others, nor to win in practice. His priority was to better himself for the real game. Regardless of the opinions of his teammates or of his coach, Jack knew what he wanted. He steadily increased his speed until his goal was reached. In that example of a young man's determination, success can be found.

My father was successful. Was he rich or famous? By no means; however, his success is measurable in the lives of his children. My father's priority was to be a good example to the family and to prepare his children for the future by ensuring their education and health, physically, mentally and morally. My father did this by his lifestyle. He set an example of an excellent work ***ethic*** that taught us to be responsible for our futures. He provided a secure home in which food and clothes were not found wanting. His personal habits were clean and healthy. He instilled in us the value of God, family and country. He lovingly supported and encouraged his children in efforts to assert our individuality and to demonstrate our budding maturity. He oversaw our education by enforcing school work and active participation in community events, such as singing in the church choir, painting an elderly man's home, helping build the community center or organizing a donation drive for clothing for missionaries overseas. Father's priority was to be a good example to his family, and he succeeded.

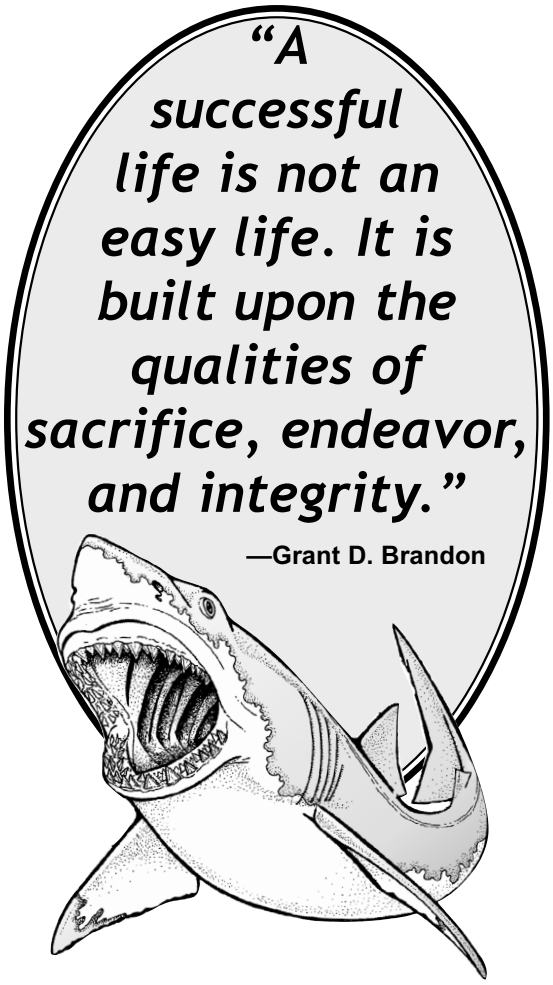
Perhaps you, the reader, are also successful. Have you completed academic goals, achieved a noble purpose or attained your priorities? If so, you are successful! Look around at your everyday activities. You may be surprised at how many times a day you are successful. Forget the misconception that success is measured by gold or fame of name. True success often abounds around us everyday in the lives of our family members, friends, co-workers or acquaintances. Start looking for successful people near you—people who set out to reach goals and attain them!

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Kala demonstrated good development of ideas by providing ***plausible*** examples and details that did not leave her readers guessing. She also used her critical thinking skills by not simply accepting culture's definition of success; instead, she researched success and discovered a different meaning.

You are learning so much important information! Continue to the Activities and do your best!

LIFE PRINCIPLE



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Lesson 3

Chapter 4

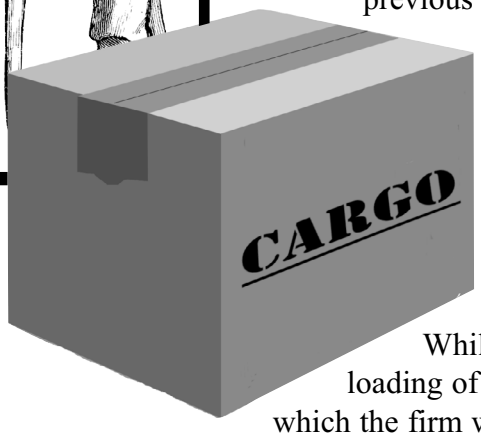
HOW THREE YOUNG MEN USED THEIR DAY OF LIBERTY

Section 1

Lessons 1-5



A large ***exporting firm*** in a ***thriving*** city had in its office three bright young men, each ***ambitious*** and eager to get ahead. An opportunity arose to advance one of the young men, but which should it be? One morning, the manager announced that the office would be closed all afternoon—everybody would have a day's holiday. When he greeted his assistants the next morning, the manager asked each how he had spent the previous afternoon. The first young man reported that he had been to the theater, and the second claimed he had not done "much of anything." The third young man explained with a glowing face that he had spent his day at the ***wharf***. While there, he watched the loading of a large cargo of supplies which the firm was sending to Europe. Until he saw for himself, he had not realized the skill that was required to pack away hundreds of tons of boxes and bales so that no space was wasted and no goods were damaged. The young man had taken time to talk with the engineer, who explained that an improvement in machinery design had enabled the ship to increase the rate of speed half a mile an hour. The young man had also talked with a ***weather-beaten*** Portuguese sailor who told of the difficulties of ***stowing*** bulky cargo.



After the manager of the firm had heard each report, he immediately made his decision: the third young man would receive the advancement. He had spent his free time wisely and thus received the reward of promotion. ■ (Anonymous)

VOCABULARY

Exporting: sending out goods to other countries
Firm: a business
Thriving: alive, vibrant, full of life
Ambitious: strongly determined, enterprising
Wharf: shipping dock, where ships load and unload
Weather-beaten: sunburned, wrinkled
Stowing: storing, packing

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DEVELOPMENT: CHANGING WORDS AND PHRASES INTO SENTENCES

Your ideas must be presented clearly and effectively. As you learned previously, when writing an essay, following an outline is a good way to be sure you stay on track. One way to be sure your ideas are developed thoroughly and methodically is to form sentences from the points in the outline, instead of immediately writing paragraphs.



Students in Michigan responded to the prompt: "Each youth is responsible for his own success." Read Kyle's outline on the left. Next to it is the same outline, but notice that the individual words and phrases were changed into complete sentences.

Outline

I. Responsibility
- A. Creative and diligent
- B. Work
- C. Example of youth

II. Perseverance
- A. Use mistakes/failures for benefit
- B. Excuses not substitute for work

III. Knowledge and skill
- A. Training
- B. Time
  1. Time to obtain skill
  2. Patience with self
  3. Example of Jack Katz

Outline with sentences

I. Youth are responsible for their own successes.
- A. Be creative and diligent.
- B. Work hard.
- C. The third youth in the story is a good example of a youth taking responsibility.

II. Perseverance is also needed for success.
- A. Learn from mistakes and failures.
- B. Do not use excuses as reasons why you cannot work.

III. Knowledge and skill are important in achieving success.
- A. Training is important.
- B. Set aside time for training.
  1. Take time to obtain the skills you need to be successful.
  2. Be patient with yourself.
  3. Jack Katz was patient with himself in learning how to run faster.

Forming paragraphs becomes much easier when the sentences are already formed. Read the following story; then, read the outline of the story. In the Activities, you will form sentences from the outline.



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"Pedal"

At first, I saw Him as my observer, my judge, keeping track of the things I did wrong, to determine whether I merited heaven or hell when I die. He was out there sort of like a president. I recognized His picture when I saw it, but I really didn't know Him. Life seemed rather like a bike ride, but a tandem bike, and I noticed that God was in the back helping me pedal. I don't know just when He suggested we change places, but life has not been the same since.

When I had control, I knew the way. Life was rather boring, but predictable. But when He took the lead, He knew delightful long cuts, up mountains, and through rocky places at breakneck speeds. I could barely hang on!

Even though the route looked like madness, He said, "Pedal!" I worried and was anxious and asked, "Where are you taking me?" He laughed and didn't answer, and I started to learn to trust. I forgot my boring life and entered into the adventure, and when I'd say, "I'm scared," He'd lean back and touch my hand. I gained love, peace, acceptance and joy: gifts to take on my journey. And we were off again.

He said, "Give away the gifts. They're extra baggage, too much weight." So I did, to the people we met, and I found that in giving I received.

I did not trust Him, at first, in control of my life. I thought He'd wreck it; but he knows bike secrets, knows how to make it bend to take sharp corners, knows how to jump to clear high rocks, knows how to fly to shorten scary passages. And I am learning to shut up and pedal in the strangest places, and I'm beginning to enjoy the view and the cool breeze on my face with my delightful constant companion.

And when I'm sure I just can't do it anymore, He just smiles and says . . . "Pedal."

(Anonymous)

Outline of "Pedal"

I. View of Him
   A. Judge
   B. President
      1. Keeping track of right and wrong
      2. Recognized but not known
II. Life as a bike ride
   A. God in back, helping pedal
   B. He and person changed places
      1. His suggestion
      2. Change in person's life
III. Life when person had control
   A. Boring
   B. Predictable
IV. Life when He had control
   A. Delightful
   B. Exciting
V. Lessons learned with Him in control
   A. Trust
   B. Love
   C. Peace
   D. Acceptance
   E. Joy
VI. Instructions to give away gifts
   A. Extra baggage
   B. Obedience
   C. Receive in return
VII. Feelings of trust
   A. Afraid He would wreck life
   B. Discovery of His secrets
      1. Sharp corners
      2. Jumps
      3. Fly over scary places
VIII. Person's acceptance of new life
   A. Learning to be quiet and pedal
   B. Learning to enjoy the view and cool breeze

Continue learning valuable writing tips.
Proceed to the Activities!

LIFE PRINCIPLE



"For employee success, loyalty and integrity are equally as important as ability!"

–Harry F. Banks

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Lesson 4

Chapter 4

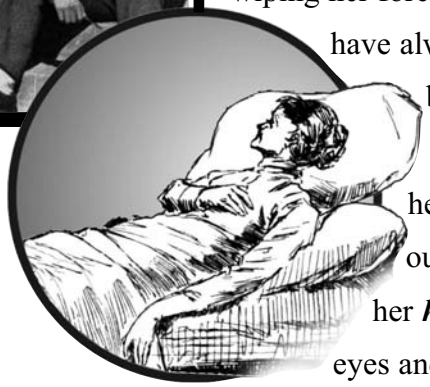
Section 1

Lessons 1-5

THE FAITHFUL MOTHER



The story is told of a mother who had raised six boys to manhood. The mother's work never done, she had finally taken to her sick bed in ***utter*** exhaustion. Each of the boys came home to see his mother as she lay on her ***deathbed***. The oldest son, a powerful and great man, knelt by his mother's bedside and, wiping her forehead, said to her, "Mother, you have always been a good mother to us boys."



The weary woman closed her eyes, and giant tears pushed out under the lids and ran down her ***hollow*** cheeks. She opened her eyes and said to her son, "My boy, I prayed more that I might be a good mother to you six boys than for anything else. I was afraid that I should fail in some way to be all that I ought to be to you, and I never knew whether you boys thought I had failed or not until now. Not one of you ever told me I was a good mother until today."

When was the last time you told a parent, grandparent or other adult how much you appreciate all that he or she has done for you? When was the last time you ***complimented*** or gave an expression of ***value*** to a brother or sister? Do not delay. The time may come when you no longer have the opportunity. ■ (HB)

VOCABULARY

Utter: complete, total
Deathbed: the bed in which a person dies
Hollow: deep and sunken
Compliment: to give a sincere and polite expression of praise
Value: worth

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DEVELOPMENT: PUTTING SENTENCES INTO PARAGRAPHS



When you develop your composition, begin with the outline, then develop sentences, then paragraphs. This progression ensures that you stay on track. To form paragraphs from your sentences, simply write them all together in a continuous flow. Notice the progression of development.

outline of thoughts ⟶ sentences ⟶ paragraph

Read the example below of how thoughts are formed into sentences and then into a paragraph.

Thoughts: I. appreciation as expression of love
II. taking time to think of others
III. expressing what your loved ones mean to you
IV. improved relationships

Sentences: I. One of the greatest expressions of love is showing appreciation.
II. Showing appreciation takes time.
III. When you express appreciation, your loved ones know that they are special to you.
IV. Both you and your loved ones enjoy closer relationships in which no one feels taken for granted.

Paragraph: One of the greatest expressions of love is showing appreciation. Showing appreciation takes time. When you express appreciation, your loved ones know that they are special to you. Both you and your loved ones enjoy closer relationships in which no one feels taken for granted.

Students in Montreal, Canada wrote essays on the prompt, "Showing appreciation is vital for keeping relationships healthy and alive." Read the outline of Nora's response.

I. Appreciation is key to healthy relationships
  A. Appreciation as a way to show love
  B. Appreciation shows people they are important
  C. Appreciation encourages certain behavior
    1. Example of mother in story
    2. Example of my teacher
II. Appreciation opens doors to communication
  A. Example of girl at school
  B. Example of dad
III. Lack of appreciation strains relationships
  A. One-sided relationship
  B. Break-up of communication
    1. Thoughts versus actions
    2. Example of Ruth and Ann

Go to the next page to see how Nora put her outline into sentences.



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I. Appreciation is a key ingredient for a healthy relationship.
    A. Appreciation is one way of showing love.
    B. Expressing appreciation shows people they are important.
    C. When someone feels appreciated, he or she is encouraged to do better or to keep doing things well.
        1. The mother in the vignette needed to feel appreciated. If she had been, she might not have felt pressure to work so hard and ruin her health. She might also have had more peace of mind knowing that her sons loved her just the way she was.
        2. When my teacher told me she appreciated me, I felt encouraged to keep working hard at my academics.
II. Expressing appreciation opens communication and starts friendships.
    A. A girl let me go first in line at lunch. I said, "Thank you," and that started a great friendship.
    B. Dad told me he appreciated my attitude lately. After he said that, I felt more comfortable talking with him.
III. When we fail to express appreciation, we strain relationships.
    A. Relationships can become one-sided if one person is more appreciative than the other person.
    B. Communication is interrupted and can be lost when appreciation is not expressed.
        1. Ruth felt unappreciated because she often helped Ann with her homework, but Ann rarely expressed gratitude. Eventually, Ruth's feelings became hurt, and she quit helping Ann. Before long, the two girls quit communicating all together, and a special friendship was lost.

Now the sentences are ready to be put into paragraphs. As a rule, each main point (I, II, III) should start a new paragraph. This is not always the case, but it is a good rule to remember.

Proceed to the Activities where you will further develop this essay. Express gratitude today to someone who has helped you become successful.

Life Principle



"No duty is more urgent than returning thanks."

–St. Ambrose

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Writing

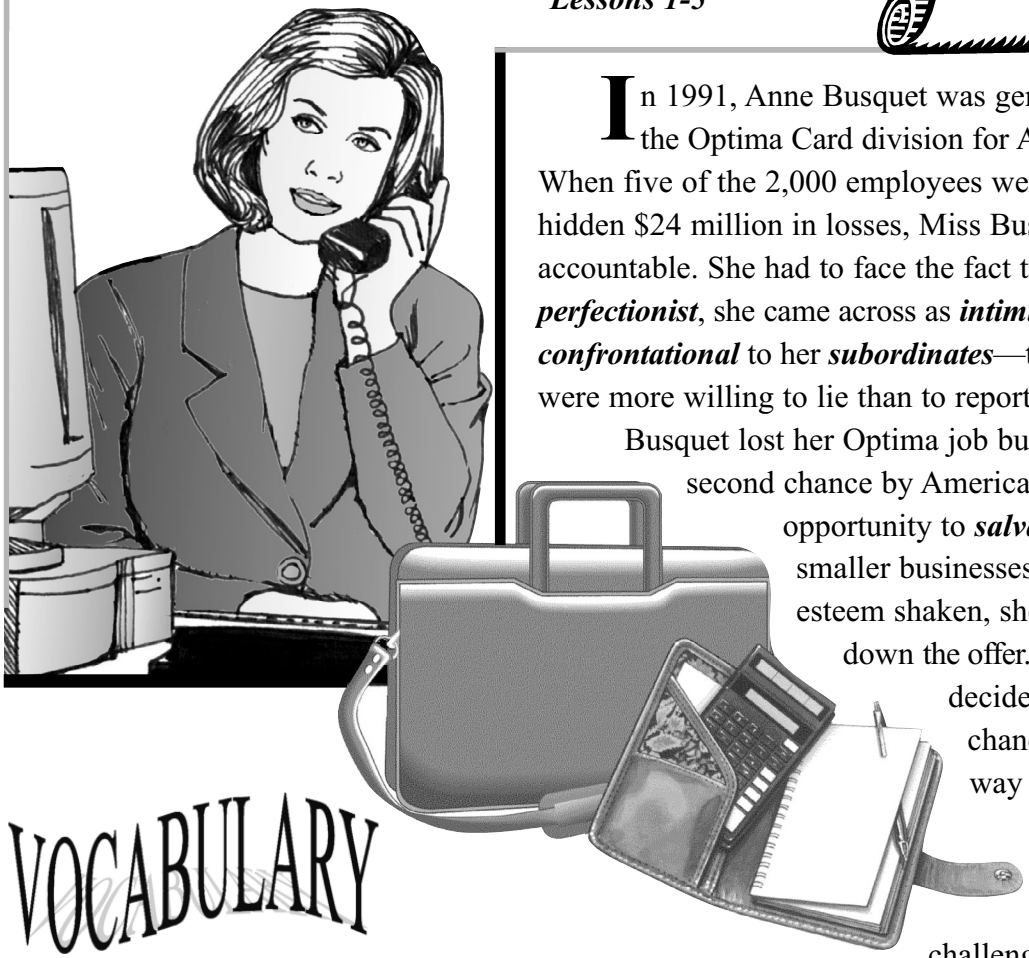
Lesson 5

Chapter 4

A CHALLENGE TO CHANGE

Section 1

Lessons 1-5



In 1991, Anne Busquet was general manager of the Optima Card division for American Express. When five of the 2,000 employees were found to have hidden $24 million in losses, Miss Busquet was held accountable. She had to face the fact that, as an intense ***perfectionist***, she came across as ***intimidating*** and ***confrontational*** to her ***subordinates***—to the point they were more willing to lie than to report bad news to her.

Busquet lost her Optima job but was given a second chance by American Express: an opportunity to ***salvage*** one of its smaller businesses. Busquet's self-esteem shaken, she nearly turned down the offer. Then Busquet decided this was her chance to alter the way she related to others. She took the new job as a personal challenge to change.

Realizing she had to be much more understanding, Busquet began to be more patient. She tried to listen to her employees more carefully and intently. She learned to ***elicit*** bad news in a non-intimidating way.

Four years after she was removed from her previous position, Anne Busquet was promoted to an executive vice-president at American Express.

Failure is not the end; it is the teacher for a new beginning and a better life! ■ (HB)

VOCABULARY

Perfectionist: a person who requires perfection and is intolerant of mistakes
Intimidating: causing fear in others
Confrontational: openly or directly addressing problems
Subordinates: employees under the direction of a supervisor or manager
Salvage: save from ruin
Elicit: draw out, bring forth

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DEVELOPMENT: USING THE RIGHT KIND AND RIGHT AMOUNT OF SUPPORT



As you develop your composition and add examples, facts and details, be sure to stay focused on your topic and to explain each idea thoroughly. Just because you like an example or a detail, does not mean it is relevant to your topic. Writing that "strays" or includes unnecessary information causes the reader to lose interest. All of the information in a composition should contribute directly to the development of the main idea. Also, be careful not to make a statement and forget to support it. Two common errors in writing are: (1) using facts, details and examples that are not relevant; (2) not using enough facts, details or examples to develop an idea.

In Kansas, Isha, an 11th grade student, wrote a composition in response to the prompt, "We should examine our own faults before others are forced to." Isha double spaced her rough draft and gave it to her teacher for approval. Notice the teacher's notations on the essay. The teacher saw that Isha made some statements but did not use enough support. Isha also used some examples, facts and details that were not relevant to her main idea.

If a person never admits to his own faults, he may risk losing friends and jobs. *(What kinds of faults would cause someone to lose friends or employment? Give some examples.)* To grow as a person means to become stronger in character. Being willing to admit mistakes and faults strengthens a person and frees him to try again. *(to try what again?)* A person who admits faults and works to correct them does not waste time and energy trying to cover up his faults and mistakes. The person's time and energy are therefore spent becoming a stronger and better person rather than repairing relationships that may have been harmed.

If a person does not choose to look at and correct faults, that person may lose friends, jobs, business and trust. *(This statement is not supported.)* However, if the person realizes his or her faults and seeks to correct them, his peers and friends will trust that person more because he has been honest and humble. In any case, honesty is the best policy. *(This statement does not support your main idea.)* In the story of Ms. Busquet, her willingness to look at her failings and improve herself earned her a better position and undoubtedly richer relationships. She likely made more money, too. *(This statement is irrelevant to your main idea and is also an unsupported detail.)* Examining one's own faults leaves a person less fearful of making mistakes in the future. *(why?)* It also can actually make someone more successful in work and relationships. *(redundant statement)*

Isha, you have made a good start, but you need to include more details and examples. You may want to include some personal experience or the experience of someone you know, as well as the example of Anne Busquet from the vignette. Some of your statements need more explanation. Some of your statements need to be removed because they are not necessary. Make these corrections and let me see your essay again. *Mr. Stalworth*

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Isha diligently reworked her rough draft and turned in a final draft to Mr. Stalworth. Read Isha's final draft below. Notice the corrections she made.

Addressing and correcting our own faults before others are forced to is a wise route to take. If someone else is forced to inform us of a needed change, we may suffer embarrassment, a breach in a friendship or even a loss of employment. Too often we make excuses for bad habits such as bragging, complaining or repeating confidential information, and are not willing to recognize that such behavior could break up friendships and cause loss of trust. In the workplace, if we are too often late, lazy, sloppy or unkind to co-workers, we may suffer the consequences if we do not admit and correct those faults ourselves.

Admitting personal mistakes and faults strengthens a person and saves time and energy. It frees a person from the burden of pretending the problem does not exist and allows him to spend time and energy becoming a better person instead of covering up the problem and repeating the same errors. Unfortunately, some people fail to correct their faults, even after being told of the problem.

Janna and her friend, Michael, enjoyed activities together for awhile, but soon Michael told Janna he was tired of hearing her complain about her job. Their friendship became strained because Janna had not stopped to think about how her bad habit of complaining affected others. Even after Michael told Janna that he did not like her complaining, Janna failed to correct the problem. Eventually, Michael found Janna's company undesirable altogether.

Larry is an example of someone who corrected his negative habit by observing the offensive behavior of another person. Larry corrected his own problem before anyone had to tell him. He and a new friend, John, set a date to jog each Monday morning together. John often did not show up and made excuses for his absences. This made Larry think about his relationships with other friends, and he realized he needed to be more reliable when others needed help or expected his participation in something. Larry did not mention to John that John's repeated absences were annoying. Instead, Larry simply made sure that he himself was punctual when meeting other friends and family members. Later, one of his friends pointed out the noticeable, positive change in Larry.

Ms. Busquet is an example of correcting her problem after being painfully informed of the problem by her superiors. She corrected her failings and improved herself which later earned her a better position and undoubtedly richer relationships.

Most likely, people will appreciate honesty and be willing to give one another a chance to improve. In the case of a friendship, the bond between friends can be strengthened by acts of honesty, apology, and efforts to try harder. In the case of employment, a person should not assume that a person will be given another chance once a fault or mistake becomes a large-scale problem. People like Ms. Busquet, Larry, and even Janna would probably recommend that people take a look at themselves before others need to do it for them.

Isha's corrected composition has sufficient information to support each idea. The composition also contains various examples of people who did or did not respond well to correction. The examples included some helpful details that made the composition interesting.

You are doing well. Continue to the Activities.

Life Principle

"Understanding comes through communication, and through understanding we find the way to peace."
–Ralph C. Smedley



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Writing

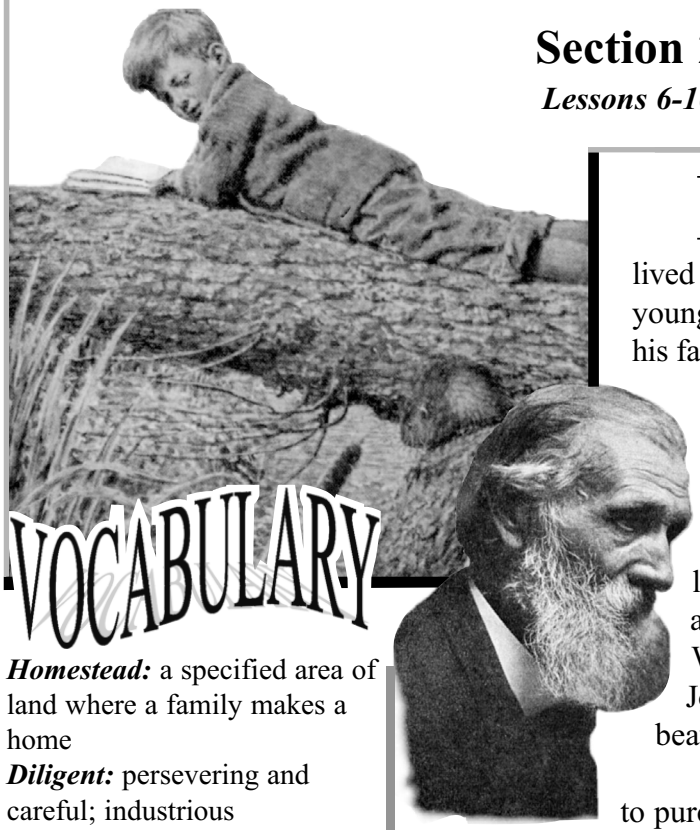
Lesson 6

Chapter 4

TO SEE WHAT HE COULD SEE

Section 2

Lessons 6-10



VOCABULARY

Homestead: a specified area of land where a family makes a home
Diligent: persevering and careful; industrious
Reputation: one's character in the view of the public
Sierra Nevadas: a 400-mile mountain range in central and easter California and parts of Nevada
Naturalist: a person who studies nature
Mammon: money or other material wealth regarded as evil when it becomes a person's point of focus
Great men: referring to American heroes
Exploited: used for a purpose, often negative in connotation
Philosophy: ideas about human behavior and knowledge; the study of values, morals and behavior

In 1838, a little boy by the name of John Muir was born in Dunbar, Scotland. John lived an ordinary life by the sea and was a happy youngster. When John was about 10 years old, his family left Scotland and migrated to America.

The family settled on a ***homestead*** in Wisconsin where John lived from the ages of 11-21. In America, John received no formal schooling but taught himself various forms of mathematics, geometry, literature and philosophy. He was ***diligent*** and had a good ***reputation*** in the community. While he worked and helped his father, John became interested in nature's beauty—birds, animals, trees and flowers.

The young man loved to read and began to purchase books to form a library of his own. His father would not allow John and his brothers to stay up late at night. Mr. Muir told his sons that they could get up to read as early as they chose in the morning. John often rose at one o'clock in the morning to read.

John also had an interest in mechanical operations. He had a workshop in the cellar and spent many hours inventing machines with wood. One summer, John took his inventions to the state fair in Madison, Wisconsin. While there, John decided to enroll in the state university. Paying for school was tough. He was responsible for all of his own expenses and often had less than a dollar a week left over for food (about $30 in today's economy). He remained at the university for three years.

At the onset of the Civil War, John went to Canada and worked in a factory for two years. Later, he returned to the United States and worked in a carriage factory in Indianapolis, Indiana, where a terrible accident caused John to lose his eyesight. He was blind for a multitude of weeks, when, without warning, his eyesight returned.

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That shocking experience urged John to "see what he could see" of the world and to be grateful for his vision. John took his commitment seriously and set out on a walk from Indiana to Florida. The walk was over 1,000 miles. He kept notes in his journal and developed his sense of observation and knowledge of regional geology and botany (the study of plants). From Florida, John traveled south by boat to visit Cuba. From Cuba, John traveled again by boat to South America, then sailed through the Panama Canal and up to California. After landing in San Francisco, John walked east until he came to the ***Sierra Nevadas*** where he discovered the giant redwoods and sequoias.

John continued to travel by foot for much of his life. He walked thousands and thousands of miles. His love of nature led him to the Arctic where he discovered Glacier Bay and his namesake, Muir Glacier, in Alaska. Muir also visited many foreign countries. He wrote several books and articles and became a well known, respected ***naturalist*** and explorer. He became friends with President Theodore (Teddy) Roosevelt, and together, they formulated plans to preserve much of America's natural beauty in the west.

By hard work, determination, and creativity, John Muir lived a rewarding life that also benefitted the lives of others. The man who had been blind had the vision to preserve much of America's natural forests. Thanks to him, you too can visit the giant redwoods and sequoias and view the awesome beauty of those majestic creations! ■

COHERENCE IN THE INTRODUCTION

Coherent means "logically connected." If a composition demonstrates coherence, then the composition is logical: the ideas are connected and follow a plan. The introduction is the first time a reader will come in contact with the writer's ideas; therefore, the introduction should be interesting and engaging. The purpose of the introduction is to give the reader insight into what ideas are developed in the remainder of the composition.



Somewhere in the introduction, the thesis is stated. The *thesis* is the main idea that will be developed throughout the body of the composition. The thesis statement may appear at the beginning, in the middle, or at the end of the introduction.

John Muir wrote many essays and articles. In John Muir's era, many people did not realize the impact that cutting down an excess number of trees would have on the future. Some people were wasteful; however, some people also believed as Mr. Muir did about conserving the natural resources and beauty of the American landscape. Mr. Muir "fought" for the trees and strove to make the massive forests into national parks. Below is the introduction to one of his articles titled "Save the Redwoods."

> *We are often told that the world is going from bad to worse, sacrificing everything to **mammon**. But this righteous uprising in defense of God's trees in the midst of exciting politics and wars is telling a different story, and every Sequoia, I fancy, . . . is waving its branches for joy. The wrongs done to trees, wrongs of every sort, are done in the darkness of ignorance . . . . Forty-seven years ago one of these Calaveras King Sequoias was laboriously cut down, that the stump might be had for a dancing floor. Another one of . . . more than three hundred feet high was skinned alive to a height of one hundred and sixteen feet . . . and the bark sent to London to show how fine and big that Calaveras tree was—as sensible a scheme as skinning our **great***

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> ***men*** *would be to prove their greatness. This grand tree is of course dead, a ghastly disfigured ruin, but it still stands erect and holds forth its majestic arms as if alive and saying, "Forgive them; they know not what they do." Now some millmen want to cut all the Calaveras trees into lumber and money. But we have found a better use for them. No doubt these trees would make good lumber after passing through a sawmill, as George Washington after passing through the hands of a French cook would have made good food. But both for Washington and the tree that bears his name higher uses have been found.*

*The thesis statement is underlined.

Now, let's analyze the introduction. John Muir used strong language to make sure his readers understood his passion about saving the trees from wasteful enterprises. Muir began the introduction by making a reference to the greediness of people. Then, he stated his thesis as if he were a hero saving a victim: "a righteous uprising in defense of God's trees." After his thesis statement, Muir continued his introduction by explaining why he had to defend the trees. He developed and explained each reason by using examples and facts. For example, he stated, *The wrongs done to trees, wrongs of every sort, are done in the darkness of ignorance*. He supported the wrongs with two examples (cutting down an entire tree so the stump could be made into a dancing floor and skinning a tree just to show how big it was). Muir offered a comparison to skinning men to show how great they are. By using such an absurd comparison, Muir pointed out how absurd wasting trees was. He also inferred that men were cutting down the trees due to ignorance, rather than greed, and that the trees were being abused, much in the way the Christ had been abused by men—because the men did not realize what they were doing. Muir supported that idea by portraying the trees as saintly and noble by using the words of Christ, "Forgive them; they know not what they do." Mr. Muir believed that the trees would better serve the American people by being preserved in national parks instead of being consumed by industry. Muir continued to defend the preservation of the trees for the remainder of the composition, which you will read in the next few lessons. Muir finished his introduction with another comparison (to George Washington) that again showed how absurd the misuse of trees was.

The United States is fortunate to have many excellent writers. One writer who helped shape the country was Thomas Paine. During the Revolutionary War (1776-1783), Paine wrote various essays about the struggle for freedom and the reason why the cause of independence from England must be continued. Read the introduction to one of his essays called "The American Crisis." You will read the remainder of the essay in a future lesson.

> *THESE are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands it now, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly: it is dearness only that gives every thing its value. Heaven knows how to put a proper price upon its goods; and it would be strange indeed if so celestial an article as FREEDOM should not be highly rated. Britain, with an army to enforce her tyranny, has declared that she has a right (not only to TAX) but "to BIND us in ALL CASES WHATSOEVER," and if being bound in that manner, is not slavery, then is there not such a thing as slavery*

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upon earth. Even the expression is impious; for so unlimited a power can belong only to God.

Paine, too, was passionate about his cause. He used strong language and persuasive ***philosophy***. From the thesis statement, you know that the remainder of the essay is a case against England and explains why the Americans must be resolved to fight for freedom. Paine's introduction is coherent and builds one idea upon another in logical order. First, Paine made a statement *These are the times that try men's souls*, then he gave an example of people who will be "tried" and who will avoid the crisis and who will endure it. He then defined the crisis: *Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph.* From this statement, you know that the Americans were in a fight for freedom against tyranny. Paine then explained that freedom is valuable because of the effort involved. From there, Paine progressed to his thesis statement and narrowed down his philosophy to focus on a particular tyrant: Britain, which was trying to excise power over the Americans and basically make them slaves. Paine ended his introduction with a comment that only God, not another country, had the right to exercise such power over people.

You are learning the importance of using your critical thinking skills to achieve coherence in writing. Continue now to the Activities.

LIFE PRINCIPLE



"No right way is easy
in this rough world.
We must risk our lives
to save our lives."

–John Muir

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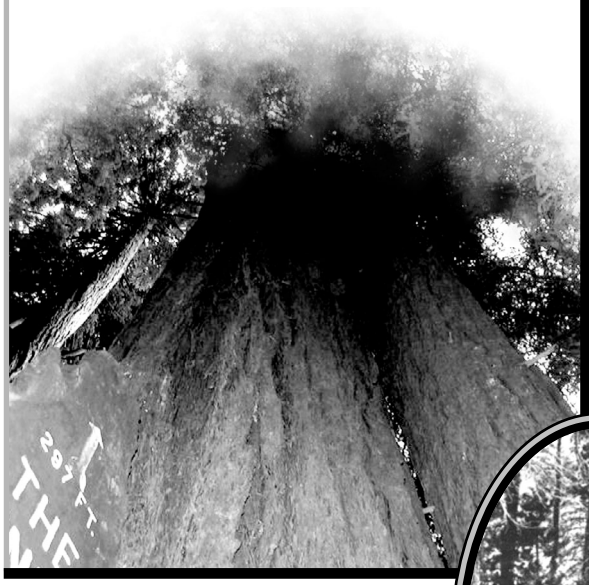
Lesson 7

Chapter 4

THE INTRODUCTION TO "SAVE THE REDWOODS"

Section 2

Lessons 6-10





We are often told that the world is going from bad to worse, sacrificing everything to ***mammon****. But this righteous uprising in defense of God's trees in the midst of exciting politics and wars is telling a different story, and every Sequoia, I fancy, . . . is waving its branches for joy. The wrongs done to trees, wrongs of every sort, are done in the darkness of ignorance . . . . Forty-seven years ago one of these Calaveras King Sequoias was* ***laboriously*** *cut down, that the stump might be had for a dancing floor. Another one of . . . more than three hundred feet high was skinned alive to a height of one hundred and sixteen feet . . . and the bark sent to London to show how fine and big that Calaveras tree was—as sensible a* ***scheme*** *as skinning our great men would be to prove their greatness. This grand tree is of course dead, a* ***ghastly****,* ***disfigured*** *ruin, but it still stands erect and holds forth its* ***majestic*** *arms as if alive and saying, "Forgive them; they know not what they do." Now some millmen want to cut all the Calaveras trees into lumber and money. But we have found a better use for them. No doubt these trees would make good lumber after passing through a sawmill, as George Washington after passing through the hands of a French cook would have made good food. But both for Washington and the tree that bears his name higher uses have been found.* ■

(from John Muir's "Save the Redwoods")

VOCABULARY

Mammon: the love of money; the willingness to do anything for money, whether good or evil
Laboriously: requiring much hard work
Scheme: plan
Ghastly: shocking, terrible to look at
Disfigured: ruined, made ugly
Majestic: splendid, marvelous
Spatial: referring to the places in which items are put

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COHERENCE AND FLOW IN THE BODY

The way to achieve coherence in the body is to make each statement connect to the one before it. The "flow of ideas" from sentence to sentence and paragraph to paragraph must be smooth so that your readers follow your logic. This may be accomplished by utilizing transitional words, phrases and techniques. Transitional techniques include referring to previous concepts or repeating words from one paragraph or sentence to the next. Transitional words may refer to events that occurred in chronological order, ***spatial*** order of items, or why or how events developed. Read the common transition words and phrases below.



Chronology: first, next, then, before, after, meanwhile, since
Space: below, above, right, left, inside, beside, behind, next to, beyond
Development: however, instead, moreover, nevertheless, consequently, likewise, after all, furthermore, similarly, not only, in turn, on the other hand, the same may be said for

Read the complete body of John Muir's essay "Save the Redwoods." Notice how he coherently built his case with facts, details and examples and presented his ideas with smooth transitions. You will read the conclusion in the next lesson. As you read, notice the numbered sentences. These numbers correspond to the comments on the right side of the page.

[1.]Could one of these Sequoia Kings come to town in all its godlike majesty so as to be strikingly seen and allowed to plead its own cause, there would never again be any lack of defenders. [2.]And the same may be said of all the other Sequoia groves and forests of the Sierra with their companions and the noble Sequoia sempervirens, or redwood, of the coast mountains.

[3.]In a general view we find that the Sequoia gigantea, or Big Tree, is distributed in a widely interrupted belt along the west flank of the Sierra, from a small grove on the middle fork of the American River to the head of Deer Creek, a distance of about two hundred and sixty miles, at an elevation of about five thousand to a little over eight thousand feet above the sea. [4.]From the American River grove to the forest on Kings River the species occurs only in comparatively small isolated patches or groves so sparsely distributed along the belt that three of the gaps in it are from forty to sixty miles wide. [5.]From Kings River southward the Sequoia is not restricted to mere groves, but extends across the broad rugged basins of the Kaweah and Tule rivers in majestic forests a distance of nearly seventy miles, the continuity of this portion of the belt being but slightly broken save by the deep canyons.

[6.]In these noble groves and forests to the southward of the Calaveras Grove the axe and saw have long been busy, and thousands of the finest Sequoias have been felled, blasted into manageable dimensions, and sawed into lumber by methods destructive almost beyond belief, while fires have spread still wider

1. refers back to the introduction in which Mr. Muir called himself the defender of the trees
2. broadens the scope to include more than the trees of a certain grove
3. starts new paragraph by describing the trees along a "belt" and in groves along that belt
4-5. continues to explain the area and describe the trees; refers to"belt," "grove" and "Kings River" to tie ideas together; explains the area with detailed description and facts of distance, elevation and specific names of areas
6. starts new paragraph by referring to groves mentioned in previous sentence; refers to the mention of destruction of the trees in the introduction and expands to explain how the trees are being destroyed by either the mill or fire

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and more lamentable ruin. [7]In the course of my explorations twenty-five years ago, I found five sawmills located on or near the lower margin of the Sequoia belt, all of which were cutting more or less Big Tree lumber, which looks like the redwood of the coast, and was sold as redwood. [8]One of the smallest of these mills in the season of 1874 sawed two million feet of Sequoia lumber. [9]Since that time other mills have been built among the Sequoias, notably the large ones on Kings River and the head of the Fresno. [10]The destruction of these grand trees is still going on.

[11]On the other hand, the Calaveras Grove for forty years has been faithfully protected by Mr. Sperry, and with the exception of the two trees mentioned above is still in primeval beauty. [12]The Tuolumne and Merced groves near Yosemite, the Dinky Creek grove, those of the General Grant National Park and the Sequoia National Park, with several outstanding groves that are nameless on the Kings, Kaweah, and Tule river basins, and included in the Sierra forest reservation, have of late years been partially protected by the Federal Government; while the well-known Mariposa Grove has long been guarded by the State.

[13]For the thousands of acres of Sequoia forest outside of the reservation and national parks, and in the hands of lumbermen, no help is in sight. [14]Probably more than three times as many Sequoias as are contained in the whole Calaveras Grove have been cut into lumber every year for the last twenty-six years without let or hindrance, and with scarce a word of protest on the part of the public, while at the first whisper of the bonding of the Calaveras Grove to lumbermen most everybody rose in alarm. [15]This righteous and lively indignation on the part of Californians after the long period of deathlike apathy, in which they have witnessed the destruction of other groves unmoved, seems strange until the rapid growth that right public opinion has made during the last few years is considered and the peculiar interest that attaches to the Calaveras giants. [16]They were the first discovered and are best known. [17]Thousands of travelers from every country have come to pay them tribute of admiration and praise, their reputation is world-wide, and the names of great men have long been associated with them—Washington, Humboldt, Torrey and Gray, Sir Joseph Hooker, and others. [18]These kings of the forest, the noblest of a noble race, rightly belong to the world, but as they are in California we cannot escape responsibility as their guardians. [19]Fortunately the American people are equal to this trust, or any other that may arise, as soon as they see it and understand it.

7. provides personal experience as an example
8-9. provide facts that support his claim of destruction of the redwood trees in that area
10. a statement of finality that ends his discussion of the destruction of the redwood trees
11. starts a new paragraph with the transitional words "on the other hand;" compares the Calaveras Grove to the other trees; changes the focus of his discussion from destruction to protection
11-12. provides examples of places that have been protected by individuals or by the federal or state government
13. starts a new paragraph by shifting the focus back to unprotected trees
14. provides facts about the trees not being protected; compares the public's alarm over those trees with the public's alarm over the trees of the Calaveras Grove
15. praises the public outcry (indignation) regarding the Calaveras Grove; recognizes that the public seemed not to care about the other trees
16. explains why the public was so aware of the Calaveras trees and not the other trees
17. explains why the Calaveras trees are so popular
18. states that the public has responsibility to guard the trees
19. states his confidence in the public to be responsible

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Mr. Muir connected his ideas so well! He coherently made his case! He stayed focused and did not get off track. Never did he include irrelevant information. His claims were well supported, and he made excellent use of transitional techniques and phrases. As you probably noticed, the conclusion to the composition is missing. You will read that later. For now, continue to the Activities.

LIFE PRINCIPLE



"A TREE THAT AFFORDS THEE SHADE, DO NOT ORDER IT TO BE CUT DOWN."

—Arabian proverb

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Writing

Lesson 8

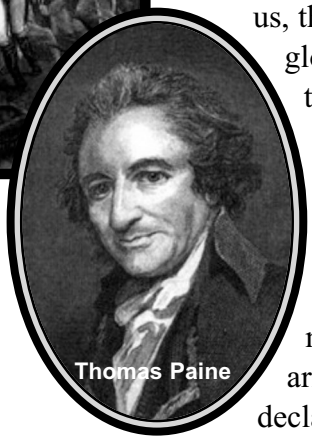
Chapter 4

Section 2

Lessons 6-10

"THE AMERICAN CRISIS" (BY THOMAS PAINE)





VOCABULARY

Summer soldier/sunshine patriot: "fair weather friends," people who support you only in good times, but leave when bad times come
Consolation: comfort
Celestial: something Heavenly
Impious: ungodly, pagan
Garrison: military troops
Militia: patriots who band together as a small army-like unit
Martial spirit: a spirit of duty during combat or war
Tory: an American civilian who was loyal to the British government and aided it in non-military ways against Americans fighting for freedom
Whig: an American colonist who supported America's War for Independence

These are the times that try men's souls. The ***summer soldier*** and the ***sunshine patriot*** will, in this crisis, shrink from the service of their country; but he that stands it now, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this ***consolation*** with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheaply, we esteem too lightly: dearness only gives every thing its value. Heaven knows how to put a proper price upon its goods; and it would be strange indeed if so ***celestial*** an article as *freedom* should not be highly rated. Britain, with an army to enforce her tyranny, has declared that she has a right, not only to *tax*, but "to *bind* us in *all cases whatsoever*," and if being bound in that manner, is not slavery, then is there not such a thing as slavery upon Earth. Even the expression is ***impious***; for so unlimited a power can belong only to God.

(End of introduction)

[1] Whether the independence of the continent was declared too soon, or delayed too long, I will not now enter into as an argument; my own simple opinion is, that had it been eight months earlier, it would have been much better. We did not make a proper use of last winter, neither could we, while we were in a dependent state. However, the fault, if it were one, was all our own; we have none to blame but ourselves. But no great deal is lost yet. All that Howe has been doing for this month past, is rather a ravage than a conquest, which the spirit of the Jerseys, a year ago, would have quickly

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repulsed, and which time and a little resolution will soon recover.

[2] The present winter is worth an age, if rightly employed; but, if lost or neglected, the whole continent will partake of the evil; and there is no punishment that man does not deserve, be he who, or what, or where he will, that may be the means of sacrificing a season so precious and useful.

[3] I have as little superstition in me as any man living, but my secret opinion has ever been, and still is, that God Almighty will not give up a people to military destruction, or leave them unsupportedly to perish, who have so earnestly and so repeatedly sought to avoid the calamities of war, by every decent method which wisdom could invent. Neither have I so much of the infidel in me, as to suppose that He has relinquished the government of the world, and given us up to the care of devils; and as I do not, I cannot see on what grounds the king of Britain can look up to heaven for help against us: a common murderer, a highwayman, or a house-breaker, has as good a pretense as he . . . .



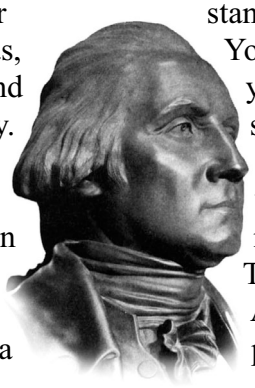
General Howe

[4] As I was with the troops at Fort Lee, and marched with them to the edge of Pennsylvania, I am well acquainted with many circumstances, which those who live at a distance know but little or nothing of. Our situation there was exceedingly cramped, the place being a narrow neck of land between the North River and the Hackensack. Our force was inconsiderable, being not one-fourth so great as Howe could bring against us. We had no army at hand to have relieved the garrison, had we shut ourselves up and stood on our defense. Our ammunition, light artillery, and the best part of our stores, had been removed, on the apprehension that Howe would endeavor to penetrate the Jerseys, in which case Fort Lee could be of no use to us; for it must occur to every thinking man, whether in the army or not, that these kind of field forts are only for temporary purposes, and last in use no longer than the enemy directs his force against the particular object which such forts are raised to defend. Such was our situation and condition at Fort Lee on the morning of the 20th of November, when an officer arrived with information that the enemy with 200 boats had landed about seven miles above; Major General [Nathaniel] Green, who commanded the garrison, immediately ordered them under arms, and sent express to General Washington at the town of Hackensack, distant by the way of the ferry—six miles. Our first object was to secure the bridge over the Hackensack, which laid up the river between the enemy and us, about six miles from us, and three from them. General Washington arrived in about three-quarters of an hour, and marched at the head of the troops toward the bridge, which place I expected we should have a brush for; however, they did not choose to dispute it with us, and the greatest part of our troops went over the bridge, the rest over the ferry, except some which passed at a mill on a small creek, between the bridge and the ferry, and made their way through some marshy grounds up to the town of Hackensack, and there passed the river. We brought off as much baggage as the wagons could contain, the rest was lost. The simple object was to bring off the ***garrison***, and march them on till they could be strengthened by the Jersey or Pennsylvania militia, so as to be enabled to make a stand. We stayed four days at Newark, collected our out-posts with some of the Jersey ***militia***, and marched out twice to meet the enemy, on being informed that they were advancing, though our numbers were greatly inferior to theirs. Howe, in my little

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opinion, committed a great error in generalship in not throwing a body of forces off from Staten Island through Amboy, by which means he might have seized all our stores at Brunswick, and intercepted our march into Pennsylvania; but if we believe the power of hell to be limited, we must likewise believe that their agents are under some providential control.

[5] I shall not now attempt to give all the particulars of our retreat to the Delaware; suffice it for the present to say, that both officers and men, though greatly harassed and fatigued, frequently without rest, covering, or provision, the inevitable consequences of a long retreat, bore it with a manly and ***martial spirit***. All their wishes centered in one, which was, that the country would turn out and help them to drive back the enemy. Voltaire has remarked that King William never appeared to full advantage but in difficulties and in action; the same remark may be made on General Washington, for the character fits him. There is a natural firmness in some minds which cannot be unlocked by trifles, but which, when unlocked, discovers a cabinet of fortitude; and I reckon it among those kind of public blessings, which we do not immediately see, that God hath blessed him with uninterrupted health, and given him a mind that can even flourish upon care.



General Washington

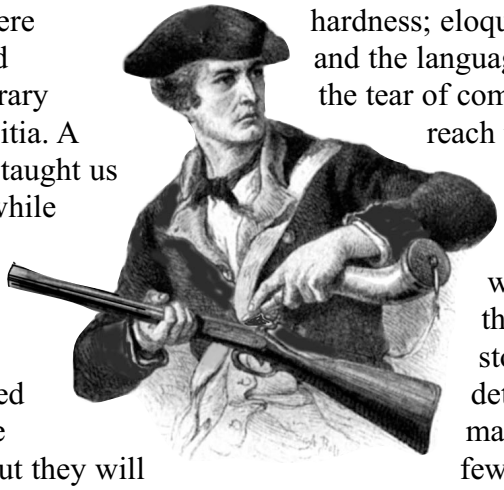
[6] . . . Why is it that the enemy have left the New England provinces, and made these middle ones the seat of war? The answer is easy: New England is not infested with ***Tories***, and we are. I have been tender in raising the cry against these men, and used numberless arguments to show them their danger, but it will not do to sacrifice a world either to their folly or their baseness. The period is now arrived, in which either they or we must change our sentiments, or one or both must fall. And what is a Tory? Good God! What is he? I should not be afraid to go with a hundred ***Whigs*** against a thousand Tories, were they to attempt to get into arms. Every Tory is a coward; for servile, slavish, self-interested fear is the foundation of Toryism; and a man under such influence, though he may be cruel, never can be brave. But, before the line of irrecoverable separation be drawn between us, let us reason the matter together: Your conduct is an invitation to the enemy, yet not one in a thousand of you has heart enough to join him. Howe is as much deceived by you as the American cause is injured by you. He expects you will all take up arms, and flock to his standard, with muskets on your shoulders. Your opinions are of no use to him, unless you support him personally, for 'tis soldiers, and not Tories, that he wants.

[7] I once felt all that kind of anger, which a man ought to feel, against the mean principles that are held by the Tories: a noted one, who kept a tavern at Amboy, was standing at his door, with as pretty a child in his hand, about eight or nine years old, as I ever saw, and after speaking his mind as freely as he thought was prudent, finished with this unfatherly expression, "Well! give me peace in my day." Not a man lives on the continent but fully believes that a separation must some time or other finally take place, and a generous parent should have said, "If there must be trouble, let it be in my day, that my child may have peace;" and this single reflection, well applied, is sufficient to awaken every man to duty. Not a place upon earth might be so happy as America. Her situation is remote from all the wrangling world, and she has nothing to do but to trade with them. A man can distinguish himself between temper and principle, and I am as confident, as I am that God governs the world, that America will never be happy till she gets clear of foreign dominion. Wars,

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without ceasing, will break out till that period arrives, and the continent must in the end be conqueror; for though the flame of liberty may sometimes cease to shine, the coal can never expire.

[8] America did not, nor does not want force; but she wanted a proper application of that force. Wisdom is not the purchase of a day, and it is no wonder that we should err at the first setting off. From an excess of tenderness, we were unwilling to raise an army, and trusted our cause to the temporary defense of a well-meaning militia. A summer's experience has now taught us better; yet with those troops, while they were collected, we were able to set bounds to the progress of the enemy, and, thank God! They are again assembling. I always considered militia as the best troops in the world for a sudden exertion, but they will not do for a long campaign. Howe, it is probable, will make an attempt on this city [Philadelphia]; should he fail on this side of the Delaware, he is ruined. If he succeeds, our cause is not ruined. He stakes all on his side against a part on ours; admitting he succeeds, the consequence will be, that armies from both ends of the continent will march to assist their suffering friends in the middle states; for he cannot go everywhere, it is impossible. I consider Howe as the greatest enemy the Tories have; he is bringing a war into their country, which, had it not been for him and partly for themselves, they had been clear of. Should he now be expelled, I wish with all the devotion of a Christian, that the names of Whig and Tory may never more be mentioned; but should the Tories give him encouragement to come, or assistance if he come, I as sincerely wish that our next year's arms may expel them from the continent, and the Congress appropriate their possessions to the relief of those who have suffered in well-doing. A single successful battle next year will settle the whole. America could carry on a two years' war by the confiscation of the property of disaffected persons, and be made happy by their expulsion. Say not that this is revenge, call it rather the soft resentment of a suffering people, who, having no object in view but the good of all, have staked their own all upon a seemingly doubtful event. Yet it is folly to argue against determined hardness; eloquence may strike the ear, and the language of sorrow draw forth the tear of compassion, but nothing can reach the heart that is steeled with prejudice.

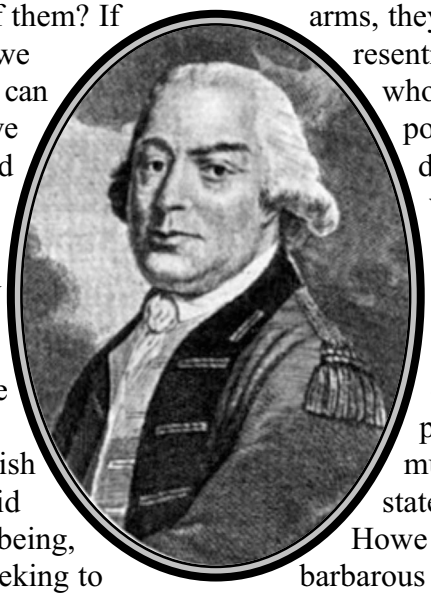


[9] Quitting this class of men, I turn with the warm ardor of a friend to those who have nobly stood, and are yet determined to stand the matter out: I call not upon a few, but upon all: not on this state or that state, but on every state: up and help us; lay your shoulders to the wheel; better have too much force than too little, when so great an object is at stake. Let it be told to the future world, that in the depth of winter, when nothing but hope and virtue could survive, that the city and the country, alarmed at one common danger, came forth to meet and to repulse it. Say not that thousands are gone, turn out your tens of thousands; throw not the burden of the day upon Providence, but "show your faith by your works," that God may bless you. It matters not where you live, or what rank of life you hold, the evil or the blessing will reach you all. The far and the near, the home counties and the back, the rich and the poor, will suffer or rejoice alike. The heart that feels not now is dead; the blood of his children will curse his cowardice, who shrinks back at a time when a little might have saved the whole, and made them happy. I love the man that can smile in trouble, that

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can gather strength from distress, and grow brave by reflection. 'Tis the business of little minds to shrink; but he whose heart is firm, and whose conscience approves his conduct, will pursue his principles unto death. My own line of reasoning is to myself as straight and clear as a ray of light. Not all the treasures of the world, so far as I believe, could have induced me to support an offensive war, for I think it murder; but if a thief breaks into my house, burns and destroys my property, and kills or threatens to kill me, or those that are in it, and to "bind me in all cases whatsoever" to his absolute will, am I to suffer it? What signifies it to me, whether he who does it is a king or a common man; my countryman or not my countryman; whether it be done by an individual villain, or an army of them? If we reason to the root of things we shall find no difference; neither can any just cause be assigned why we should punish in the one case and pardon in the other. Let them call me rebel and welcome, I feel no concern from it; but I should suffer the misery of devils, were I to make a whore of my soul by swearing allegiance to one whose character is that of a sottish, stupid, stubborn, worthless, brutish man. I conceive likewise a horrid idea in receiving mercy from a being, who at the last day shall be shrieking to the rocks and mountains to cover him, and fleeing with terror from the orphan, the widow, and the slain of America.

[10] There are cases which cannot be overdone by language, and this is one. There are persons, too, who see not the full extent of the evil which threatens them; they solace themselves with hopes that the enemy, if he succeed, will be merciful. It is the madness of folly, to expect mercy from those who have refused to do justice; and even mercy, where conquest is the object, is only a trick of war; the cunning of the fox is as murderous as the violence of the wolf, and we ought to guard equally against both. Howe's first object is, partly by threats and partly by promises, to terrify or seduce the people to deliver up their arms and receive mercy. The ministry recommended the same plan to Gage, and this is what the Tories call making their peace, “a peace which passeth all understanding” indeed! A peace which would be the immediate forerunner of a worse ruin than any we have yet thought of. Ye men of Pennsylvania, do reason upon these things! Were the back counties to give up their arms, they would fall an easy prey to the Indians, who are all armed: this perhaps is what some Tories would not be sorry for. Were the home counties to deliver up their arms, they would be exposed to the resentment of the back counties who would then have it in their power to chastise their defection at pleasure. And were any one state to give up its arms, that state must be garrisoned by all Howe's army of Britons and Hessians to preserve it from the anger of the rest. Mutual fear is the principal link in the chain of mutual love, and woe be to that state that breaks the compact. Howe is mercifully inviting you to barbarous destruction, and men must be either rogues or fools that will not see it. I dwell not upon the vapors of imagination; I bring reason to your ears, and, in language as plain as A, B, C, hold up truth to your eyes.



General Gage

You will read the conclusions to “Save the Redwoods” and “The American Crisis” in the next lesson. Read the Life Principle, then continue to the Activities.

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LIFE PRINCIPLE



"Be vigilant for freedom of speech, freedom of worship, and freedom of action."

—Philip D. Reed

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Lesson 9

Chapter 4

Section 2

Lessons 6-10

CONCLUDING REMARKS BY JOHN MUIR AND THOMAS PAINE





Any fool can destroy trees. They cannot defend themselves or run away. And few destroyers of trees ever plant any; nor can planting avail much toward restoring our grand ***aboriginal*** *giants. It took more than three thousand years to make some of the oldest of the Sequoias, trees that are still standing in perfect strength and beauty, waving and singing in the mighty forests of the* ***Sierra****.*

Through all the eventful centuries since Christ's time, and long before that, God has cared for these trees, saved them from drought, disease, avalanches, and a thousand storms; but he cannot save them from sawmills and fools; this is left to the American people. The news from Washington is encouraging. On March third the House passed a bill providing for the Government ***acquisition*** *of the Calaveras giants. The danger these Sequoias have been in will do good far beyond the boundaries of the Calaveras Grove, in saving other* ***groves*** *and forests, and* ***quickening*** *interest in forest affairs in general. While the iron of public sentiment is hot let us strike hard. In particular, a reservation or national park of the only other species of Sequoia, the sempervirens, or redwood, hardly less wonderful than the gigantea, should be quickly secured. It will have to be acquired by gift or purchase, for the Government has sold every entire redwood belt from the Oregon boundary to below Santa Cruz.*

(conclusion to "Save the Redwoods" by John Muir)

VOCABULARY

Aboriginal: existing from the beginning
Sierra: referring to the rugged range of mountains along Nevada and California
Acquisition: the act of gaining ownership or possession
Grove: group of trees
Quickening: causing awareness, causing to come alive, causing birth
Decamped: packed equipment and left camp hastily and/or secretly
Precipitate: hurried or premature

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COHERENCE IN THE CONCLUSION

The conclusion is the final paragraph that effectively ends the composition. Even though the conclusion is the last portion of a composition, words such as *lastly, finally* and *in the end* should be avoided. In the conclusion, a writer may summarize the composition or restate the thesis in new words. A writer may appeal to the reader's emotions and make a call to action. Another way to conclude an essay is to draw a conclusion based on the evidence presented in the body. Do not introduce new ideas in the conclusion because you will then have to support those ideas and continue your essay, when you are actually trying to conclude.



Be coherent with your closing remarks and keep them relevant to the essay by logically connecting them to the information you had already presented in the body and thesis. Read the conclusion to Thomas Paine's "American Crisis."

> *I thank God, that I fear not. I see no real cause for fear. I know our situation well, and can see the way out of it. While our army was collected, Howe dared not risk a battle; and it is no credit to him that he* ***decamped*** *from the White Plains, and waited a mean opportunity to ravage the defenseless Jerseys; but it is great credit to us, that, with a handful of men, we sustained an orderly retreat for near an hundred miles, brought off our ammunition, all our field pieces, the greatest part of our stores, and had four rivers to pass. None can say that our retreat was* ***precipitate****, for we were near three weeks in performing it, that the country might have time to come in. Twice we marched back to meet the enemy, and remained out till dark. The sign of fear was not seen in our camp, and had not some of the cowardly and disaffected inhabitants spread false alarms through the country, the Jerseys had never been ravaged. Once more we are again collected and collecting; our new army at both ends of the continent is recruiting fast, and we shall be able to open the next campaign with sixty thousand men, well armed and clothed. This is our situation, and who will may know it. By perseverance and fortitude we have the prospect of a glorious issue; by cowardice and submission, the sad choice of a variety of evils- a ravaged country- a depopulated city- habitations without safety, and slavery without hope- our homes turned into barracks and bawdy-houses for Hessians, and a future race to provide for, whose fathers we shall doubt of. Look on this picture and weep over it! and if there yet remains one thoughtless wretch who believes it not, let him suffer it unlamented.*

Continue to the Activities.



LIFE PRINCIPLE

"WHAT IS CONCEIVED WELL IS EXPRESSED CLEARLY, AND THE WORDS TO SAY IT WILL ARRIVE WITH EASE."

—Nocolas Boileau

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Writing

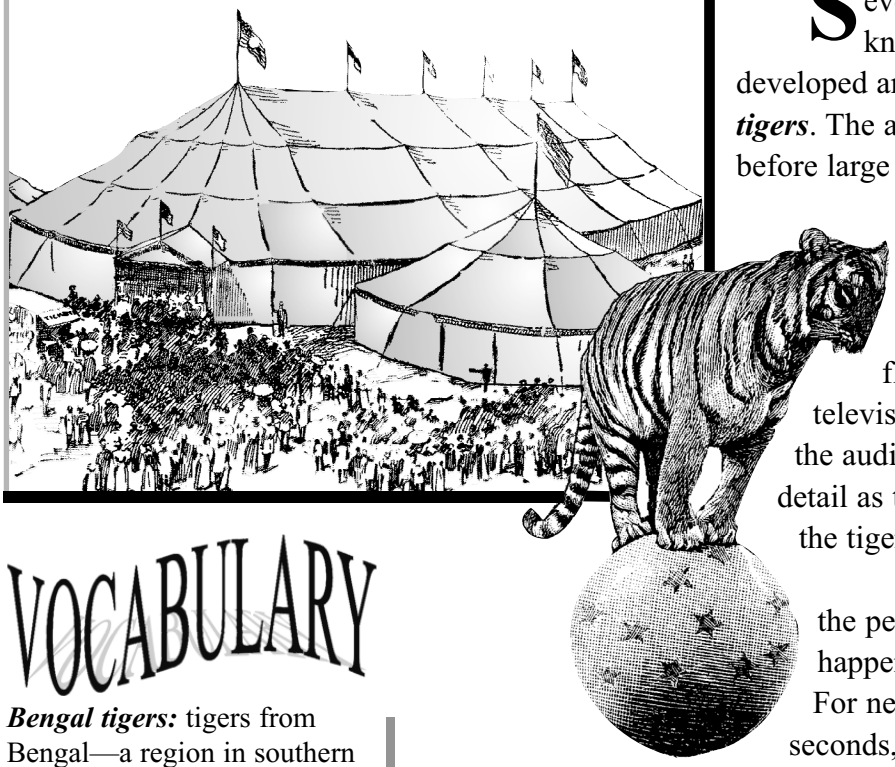
Lesson 10

Chapter 4

COURAGEOUS TALK

Section 2

Lessons 6-10



Several years ago a well-known television circus show developed an act involving ***Bengal tigers***. The act was performed live before large audiences. One night, the tiger trainer entered the cage containing several tigers, and the door was ***routinely*** locked. Spotlights flooded the cage, and television cameras zoomed in so the audience could witness every detail as the trainer skillfully ordered the tigers through their ***paces***.

In the middle of the performance, the worst happened: the lights went out! For nearly thirty, long, dark seconds, the trainer was locked in darkness with the tigers. With their ***superb*** night vision, the tigers could see the trainer, but he could not see the tigers. Still, the trainer ***survived***. When the lights came on, the trainer calmly finished his performance.

When asked how he felt, the trainer admitted to feeling chilling fear, but then, he said he realized that even though he could not see the big cats, they did not know he could not see them. He said, "I just kept cracking my whip and talking to them until the lights came on. They never knew I couldn't see them as well as they could see me."

Keep talking back to the tigers that seem to be ***stalking*** you. They will obey your voice of courage! ■ (HB)

VOCABULARY

Bengal tigers: tigers from Bengal—a region in southern Asia between Burma and India
Routine: usual events, the way things are done regularly
Paces: exercise routine performed by athletes or animals
Superb: excellent, far above that of others
Survive: to remain alive in difficulty
Stalk: to pursue stealthily with intent to harm
Craft: skill, trade, job, art

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USING QUOTATIONS IN COMPOSITIONS

Some of the examples, details and facts that you will use in your compositions may be quotations from other people. Quotations may be used to support or to dispute a claim. Certain rules apply to this. You may use the words of someone else, as long as credit is given to that person. If you use the words of someone else and do not document that you did so, you may be committing a crime called *plagiarism*. Quoting someone else is simple. You must place his or her words in quotation marks (“ ”) and write the person’s name. You may quote someone’s spoken words or written words. When you include someone’s quote, write the person’s name first, then what the person said or wrote.



Example #1 (spoken): Robert Schuller said, “Tough times never last; tough people do.”

Example #2 (written): Admiral William F. Halsey of the United States Marines wrote, “There are no great men; only ordinary men who rise to face great challenges.”

Sometimes you may want a quote to stand alone. For example, the life principles are “stand alone” quotes because they are not included in paragraphs or essay but stand by themselves. If such is the case, write the quote like the following:

Example #1: “From every human ***craft*** men have started out in quest of knowledge and found wisdom.”—James Lane Allen (dash, then name)

Example #2: “Sometimes we go through experiences to get us ready for blessings and to build our character.” (T.D. Jakes) (no dash, name in parentheses)

Sometimes a quote will be inside another quote. When that occurs, place the first quote in double quotation marks (“ ”) and the second quote in single quotation marks (‘ ’).

Example #1: My teacher told me, “A wise man once said, ‘What the mind feeds upon becomes the most influential force in a person's life.’”

- Notice that the end of the sentence appears to have three marks (’”). The single marks (‘ ’) separate the wise man’s words from the teacher’s words. Even though the teacher repeated what the wise man said, his exact words still need to be separated from the teacher’s own words.

Example #2: George R. Hewitt wrote, “. . . No great work is ever done in a hurry. ‘Those who are resolved to excel,’ said Sir Joshua Reynolds, ‘must go to their work willing or unwilling, morning, noon, and night; they will find it no play, but very hard labor.’”

- Even though Hewitt wrote all of those sentences, not all of the words were his original work. He needed to give Sir Joshua Reynolds credit for his words.

USING QUOTES TO ENHANCE YOUR POINT

You may want to use the words of an expert to emphasize or enhance your point. If you are writing an essay on the effects of discipline in the home, you may want to quote a psychologist whose expertise is family life. If you are writing a composition about a new training instrument for tigers, you may want to quote an expert tiger trainer or someone familiar with the benefits of the instrument. When your reader sees that others, perhaps experts, have come to the same conclusion that you have, your writing may be considered more credible. Be sure to use only quotes that are relevant to your point. Some students make the mistake of quoting someone, when the quote does not strengthen or support what the student is writing about in the essay.

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Some students in Virginia were required to write short answers discussing the courageous behavior of the tiger trainer. In his short answer, Asher wrote the following:

> Perhaps the trainer had never thought about what he would do if the lights went out. He had to be courageous regardless of the circumstances in which he found himself, and he had to be confident that he was doing the right thing. This quote by Eleanor Roosevelt would seem to apply: "You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You are able to say to yourself, 'I lived through this horror. I can take the next thing that comes along.' . . . You must do the thing you think you cannot do." The tiger trainer certainly followed this principle. He looked fear in the face and did what he had to do to survive. No doubt he breathed a sigh of relief when the lights came back on; however, if he doubted himself before the episode, he certainly emerged a stronger man who had more belief in his capabilities than before.

•Roosevelt's quote enhanced Asher's answer and applied directly to the point Asher was making about courage. This is good use of a quotation that coherently supports the topic.

Using Quotes to Dispute a Claim

You may use a quotation to *dispute* a claim, which means to disagree with the words of someone. When disputing a claim, include the words of the person with whom you disagree, and give proper credit to that person. Then, present your reasons for taking a different position.

Asher's classmate, Jeremiah, used a quote and chose to dispute it in his short answer:

> The tiger trainer showed a great deal of faith when the lights went out during his performance. He did not panic even though he was locked in with wild animals who could see him but which he could not see. He believed, in spite of what the circumstances were, that he would be fine if he just continued to talk to the tigers.
>
> Henry David Thoreau once said, "We are as much as we see. Faith is sight and knowledge. The hands only serve the eyes." The tiger trainer proved this wrong. He had no sight at that point, but he had faith. He could do more than his sight allowed because he believed he could. If the trainer had functioned in those moments on only his sight, he would probably have been hurt. His circumstances were those of great danger, but his action was taken in faith.

•Thoreau's quote by itself did not support Jeremiah's answer. However, Jeremiah strengthened his answer by quoting Thoreau, then disputing Thoreau's claim.

Congratulations! You are learning to strengthen your composition using the words of other people.

Continue to the Activities.

Life Principle

"Courage is resistance to fear, mastery of fear—not absence of fear."

–Mark Twain



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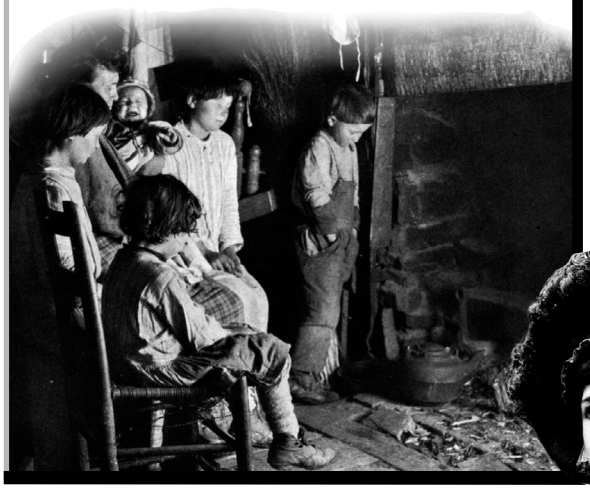
Lesson 11

Chapter 4

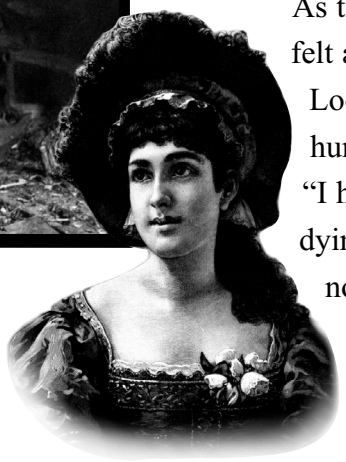
A REASON TO LIVE

Section 3

Lessons 11-15



Once lived a wealthy ***noblewoman*** who had grown tired of life. She had everything for which one could wish except happiness and contentment. She said, "I am weary of life. I will go to the river and end my life."



As the noblewoman walked along, she felt a little hand tugging at her skirts. Looking down, the woman saw a ***frail***, hungry-looking little boy who pleaded, "I have six brothers and sisters. We are dying for ***want*** of food!" The noblewoman thought *Why should I not relieve this wretched family? I have the* ***means****, and it seems I will have no more use for riches when I am gone*.

Following the little boy, the woman entered a scene of misery, sickness and want. The noblewoman opened her purse and emptied its contents. The family members were ***beside themselves*** with joy and gratitude. Even more taken with their need, the noblewoman said, "I'll return tomorrow, and I will share with you more of the good things which God has given to me in ***abundance***!"

She left that scene of want and wretchedness rejoicing that the child had found her. For the first time in her life, the noblewoman understood the reason for her wealth. Never again did she think of ending her life, which was now filled with meaning and purpose. ■ (HB)

VOCABULARY

Noblewoman: a woman of wealth and high social status
Frail: weak, skinny, unhealthy
Means: resources, ability
Want: poverty, a lack of basic human necessities
Beside themselves: slang meaning "greatly excited"
Abundance: a plentiful supply of basic human necessities

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VOICE

A composition should be authentic and original. The author should write about his or her own ideas, beliefs, knowledge and experiences—not someone else's. When an author has originality, he has what is called *voice*. Quoting others often strengthens and adds to an original idea, but the main thoughts in the composition must be original. The author's personality and passion on the topic should show through clearly.



Tyrus was given an assignment to respond to the prompt, "Helping others can change you." Notice how he used his own ideas, beliefs, knowledge and experiences to give voice (authenticity and originality) to his argument.

Helping other people can change a person's life. People who help others often feel better about themselves and find purpose. Giving of one's time and resources for others makes a person grow in knowledge and understanding of himself and of the lives of others.

Taking on a project of helping or making a habit of finding ways to aid others can give a person satisfaction and meaning. Sometimes people move from one activity to another looking for something to do to make life meaningful. I used to spend a lot of time thinking about myself and my own misery because life did not go the way I wanted. One day my dad made arrangements for me to help an elderly woman in her yard. My focus was taken off of myself, and life made a lot more sense. It actually felt good to put someone else first for a change.

I think that depression and suicidal tendencies are often related to self-focus. The lady in the story "A Reason to Live," demonstrated this point. Her life was meaningless and empty because she had no one for whom to care or love. She sought to end her life because of severe depression. Being loved is important, but having someone to love is equally important. By giving of herself, the lady got both. Her depression and suicidal thoughts disappeared, and she found joy and meaning in helping others.

People who have purpose in their lives do not live only in their own world, but consider others. When I helped a group of volunteers clean a youth shelter, I began to see how others live. It helped me get beyond my own experiences and see how others saw life. Once I put myself in perspective, I felt better about giving help to others. My outlook became healthier and less selfish.

Serving others forces a person to plan and organize. Energy and thought must go into the planning of the project. When you exercise your planning skills, where are your self-absorbed thoughts? They're gone! Even something as simple as spreading peanut butter and jelly on bread at a soup kitchen is a big help to hungry people. To effect this project, you must count how many people will eat, budget for the cost, buy the materials and then actually do the deed. Now, you are using your brain to think and plan for the future, not to dwell on miseries of the past or present.

Being a help to others causes a person to examine priorities in life and often change those priorities to be less self-centered. People usually feel better about themselves if they give some of their time to others. Helping is a great improvement to anyone's life!

Congratulations. You are learning quickly. Continue to the Activities.



LIFE PRINCIPLE

"Charity brings to life again those who are spiritually dead."

–Thomas Aquinas

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Writing

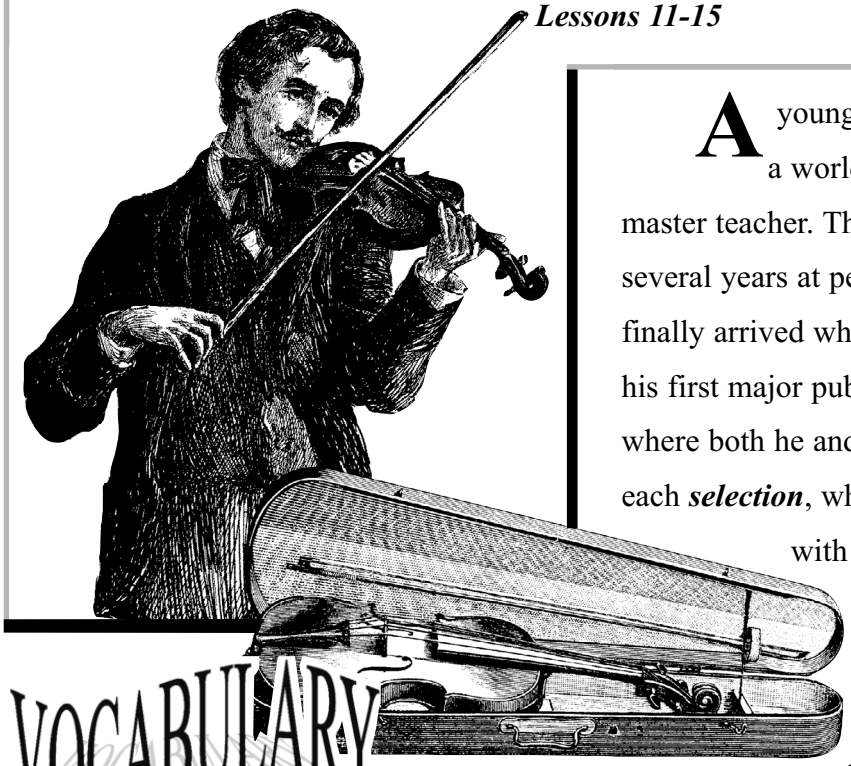
Lesson 12

Chapter 4

THE APPROVAL OF THE MASTER

Section 3

Lessons 11-15



A young man once studied violin under a world-***renowned*** violinist and master teacher. The student worked hard for several years at perfecting his talent, and the day finally arrived when he was called upon to give his first major public ***recital*** in the large city where both he and his teacher lived. Following each ***selection***, which the young man performed with great skill and passion, he seemed uneasy about the great ***applause*** he received. Even though he knew that the audience was musically ***astute*** and not likely to give such applause to less than superior performance, the young performer acted almost as if he could not hear the appreciation that was being showered upon him.

At the close of the last ***number***, the applause was thunderous, and numerous "Bravo's!" were shouted. The talented young violinist had his eyes glued, however, on only one spot. Finally, when an elderly man in the first row of the balcony smiled and nodded to him in approval, the young man relaxed and beamed with both relief and joy. His teacher had praised his work! The applause of thousands meant nothing until he had first won the approval of the master.

Who are you trying to please most today? ■ (HB)

VOCABULARY

Renowned: well-known, famous
Recital: a public performance by a music student
Selection: a song or poem or other literary piece chosen for performance
Applause: hand clapping, approval of the audience
Astute: keenly perceptive and discerning
Number: selection or piece of music
Coherent: consistent, logically connected, pertaining to thoughts and words
Maestro: a Latin term meaning "master" or "teacher" of music

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VOICE: TAKING AN OPPOSING VIEW

You may be asked to respond to a statement or article with which you disagree. You may disagree for a variety of reasons. Your objection may be based on something as simple as a personal preference, such as a favorite type of violin or music store. Your objection may be based on knowledge or skill. For example, you and your friend may both hear the same violinist perform. Based on your level of musical education and skill, you may recognize that the performer played with excellence and expertise; however, your friend may have a different level of education and believe that the performer played poorly. In some cases, you may object based on moral conviction. Your system of beliefs may clash with the beliefs stated by someone else. For whatever reason you disagree, you should articulate your objection and the reasoning behind it.



The vignette provides a good opportunity for a thought provoking essay. The violin student paid almost no attention to the applause from the audience. The narrator stated that the student only desired his teacher's approval. Using your critical thinking skills, Ask yourself, *Is this a believable situation?* People who perform do so for a variety of reasons: to please someone (self, family, teacher, audience); to gain money (to get paid or earn a living); to demonstrate skill (to gain fame). Not very often would you find someone who, amidst the applause of the audience, is not satisfied until the instructor shows approval.

In South Dakota, Aaron was instructed to discuss in writing whether or not the story of the violin student is believable. Aaron disagreed with the narrator of the story who claimed that the student performed only for the approval of his teacher. Below is Aaron's response.

> The young violin player must have had another reason to perform than simply to please his instructor. A student would not possibly concern himself only with pleasing his teacher, in the midst of such applause from others. Human nature is such that each of us is too selfish and prideful not to be swayed when others compliment us. Purity of motive means to have a benevolent or selfless reason for doing something. Purity of motive does not exist in today's world. Even people who help others are either hoping to gain recognition or something in return. I once had a neighbor who helped at a children's day camp because the helpers were given a pizza and swim party at the end of summer. The violin student cannot be much different than my friend. Purity of motive and human nature simply do not co-exist.

Although Aaron took an opposing view, his paragraph has some serious weaknesses. His objection was poorly articulated. He claimed that the student had a motive for his performance other than that of pleasing his master; however, Aaron did not state what the motive could have been. Aaron only stated that whatever the student's motive was, it must have been selfish. By not identifying the suspicious motive, Aaron did not support his claim.

Also, Aaron stated that human nature is purely selfish. However, he did not cite any research to substantiate his point. Aaron also had some reasoning errors such as coming to a questionable conclusion about human nature based on only one example of his friend who helped at the daycare in return for a pizza and swimming party. By making absurd statements such as *Purity of motive does not exist in today's world* and *Purity of motive and human nature simply do not co-exist*, Aaron is not persuasive, but rather makes generalizations that are not credible.

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Aaron needs help making his response more ***coherent***. Some things Aaron should have considered before making his response are the relationship between the student and the teacher, the student's personality (whether he liked attention or not), the skill level of the student, the skill level of the audience, why the student might not care whether the audience appreciated his performance, why the student cared so much about the ***maestro's*** approval, what motive other than pleasing the teacher the student might have had, what research was available to substantiate Aaron's pessimistic view of human nature, and what other examples could have been used in addition to the one of his friend at the daycare facility. You might be able to think of other areas that Aaron should have considered as well. In the Activities, you will have an opportunity to expand upon Aaron's response or to disagree with Aaron in your own response.

Continue to the Activities.

LIFE PRINCIPLE

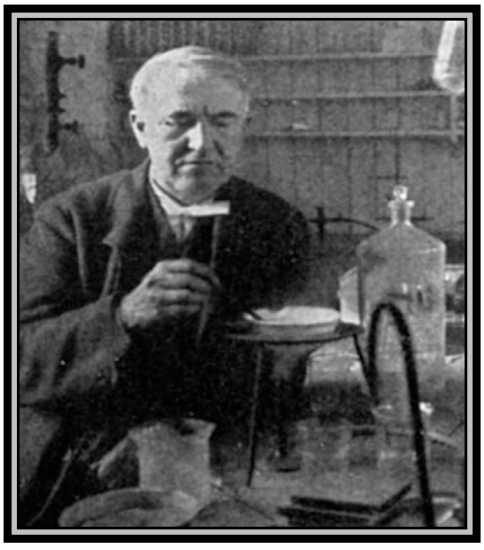


"You must pay the price if you wish to secure the blessing."

–Andrew Jackson



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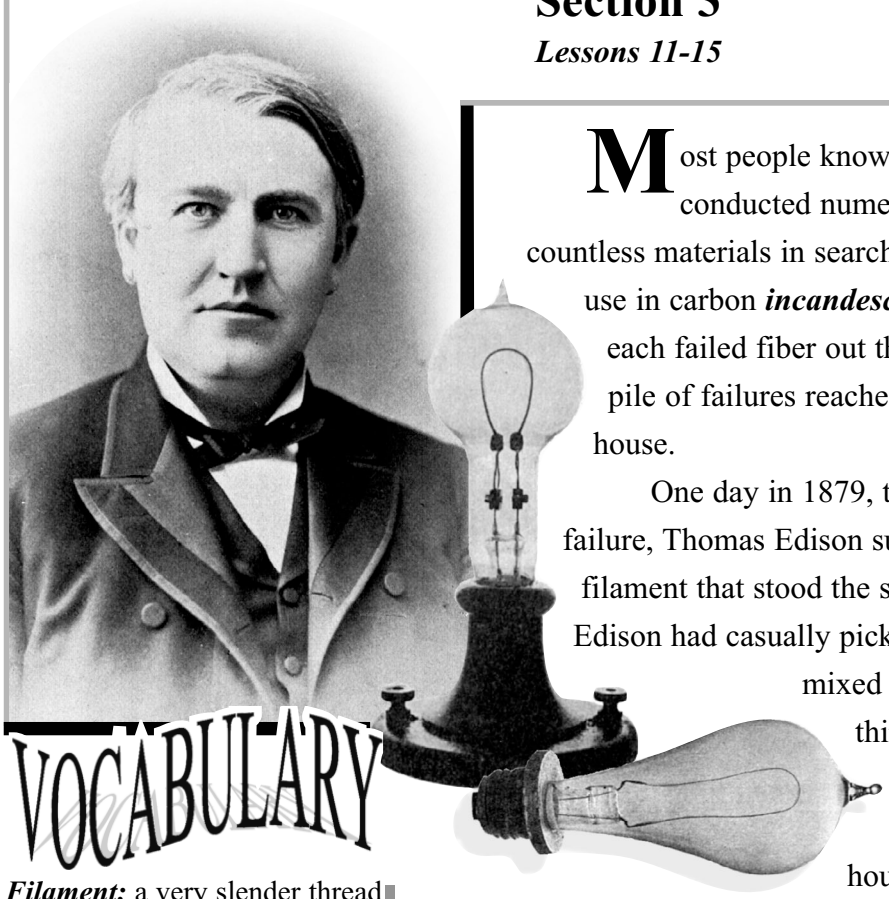
Lesson 13

Chapter 4

THOMAS EDISON LIGHTS UP THE WORLD

Section 3

Lessons 11-15

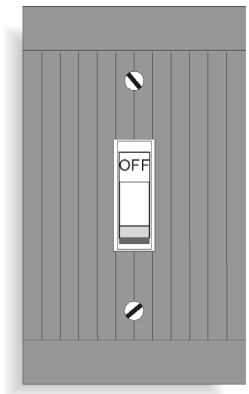


Most people know that Thomas Edison conducted numerous experiments with countless materials in search for an effective ***filament*** to use in carbon ***incandescent*** lamps. Edison tossed each failed fiber out the window. ***Ultimately***, the pile of failures reached the second story of his house.

One day in 1879, thirteen months after his first failure, Thomas Edison succeeded in finding a filament that stood the stress of electric current. Edison had casually picked up a bit of ***lampblack***, mixed it with tar, rolled it into a thin thread, and thought, "Why not try a ***carbonized*** cotton fiber?" He worked five hours to make a fiber, but it broke before Edison removed the mold. The inventor used two spools of cotton thread before a perfect strand emerged, only to be ruined when Edison tried to place the strand in a glass tube. Edison continued without sleep for two days and nights before he managed to slip one of the carbonized threads into a vacuum-sealed bulb. Turning on the ***current***, Mr. Edison saw the glow of electric light that we now take for granted. ■ (HB)

VOCABULARY

Filament: a very slender thread or fiber
Incandescent: glowing with intense heat
Ultimately: finally, at last, in the end
Lampblack: fine soot produced by the incomplete combustion of oils and other forms of carbon
Carbonized: covered or combined with carbon
Current: the flow of electric charge in a conductor or medium between two points



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CONVENTIONS

Conventions refer to grammar, sentence structure, punctuation, spelling and capitalization. Even if your composition is coherent and interesting, if you do not have control of the conventions, your essay will not be regarded highly.



End Punctuation

The three end punctuation marks are the period, the question mark and the exclamation point. A period ends a sentence that is a statement or command. *He worked on the project for days* (statement). *Turn on the light switch* (command). A question mark ends a question. *Why did he work so diligently?* An exclamation point ends a sentence that shows strong emotion or surprise. *Suddenly, the lightbulb exploded!*

Middle Punctuation

The most common middle punctuation mark is the comma. A comma separates items in a series, separates dependent and independent clauses in a complex sentence, separates independent clauses in a compound sentence and separates an appositive from the subject.

Example of series: He used soot, tar, and thread.
- The last comma in the series is optional when *and* is used.

Example of complex sentence: If Mr. Edison had given up, we might not have electricity.
- The first clause is dependent; the second clause is independent.

Example of compound sentence: The townspeople arranged a convention, and they invited Mr. Edison as the guest speaker.
- Both clauses are independent.

Example of appositive: The man at the desk, Thomas Edison, is working on a light bulb.

A colon indicates that more information is going to follow a certain statement, such as a list, an explanation or a quotation.

Example of list: Mr. Edison's experiments led to many modern conveniences: light bulbs, cameras, projectors, telephones, computers, copiers, recorders, batteries.

Example of explanation: Thomas Edison knew he had finally found the answer: a carbonized thread in a vacuum-sealed glass tube.

Example of quotation: The master of ceremonies stood and announced: "And now, ladies and gentlemen, please welcome America's most celebrated inventor, Mr. Thomas Edison!"

A semicolon indicates connection between clauses or long phrases. Often, a semicolon replaces a comma.

Example of connection between independent clauses: Mr. Edison succeeded in finding the right filament; he placed it in the tube and turned on the switch.

Example of connection between phrases: Thomas Edison faced difficulties he had to overcome, such as the death of his wife; the responsibility of three, small children; the loss of his hearing; the disbelief of the public about electric inventions.

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Quotation marks set apart the exact words of someone (a quotation). Double quotation marks set apart a quotation within a sentence. Single quotation marks set aside a quotation within a quotation.

Example #1: The host announced, "This is Mr. Edison."
Example #2: My teacher said, "The host announced, 'This is Mr. Edison.'"

An apostrophe indicates possession (a possessive noun) or missing letters in a contraction.

Example of possessive noun: Mr. Edison's inventions enhanced our economy.
Example of contraction: He didn't (did not) give up even when he was very tired.

Capitalization

The first word in a sentence is always capitalized. *The inventor put the thread into the bulb.* Proper nouns are capitalized. *In his laboratory, Thomas Edison worked day and night.* The days of the week and the months of the year are capitalized. *The demonstration of the new invention was scheduled for the first Saturday in April.*

Spelling

Many words are similar in sound and spelling. Be vigilant and determined to spell correctly. Look up any words that you do not know how to spell.

Example #1: Thomas Edison was to close to quit.
- The word *to* introduces an infinitive "to quit" or a prepositional phrase "to the house." The word *too* is an adverb. In this sentence, *too* modifies the verb *close*.
- Correction: Thomas Edison was *too* close to quit.

Example #2: The affect of Edison's diligence was success.
- The word *affect* is a verb. The word *effect* is a noun.
- RAVEN (*R*emember, *A*ffect, *V*erb, *E*ffect, *N*oun)
- Correction: The *effect* of Edison's diligence was success.

Example #3: The light works good.
- The word *good* is an adjective. The word *well* is an adverb. In this sentence, *well* modifies the verb *works*.
- Correction: The light works *well*.

Example #4: We like differant colors.
- The word *differant* should be spelled *different*.
- Correction: We like *different* colors.

Example #5: She used flower in the cake.
- The word *flower* is a plant. The word *flour* is a substance made of ground wheat.
- Correction: She used *flour* in the cake.

Example #6: Its over their.
- The word *its* is possessive. The word *it's* is a contraction for *it is*.
- The word *their* is a personal pronoun that takes the place of a plural noun. The word *there* is a pronoun that takes the place of a specific place.
- Correction: *It's* over *there*.

Many factors contribute to a well-written composition. Discipline your mind to consider the conventions and to use them correctly. Read the Life Principle, then continue to the Activities.

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Life Principle



"Falling D
O
W
N
does not make
you a failure,
But staying
DOWN does."

–Anonymous

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Writing

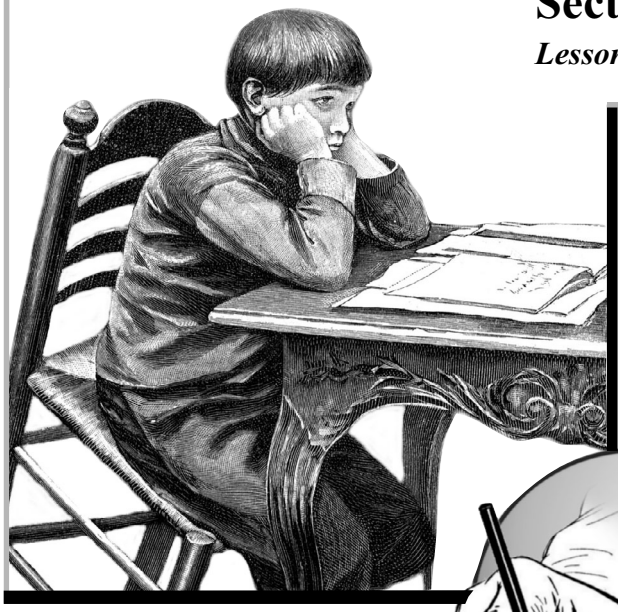
Lesson 14

Chapter 4

THE BOY NAMED "SPARKY"

Section 3

Lessons 11-15





For a boy named Sparky, school was nearly impossible. He failed every subject in the eighth grade, and later, in high school, ***distinguished*** himself as the worst student of physics in the school's history. Sparky also flunked Latin, Algebra and English. The boy did not find much success in sports and was awkward socially. He was not *disliked* by his peers; more accurately, nobody noticed him. He never had the ***nerve*** to ask a girl on a date. Sparky simply ***plodded*** along, knowing that he had the reputation of a loser.

One thing was important to Sparky, however: drawing. Sparky was proud of his own artwork even if no one else appreciated it. As a senior in high school, his cartoons were rejected by the editors of the school yearbook. In spite of this painful rejection, Sparky believed he would one day become a professional artist. After graduation, Sparky wrote to the Walt Disney Studios and sent samples of his work. He was rejected. So, Sparky wrote his ***autobiography*** in cartoons, and soon, his ***portrayal*** of his own life was world famous. Sparky, the nickname for Charles Schulz, had created the "Peanuts" comic strip. Sparky *was* Charlie Brown.

Every person has at least one talent. If you develop it, it can help you succeed. ■ (HB)

VOCABULARY

Distinguished: set apart in a noticeable manner
Nerve: slang for "courage"
Plodded: walked in a slow, heavy manner
Autobiography: a story of a person's life written by that person
Portrayal: description

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CONVENTIONS Continued

Two more conventions that you should carefully observe in your writing are subject/verb agreement and correct use of prepositions.



SUBJECT/VERB AGREEMENT

Every sentence has two vital parts: the subject and the verb. The subject is the main noun (or pronoun) of a sentence.

Example #1: He failed every subject.
- The subject is *He*.

Example #2: The boy did not find much success in sports.
- The subject is *boy*.

The verb is the action or the state of being of the subject.

Example #1: He failed every subject.
- The action verb is *failed*.

Example #2: Sandra was the teacher.
- The state-of-being verb is *was*.

The subject and verb must agree in number and gender. Plural nouns are matched with plural verbs, and singular nouns are matched with singular verbs. Compound nouns joined by the word *and* are matched with plural verbs. Compound nouns joined by the word *or* are matched with verbs that agree with the closest nouns. Even though the individual words of a title may be plural, the title is treated as a single noun and receives a single verb.

Example #1: Sparky and his friend was not popular.
- The subject is compound and is joined by the conjunction *and*; therefore, the verb should be plural.
- **Correction:** Sparky and his friend *were* not popular.

Example #2: His classmates has better grades than he.
- The subject is plural; therefore, the verb should be plural.
- **Correction:** His classmates *have* better grades than he.

Example #3: Samples of his work was rejected.
- The subject is plural; therefore, the verb should be plural. The prepositional phrase *of his work* does not affect the subject/verb agreement.
- **Correction:** Samples of his work *were* rejected.

Example #4: My parents or I are going to buy a cartoon booklet.
- The subject is compound and is joined by the conjunction *or*; therefore, the verb should agree with the noun or pronoun closest to the verb. In this sentence, the verb should agree with the pronoun *I*.
- **Correction:** My parents or I *am* going to buy a cartoon booklet.

Example #5: The book, *The Twin Towers*, are published by Lillian publishing.
- The title of the book is plural (Towers), but it is treated as a single noun.
- **Correction:** The book, *The Twin Towers*, is published by Lillian Publishing.

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Correct Use of Prepositions

Do not end a sentence with a preposition. This grammar rule is not often taught and may seem strange to you; however, the best writers follow this rule and earn the respect of their readers. Following this rule demonstrates that you are an educated writer, as well as a person who respects the English language.

You may have heard a friend say, "Who are you talking to?" Notice that the word *to* ended the question. This is incorrect grammar. The correct way to ask that question is, "To whom are you talking?" Notice that the preposition *to* was moved to the front of the question, and the pronoun *who* was changed to the pronoun *whom*.

You may also have heard a person say, "What are you doing that for?" You could correct that question two ways: (1) Drop the preposition at the end of the question and change the pronoun from *what* to *why*: *Why are you doing that?* OR (2) Move the preposition to the front of the question: *For what are you doing that?* Either way is correct.

Incorrect: What are you talking about?
Correct: About what are you talking?

Incorrect: What car are we riding in?
Correct: In what car are we riding?

Incorrect: This is the restaurant hamburgers are sold at.
Correct: This is the restaurant at which hamburgers are sold.
OR
This is the restaurant where hamburgers are sold.

Incorrect: The chairs in the front row are the ones we will sit on.
Correct: The chairs in the front row are the ones on which we will sit.

Practice correct conventions in your writing, and you will do well.

Continue to the Activities.

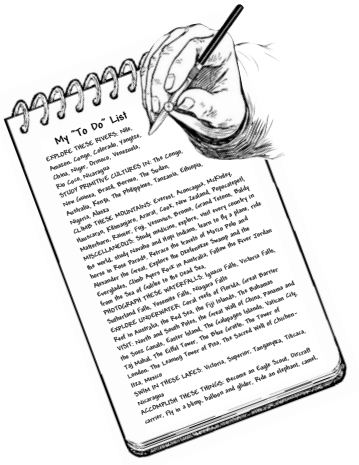
Life Principle



"Nothing splendid has ever been achieved except by those who dared believe that something inside them was superior to circumstance."

–Bruce Barton

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Writing

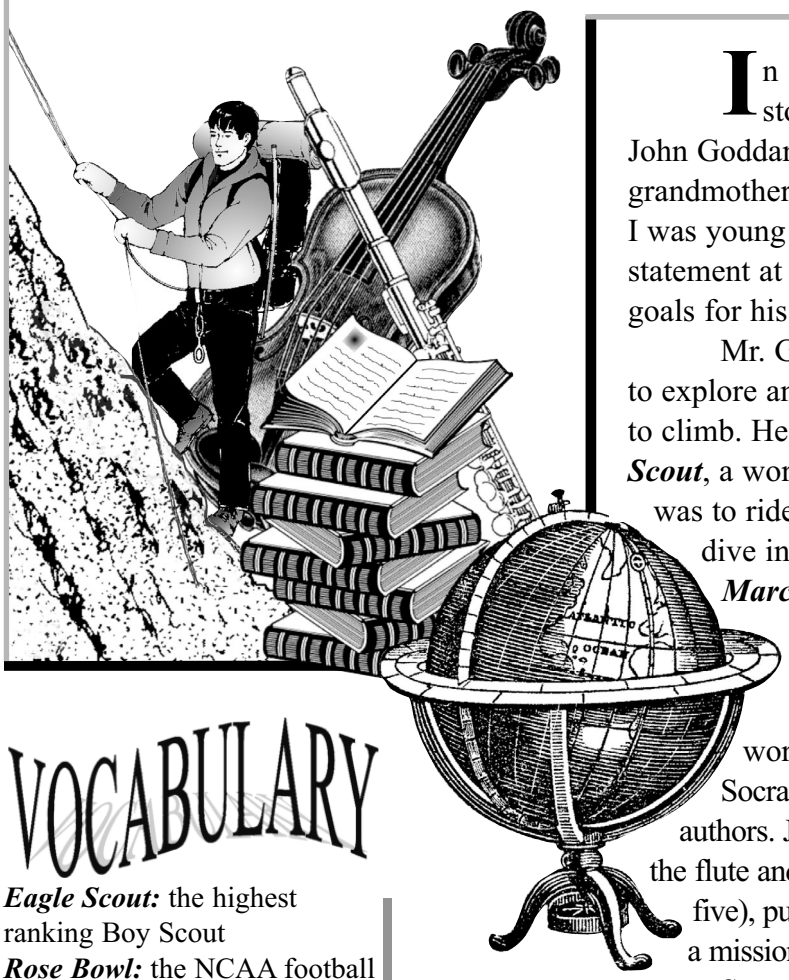
Lesson 15

Chapter 4

JOHN GODDARD'S AMAZING ADVENTURES

Section 3

Lessons 11-15



In 1972, *Life* magazine published a story about the amazing adventures of John Goddard. When John was fifteen, his grandmother said, "If only I had done that when I was young . . . ." Determined not to make that statement at the end of his life, John wrote 127 goals for his life.

Mr. Goddard named ten rivers he wanted to explore and seventeen mountains he wanted to climb. He set goals of becoming an ***Eagle Scout***, a world traveler and a pilot. On his list was to ride a horse in the ***Rose Bowl*** parade, dive in a submarine, retrace the travels of ***Marco Polo***, read the Bible from cover to cover and read every volume of the Encyclopedia Britannica.

He also planned to read the entire works of Shakespeare, Plato, Dickens, Socrates, Aristotle and several other ***classic*** authors. John Goddard desired to learn to play the flute and violin, marry, have children (he had five), pursue a career in medicine and serve as a missionary for his church.

Sound impossible? At the age of forty-seven, John Goddard had accomplished 103 of his 127 goals!

Your list of goals may not be as ***extensive*** as John Goddard's, but if you do not have some goals in life, you will find that you have little motivation to rise in the morning, and little satisfaction as your head hits the pillow each night.

Setting goals is not as difficult as it may seem. What do you really want to do? Write it down, then go for it! ■ (HB)

VOCABULARY

Eagle Scout: the highest ranking Boy Scout
Rose Bowl: the NCAA football Championship game played in Pasadena, California on January 1st of every year.
Marco Polo: Italian explorer, (1254-1324)
Classics: books written long ago that are still popular today
Extensive: long

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PROOFREADING AND CORRECTING

Proofreading is an important task! Mistakes are most often the results of being in a hurry and not proofreading. Below is a checklist to help you be sure your composition is focused, developed, coherent and original.



1. Be sure your points are focused and well organized.
2. Be sure your introduction is interesting.
3. Be sure your transitions between paragraphs are smooth.
4. Be sure each point supports the thesis statement—no irrelevant points.
5. Be sure each source, quote, example, detail, story or personal experience strengthens your point and is relevant to the thesis.
6. Be sure each point is well developed. Do not make statements without supporting them.
7. Be sure to develop each point before moving on to the next. Do not bounce back and forth from one point to another.

The proofreading checklist is to be sure that conventions are used correctly.

1. Consult a dictionary for any words you are not sure are spelled correctly.
2. Check the capitalization of words at the beginning of sentences and all proper nouns.
3. Be sure your sentences are complete—not fragments or run-ons.
4. Be sure the verb agrees with the subject in each sentence.
5. Be sure each sentence ends in the correct punctuation.
6. Check for quotation marks at the beginning and ending of quotes.
7. Check for apostrophes where needed to show possession and omissions in contractions.
8. Check for commas in lists, around appositives and between clauses.
9. Check for correct use of prepositions.
10. Check for clear antecedent/pronoun agreement.

Develop the habit of proofreading your work. You will notice that your writing improves. Be sure to make the appropriate corrections before submitting your work for a grade.

Continue to the Activities.

LIFE PRINCIPLE



"Concentrate
on finding your goal,
then concentrate
on reaching it."
–Col. Michael Friedsam

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