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 5

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English Writing Skills

Chapter 5

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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

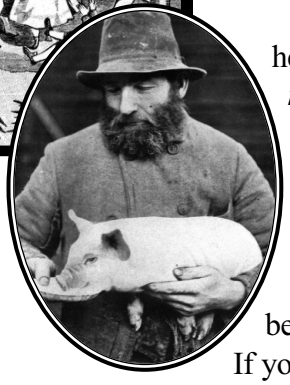
Chapter 5

Section 1

Lessons 1-5

THE MOUNTEBANK AND THE FARMER





A huge crowd had gathered to watch the performance of the famous ***mountebank***. According to rumor, he had an act so interesting that its like had never before been seen on stage.

The curtains parted, and the performer stood upon the stage without any assistants or ***apparatus*** of any kind. Curiosity and suspense kept the audience in complete silence.

Suddenly the mountebank thrust his head inside his cloak and so cleverly ***mimicked*** the squealing of a young pig that the audience insisted he had a piglet concealed somewhere about him. However, when he was searched, no pig could be found.

Just then a farmer stood up and bellowed: "Do you call that a pig's squeal? If you folks want to hear what a pig's squeal is really like, then come tomorrow!"

The next day, a great crowd assembled to see the clever mountebank put the boasting farmer to shame. Both men appeared on the stage. First, the prankster gave some most realistic grunts and squeals while the crowd roared and applauded. Then the farmer put his head down into his cloak and immediately hideous squeals came forth.

"Booh, booh!" yelled the crowd. "That sounds no more like a pig than a cow! We want the mountebank! Get off the stage, you country ***lout***!"

The farmer stood his ground. "You fools!" he cried, "This is what you ***ignoramuses*** have been hearing!" And he pulled from his coat a live little pig whose ear he had been pinching.

The next time, my smart city friends, let your own senses help you to judge instead of your petty prejudices. ■ (Aesop)

VOCABULARY

Mountebank: a French/Italian word for "pretender," "swindler," "prankster" or "imposter"
Apparatus: device, gadget
Mimic: imitate, copy
Lout: lazy, foolish person
Ignoramus: a fool, a person who is purposefully ignorant
Glean: to gather by careful selection

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DEVELOPING A RESEARCH PAPER



In this chapter, you will be writing something that may be new to you—a *research paper*, which is a composition that requires detailed documentation of resources used to support the thesis. A research paper will contain some of your personal experiences, observations, and opinions, along with information from books, periodicals (magazines and journals), and other sources. From research, you will ***glean*** facts and expert opinions which will provide expertise and professionalism for your thesis.

As you follow the steps for writing a research paper, you will find that the project is not as difficult as you may have thought in the beginning. In fact, each time you write a paper, you will find the process becoming simpler for you. If you feel overwhelmed, remember that you have already completed a number of written projects in which you learned to construct an outline, build effective paragraphs, and develop various styles of writing. Those skills will be helpful as you work on this research project.

As you prepare your research paper, you will have checkpoints along the way. Periodically, you will be required to stop and seek your teacher's approval to continue. Your teacher will check your work after each of the following steps:

1. Choosing your topic
2. Writing your thesis statement
3. Selecting your sources of information
4. Completing your source cards and note cards
5. Completing your outline
6. Completing your rough draft
7. Completing your final draft

Research Paper Requirements

To be accepted, your paper must meet the following requirements.

- Length: The paper must be a minimum of 8 pages in length and a maximum of 20 pages in length. (250 words per page, double-spaced)
- Footnotes: The footnotes must follow the styles presented in this chapter.
- Bibliography (References and sources): The bibliography must also follow the styles taught in this chapter.
- Completion Date: The paper must be completed and accepted before you take the final test for this chapter.

You will need several items to complete the paper. Gather these materials soon. Keep them nearby as you work on your project.

1. Two Sets of Index Cards: 3 x 5 source cards (for listing sources);
   4 x 6 note cards (for writing notes taken from sources)
2. Dictionary (to help with spelling and word definitions)
3. Thesaurus (to find synonyms and antonyms)

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GETTING STARTED: CHOOSING A TOPIC

The first step in writing a research paper is to choose a topic. Follow these guidelines:

1. The topic should be interesting to you and to others.
2. The topic should not be so personal that development of the topic depends upon only your own experiences, thoughts and feelings.
3. The topic should be such that it can be researched (other people should also have written on the topic sometime in the past).
4. The topic should not be too technical, requiring specialized knowledge that is unavailable in local libraries or that is narrowed only to a very specific audience.
5. The topic should not be so general that you cannot effectively cover it in the allowed number of pages.

Thinking of a good topic is not always easy. You may need to stir your imagination to generate some ideas. When choosing a topic, students tend to be too general in scope. The 4-step process of freewriting is often helpful in allowing students to narrow down a general topic to one particular, focused area.

Freewriting

The purpose of free writing is to discover what is important to you. Therefore, write whatever comes into your mind. You may start with one subject and switch to another as you write. Do not worry about correct grammar or spelling at this part of the project.

Step 1: Using paper and pencil, take three minutes to list as many subject areas as you can. Write whatever comes to mind, and keep writing until three minutes have passed. Do not attempt to write about the subject—just list possible topics that flow into your mind.

Examples: camping, war, television, forests, food, cars, mountains, geography, pets, fashions, government, school, family, weather, houses, farmers, clowns, pigs, dramas, shows, prejudice, ignorance, character, integrity, honesty, virtue, freedom, patriotism, politics, peer pressure

Step 2: For five minutes, free write about one of the subjects you listed. When five minutes pass, put down your pencil, and read your writing. Underline words or phrases that interest you and that you would like to develop further.

Example: Subject: weather

The weather outside is intolerably hot. They say that green house gases are raising the temperatures of the earth so that large parts of the southern United States are going to be depopulated one day. The population is already shrinking—zero population growth. Immigration is overcompensating for that I guess, although many people do not like too many people coming into the country. Some of them might be terrorists. The United States is the greatest country in the world. Let's keep it that way. Unfortunately, the nation's prisons are so full of criminals. How do you prevent it? Crime prevention. Now there is a topic for you. Education is one way, for sure. Strong families is another. Church too, for sure. History tells the benefits of all those things. Why doesn't everyone love the United States? We're the only country that let's you be whatever you want to be.

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Step 3: Make a list of each idea in Step 2. Expound on each idea as a paper topic.

Words/Phrases from Freewriting	**Possible Paper Topic**
Green house gases	Causes and effects of green house gases
Zero population growth	Why and where is zero population occurring?
Immigration	The effects of immigration on the United States
People coming into the country	America's immigration policy
Terrorists	Dealing with terrorism after 9/11
The United States is the greatest country in the world.	Why I think the United States is the greatest country
Crime prevention	What are the best ways to prevent crime?
History in America	From Columbus to the Present: America's story
Why doesn't everyone love the United States?	Anti-Americanism in the World today
We're the only country that let's you be whatever you want to be.	Capitalism and entrepreneurism in America

Step 4: Evaluate the topics to see if they fit the guidelines. Are any of the topics too general, too personal, or too technical? If so, the topic may need to be rephrased or disregarded.

Possible Paper Topics

1. *History in America*

- The topic is too general to be covered in a single research paper. Narrow the topic to a part of history that interests you: "The history of public performances in the United States." Now, you have a narrower, more specific field of study.

2. *The effects of immigration on my family*

- The topic is too personal to be covered in a research paper. Broaden the topic to a part of immigration that interests you: "The effects of French farmers immigrating to the United States."

3. *Entrepreneurial enterprises in hog breeding and gene selection*

- The topic is too technical to be of broad interest for a research paper. Shift the topic to a part of entrepreneurism that might interest more readers: "entrepreneurism among pig farmers in the United States."

Congratulations! You are learning to choose an interesting topic for your readers.

Keep working hard and continue to the Activities.

"A man persuaded against his will, the same opinion holds he still."
—Anonymous



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Lesson 2

Chapter 5

Section 1

Lessons 1-5

FOR WHAT ARE YOU LISTENING?



A ***Cherokee*** man visited a friend in New York. As the men walked through ***Manhattan***, the native stopped, tilted his head, and said, "I hear a cricket."

"You're crazy," his friend said.

"No," the Cherokee answered, "I hear a cricket."

The friend replied, "We are in the middle of ***pedestrian*** traffic. People are crowding the sidewalks, cars are honking, taxis are whizzing by, the city is full of noise—and you think you hear a cricket?"

"I'm sure I do," said the visitor. He walked to a shrub in a cement planter at the corner of the sidewalk. He dug into the leaves . . . and pulled out a cricket. His friend was astounded.

The Cherokee said, "My ears hear different sounds than your ears hear. You will hear what your ears have been tuned to hear. Let me show you." From his pocket, he withdrew some coins and dropped them. Every head around turned. "Do you see what I mean?" he said, picking up the coins. "What you hear depends on the sounds for which you listen."

Listen today to those things that will make you wise. ***Heed*** those things that last for eternity. ■ (HB)

VOCABULARY

Cherokee: a member of a Native American people formerly of the South Appalachian region
Manhattan: a suburb of New York City
Pedestrian: a person walking
Heed: to listen, learn and obey
Syllabary (sýl·la·bary)***:*** a mixture of letters and symbols that represent words or concepts
Ecclesiastic: a member of a church order (pastor, priest, rabbi)
Equestrian: Relating to horseback riding
Sparsely: scattered, spread-out, not thickly populated

APPROACHING YOUR TOPIC



After choosing your topic, the next step is to decide how to approach your topic. The process for developing a research paper is typically in the following order:

(a) Choosing a topic: the topic is chosen, stated, narrowed and ready for research

(b) Approaching the topic: the writer decides which strategy to use for his delivery

(c) Collecting background information: facts, evidence, and other information are gathered from articles, encyclopedias, newspapers, and magazines as well as the writer's prior knowledge about the topic.

The most common approaches are: chronological, topical, compare/contrast, problem/solution, and opinion/reason. Study each approach, and choose the one that best suits your topic.

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CHRONOLOGICAL (HISTORICAL) APPROACH

Using the chronological approach, a student addresses a topic according to historical development and seeks to show the importance of different events that occurred within a time period.

Chosen Topic: The development of the written language of the Cherokee people
Approach: Chronological—explain the elements, facts and events that led up to and were involved in the development of the Cherokee ***syllabary***.
Background: Sequoyah was born between 1760 and 1775 in the Cherokee nation near Tuskegee, Tennessee. His parents were Nathaniel Gist, a Virginia fur trader, and a prominent Cherokee woman, Wut-teh, the daughter of a Cherokee chief. Sequoyah's English name was George Gist. In Cherokee, *Sequoyah* means "pig's foot." Some historians believe that Sequoyah was handicapped or lame.



Sequoyah (George) Gist

As a young man, Sequoyah moved to Georgia, where he acquired skills working with silver. A man who purchased one of Sequoyah's works suggested that he sign his work. Sequoyah considered the idea, but because he did not know how to write, he sought the instruction of Charles Hicks, a wealthy farmer in the area. Hicks showed Sequoyah how to spell his name. That year (1809), Sequoyah began to think about the idea of a Cherokee writing system. Sequoyah moved to Alabama, and in 1814, he enlisted in the U.S. Cherokee Regiment to fight in the Battle of Horseshoe Bend, against the hostile Creek Redsticks. During the war, Sequoyah became convinced of the necessity of literacy for his people. He and other Cherokees were unable to write letters home, read military orders, or record events as they occurred.

After the war, Sequoyah began in earnest to create a writing system. Using phonics, a system in which each sound made in speech is represented by a symbol, he created "Talking Leaves," 86 letters and symbols that represent the Cherokee language. His daughter, Ayoka, was the first to learn this method of communication, which she demonstrated before the Cherokee Council. A short time later, in a Cherokee Court in Chattanooga, Sequoyah prepared and read an argument (in the symbols of his syllabary) about a boundary line. The audience was impressed, and word spread quickly of Sequoyah's invention.

In 1821, 12 years after his original idea, the Cherokee Nation adopted Sequoyah's syllabary as their official written language. Within two years, the entire Cherokee nation became literate. No other person in history accomplished such a feat. However, Sequoyah's efforts were not without set backs and ridicule from peers. At first, some people who heard Sequoyah sounding out the syllables of his writing system thought he was mentally ill. For hours, he would sit and listen to birds, then he would write symbols in the sand to represent the sounds of the birds' songs. He thought about how to divide the sounds of his own language into syllables. Some people, including his wife, thought he was lazy and did not want to "get a real job." In an effort to force him to become employed, his wife burned his work cabin and destroyed his notes. He could have given up; however, the crippled warrior persevered. His contribution remarkably improved the lives of his people. Perhaps the most eloquent praise paid to him was by H. A. Scomp, a member of Emory College faculty: ". . . perhaps the most remarkable man who has ever lived on Georgia soil was neither a politician, nor a soldier, nor an ***ecclesiastic***, nor a scholar, but merely a Cherokee Indian of mixed blood. And strange to say, this Indian acquired permanent fame, neither expecting nor seeking it."

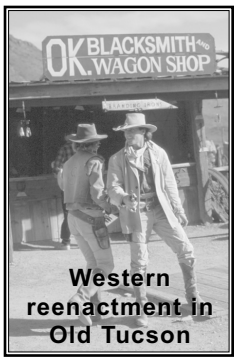
(The student would continue to research the life of Sequoyah and would add many more details, facts, examples and quotes so that the essay would reflect a true research paper.)

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Compare and Contrast Approach

Using the compare/contrast approach, the student discusses various aspects of the topic, showing how they are similar and how they are different.

Chosen Topic: Favorite sites for filming western movies
Approach: Compare and contrast—discuss the similarities and differences between the two towns of Old Tucson and Mescal, Arizona used for western film making.
Background: Old Tucson and Mescal, Arizona are favorite sites for western film makers. The world-famous Old Tucson Movie Studio has been the backdrop for some of Hollywood's greatest movies. The town was built in 1939 for the movie *Arizona*. Favorite films such as *Rio Bravo*, *Gunfight at the OK Corral*, *The Three Amigos*, and more recently, *Tombstone* were filmed there. The television series *High Chaparral* made its home at Old Tucson, as well as episodes of *Bonanza*, *Little House on the Prairie* and countless TV commercials. Many people have visited this historic landmark—perhaps unknowingly. If you have watched a John Wayne movie, you have probably seen Old Tucson. The studio was opened to the public in 1960, enabling visitors not only to experience the Old West, but to learn how the movies were made. Tourists visit various sets that evoke fond memories of favorite western stars and movies.



Western reenactment in Old Tucson

Mescal sits in a lonely spot in the desert east of Tucson. Mescal is the home of Old Tucson's second western movie town location, situated on 60 acres of land which is leased from the Arizona State Land Department. An additional 2,400 acres of state-owned grazing land surrounds the site. Mescal is not as well known as Old Tucson and is not generally open to the public. Most of what goes on in Mescal is not tourism; Mescal is mostly a working movie ranch. The town was erected for the 1969 motion picture *Monte Walsh* starring Lee Marvin. Sets in Mescal have appeared in *Dirty Dingus Magee*, *The Life and Times of Judge Roy Bean*, *Tom Horn*, and *Tombstone* along with approximately 50 television, motion picture and other productions.

(The student would continue to research Old Tucson and Mescal and would add many more details, facts, examples and quotes so that the paper would reflect a true research paper.)

Topical Approach

Using a topical approach, the student separates a topic into its parts and discusses each part.

Chosen topic: Traffic in Manhattan, New York
Approach: Topical—divide traffic into its various forms (pedestrian, personal motor vehicle, ***equestrian***, bicycle, public transportation: busses, taxis, subways, trains, airplanes), and discuss each form.
Background: For some people, making their way around Manhattan may be a frightening experience. However, for others, it is an exhilarating reminder of the prosperity and creativity of America's entrepreneurs. Manhattan traffic reveals the many forms of transportation available to Americans today. Some people prefer to drive personal vehicles; some people prefer to walk; some prefer to ride bicycles; some prefer to ride busses or subways; some prefer to hire taxis; and still others prefer to ride ferries.


pedestrian traffic

(The student would research and discuss each type of transportation, its positive and negative qualities, who is more prone to each type of transportation, which type is more economical and convenient for different types of persons, etc.)

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PROBLEM-SOLUTION APPROACH

In this approach, the student discusses his topic in three stages. First, he presents a problem; secondly, he explains how various experts have responded to solve the problem; thirdly, he presents his own solution. This approach is heavily influenced by opinion that should be supported by research.

Chosen Topic: the historical and current relationship between Cherokees and "white" people
Approach: Problem-Solution—explain the causes of strain, the problems the strain causes, the expert or traditional way of solving the problem, and offer your own solution.
Background: Throughout history, cultures have clashed and have encroached upon and conquered each other, from Asia and the Middle East, to Europe and the Americas. Human nature is to want to possess certain lands for whatever use the victorious culture deems appropriate. Men and women fleeing persecution from one culture seek refuge in another and try to carve out a living. Often, however, the "new world" is already possessed by someone. Thus ensues a struggle for the new residents to find homes, and for the old to keep their homes. In North America, the same, age-old scenario took place. Some newcomers and old timers found peace and resolution, acknowledging that the land was big enough for all. Some of the new insisted on removal of the old, and some of the old insisted on removal of the new. All of this speaks, once again, of human nature.

When the first settlers came to the New World of America, they found it already ***Sparsely*** inhabited. The newcomers were at a disadvantage: they did not know the secrets of their new surroundings, such as how to survive and how to flourish. The newcomers found both friend and foe among the established peoples. The friends helped the settlers plant corn and build lodgings. The enemies burned, ravaged and murdered the settlers who both returned acts of friendship and retaliated against attacks.



Positive and negative events took place on both sides. A lack of trust, cooperation and community involvement resulted from the enmity. Wars often resulted in killed people, burned homes, and destroyed animals and food. Both sides saw the devastation that resulted from not getting along. Good men and women on both sides tried to solve the problems. Some Native Americans believed the best way to solve the problems was to become part of the newcomers' culture by attending schools and churches, starting businesses, intermarrying, and becoming politically involved in the new government. Some white people believed that in order to solve the problems, churches and schools were needed to educate the natives about the new culture. Missionaries, teachers and government agents often resided in tribal areas to accomplish those tasks. When they failed, both sides resulted to war-like behavior in efforts to "force" the other side to accept certain ways of life.

Some modern Cherokee people have demanded that the land taken from their ancestors be given to living tribal descendants. Others believe that because of grievances committed by the U.S. government against Cherokee ancestors, that the living descendants should be placed on pensions and subsidies from the federal government. Some white people believe that to treat the descendants of certain people better than others just because of grievances suffered by ancestors is unrealistic, and that conditions should be left alone. Others believe that Indian reservations should be abolished and that Cherokees should assimilate into mainstream American culture.

Most arguments may be considered extreme and unlikely to occur. Perhaps some viable options are available to relax the strained relationship between many Cherokees and whites. One solution could be to allow tribal groups to deed reservation property to Cherokees who could either own or sell it, thus replacing the concept of reservations with free enterprise. Another solution could be to allow Cherokees to form their own reservation tax base and become more county-like or city-like, with a mayor or presiding council.

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(The student would continue to research the relationship between Cherokees and whites, including more history, such as the Cherokees who knew and loved George Washington and fought with him against the French and British, the Cherokees who lived in white villages and towns, the whites who lived among the Cherokees, the inter marriages, land and trade agreements between the two cultures, the policy of Andrew Jackson and the "Trail of Tears," current Cherokees in politics and the military, etc. The student would add many more details, facts, examples and quotes so that the paper would reflect true research.)

Opinion-Reason Approach

This approach is often popular with students who like to express their points of view. However, a writer must do more than just "spout" opinions. Opinions should be supported with sound reason based on research.

Chosen Topic: Should Americans risk their lives to establish women's rights in Muslim countries?
Approach: Opinion-Reason—support with research the opinion that Americans are justified in risking their lives to establish women's rights in Iraq.
Background: Tell the story of Cherokee woman, Fern Holland of Oklahoma, who risked her life and was killed in 2004 in Iraq by Muslim extremists who opposed her efforts to establish more freedoms for women.

(The student would research the lives of women in Iraq; the basis for human freedoms; the moral rights and wrongs for treating humans, especially women, in certain ways; the value of one life over another; the stories of others, in addition to Fern Holland, who gave their lives for the benefit of others; the Muslim view of women; the views of women of other major world religions.)

As you can see, a writer has many available approaches for discussing a topic. Choose your topic and the approach that you plan to use. If necessary, refer to the examples given in this lesson. Continue now to the Activities.

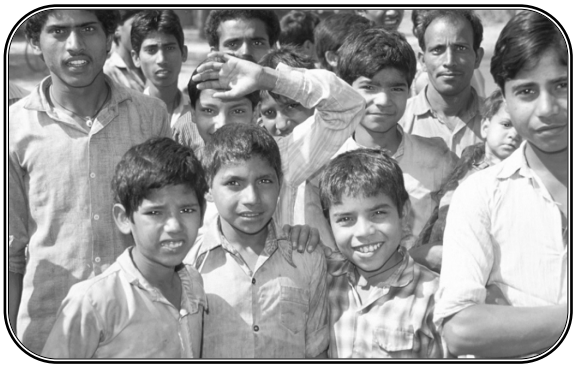
Life Principle



"A good listener is not only popular, but after a while, he knows something."

—HB

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orphan boys in India

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Chapter 5

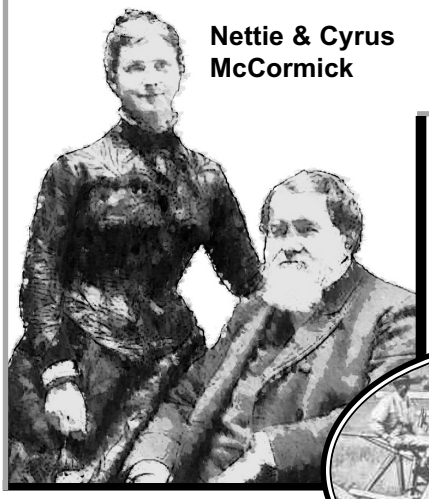


Lesson 3

Section 1

Lessons 1-5

NETTIE FOWLER McCORMICK 1835-1922



Nettie & Cyrus McCormick



McCormick Reaper

VOCABULARY

Relinquishing: giving away; letting go of things
Philanthropist: a person who loves human kind and makes efforts to increase the well-being of humans by giving large, charitable contributions
Stewardship: the effective management of property, finances and business affairs
Upbringing: child training
Melodeon: type of accordion; a small keyboard instrument
Divulge: to make known a secret
Endowment: property, salary or equipment provided by a third party
Rogue: a person without morals; a scoundrel
Perusing: looking, examining
Light articles: short, concise, informative articles

You may have heard the principle, "Giving is more blessed than receiving." Advertisements attempt to persuade consumers that they cannot be happy without specific products or services. The corporate desire to succeed and prosper financially is all too often reflected in marketing, which, over an extended period of time, may become reality to a gullible society. Priorities become skewed, and a culture tends toward greed and selfishness.

Fortunately, not all corporate leaders focus on greed. The key to generosity is the willingness to be a channel rather than a reservoir of wealth. Truthfully, a person receives more joy in giving than in receiving. However, the initial experience of ***relinquishing*** hard-earned resources may be agonizing. If a person maintains the childish philosophy of "finders keepers," then his life may become entangled in a maze of schemes and deceptions to obtain material possessions. A person obsessed with accumulating and hoarding becomes miserable.

In contrast, great ***philanthropists*** throughout history have given financial resources to operate hospitals, schools, orphanages, missions, soup kitchens, and youth programs.

Nettie Fowler McCormick, a deeply religious woman, became one of the most generous female philanthropists of all time. Her biographer, Stella Roderick, wrote, "She declined a life of ease and social pleasure for one of ***stewardship*** and service."

Nettie was born in New York on February 8, 1835. When she was a young girl, her father died, and her mother and grandmother assumed the responsibility for Nettie's ***upbringing***. Her fondest childhood memories included church activities (attending Sunday school, singing in the choir, and playing the ***melodeon***). She also fondly remembered her education at Genesee Wesleyan Seminary.

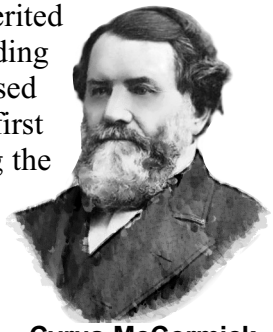
At twenty-two years of age, Nettie met her future husband, Cyrus McCormick. He had designed, invented and built the grain reaper and had been successful in business. The profits from the

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manufacturing of Cyrus' reaper would eventually become the primary source of Mrs. McCormick's philanthropy. Cyrus McCormick was more than twice Nettie's age, twenty-six years her senior. Nevertheless, they married on January 26, 1859, and were happily married for twenty-six years. After her husband's death, Mrs. McCormick ***divulged*** her personal affection for her late husband by calling his letters "the most precious material thing I possess."

Mrs. McCormick was a woman who "wove life with three threads—business, family, philanthropy," and she somehow never "neglected one for the other." She was committed to her six children, especially the youngest daughter, Virginia, who was mentally ill. Although her disorder brought much grief to the family, Mrs. McCormick's love for Virginia was always apparent. As a memorial of Mrs. McCormick's affection, she funded the construction of Virginia Hall at Tusculum College in Tennessee. She also financed the Virginia McCormick Library in Chicago.

In 1884, Nettie inherited her husband's estate, regarding it as "a sacred trust to be used for good causes." Nettie's first great initiative was funding the McCormick Theological Seminary in Chicago with more than four million dollars. The library was Mrs. McCormick's special gift, and other buildings included the gymnasium and Fowler Hall. In addition, Nettie provided furnishings and equipment, books and scholarships for students, payments for repairs and remodeling, and an ***endowment*** to pay the president's salary.



Cyrus McCormick

The majority of Mrs. McCormick's work centered on the priority of her heart—the youth of the world. Initially, Nettie's husband sparked Nettie's interest in the Southern Mountains Schools when Mr. McCormick contributed heavily to Tusculum College. Furthering her husband's vision, Nettie detailed a plan to improve the daily lives of the mountain people. Nettie offered them training in domestic science and manual skills. Nettie's "practice cottage" used for training in domestic science was so innovative and successful that it was duplicated and utilized worldwide.

Mrs. McCormick also helped to build churches and training centers. The objective of her funding was to educate the entire person through the home, school, and church. Mrs. McCormick believed that all three institutions were essential for true education. She considered education incomplete if one of the three elements was missing. She stated that to forsake spiritual training was to create a social ***rogue***.

Built in 1870, the McCormick's three-story house became a halfway house for youth seeking a new start on life. For nearly forty years, Nettie's home was a headquarters for generosity. Educators, public servants, missionaries, medical personnel, and others brought their requests to this discerning woman who carefully managed her "sacred trust." In her ledger, for example, she recorded $2,000 for the first women's hospital in Persia; $25,000 for a seminary in Korea, and the same amount for the first building of the new Alborz College in Teheran. Nettie purchased land for a mission in India, supplying it with various types of agricultural machinery. She sent smaller gifts worldwide, including a film projector, water sanitation equipment, and a motorcycle. When Nettie learned that a mission school in Egypt was operating in a donkey stable, she went personally to arrange for adequate facilities to be constructed.

Yet, for all she gave, Nettie never considered her part to be the greatest contribution. She insisted that the greatest gift came from the sacrifice and devotion of the people who utilized the contributions and implemented new programs and services. In her mind, her financial contributions were not to be compared to their labors of love.

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Nettie Fowler McCormick was described as an attractive, tall, graceful woman, with "luminous brown eyes and slightly curling dark brown hair that became gray." Her positive attitude made her face radiant with love, even when she became deaf in her late sixties. Always optimistic, she insisted that her loss of hearing was a blessing. It saved her from hearing "mean things," and it gave her more time to think.

Mrs. McCormick lived as a person who expected to give an account for what she had done with the resources given to her. She diligently prepared for that day, and it came on July 5, 1922. She passed away at the age of eighty-seven. The world remembers her as one of the most generous philanthropists of all time; however, Nettie simply wanted to be remembered as a faithful steward. ■

(J. Daniel Howard, used by permission)

FACT FINDING AND PLANNING



By this time, you should have selected a topic and an approach. However, you may not know very much about your topic; and, you may not know where to go from here. This lesson will provide some tips on fact finding and planning that are time and energy savers.

Gathering information, free writing, and other preliminary exercises are designed to give you a clearer means of approaching your topic. Doing these types of exercises will make your research simpler and easier and will improve your focus on the approach, the purpose, and content of the paper.

One student named Paul began preparing for his research paper. He was looking for a topic. ***Perusing*** periodicals at a news stand, Paul read a story about giant sperm whales of the Pacific Ocean being hunted and killed in such large numbers that some experts predicted the sperm whale was not far from extinction. There was the topic for which Paul had been looking—protecting sperm whales in the Pacific Ocean! Paul chose a problem-solution approach. In his research paper, he would discuss and help solve the problem of over-hunting sperm whales. Paul now had a topic that interested him, and he had an approach, but the subject of whale hunting was broad. To narrow it, Paul needed information and ideas, and he needed answers to a few questions. Below are some steps Paul took to meet those needs.

(a) Paul began by gathering information related to the topic. He read ***light articles*** from an encyclopedia, studied class notes and textbooks, and talked with parents, friends, and mentors. Paul recorded his information on a sheet of paper that he called his Info. Sheet.

(b) Next, Paul used the free writing exercise. He wrote for five minutes, jotting down any ideas that came to mind:

- the average length and weight of a sperm whale
- how deep sperm whales dive and how long they are capable of staying underwater
- the Indian hunters of the Pacific Northwest used canoes made of huge cedar trees to hunt sperm whales
- a white sperm whale was a central figure in the classic novel, *Moby Dick*
- The Bible relates a story of a prophet named Jonah who spent three days and nights in the belly of a large fish, possibly a sperm whale
- why whale hunters prefer sperm whales

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When he finished, Paul doubted whether some of these bits of information would be useful, but he wrote them on his Info. Sheet, anyway. "You never know," he thought, "they might just turn out to be useful after all."

(c) As a third step, Paul used the Who? What? When? Where? Why? How? system of asking questions. Using his Info. Sheet, he posed whale hunting questions which he planned to answer in the course of his research:
- Who is doing most of the whale hunting?
- When does most of the hunting occur?
- Where are the main hunting areas?
- Why is whale hunting not more controlled?
- How can over-hunting be stopped?

(d) As a fourth step, Paul looked over his Info. Sheet. As he read it, he jotted down more questions and observations that came to his mind:
- How long ago did whale hunting begin in the North Pacific?
- How many whales are killed each year?
- How many whales were alive in the past and how many are alive now?
- What has already been done to stop over-hunting?
- Is the sperm whale on the endangered species list?

Stating the Thesis

A thesis statement clearly and exactly relates the contents and purpose of the paper. A thesis statement may be two or three sentences in length.

Paul took a deep breath. He had one more task to complete today—write his thesis statement. Tomorrow he would go to the library to begin his research. He read his Info. Sheet once again. He noticed that some of the items related specifically to the history of whale hunting: whale hunting had been occurring in the north Pacific for hundreds of years. Perhaps he needed to learn more about the progression and development of whale hunting. He decided to develop a second approach to his paper: the chronological approach. Now his topic and approach are as follows:

Topic: Exploring the history and solving the problem of over-hunting sperm whales in the Pacific Ocean

Approach: Chronological and Problem-Solution.

With this topic and approach in mind, Paul wrote his thesis statement: *Sperm whale hunting has been carried on continuously in the north Pacific for hundreds of years, and has put the sperm whale on the endangered species list. A practical solution exists, one that will benefit the remaining whales and the whaling companies.*

Paul has made a good start to his research paper. You can also practice the same exercises that Paul did: they will stimulate your thoughts and help you decide what to discuss in your paper.

Continue to the Activities where you will write your thesis statement.

Life Principle



"To give away money . . . and to know to whom to give it . . . is rare, praiseworthy and noble."

—Aristotle

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Writing

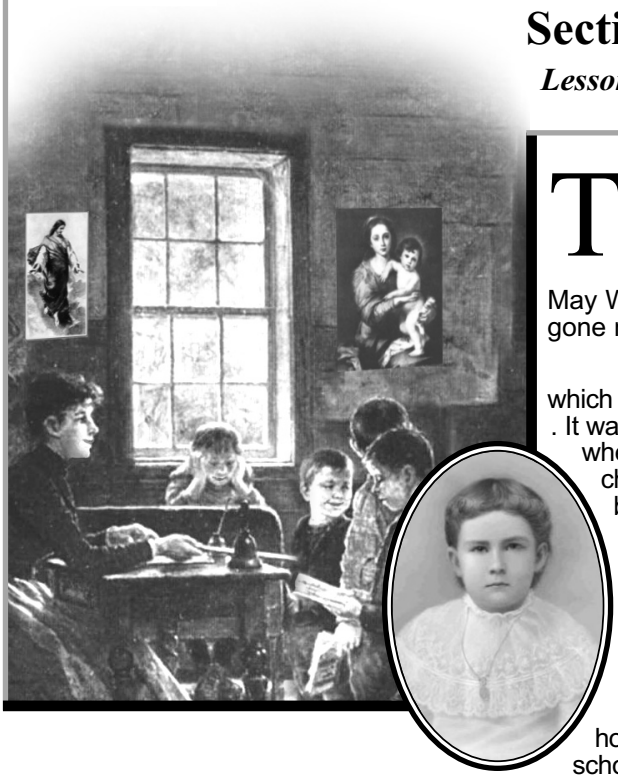
Lesson 4

Chapter 5

THE HISTORY OF 57 CENTS

Section 1

Lessons 1-5



The following is a true story told by Russell H. Conwell on Sunday, December 1, 1912.

We are here to ***unveil*** this picture of Hattie May Wiatt, a little girl who died in 1886. Years have gone rapidly by, but she still ***speaks*** . . . .

Little Hattie May lived near the church in which we then worshipped, at Berks and Mervine . . . . It was a small church and crowded . . . . one day when I came to the church, I found a number of children outside. They were greatly disturbed because they could not get in, on account of the crowd . . . and little Hattie May Wiatt was standing by the gate. I took her up in my arms, lifted her to my shoulder, and then as she held on to my head, I carried her through the crowd, into the Sunday school room, and seated her in a chair.

The next morning . . . I [went] by her house, and she was going up the street to school. I said: "Hattie, we are going to have a larger Sunday school room soon," and she said: "I hope you will. It is so crowded that I am afraid to go there alone." The next that I heard about Hattie was that she was very sick, and her family asked me to come and see the child, which I did, and prayed with her. I walked up the street, praying for the little girl's recovery, and yet all the time with the conviction that it was not to be.

Hattie May Wiatt died. After the funeral, her mother handed me a little bag containing 57 cents. She explained that Hattie had wished that we should use it as her contribution toward another building for the children. I took it to the church and stated that we had the first gift toward the new Sunday school building; that little Hattie May Wiatt had left behind her this gift toward the new building. (—abridged, adapted, and used with permission of Temple University)

VOCABULARY

Unveil: to remove the covering; to disclose; to reveal
Speaks: to express or convey ideas; in or as in speech writing, art or music
Civilian: one who is not in the armed forces
Frieze: a decoration along the top of a wall or door
Whale: To strike vigorously; to spank or thrash

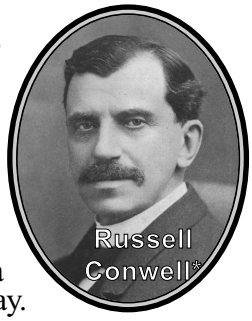
The Story of Russell H. Conwell

Russell Conwell enlisted in "Lincoln's Army," and although only 19 years old, he was commissioned a captain and served until 1864. After the Civil War, Russell made a vow: he would work sixteen hours a day—eight for himself and eight for John Ring.

John Ring was a little man with a big heart. He was so small that the army would not accept him. Although deeply

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religious, he admired Russell, who was an atheist. Although John was not allowed to fight, he traveled with the army as Russell's servant. Russell did not want a servant; but he knew how much it meant to Ring to be part of the army. Russell's men had bought him a sword; John polished it every day.



During a raid, John was badly burned because he went back to save the sword. He died. His gentle, devoted spirit and courage motivated Russell to become a Christian. After the war, he hung the sword over his bed as a reminder of his vow.

When Russell returned to ***civilian*** life, he studied law and earned a degree. He became a conscientious and prosperous lawyer who refused to lie for any defendant. However, practicing law did not satisfy him.

He wanted to become a writer. In 1869 he revisited the Civil War battlefields and burial grounds, sending graphic reports of the horrors of the War in the South to New England newspapers. This work earned him a position on the staff of a weekly journal published in Boston. As a correspondent for the newspaper, Conwell journeyed around the world in search of sensational stories.

In 1870, Conwell was riding in a camel caravan along the valley between the Tigris and Euphrates Rivers in Mesopotamia when he heard a guide weave tales to entertain his American tourists. Conwell, then 27, was deeply impressed by a legend about a prosperous Persian farmer who had been lured by the stories of a Buddhist priest and who deserted his fruitful lands to search for immense wealth in mythical diamond fields. Far and wide the Persian roamed, footsore and weary. He died far from home, old and disillusioned. Not long afterward, acres of diamonds were found on the man's own land.

To the other tourists, this was just another story, but in Conwell's mind a great truth had been sown. To him it said: "Your diamonds are not in far-away mountains or in distant seas; they are in your own back yard if you will but dig for them."

During the ensuing years, Conwell became a university professor, was ordained as a Christian minister, and accepted his first pastoral charge. Later, Conwell was invited to become the pastor of Grace Baptist Church at Berks and Mervine Streets in Philadelphia. Conwell served as pastor of the Grace Church congregation for 43 years. Conwell also lectured and was author of 40 books. He wrote church hymns and college songs. He founded Samaritan (now Temple University) Hospital. All these and many more were episodes illustrative of the humanitarian spirit, remarkable vision, and organizing skills of Russell Conwell.

His famous lecture, "Acres of Diamonds," made him America's foremost platform orator. The lecture was heard by millions from pulpits and public platforms, and by radio. Today, others are still reading and listening to his practical, optimistic essay.

Today, Russell Herman Conwell lies at rest in the Founder's Garden, surrounded by splendid buildings of the attractive main campus of Temple University. Temple itself is an enduring monument to the vision and genius of this soldier, lawyer, preacher, writer, orator, educator, and friend of mankind, truly his own "Acres of Diamonds." (—compilation of articles from Temple University and other sources)

"Acres of Diamonds" (abridged)

In 1870 we went down the Tigris River. We hired a guide at Bagdad to show us Persepolis, Nineveh and Babylon, and the ancient countries of Assyria as far as the Arabian Gulf. He was well acquainted with the land, but he was one of those guides who love to entertain their patrons. He told me so many stories that I grew tired of his telling them and I refused to listen—looked away whenever he commenced; that made the guide quite angry. Said he, "I will tell you a story now which I reserve for my particular friends!" So then, counting myself a particular friend, I listened, and I have always been glad I did.

HE SAID there once lived not far from the River Indus an ancient Persian by the name of Al Hafed. He said that Al Hafed owned a very large farm with orchards, grain fields and gardens. He was a contented and wealthy man—contented because he was wealthy, and wealthy because he was contented. One day there visited this old farmer one of those ancient Buddhist priests, and he sat down by Al Hafed's fire and told that old farmer how this world of ours was made.

He said that this world was once a mere bank of fog, which is scientifically true, and he said that the Almighty thrust his finger into the fog and then began slowly to move his finger around and gradually to increase the speed until at last he whirled that bank of fog into a ball of fire, and it went rolling through the universe, burning, until it condensed the moisture without and fell in floods of rain upon the heated surface and cooled the outward crust. Then the internal flames burst through the cooling crust and threw up the mountains and made the hills

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and the valleys of this wonderful world. If this internal melted mass burst out and cooled very quickly it became granite; that which cooled less quickly became silver; and less quickly, gold; and after gold, diamonds. Said the old priest, "A diamond is a congealed drop of sunlight."

This is a scientific truth also. You all know that a diamond is pure carbon, actually deposited sunlight—and he said another thing I would not forget: he declared that a diamond is the last and highest of God's mineral creations, as a woman is the last and highest of God's creations. I suppose that is the reason why the two have such a liking for each other. And the old priest told Al Hafed that if he had a handful of diamonds he could purchase a whole country, and with a mine of diamonds he could place his children upon thrones through the influence of their great wealth.

Al Hafed heard about diamonds and went to bed that night a poor man—not that he had lost anything, but poor because he was discontented. He said: "I want a mine of diamonds!" So he lay awake all night, and early in the morning sought a priest. "Will you tell me where I can find diamonds?" The priest said, "What do you want with diamonds?" "I want to be immensely rich," said Al Hafed, "but I don't know where to go." Said the priest, "if you will find a river that runs over white sand, you will see diamonds."

Al Hafed said, "I will go." So he sold his farm, left his family, and went in search of diamonds. He began at the Mountains of the Moon. Afterward, he went into Palestine, then wandered into Europe, and at last, when his money was spent, and he was in rags, wretchedness and poverty, he stood on the shore of that bay in Barcelona, Spain, when a tidal wave came rolling in through the Pillars of Hercules and the poor, afflicted, suffering man could not resist the awful temptation to cast himself into that incoming tide, and he sank beneath its foaming crest, never to rise in this life again.

The guide said that Al Hafed's successor led his camel into the garden to drink, and as the camel put its nose into the clear water of the garden brook, the successor noticed a flash of light from the sands of the stream, and reaching in, he pulled out a black stone. He took that pebble into the house and left it on the mantel, then went his way.

A few days later, the same old priest who told Al Hafed how diamonds were made, came to visit the successor, when he saw that flash of light from the mantel. He rushed up and said, "Here is a diamond—here is a diamond! Has Al Hafed returned?" "No, no; Al Hafed has not returned, and that is not a diamond; that is nothing but a stone; we found it right out here in our garden." "But I know a diamond when I see it," said the old priest. "That is a diamond!"

Then together they rushed to the garden and stirred up the white sands with their fingers and found others more beautiful, more valuable diamonds than the first, and thus, said the guide to me, were discovered the diamond mines of Golconda, the most magnificent diamond mines in all the history.

The story made me think of another: I remember well a man, who for twenty years was helped by the town in his poverty. He owned a widespreading maple tree . . . in the spring the man would put a bucket and spouts to catch the maple sap. He didn't make a great deal of maple sugar from that tree. But one day he made the sugar so white and crystalline that the people did not believe it was maple sugar. A visitor happening by said: "Why don't you make it that way and sell it for confectionery?" The poor man caught this thought and invented the "rock maple crystal." After forty years owning that tree, he awoke to find it had fortunes of money indeed in it. Many of us are right by the tree that has a fortune for us, and we own it, possess it, do what we will with it, but we do not learn its value because we do not see the human need. . . .

A man was a shoemaker, and he was out of work. He sat around the house until his wife told him to go outdoors. And he did what every husband is compelled to do—obey his wife. He went out and sat in his back yard. As he sat, he looked into a little brook which ran into the meadow, and he saw a trout flashing up the stream and hiding under the bank. . . .

As this man looked into the brook, he managed to catch the trout, and sent it to Worcester. They wrote back that they would give five dollars for another such trout, not that it was worth that much, but they wished to help the poor man. So this shoemaker and his wife studied all about the culture of trout. They said if they could get five dollars apiece they could make something. And right in that same back yard, they began the culture of trout. They afterward moved to the Hudson, and since then he has become the authority in the United States upon the raising of fish, and he has been next to the highest on the United States Fish Commission in Washington. My lesson is that man's wealth was out there in his back yard for twenty years, but he didn't see it until his wife drove him out with a mop stick.

I REMEMBER meeting personally a poor carpenter of Hingham, Massachusetts, who was out of work and in poverty. His wife also drove him out-of-doors. He sat down on the

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shore and whittled a soaked shingle into a wooden chain. His children quarreled over it in the evening, and while he was whittling a second one, a neighbor came along and said, "Why don't you whittle toys if you can carve like that?" He said, "I don't know what to make!" His neighbor said, "Why don't you ask your own children?" The next morning when his boy came down the stairway, he said, "Sam, what do you want for a toy?" "I want a wheelbarrow." When his little girl came down, he asked her what she wanted, and she said, "I want a doll." He began to whittle out toys to please them.

He began with his jack-knife, and made those unpainted Hingham toys. He is the richest man in the entire New England States, and yet that man's fortune was made by consulting his own children in his own house. You don't need to go out of your own house to find out what to invent or what to make.

(Russell H. Conwell)

RESEARCHING YOUR TOPIC

Research is the process of finding, sorting, studying, and evaluating information. The process is fairly simple, but you need to be sure to avoid certain pitfalls. Perhaps the biggest one is the "rabbit trail." During the investigation of your topic, you may find information that is interesting but not necessary. This information may tempt you to digress. To prevent this, ask yourself, "Does this information support my topic?" Valuable information for your topic may be gleaned from many sources. Perhaps no other source is more complete and well-equipped than the local library. This lesson will provide tips on how to use the library effectively; and remember, librarians are available to assist you.

RESOURCES AT THE LIBRARY

The resources available in most libraries are separated into four categories: the general collection, the reference collection, the periodicals, and multimedia.

General Collection: The books of the general collection stand upright in rows upon the shelves that take up most of the space in the library. Most of the general collection consists of circulating books—those that can be "checked out" or loaned to library members. Some books in the general collection are reserve books—those that are "checked out" or loaned only under special conditions. Some books in the reserve collection are classified as rare books and books with unique historical meaning, which are never to be "checked out."

Reference Books: Reference books are usually placed on shelves in a central location and must remain in the library. (Reference books are not available for loan.) Included in this collection are encyclopedias, dictionaries, indexes, directories, handbooks, yearbooks, atlases, and guide books.

Many libraries have access to a wide range of reference materials on the Internet. If you are a member of a library, you may receive an access ID number to use Internet reference services to which the library subscribes.

Periodicals: This group of resources includes many subscription items, such as magazines, newspapers, pamphlets, journals, and brochures. Issues of such periodicals may date back 100 years or so. While most libraries offer items in the periodicals resource group in paper form, they are increasingly available in library computer databases.

Multimedia: Most libraries have a stock of multimedia resources. They include audiocassettes, videos, CDs, films, DVDs, filmstrips, slides, microfilm, and microfiche.

ACCESSING THE LIBRARY

Depending on its size, a library's resources can be almost unlimited. Most libraries are interconnected, so if your library does not have a certain book, video, or other source, arrangements can be made to borrow it from another library. Library computers enable members to "download" and print materials from websites around the world. Having such quantities of resources available is wonderful, but a researcher who does not know how to access them may become frustrated and ineffective in his search. Thus, the next step in this lesson is a quick trip through the research access keys. We begin with the card catalogue.

Card Catalogue: The card catalogue contains information about the resources in the library. Until the 1990s, most card catalogues were stored in special filing cabinets in a central area of the library. Now, many libraries store card catalogues in computers. However, whether in a computer or a filing cabinet, the contents of card catalogues remain the same.

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The cards contain information about most of the library's sources, such as the subjects, titles, and authors, and where to locate the sources in the library. The catalogue is divided into three areas—subjects, titles, and authors. All three categories are organized alphabetically.

In the *subject catalogue*, for example, a person looking for information about battles of the Civil War may find many cards containing the word "Civil War" at the top. On each card is listed the name of a source about the Civil War and where the source is located.

The *title catalogue* lists the titles of the books in the library. Someone looking for "Acres of Diamonds" would find the words *Acres of Diamonds* at the top of the card. The call number designating the book's location in the library is found at the bottom of both title and subject cards.

The *author catalogue* lists the names of authors whose books are in the library. Looking up the author, Russell Conwell, in the catalogue, one would find his name (last name first) at the top of the card, and beneath his name, the title of one of his books.

Study each example of the three kinds of catalogue cards below. Notice that the cards are very similar. Each example lists the card information that will be most important to you when you use each type of card.

Title Card (from the Library of Congress)

Acres of Diamonds.

LC Control Number: 07007261

Type of Material: Book (Print, Microform, Electronic, etc.)

Brief Description: Conwell, Russell Herman, 1842-1925

Acres of diamonds.

Philadelphia, J. Y. Huber company, 1890.

p. cm.

CALL NUMBER: HF5386 .C75

Author Card (from the Library of Congress)

Motivational classics / Russell H. Conwell

LC Control Number: 98087488

Type of Material: Book (Print, Microform, Electronic, etc.)

Personal Name: Conwell, Russell H.

Main Title: Motivational classics / Russell H. Conwell, William George Jordan, James Allen; [edited by] Charles E. "T" Jones.

Published/Created: Fairfield, PA : Executive Books, 1998.

Related Names: Jordan, William George. Allen, James. Jones, Charles E. "T".

Description: p. ; cm.

ISBN: 0937539074

LC Classification: 9809 BOOK NOT YET IN LC

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Subject Card (from the Library of Congress)

Acres of diamonds / Russell H. Conwell ; foreword by Russell F. Weigley

Relevance: * * * * *

LC Control Number: 2001050822

Type of Material: Book (Print, Microform, Electronic, etc.)

Brief Description: Conwell, Russell Herman, 1843-1925.

Acres of diamonds / Russell H. Conwell ; foreword by Russell F. Weigley ; introduction by David Adamany.

Philadelphia : Temple University Press, 2002.

xvii, 76 p. : ill. ; 19 cm.

CALL NUMBER: BJ1611.2 .C656 2002

Perhaps the most important piece of information on a catalogue card is the call number. The call number provides the researcher with the location of the resource. In the last example, the call number is BJ1611.2 .C656 2002. This number is part of the library's classification system. Not every library has the same classification system. Most libraries display directions to help you understand the system, and librarians are ready to answer questions about resources.

While researching for your paper, keep a record of all resource titles and call numbers of books or periodicals that you intend to use. You may want to use the same resources several times during your project. Keep the titles and call numbers available to save time and energy. In the next few lessons, you will learn how to record your library information on note cards and source cards.

Indexes for Periodicals

Your library may have many different periodicals available. Periodicals contain articles about many topics. Most likely, you will use only one or two articles within a periodical for your research paper. To find a certain article within a periodical, look in the index.

An excellent index of periodicals is the *Reader's Guide to Periodic Literature*. The *Reader's Guide* provides lists of resources in alphabetical order under title, author, and subject. If you were looking for a magazine article on certain types of bayonets used in the Civil War, for example, you would simply go to "B" and scan down the page until you found "bayonets." Beneath it would be listed articles on that subject. You may have to narrow your search to exclude articles on bayonets not used in the Civil War.

The *Reader's Guide* is a general index; it contains an array of articles about many different areas. For special interest topics, you may need to search the special indexes, such as the Agricultural Index, the Art Index, the Education Index, and the Song Index.

You have made a good start to your research paper, and you have also read about one of America's most creative and generous heroes. Perhaps Russell H. Conwell's speech has motivated you to look for opportunities where you live.

Continue to the Activities.

LIFE PRINCIPLE **"The first essential to progress in any department of human experience is to have something worth living for and to have something of value to give to the world."** —Russell H. Conwell



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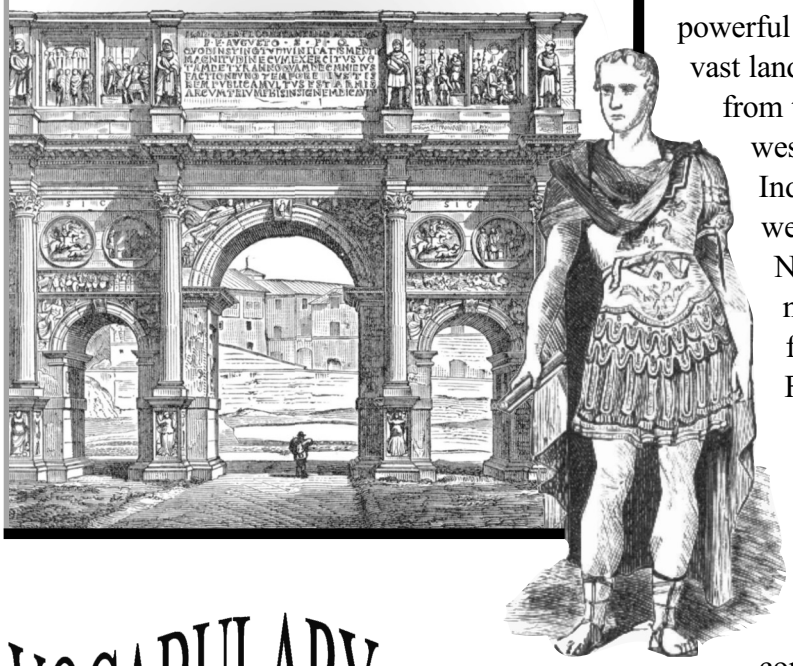
Lesson 5

Chapter 5

JULIUS CAESAR'S TURNING POINT

Section 1

Lessons 1-5



In 49 B.C., the city of Rome controlled an empire that was larger and more powerful than any other in the world. The vast lands under the heel of Rome stretched from the misty, green British isles in the west to the snow-capped mountains of India far to the east. To the south were the ***parched*** wastelands of North Africa's Sahara Desert. In the north were the massive, dark forests of Gaul (present-day France, Germany and Belgium). A network of fine, cobblestone highways connected many of these far-flung lands, and a complex system of administration enabled firm, and at times brutal, government control. Hundreds of thousands of slaves and fleets of merchant ships encouraged Rome's economic growth, and her mighty military ensured conquests of new territories.

One of Rome's powerful military leaders at that time was Gaius Julius Caesar. Caesar was a brave soldier and a brilliant ***tactician***. His crushing victories over ***invincible*** opponents in Gaul had made Caesar the hero of the people of Rome. His officers and men admired and loved him and were prepared to follow him anywhere, even to death if necessary.

By 49 B.C., Caesar had served Rome faithfully for nine years in the field. The reward of his service was certain to be his election to Rome's most powerful office—that of ***consul***. In Rome, however, were men who were jealous and fearful of Caesar—men who sought to prevent him from becoming consul. Among these was another powerful military

VOCABULARY

Parched: very dry, scorched
Tactician: planner, organizer of tactics
Invincible: unbeatable, extremely difficult to defeat
Consul: high position of government authority
Treason: disloyalty to one's own country
Legion: large body of troops; a Roman legion had 3000-6000 foot soldiers plus cavalry
Ford: to cross a river
Dilemma: difficult problem

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leader named Pompey. Pompey advised the Senate of Rome that Caesar had become too powerful and that he must leave his army and return to Rome. When Caesar arrived, Pompey planned to destroy the general with false charges of ***treason***.

Upon receiving the order to return to Rome, Caesar knew that his career, and perhaps his life, would be over if he obeyed. He suspected Pompey's plot. Rallying his men, he told them of Pompey's intentions. Ever loyal to their commander, Caesar's officers and men pledged their support, and soon Caesar and his ***legions*** were all marching toward Rome.

After a long, exhausting trek southward through Gaul, Caesar arrived on the banks of the Rubicon River, a natural boundary separating the two provinces of Gaul and Italy. Gazing at the river, Caesar understood that to ***ford*** it and march into Italy would result in war with Pompey. Caesar had a decision to make: return to the safety of Gaul, or go forward to meet his enemies. Always a man of action, Caesar did not dwell long on his ***dilemma***. Spurring his horse, he plunged forward and crossed to the other side, his legions gladly doing likewise.

News of Caesar's march into Italy spread like wildfire, from town to town, to the very streets of Rome. Everywhere, people celebrated with joy the coming of their hero. Realizing that his position was hopeless, Pompey gathered his forces and fled for his life. Approaching the city, Caesar was surprised to be met, not with the swords and spears of his enemies, but with the joyous shouts and celebrations of a hero's welcome!

Have you ever had to decide whether or not to "cross a Rubicon"? Throughout history, people faced with tough decisions have often recalled Julius Caesar's courageous decision on the banks of that ancient river. Following his example, many of our world's heroes have gone forward and, more often than not, success has been the result of "Crossing their Rubicons." ■

CARDS FOR YOUR SOURCES AND NOTES



By now, you may have found sources for your topic in a library card catalogue, periodical index or multimedia source. As you find the appropriate sources for your research paper, record those sources on cards, in a notebook, or on a computer. Many people record their sources on 3" x 5" cards. We will refer to those cards as *source cards*. They contain the essential pieces of information that you will need later for your bibliography and footnotes (about which you will learn later).

Taking the time to make source cards at the beginning of your research prevents confusion later when writing the bibliography and footnotes. If sources are not recorded early, the bibliography and footnotes will be neither accurate nor complete. Therefore, whenever you find a source that you think will be helpful, take a few minutes to complete a source card. You will be glad you did!

As you research books, periodicals, and other sources, you must have a way to record your ideas and thoughts that are generated by your research. Most people do this by using *note cards* (4" x 6"). Note cards actually have two functions. First, they store the information you want to use in your paper, and secondly, they help you form the paper's outline later. While reading a possible source, you may not be sure if you will use that information in its entirety, or just parts of it. You may also not know where you will use the information in the paper. In such a case, a good rule is to write your ideas on a note card, just in case. That way, you have the information if/when you need it.

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Source Cards

Remember, a source card is a record of the essential information about a source.

Source Cards for Books

The important information and correct order recorded on a source card for a book is:

1. author's name (last name first)
2. title of the book (underlined if handwritten, *italicized* if typed)
3. where the book was published (city, state, and country)
4. name of the publisher
5. the date the book was published

Read the example source card for a book.

author: Gelzer, Matthias, Needham, Peter (Translator)

title: *Caesar: Politician and Statesman*

place published: Cambridge, Massachusetts , USA

name of publisher: Harvard University Press

date published: 1968, original (German), reprint edition (English), 1985

Source Cards for Periodicals

The important information and correct order recorded on a source card for a periodical is:

1. author's name (author of the article, last name first)
2. title of the article in quotes
3. name of the periodical (underlined if handwritten, *italicized* if typed)
4. volume or edition number
5. place published
6. date of the periodical
7. exact pages on which the article was printed

Read the example source card for a periodical.

author: Grouse, Gail

title: "An Investigation into the Murder of Julius Caesar"

name of periodical: *Ancient and Modern Cultures*

volume or edition number: Volume 87

place published: Bonn, Germany

date of the periodical: June, 2004

pages: 59-66

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Source Cards for Website Addresses

Although the World Wide Web (WWW) is readily accessible for most people in the United States, many of the sources and sites are not reliable for accuracy. If you choose to use information from the Internet, be sure to verify it with a reliable publication (book or article) for accuracy. When citing websites, include (when possible) the following information in order:

1. name of the author
2. title of work (book, article, story, poem, etc.) (Follow the rules for italics, underlines or quotes for the type of work.)
3. name of website
4. address of website
5. name of organization sponsoring the web site
6. date of publication

Read the example source card for a website.

author: Cross, Suzanne

title: "Julius Caesar: The Last Dictator: A Biography of Caesar and Rome (100 - 44 B.C.)"

name of website: essays on Julius Caesar: Rome's Last Dictator

address of website: http://heraklia.fws1.com

name of sponsoring organization: Ancient Worlds Web Ring

date of the publication: March, 2004

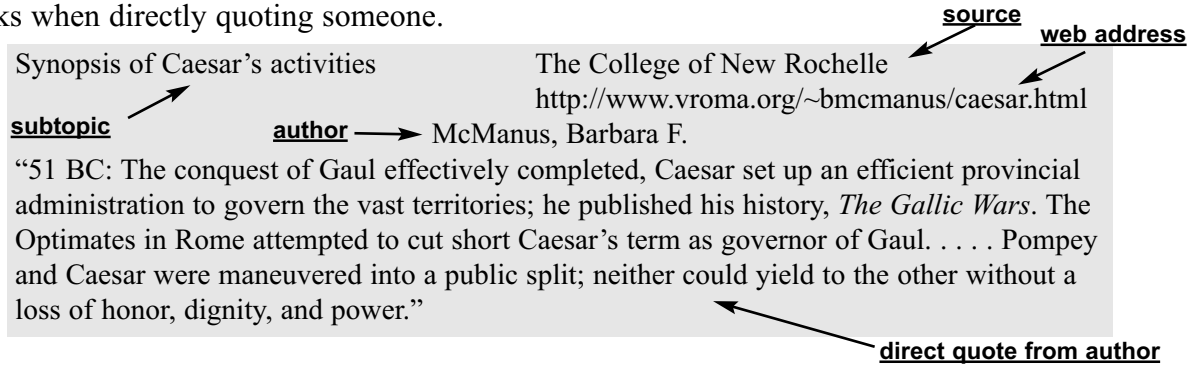
NOTE CARDS

Use note cards to record your thoughts and ideas for each source. Most researchers use four kinds of note cards: direct quote, paraphrase, outline, and summary. All four kinds contain the following information:

1. topic or subtopic (upper left corner)
2. source of information (upper right corner)
3. page number or website address (right side, below source)
4. author's name (top, center) (last name, first name, middle name or initial)
5. your ideas about the information (or direct quote from the author)

Direct Quote Note Cards

A direct quote card records the exact words of a source. Remember always to use quotation marks when directly quoting someone.



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Paraphrase Note Cards

A paraphrase notecard is to enable the researcher to rewrite, in his own words, the words of someone else in a book or periodical. In so doing, the researcher does not change the meaning but makes a passage simpler and easier to understand.

Caesar's writings — *Caesar* page 51 (source; page number)

subtopic

author → Kettering, Josiah

In the second century B.C., many of Caesar's publications were still known, such as a book on analogy and a collection of speeches. A poem "The Voyage" by Caesar described his journey from Rome to Spain. These works are now unknown. The only publications that can still be read are his *Commentaries on the War in Gaul* or, now more commonly called, *The Gaulic Wars*, and his *Commentaries on the Civil War*. The first text was apparently written in Gaul (Germany and parts of ancient France) and contains seven books, each covering a single year from 58 to 52. An eighth book describes the outbreak of the Roman Civil War. In these books, Caesar suggests that the wars were necessary, and he saw himself as someone who had to participate out of duty to his country, although he did not necessarily enjoy the wars.

paraphrase

Outline Note Cards

An outline note card allows the researcher to reveal and list only the main points of an article.

Caesar's life — *The Life, Accomplishments and Tragedies of Julius Caesar* (source) pages 1-15 (page numbers)

subtopic

author → Fagerberg, John Frank

I. Youth (100-82 B.C.)
  A. Birth
  B. Family relations
  C. Family power in society
    1. Ruling classes
    2. Royalty relations
    3. Factions in Rome
  D. Wars
    1. Social
    2. Civil
    3. Rise of Dictator Sulla

outline

II. Early career (81-59 B.C.)
  A. Public official (assistant praetorate in Asia Minor)
  B. Diplomatic service (to King Nicomedes of Bithynia)
  C. General (defense against King Mithridates of Pontus who attacked Asia Minor)
  D. Public official
    1. Quaestor in Andalusia
    2. Aedile in Spain
    3. Pontifex Maximus (high priest)
    4. Praetor
    5. Governor of Andalusia

Continued →

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III. Consulship (60 B.C.)
  A. Establishment of new policies
  B. Marriage
  C. Relationship with Pompey
IV. Wars in Gaul (58-52 B.C.)
  A. History of the Gaul-Roman relationship
  B. History of the German-Roman relationship
  C. Caesar's invasion of Gaul
  D. Caesar's invasion of Britain
V. Civil Wars
  A. Conquests and victories of Pompey
  B. Pompey's rise to consul
  C. Pompey's and the Senate's decision to remove Caesar from power
  D. Caesar's crossing the Rubicon and defeating Pompey
  E. Caesar's meeting of Cleopatra in Egypt
  F. Caesar's return to Rome
    1. Rebuilding cities
    2. Establishing welfare and taxation systems
    3. Building commercial and shopping centers and libraries
    4. Establishing new laws for Roman citizenship
    5. Caesar's expanding the empire
VI. Assassination

Summary Note Cards

A summary note card reduces a large section of text to two or three concise statements.

Caesar's decision at the Rubicon — **source** → *Julius Caesar's Turning Point*

subtopic ↗ — **page number** → pages 50-68

author → Jordan, Nora

After a long, exhausting trek southward through Gaul, Caesar arrived on the banks of the Rubicon River, a natural boundary separating the two provinces of Gaul and Italy. Gazing at the river, Caesar understood that to ford it and march into Italy would result in civil war with Pompey. He had a decision to make: return to the safety of Gaul, or go forward to meet his enemies. Always a man of action, Caesar did not dwell long on his dilemma. Spurring his horse, he plunged forward and crossed to the other side, his legions doing likewise.

News of Caesar's march into Italy spread like wildfire, from town to town, to the very streets of Rome. Everywhere, the people celebrated with joy the imminent arrival of their hero. Realizing that his position was hopeless, Pompey gathered his forces and fled for his life. Approaching the city, Caesar was surprised to be met, not by his enemies, but by a hero's welcome.

summary ↖

Congratulations! You are doing well. Prepare to complete both source and note cards in the Activities.

Life Principle

"Men are nearly always willing to believe what they wish."

—Julius Caesar



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Writing

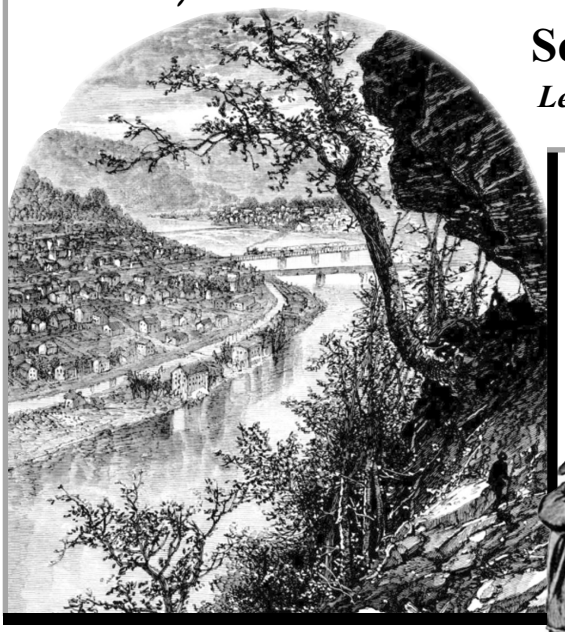
Lesson 6

Chapter 5

Section 2

Lessons 6-10

THE AXE IN THE RIVER



An honest, hard-working woodsman was ***felling*** a tree on the bank of a deep river. His hand slipped, and his axe fell into the water and sank. Being a poor man who could ***ill afford*** to lose the tool by which he earned his living, he sat on the riverbank and ***lamented*** his loss most bitterly.

Mercury, learning of the woodsman's ***misfortune***, dove into the swift river and retrieved an axe made of gold.

"Could this be yours?" he asked.

"Alas, I wish it were," replied the woodsman sadly.

Again Mercury dove into the icy water. This time, he fetched an axe of silver. The woodsman shook his head. Mercury dove a third time and produced the axe which the woodsman had lost. The owner was delighted to see his trusty axe once more.

Mercury was also delighted at the man's honesty. "You are an honest and good man," he said. "Take the golden and the silver axes as rewards for telling the truth."

Thanking his benefactor, the woodsman ran home to tell his wife of the good fortune. As the story spread, one of the woodsman's neighbors rushed to the riverbank, threw his axe into the water and began to moan his loss. Just as before, Mercury appeared, and learning what had occurred, dove into the water and fetched a golden axe. "Is this the axe you lost, my friend?" he asked.

"Yes, that's it!" lied the man, greedily reaching for the golden axe.

Mercury held back the axe and said, "You are lying! To punish you, I am not only denying you this axe, but I am leaving your own axe at the bottom of the river." ■ (Aesop)

VOCABULARY

Felling: chopping down
Ill afford: not afford, not able to pay for
Lament: to weep, groan or moan
Mercury: a mythical Greek god
Misfortune: undesirable situation, "unlucky" circumstances
Streamlined: efficient, effective
Table of Contents: list of topics addressed in order of occurrence in each chapter of a book
Index: an alphabetized list of objects, ideas, names, dates and places mentioned within a text
Appendix: extra, supplementary material at the end of a text
Bibliography: a list of works used by an author or publisher; a list of writings related to a subject

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GATHERING AND RECORDING INFORMATION



Remember Paul who decided to write about the harmful effects of over-hunting whales. Paul has been busy. He has been to the library, discovered where the resources are and has learned how to access them. Right now, he is sitting at a table with a big pile of books and periodicals in front of him. However, he has a puzzled look on his face. "How in the world," he asks, "am I going to read all of this material in time?"

Well, the answer is, he does not need to read it all! Neither do you have to read every source available on your topic. The purpose of this lesson is to provide some tips that will make the research process faster, shorter, and more ***streamlined***.

How to Scout for Information in Books

Many of the books you use for research will contain some information that does not relate directly to your topic. To sort through excess material, try "scouting" the book. You can do this by taking these steps:

- Examine the ***Table of Contents*** (in the front of the book). The Table of Contents should lead you to a specific chapter in the book that addresses your topic.
- Examine the ***index*** (in the back of the book). All of the subjects covered by the book will probably be listed alphabetically in the index, along with page numbers.
- Scan the ***appendix*** (at the back of the book). Appendixes may contain charts, graphs, maps and documents and may include updated information discovered since the book was first published.
- Study charts, maps or illustrations provided in the book.
- Speed read the text. Before reading a large section of text word for word, which you will need to do later for details, read heading and the first and last sentences of each paragraph. This will give you the main idea and conclusion of each paragraph.
- Read the ***bibliography*** (at the end of the book). The bibliography will contain the names of books that are related to your topic.

How To Scout For Information in Periodicals

You may have chosen a topic on which many articles have already been written and published. In that case, you will find more information than you would need to use in your research paper. Follow the tips below to narrow your resources to a manageable amount.

- Scan the article, paying careful attention to the title, subtitle(s), and the captions of illustrations.
- Gain an overall understanding of the article's thesis by reading the first and last paragraphs.
- Study any charts, maps, or illustrations provided in the article.
- Read paragraphs and sections that seem to contain particularly important information relating to your topic.

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How To Scout for Information On The Internet



If you know the electronic address (URL) of a particular website, type it in and click on the available links. If you do not know the specific web address, use a search engine to find websites related to your topic. Most information found on Internet websites is in the form of articles. Use the same approach for scanning as you would for researching periodical articles. Print pages that you think will be useful in your research. Store the electronic addresses of key websites in the "Favorites" folder on your computer.

Source and Note Cards (Reminder)

When To Write Source Cards

If you decide to use a certain book, periodical, or website address, write the information on a source card immediately. If you are not sure that you will use the source, write out a card anyway. You can always discard it later if you decide not use it.

What to Write (and Not to Write) on a Note Card

Paul has written about a dozen note cards. With his permission, we will study them:

- Quotations: The note cards do not contain any long, direct quotations from the books. Two or three short quotations are included, but, in general, Paul has rightly avoided using very many quotations. Quotations, especially short ones, should be used only to support or back up what you, the writer, has to say. Good for Paul!
- Paraphrases: Most of Paul's cards contain notes that are paraphrased from the books and periodicals he read. Paraphrasing helps you to record facts, opinions, and other information that you will use later in the paper, without using the exact words of someone else. Paraphrasing is perhaps the most commonly used format for note cards.
- Summaries: Paul has written several summary cards. A summary is an excellent way for a writer to condense a long passage into a concise, easily-managed statement or two. The statements can be developed (explained with details, facts and examples) later during the drafting (writing) stage of the paper.
- Outlines: Paul has a few outline note cards because some of his research information was extensive, and he only wanted to refer to the main points.
- General Information: many sources such as encyclopedias, almanacs and dictionaries contain information that is called *general knowledge*. General knowledge consists of facts that are widely known in society. Paul has written many of these facts on note cards because they are important to his thesis. However, as general knowledge, they will not have to be included in his footnotes later.

Paul's note cards are well done. He took the time to write down the necessary information while researching his topic. Later, when he writes his footnotes, he will know exactly where to locate the sources for his information.



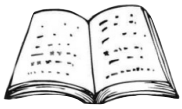
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PLAGIARISM

In simple terms, *plagiarism* occurs when a writer copies the work of another and claims it as his own. It sounds like stealing, and it is! Plagiarism has many forms, but perhaps the most prevalent example occurs when students shop for, and purchase, research papers on the Internet. Anyone who participates in this or any other method of plagiarism should realize that it is wrong. Your school may have a policy that guards against plagiarism. If you commit that offense, you may receive a failing grade, suspension, or other form of punishment. Worst of all, you cheat yourself—here is your opportunity to create an original work that reflects your creativity, knowledge and skills. Do not "short change" yourself and give in to a lazy and immoral approach to writing—plagiarism!

Plagiarism occurs when a person purposefully or carelessly borrows ideas and phrasing from someone else without permission. "Ideas" and "phrasing" include entire papers, paragraphs, and sentences from books, magazines, Internet websites, other students' papers, and illustrations, charts, and maps. Imagine that Paul found some information that would be useful in his paper. Here is how it appeared, word for word, in the book Paul read:

> *A whale hunter is a floating wonder, a 21st technological masterpiece. Jammed into its hull and superstructure are many of the most advanced electronic tools for hunting, killing, processing, and storing the whales of the north Pacific. The technological weaponry at the ship's disposal makes it nigh impossible for a pod or the lone bachelor to avoid destruction. Satellite surveillance tracks the huge mammals, on-board sonar locates it, and laser-guided "seers" target it with the deadly accuracy of a smart bomb. To avoid detection and slaughter, a whale would have to achieve the impossible task of remaining beyond detection, far below the ocean's surface. Even then, there is no guarantee that his relentless pursuer would not find and destroy him.*



Paul may approach this passage in several ways.

- Extract general knowledge (citing the author not required)
  - Example: Modern whale hunting vessels use technological equipment to catch prey.
- Use a direct quote (citing the author is required)
  - Example: "The technological weaponry at the ship's disposal makes it nigh impossible for a pod or the long bachelor to avoid destruction. Satellite surveillance tracks the huge mammal, on-board sonar locates it, and laser-guided "seers" target it with the deadly accuracy of a smart bomb."
- Paraphrase part of the paragraph (reference to author required for idea)
  - Example: A whale hunting ship is loaded with technology. Every imaginable tool is available for accomplishing the ship's mission. Avoiding detection and destruction is almost impossible for whales.
- Write a summary (reference to author required for idea)
  - Example: Whale hunting today completely favors the hunter. The whale has no chance for survival.

To avoid plagiarism, cite and/or refer to the author and source for any phrases and ideas which did not originate with you, and for which, therefore, you cannot take credit. Continue to the Activities.

LIFE PRINCIPLE



"An honest person is trusted; a dishonest person is not."

—R. Johnson

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Writing

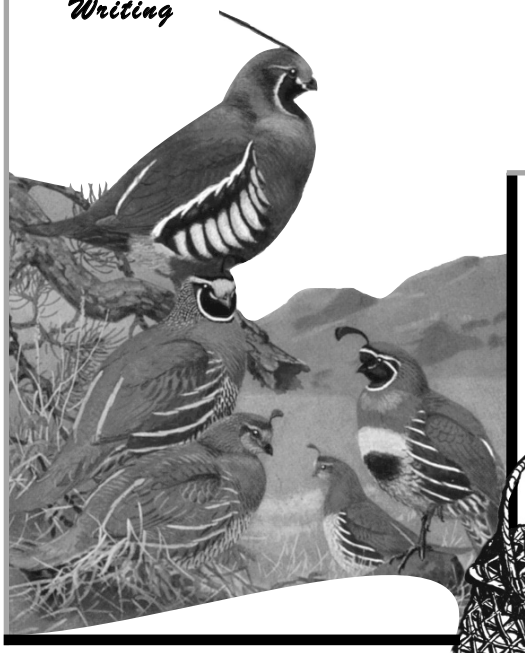
Lesson 7

Chapter 5

Section 2

Lessons 6-10

THE QUAIL AND THE CATCHER



A ***covey*** of quail once lived in a forest. The quail would have been happy except for their enemy, the quail catcher. He imitated the call of the quail, and when they gathered, the catcher would throw a net over the unsuspecting birds, stuff them into a hunting basket, and carry them to the market to sell. One wise quail said, "Brothers, I have a ***resolution***. When the ***fowler*** puts his net over us, we each should put our head into a section of the net and flap our wings. We can lift the net together and fly away with it." All agreed. The next day, the quail did just that, making a successful escape. After several days, the fowler's wife asked, "Where are the quail to take to market?" He replied, "The trouble is, the birds work together and help each other escape." Awhile later, one quail began to fight with another. "I lifted all the weight of the net. You didn't help at all," he squawked. The accused quail became angry, and before long, the entire covey was quarreling. The fowler saw his chance. He cast his net. ***Preoccupied*** with their disharmony, they did not help one another lift the net in flight. Sometimes pointing out the faults of others can "do us in" as well. ■ (HB)

VOCABULARY

Covey: a small flock of birds
Resolution: a solution to a problem
Fowler: a hunter of birds
Preoccupied: worried, distracted
Browse: to search in a casual, unhurried manner
Rabbit trail: an idea that strays from the main idea

OUTLINING

The outline is a point-by-point plan for developing the thesis. Writing an outline is like taking a tour of a city, such as Paris, France. Before beginning, you would ***browse*** a tourist's guide and mark the places you want to visit. Next, you would locate the destinations on a map and plan a route. At the end of the day, you would have had many fun and exciting experiences because you took time to "outline" your tour. You did not have the frustration of running out of time to see things or getting lost because you failed to plan appropriately. Likewise, you will prepare an outline or "tour" of your research paper.

Organizing Your Note Cards

You will use your note cards to create your outline. At this point, your note cards may be stacked "every which way." Organize them into piles according to the topics/subtopics that are written in the upper left-hand corners. Read how one student from California, Abraham Rahim, organized his cards.

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His research paper was about "the consumption of quail around the world." He had five piles of note cards: 1) types of quail; 2) places for quail raising, catching (live), and hunting (dead); 3) markets for quail; 4) catching and hunting tools; 5) quail raising methods. Abraham then organized each pile separately and numbered each card. In pile number 1 (Types of Quail), Abraham organized the cards by number:

- Coturnix coturnix conturbans : Azores (Portugal) (card #1)
- Coturnix coturnix confisa : Canary Islands (Spain), Madeira (Portugal) (card #2)
- Coturnix coturnix inopinata : Cape Verde Islands (card #3)
- Coturnix coturnix africana : South of Africa, Madagascar and Islands around (card #4)
- Coturnix coturnix elargeri : Highlands of Ethiopia (card #5)
- Coturnix coturnix coturnix : British islands, northwestern of Africa, Russia, India and possibly to Bangladesh (card #6)
- Bobwhite (Colinus virginanus), Chinese Painted (Button) Quail, (Coturnix (Excalifactoria) chinensis), Coturnix (Japanese or Pharaoh) Quail, Gambel's Quail (C. gambelii), Mearn's Quail (Cytonyx montezuma), Mountain Quail (Oreortyx pictus), Scaled Quail (Callipepla squamata), California Valley Quail (C. californica): America (card #7)

Writing the Outline

When your note cards are in order, you are ready to turn them into an outline. The outline should remind you of what each note card contains, not repeat the content of each card. Thus, each point in the outline contains only a word or phrase referring to the card that contains the majority of the information. While working on your outline, you may find a note card that no longer fits the flow of ideas. Do not be afraid to discard it—better to do that than create "***rabbit trails***." Note cards are like stepping stones for crossing a stream. At times, the distance between the stones (ideas) may seem too great. If such is the case, find another stone to insert (do more research if necessary), or rearrange the order of the stones. (Remember: the outline is flexible until your paper is complete: in the meantime, it may be re-ordered to fit your needs.)

Outline Format

The outline begins with some heading information: your name, class (English III), the date, your teacher's name, the thesis statement, and the approach you will use. Underneath the heading information, write the introduction. Underneath the introduction, outline the body. For the main points, use Roman numerals (I., II., III.). For the subpoints, use capital letters (A., B., C.). For greater detail, the outline might include ordinal numerals (1., 2., 3.) and lower case letters (a., b., c). The conclusion wraps up the outline.

Example Outline (Partial)

Abraham Rahim English III Research Paper

March 19, 2004 Mrs. Kempler

Thesis Statement: Game birds, more specifically, quail, have provided an essential part of the economy, food and pleasure for many cultures around the world.

Approach: Topical

Introduction: Quail are raised, caught and hunted for various reasons, depending on the needs of a particular people group or culture. The quail industry is small, with a limited number of countries producing restricted volumes. Traditionally, European countries specialize in producing quail because of the colder, wetter climates, which provide a desirable production environment. Quail are an integral part of many European cultures because of hunting and cooking traditions. Quail dishes are traditional meals in many European countries including France, Germany, the United Kingdom, Hungary and Poland. Quail also provide a profitable income for individuals or companies who restock the wild birds or provide birds to outdoor sporting clubs (for recreation) and/or to restaurants for customers who prefer quail (meat and eggs) as an alternative to chicken.

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Body:

I. Types of Quail

A. Coturnix coturnix conturbans : Azores (Portugal) (card 1)

B. Coturnix coturnix confisa : Canary Islands (Spain), Madeira (Portugal) (card 2)

C. Coturnix coturnix inopinata : Cape Verde Islands (card 3)

D. Coturnix coturnix africana : South of Africa, Madagascar and Islands around (card 4)

E. Coturnix coturnix elargeri : Highlands of Ethiopia (card 5)

F. Coturnix coturnix coturnix : British islands, northwestern of Africa, Russia, India and possibly to Bangladesh (card 6)

G. Bobwhite (Colinus virginanus), Chinese Painted (Button) Quail, (Coturnix (Excalifactoria) chinensis), Coturnix (Japanese or Pharaoh) Quail, Gambel's Quail (C. gambelii), Mearn's Quail (Cytonyx montezuma), Mountain Quail (Oreortyx pictus), Scaled Quail (Callipepla squamata), California Valley Quail (C. californica): America (card 7)

(From here, Abraham would outline main points II-V (places for quail raising, catching and hunting quail; markets for quail; catching and hunting tools; and raising methods). Lastly, Abraham would write the conclusion.

Continue to the Activities.

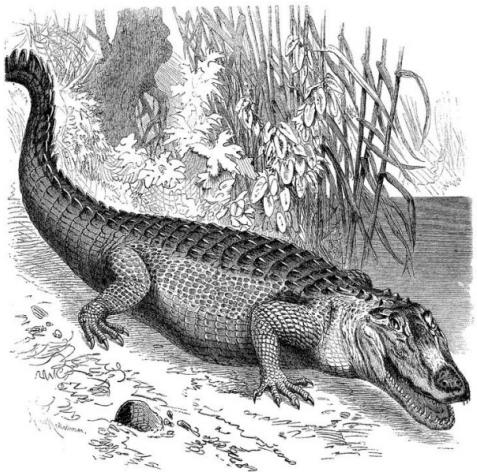
LIFE PRINCIPLE



"If possible, be at peace with all men."

—Paul of Tarsus

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Writing

Lesson 8

Chapter 5

THE UGLY SCARS OF LOVE

Section 2

Lessons 6-10



In the steamy ***Everglades*** of Florida, a child, wanting to swim, dashed toward the ***marshy*** pond. The mother smiled as her son plunged in. But, her pleasure soon turned to horror! She spied an alligator lurking near the boy! The woman raced to the water, screaming a warning to her son. The boy became alarmed and frantically paddled away.



He was not fast enough. Just as he reached the bank, the alligator reached him. The mother gripped her son by the arms. The alligator snatched the boy by the legs. An incredible tug-of-war began. The alligator was much stronger, but the mother refused to let go. A farmer driving by heard the mother's screams. He braked to a stop, grabbed a rifle from his gun rack and raced to the bank. Aiming carefully, he squeezed the trigger. In an instant, the alligator lay dead. The mother cradled her torn son while the farmer called 911.

The little boy survived and made a remarkable recovery. But signs of the savage attack remained. His legs were horribly scarred. On his arms were deep gouges left by the fingernails of his mother, who, in her desperate struggle, had dug deeply into the flesh. Months after the trauma, a reporter interviewed the boy. The reporter asked the boy if he would show his scars. Lifting his pants legs, the boy revealed the marks left by the alligator. Then, with pride, the boy said, "But look at my arms. These scars are from my Mom. I have them because she refused to let go. She saved my life." ■ (Anonymous)

VOCABULARY

Everglades: a subtropical marsh area of South Florida
Marshy: a watery area, such as a pond, filled with reeds and grass
Marlins: a major league professional baseball team from Florida
Critique: constructive criticism for purposes of helping to improve something

THE DRAFTING PROCESS

By now, you have completed the toughest parts of your project: the research and outline. All you have to do now is draft (write) your paper. In the drafting process, the researcher writes two, three, or even four drafts before preparing the final one. Trying to complete a lengthy research paper in just one draft would be frustrating and confusing. You may have so much information in your note and source cards and outline, that thinking about it all at once could be overwhelming. By improving several drafts, the writer is able to develop the paper with a relaxed, creative approach. Like a carpenter building a house, the writer brings his paper to completion gradually—not all at once.

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The First Draft

In the first draft, the writer's purpose is to "flesh out" and create paragraphs from the ideas in the outline. At this stage, you need not be concerned with spelling, grammar, and punctuation. They will be perfected in later drafts. If you focus on them too much now, you may block the flow of ideas. So, using the outline, begin to work with your ideas. Express them in complete sentences. Expand them, add to them, detract (if necessary) and link them together with transitional words such as *however, therefore, but, and, also,* and *although*.

Be prepared for new ideas to enter your mind as you compose your first draft. New ideas are opportunities to be creative and original. Fresh ideas bring a unique and personal touch more than simply "stitching together" one outlined point to the next. Note any new ideas. They may become major topics or subtopics you will later add to your outline.

As you compose, write the note card numbers at the ends of your sentences. You will need these later when you construct your footnotes. After you finish your first draft, read it carefully. If you are not impressed with your sentences, do not be discouraged or frustrated. The first draft is called the "rough draft." By the time you have completed your third draft, your work will be smoother, and you will be much more satisfied than you are now.

Next is a paragraph from Rodney, a ***Marlins*** fan, who researched the techniques of baseball. The paragraph explains one of Rodney's main points—hitting (or batting). Note that spelling, grammar, and punctuation mistakes, typical of a "rough" draft, are present; however, overall, Rodney effectively communicated the main idea of the paragraph.

> For most baseball fans hitting is what they like best, even more than pitching which is also very exciting. (1a) Yes, hitting is exciting and the skills needed to be good are important, but the real importance of hitting is that it wins games. Pitching does not win games in the same sense. Pitching can stop the other team's offense but you still need runs to win the game. Maybe that's why pitching duels can be boring for most fans because they do not appreciate and there's no hitting. Unless there's a no hitter going on. Now that can be exciting, like when Don Larsen of the Yanks did it in the World Seres in 1956. Anyway, if you were to measure the applause in a game for defenseive plays, hits, and pitches, you would find that hitting gets more by far. Probably that's because getting a hit is about the hardest thing to do in the game. It takes a lot of different kirnds of skills to get hits: good eyesight, sure hands, more-than-average quikness, and sharp instinks. People applaud because a hit means a run means a win. So, let's talk about the different kinds of hits. We begin with singles.

Revision

Revising means polishing and perfecting the first draft and subsequent drafts until you create a final draft. Revision may take two, three or more drafts to get the paper the way you want it—good enough for an "A" grade! Before submitting your final draft, you may want to get "feed back" by showing your rough draft to family and friends and asking them to ***critique*** your work. Use the checklist below to revise your first draft.

1. Does the text flow logically and smoothly? Often, the first draft is logical but not smooth.
2. Is each paragraph introduced by a topic sentence?
3. Does each sentence support the main idea of the paragraph?
4. Are the transitions between sentences and paragraphs smooth and logical?
5. Are you satisfied with the order of the sentences and the the order of the words?
6. Are your words spelled correctly?
7. Are your sentences grammatically correct?
8. Do you need more descriptive adjectives or adverbs?
9. Did you employ interesting synonyms to avoid repetition?
10. Do any new ideas need to be added?
11. Do any sentences or paragraphs need to be deleted or moved?

You are doing well. Continue to the Activities where you will correct Rodney's paragraph.



Life Principle

"Handle the people you meet carefully: all of them are hurting in some way."

—Anonymous

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Chapter 5

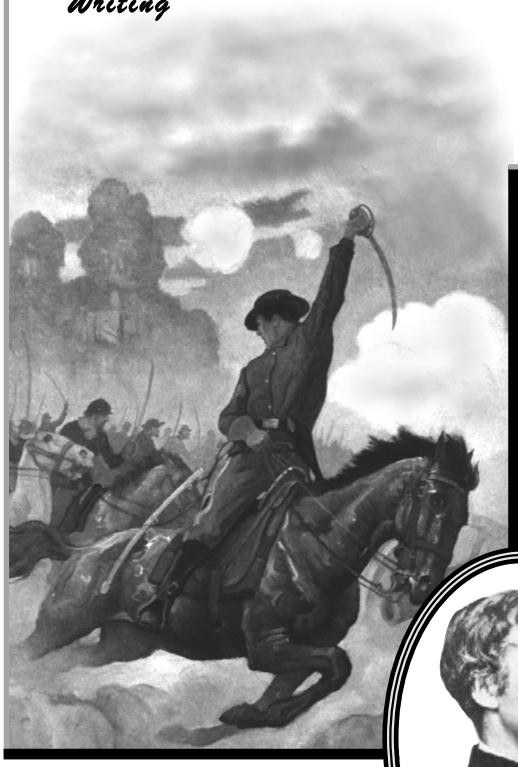
Writing

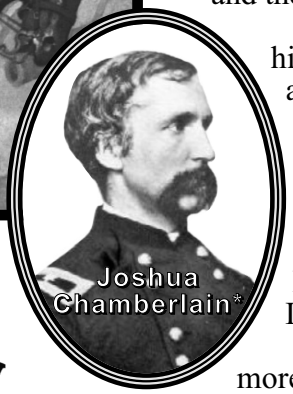
Lesson 9

Section 2

Lessons 6-10

COLONEL JOSHUA CHAMBERLAIN 1828-1914





Joshua Chamberlain*

On the hillsides of southern Pennsylvania stands a granite statue of a schoolteacher, Joshua Lawrence Chamberlain. He was born in 1828 in Maine. The oldest of five, Joshua did well in school and attended Bowdoin College where he met his wife-to-be, Fannie Adams. In 1852, Joshua graduated from college and continued his studies at the Bangor Theological Seminary. From his childhood, Joshua had dreamed of becoming a schoolteacher. After three years of seminary, he returned to teach at his ***alma mater***. He married Fannie, and the happy couple had five children.

Chamberlain had a passion that ***eclipsed*** his desire to teach. His conscience would not allow him to enjoy the pleasures of life while black Americans remained in chains. Chamberlain dreamed of abolishing the ***trafficking*** of human beings. At the outbreak of the Civil War, he joined the army under President Lincoln and was appointed Lieutenant Colonel of the 20th Maine Infantry Regiment.

Even though the Union Army had more troops, ammunition and supplies than the Confederate Army, the Union had lost every battle to date. The strategy of Southern generals appeared invincible, especially of the brilliant General Robert E. Lee.

In the summer of 1863, General Lee was in need of provisions for his army. In his effort to ***procure*** the ***sparse*** supplies, he marched northward into a small town called Gettysburg, Pennsylvania. There, he was confronted by the Union Army.

On July 1, 1863, Chamberlain was given a position at the end of the Union line on a hill called Little Round Top. His ***directive*** was to hold the position at all cost. If Little Round Top was captured, the South would gain a strategic advantage.

When the fighting began, General Lee's troops attacked the left flank of the Union Army. On the morning of July 2, Southern troops attacked the Union's right flank. The fighting grew severe when the Southern troops stormed Little Round Top. Costly ***skirmishes*** continued all morning and into the afternoon, producing an extraordinary number of casualties.

Numerous wounded men lay in the blistering sun on the open slope. Chamberlain had no way of rescuing his men; no

VOCABULARY

Alma mater: the school that a person once attended
Eclipsed: blocked, overtook
Trafficking: passing back and forth, transporting, selling
Procure: to gain control of, to obtain for use
Sparse: little or small amount
Directive: an order or command
Skirmish: a short, quick fight between opposing forces
Stalwart: firm, resolute, strong, sturdy
Disseminate: to spread

*photograph from the Library of Congress

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break came in the conflict. When the wounded tried to crawl back to safety, they became slow-moving targets. Chamberlain would never forget their cries. He knew the men well, along with their families, and he understood the sacrifice that was being made. Chamberlain described the horrible sight:

"At times I saw around me more of the enemy than of my own men; gaps opening, swallowing, closing again with sharp, convulsive energy, squads of ***stalwart*** men who had cut their way through us, disappearing as if translated all around me, strange, mingled roar-shouts of defiance, rally and desperation; and underneath, murmured entreaty and stifled moans; gasping prayers, snatches of Sabbath song, whispers of loved names; everywhere men torn and broken, staggering, creeping, quivering on the earth, and dead faces with strangely fixed eyes staring stark into the sky."

We must never forget the price of freedom! Chamberlain's men knew it well and had counted the cost before leaving their homes and relatives to join a desperate fight. The battlefield was a display of human savagery, but in the midst, Chamberlain saw a stirring tribute that inspired him. He later wrote:

"In the very deepest of the struggle while our shattered line had pressed the enemy well below their first point of contact . . . I saw through a sudden rift in the thick smoke our colors standing alone. In the center, wreathed in battle smoke, stood the Color Sergeant Andrew Tozier. His color-staff planted in the ground at his side, the upper part clasped in his elbow, so holding the flag upright, with musket and cartridges seized from the fallen comrade at his side he was defending his sacred trust in the manner of the songs of chivalry. It was a stirring picture."

Chamberlain was wounded; seeing the battle was going against him, he made a request for reinforcements, only to be told that none were available. Then the unthinkable happened: Chamberlain's troops ran out of ammunition. With no option, his men left their positions of safety and crawled among the wounded and the dead, collecting ammunition. Carefully they conveyed the valuable supplies behind the lines for redistribution.

The Confederate assaults began to ***disseminate*** Chamberlain's lines. When the ammunition was completely exhausted, the guns on Little Round Top fell silent. Fear began to spread through the 20th Maine. Every man knew of the massacres that followed defeat and the fate of hapless prisoners. In a desperate and final attempt to keep from losing the hill, Chamberlain made a surprising decision. He made the decision that changed the course of his life. He made a decision that changed the destiny of his regiment. His decision affected the outcome of the war and ultimately changed the history of the United States. Chamberlain made a courageous decision for which a statue was erected at Gettysburg, Pennsylvania.

Limping to his flag, Chamberlain gave orders: charge! His words describe it best:

"Not a moment was to be lost! Five minutes more of such a defensive and the last roll call would sound for us! Desperate as the chances were, there was nothing for it but to take the offensive. I stepped to the colors. The men turned towards me. One word was enough-'BAYONETS!' It caught like fire and swept along the ranks. The men took it up with a shout. It was vain to order 'Forward!' No mortal could have heard it in the mighty hosanna that was winging the sky."

One stab from a bayonet meant death on a battlefield or, worse, painful amputations to remove deadly gangrene. These men were not ignorant of the price of liberty. With fixed bayonets, they writhed through a maze of fallen comrades. Yet they did not hesitate, and this sacrificial obedience bought precious seconds and the advantage of surprise. The Confederate troops were unprepared for the charge, and the suddenness of the attack forced their surrender.

The Battle of Gettysburg was decided on July 2, when a courageous colonel made a critical and timely decision. Colonel Joshua Chamberlain made one of the most important decisions of his life, and in doing so, he reshaped history. Before the end of the war, Chamberlain was wounded six times in combat. He was awarded the Congressional Medal of Honor—the highest honor given by his country to military leaders. He later served four consecutive terms as the governor of Maine. However, Joshua Chamberlain is remembered most for his decision to charge the enemy on that small hill at Gettysburg.

(J. Daniel Howard, modified and used with permission)

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DOCUMENTATION: FOOTNOTES AND BIBLIOGRAPHY

Documentation is the process of making footnotes and a bibliography. *Footnotes* are short notes that refer to books or other sources from which a writer used information. The *bibliography* is a list of the sources the writer used. Footnotes may be placed either at the bottom of the pages or at the end of the paper, immediately after the text and before the bibliography. Read the footnote below that refers to several sources: a book, an article, an anonymous (author unknown) article, a quotation from a magazine, and an article from an Internet website.

Concern for the Pacific sperm whale began in 1970 when Ricardo Gomez' best-selling book, *Blubber Blunders*, appeared in bookstores. Gomez cited dozens of incidents in which whaling companies hunted and destroyed far more whales than the quota allowed under international guidelines. *[1] A public outcry echoed across the country and grew even louder with the appearance of an article in the *New York Gazette* by journalist Andrew Wiggins who graphically described the agony of dying whales near Alaska's Aleutian Islands. *[2] In July of that year, the United States Department of the Oceans published an article claiming that reports of whaling abuses were untrue: "Most of the so-called abuses in sperm whaling are fictitious, intended to slander the reputation of an industry noted for its integrity and fair play." *[3] The article set off a storm of protests among environmental groups. *[4] From pole to pole around the globe, the protest to the United States' claim was universal.

---

1. Ricardo Gomez, *Blubber Blunders* (Los Angeles: Pacific Printing, 1970), pp. 39-46
2. Andrew Wiggins, "Aleutian Terror," *New York Gazette*, April 20, 1970, p. 14
3. "Whaling: the True Tale," Oceans, (July-August, 1970), pp. 155
4. "Reacting to the Aleutian Statement," Global Journal of Environmentalism, 15 July, 2003

The information in the footnote was drawn from source and note cards. Each card is noted with its corresponding footnote.

Footnote 1 (book):

Source Card

Gomez, Ricardo, *Blubber Blunders*, Los Angeles, CA, Pacific Printing, 1970

Note Card

Whale Abuses 39
Gomez

In 1968, the international whaling commission reported that no less than two dozen whaling companies exceeded their yearly quotas.

Ricardo Gomez, *Blubber Blunders*
(Los Angeles: Pacific Printing, 1970), pp. 39

Footnote 2 (article):

Source Card

Andrew Wiggins, "Aleutian Terror", *New York Gazette,* April 20, 1970, p. 14-16

Note Card

Whale Abuse 15
Wiggins
I. Whale totals, 1968

Europe	3,657
North America	4,038
South America	3,057
Asia	5,876
Total	16,628

II. Annual Quotas, 1968

Europe	3,000
North America	3,500
South America	3,000
Asia	4,000
Global	13,000

Andrew Wiggins, "Aleutian Terror", *New York Gazette*, April 20, 1970, p. 15

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Footnote 3 (anonymous article):

Source Card
Anonymous, "Whaling: the True Tale," *Oceans*, July-August, 1970, pp. 155-157

Note Card	
Whaling Abuses	156
"Whaling: the True Tale"	
"Most of the so-called abuses in the sperm whale industry are fictitious, intended to slander the reputation of an industry noted for its integrity and fair play."	

Footnote 4 (article, website address):

Source Card
"Reacting to the Aleutian Statement", *Global Journal of Environmentalism*, 15 July, 1970, Association of Environmentalists, 15 September, 2003, pp. 3-8

Note Card	
Whaling abuses	5
"Reacting to the Aleutian Statement"	
"From pole to pole around the globe, the protest to the United States' claim was universal."	

Short Forms for Footnotes

Abbreviated methods are used to footnote information that is used more than once. Two kinds of short forms are used—the *consecutive* form and the *nonconsecutive* form.

Example #1: When Jackie Robinson set foot on the infield of Ebbets Field in Brooklyn in 1947, he became the first African-American to play in a major league game. *[1] The Negro Leagues had been thrilling the crowds for years, but its days were numbered. American blacks had gained entrance to National and American leagues. For many years, black players had played out their careers in the Negro Leagues unknown to most of white America. *[2] Names such as Satchel Paige, Josh Gibson, Cool Papa Bell, and Bullet Rogan are famous today. *[3] Many others can be discovered at the Negro Leagues Museum in Kansas City, Missouri.

1. Bruce Dayman, Shadow Ball: History of the Negro Leagues (Kansas City: Long and Short, 2003), p.7
2. Ibid.
3. Ibid. p. 46.

Footnote 1 is standard for a book source. Footnote 2 is a short form. "Ibid." is Latin for "in the same place," meaning that the information cited by Footnote 2 is on the same page and from the same source as Footnote 1. Footnote 3 cites the same author and source, but the information cited is on page 46. These are consecutive footnotes because they follow each other in order, without any other information coming between them.

Example #2: It is the opinion of many historians of the game that had Paige and many other Negro League stars been nationally known, and that racism had not been tolerated as a matter of league policy, the starting lineups of every white major league team would have had a sprinkling of black players long before 1947. *[11] But it would not be until the 1950s that black players would become commonplace in the majors. As a result, black ballplayers of the highest caliber toiled in relative poverty for fifty years. *[12] Jackie Robinson being one of them.

11. Dayman, p. 87
12. Dayman, Jackie Robinson, p. 25

Footnote 11 refers to the same book as Footnote 1 (from the previous paragraph); however, because other sources were cited since the first source, the author and a page number need to be written again, but not all the other information. Footnote 11 is nonconsecutive because other information came between 11 and 1. Footnote 12 refers to a second book by the same author as source cited in Footnote 1.

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Shaping the Bibliography

The bibliography is an alphabetized list of all sources used by a writer in preparing his research paper. The bibliography appears separately, after the footnotes, at the very end of the paper. To create the bibliography, copy some of the information from your source cards. Start the process by laying out the source cards and then putting them in alphabetical order according to author. If a source is anonymous (the author is unknown), place the source alphabetically according to the title. Remember not to list information from source cards that you elected not to use in your research paper.

Example Bibliographical Entries

Barr, Tony, Acting for the Camera.
New York: Harper and Row,
1982

Cousteau, Jacques, "My Life Undersea."
National Geographic, LXXXIII (May, 1976), 56-65

"Taking on the Whale Killers," Pacific Environment Journal.
9 (June 6, 1993), 36-45.

Wood, James, Film Acting for the Beginner.
Los Angeles, 1990, The Film Acting Seminar,
8 July, 2001
<www.cc.advocate/uact/seminar/>

You are doing well. Continue to the Activities.

Life Principle



"Our decisions ultimately lead to success and a good life, or failure and regret."

—Pamela K. Hurst

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Chapter 5

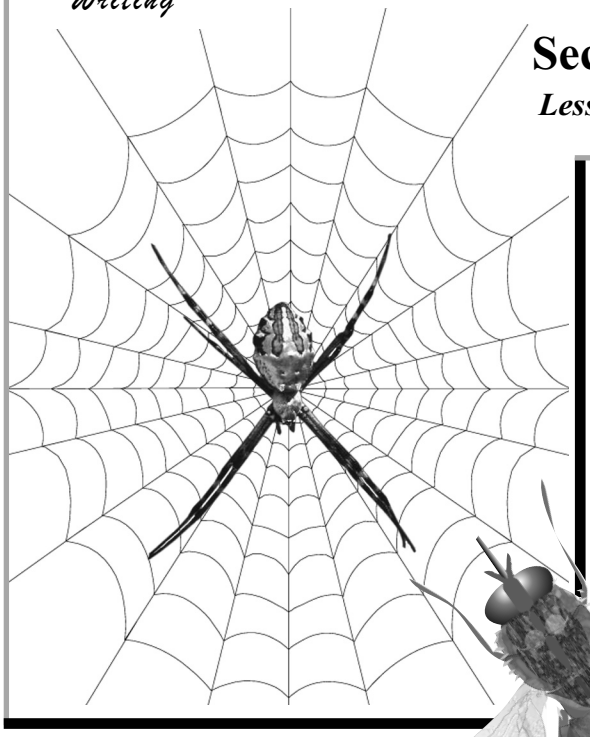
Lesson 10

Writing

Section 2

Lessons 6-10

THE SPIDER AND THE FLY



Mary Howitt was born in the ***hamlet*** of ***Coleford***, England to Samuel Botham, a land surveyor. As children, Mary and her sister attended a ***Quaker*** school in Croydon. At the age of 22, Mary ***wed*** William Howitt, a chemist. Mary had a keen sense of observation, and she loved to read. She developed a love of writing poetry about nature. She spent much of her early writing career translating Swedish and German poetry and children's stories into English. Later, she wrote a number of her own works for children. Her husband became a co-writer, and together, they produced over 180 books.

Mary often used nature to teach morals to children. Americans classed Mary as one the the most popular foreign poets in the 1830s and 1840s. One of Mary's most popular poems is "Said the Spider to the Fly," in which Mary details the conversation between two insects (one the predator, and one the prey).

VOCABULARY

Hamlet: a small village
Coleford: a hamlet in south west England; formerly a Roman settlement
Quaker: a member of the Society of Friends, a Christian denomination that separates themselves from formal rituals observed by the church and world; known especially for their rejection of violence
Wed: married
Parlor: a private room set apart for visitors in a home
Behold: to see, to look, to view



Mary Howitt (1799-1888)

The Spider and the Fly

"Will you walk into my ***parlor***?"
Said the spider to the fly,
"Tis the prettiest little
parlor that ever you did spy.
The way into my parlor
Is up a winding stair,
And I have many curious things to show
When you are there."

"Oh, no, no," said the little fly,
"To ask me is in vain,
For who goes up your winding stair, can
Ne'er come down again."

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"I'm sure you must be weary, dear, with soaring up so high;
Will you rest upon my little bed?" said the spider to the fly.
"There are pretty curtains drawn around;
The sheets are fine and thin.

And if you'd like to rest awhile, I'll snugly tuck you in!"
"Oh, no, no," said the little fly, "for I've often heard it said,
They never, never, wake again who sleep upon your bed!"

Said the cunning spider to the fly, "Dear friend, what can I do
To prove the warm affection I've always felt for you?
I have within my pantry good store of all that's nice;
I'm sure you're very welcome—will you please to take a slice?"
"Oh, no, no," said the little fly, "kind sir, that cannot be,
I've heard what's in your pantry, and I do not wish to see."

"Sweet creature," said the spider, "you're witty and you're wise;
How handsome are your gauzy wings, how brilliant are your eyes!
I have a little looking-glass upon my parlor shelf;
If you'll step in one moment, dear, you shall ***behold*** yourself."
"I thank you, gentle sir," she said, "for what you're pleased to say,
And bidding you good morning now, I'll call another day."

The spider turned him round about, and went into his den,
For well he knew the silly fly would soon come back again;
So he wove a subtle web in a little corner sly.
And set his table ready to dine upon the fly.
Then he came out to his door again and merrily he sings:
"Come hither, hither, pretty fly, with the pearl and silver wings;
Your robes are green and purple; there's a crest upon your head;
Your eyes are like the diamond bright, but mine are dull as lead!"

Alas! Alas! How very soon this silly little fly,
Hearing the wily, flattering words, came slowly flitting by.
With buzzing wings she hung aloft, then near and nearer drew,
Thinking only of her brilliant eyes, and her green and purple hue—
Thinking only of her crested head—poor foolish thing! At last
Up jumped the cunning spider, and fiercely held her fast.
He dragged her up his winding stair, unto his dismal den,
Within his little parlor—but she ne'er came out again!

And now, dear little children, who may this story read,
To idle, silly, flattering words, I pray you ne'er give heed.
Unto an evil counselor close heart and ear and eye,
And take a lesson from this tale of the spider and the fly.

—Mary Howitt



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SUBMITTING YOUR FINAL DRAFT



You will soon be submitting your final draft, including footnotes and bibliography to your academic supervisor. Before you do, you must prepare a cover page. You must also double check your final draft using a check list.

The Cover Page

The purpose of a cover page on a research paper is to provide the reader with the title of the paper, the author's information, and the purpose of the paper. Use only white, 8.5" x 11" paper. Be sure the margin is 1" on all sides. Use the Times New Roman font or something similar. Use only black lettering.

Title Information

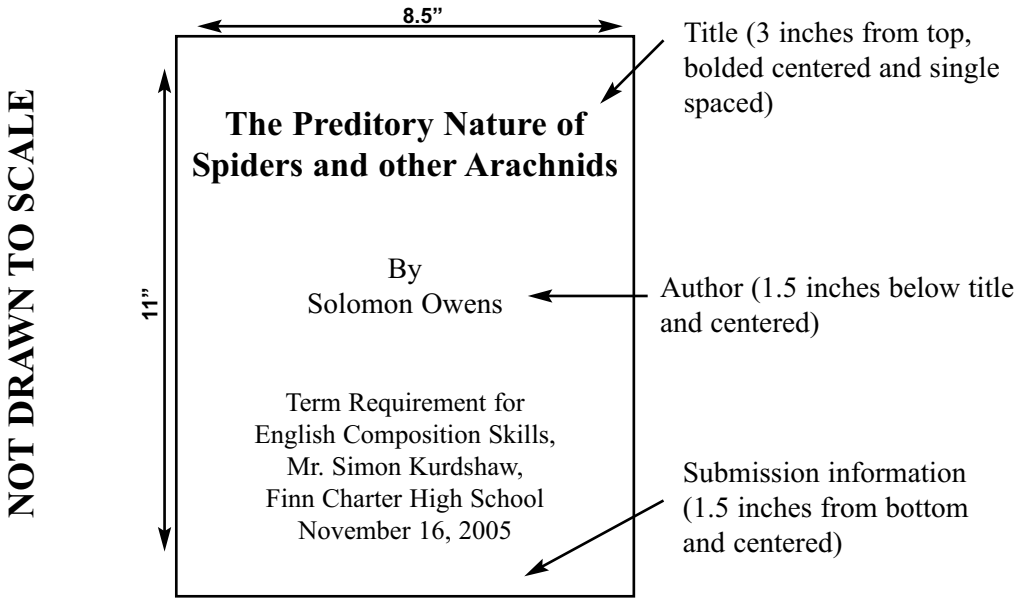
Titles for research papers should be concise and descriptive rather than creative. The title should indicate the nature of the research. Center the title, and place it approximately three inches from the top of the page. Set the font size at 18-20 points, and make it **bold** print. Be sure the title is single spaced if it is more than one line.

Author Information

The author's information should appear $1^1/_2$ to 2 inches below the title. The author's name should be centered and appear (single spaced) below the word *By*. The font should be size 14 and plain (not bolded, italicized or underlined).

Submission Information

The purpose of the research paper should be evident, such as a term or mid-term paper, etc. Include the number and/or name of the course, the name of the teacher, the name of the school, and the date the paper is submitted. Use 12 point font size, plain text. Single space and center the information $1^1/_2$ to 2 inches from the bottom of the page.



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Proofreading the Final Draft

Proofreading involves carefully examining the final draft of the paper, looking for errors in grammar, spelling, capitalization and punctuation. Proofreading should include the footnotes and bibliography. Read the text aloud and slowly to yourself. When necessary, use a dictionary, thesaurus, or grammar book to verify corrections and changes. While proofreading, you may correct misspelled words, improve the vocabulary by replacing certain words with other selections, re-order the syntax (word order) of sentences, and correct grammatical errors such as subject-verb disagreement, incorrect tenses, split infinitives, etc.

Students using computers may make corrections immediately; they may also use the spell-check and editing functions of the software. Students who handwrite or type their final drafts with typewriters should mark their texts with proofreading symbols and make the corrections when rewriting the final draft.

Final Draft Checklist

As you complete your final draft, heed the following guidelines:

- Double-space your final draft on good-quality, $8^1/_2$" x 11" white paper.
- Allow a margin of one inch on all sides and do not justify or align the print of the text on the right side.
- Indent each paragraph one-half inch, or five spaces.
- Include the footnotes.
- Number the pages at the bottom, center margin of each page.
- Make sure that each bibliographical entry is correct.
- Secure the pages with a paper clip (not a staple) in the upper left-hand corner.

You are doing well. Continue to the Activities.

Life Principle

"Unto an evil counselor close heart and ear and eye."

—Mary Howitt



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Writing

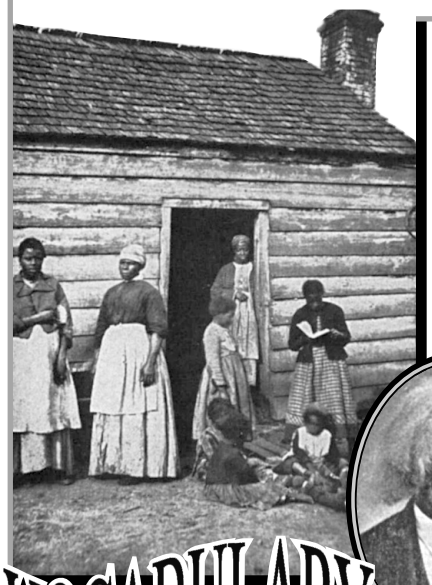
Lesson 11

Chapter 5

FREDERICK DOUGLASS 1817-1895

Section 3

Lessons 11-15





Frederick Douglass is one of history's most celebrated patriots. Frederick's mother, Harriet Bailey, was a slave, whom Frederick scarcely knew. Frederick's father was an unknown white man, possibly Harriet's owner. Slavery had no regard for humanity, much less the bonds of motherhood; children were often separated from their mothers early in life. Frederick saw his mother only a few times a year, and when he was seven years old, Harriet Bailey died. Frederick explained those events in his autobiography: *Narrative of the Life of Frederick Douglass, An American Slave.*

> My mother and I were separated when I was but an infant—before I knew her as my mother. It is a common custom, in the part of Maryland. . . to part children from their mothers at a very early age. Frequently, before the child has reached its twelfth month, its mother is taken from it, and hired out on some farm a considerable distance off, and the child is placed under the care of an old woman, too old for field labor. For what this separation is done, I do not know, unless it be to hinder the development of the child's affection toward its mother, and to blunt and destroy the natural affection of the mother for the child. This is the inevitable result."
>
> "I never saw my mother, to know her as such, more than four or five times in my life; and each of these times was very short in duration, and at night. She was hired by a Mr. Stewart, who lived about twelve miles from my home. She made her journeys to see me in the night, traveling the whole distance on foot, after the performance of her day's work. She was a field hand, and a whipping is the penalty of not being in the field at sunrise, unless a slave has special permission from his or her master to the contrary—a permission which they seldom get, and one that gives to him that gives it the proud name of being a kind master."
>
> "I do not recollect of ever seeing my mother by the light of day. She was with me in the night. She would lie down with me, and get me to sleep, but long before I waked she was gone. Very little communication ever took place between us. Death soon ended what little we could have while she lived, and with it her hardships and suffering. She died when I was about seven years old, on one of my master's farms, near Lee's Mill. I was not allowed to be present during her illness, at her death, or burial. She was gone long before I knew any thing about it."

At an early age, Frederick was hired out with a group of other slave children, working as "trash gangs" to keep the plantation tidy. The children also performed other ***menial***

VOCABULARY

Menial: small, unimportant, tedious
Overseer: a slave in charge of other slaves; the enforcer of discipline on a work crew or plantation
Arbor: a shady, resting place in a garden or yard
Fare: food and drink
Fallacy: a falsehood or fault
Wanton: without regard to humanity or to righteousness
Unorthodox: not accomplished or completed using normal methods
Demise: death
Temperance: abstinence or moderation regarding alcoholic drinks

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tasks, such as carrying water to the field hands. The children were looked after by Aunt Katy, whose preferred form of punishment was starvation. Frederick would later record in his memoirs that he would *"dispute with old Hep, the dog, for the crumbs which fell from the kitchen table. Many times have I followed with eager step the waiting-girl when she shook the tablecloth, to get the crumbs and small bones flung out for the dogs and cats."* Frederick further explained his encounters with "Aunt" Katy: *"The time came when I must go to work on the plantation. I was less than seven years old. On the plantation of Colonel Lloyd I was left to the tender mercies of Aunt Katy, a slave woman who, ill-tempered and cruel, was often guilty of starving me and the other children. One day I had offended Aunt Katy and she adopted her usual mode of publishing me; namely, making me go all day without food. Sundown came, but no bread. I was too hungry to sleep, when who but my own dear mother should come in. She read Aunt Katy a lecture which was never forgotten. That night I learned as I had never learned before, that I was not only a child, but somebody's child. My mother had walked twelve miles to see me, and had the same distance to travel over before the morning sunrise. I do not remember seeing her again."*

Frederick belonged to Captain Anthony, who was the chief ***overseer*** of Colonel Lloyd's great plantation, with its one thousand slaves. In addition to the Great House were barns, wash houses, greenhouses, poultry houses, tobacco sheds, blacksmith shops, and beautiful ***arbors*** to complement the estate. The wealthy estate offered no benefit to the hard-working slaves. Frederick later wrote, *"Over the way from the stable was a house built expressly for the hounds, a pack of twenty-five or thirty, the **fare** for which would have made glad the hearts of a dozen slaves."*

Frederick often questioned, *"Why am I a slave? Why are some people slaves and others masters?"* He was told that God had made black people to be slaves and white people to be masters. The young man saw the ***fallacy*** in this theory because he realized that all black people were not slaves, and all white people were not masters. Far more disturbing to the young man, however, was the ***wanton*** cruelty inflicted by some masters and many overseers. On more than one occasion, Frederick watched in horror as an overseer ruthlessly beat a slave, who then sought refuge at the feet of his master, only to be rejected and forcefully returned to the overseer. Frederick later defined this as an evil of the system rather than the preference of the master. Perhaps this generous reflection was based upon the fact that not all white people were cruel, and not all black people were kind.

Nevertheless, in his adolescence, Frederick was sent to Captain Anthony's nephew in Baltimore as a gift. So "little Freddy" became the property of Master Tommy, who was the bright-eyed son of Mr. and Mrs. Auld. The family was not used to owning slaves and treated Frederick as one of the family. The mistress was very kind, reading the boys stories from the Bible, which gave Frederick an interest in learning to read. At his request, Mrs. Auld taught Frederick the alphabet. However, the lessons abruptly ended when the teacher made the mistake of boasting to her husband of how quickly little Freddy had memorized the alphabet. The husband reminded Mrs. Auld that teaching a slave to read was illegal in Maryland.

Mr. Auld told his wife, "If you teach him to read, he'll want to know how to write—and this accomplished, he'll be running away with himself." In his autobiography, Frederick reflected on those words: "To make a contented slave, you must make a thoughtless one. It was slavery, not its mere incidents that I hated. I had been cheated. I saw through the attempt to keep me in ignorance." Frederick realized that the way out of bondage was through education!

He soaked up learning in the most ***unorthodox*** ways. "With play-mates for my teachers, fences and pavements for my copy-books, and chalk for my pen and ink, I learned to write." He further described the process: "By this time, my 'little' Master Tommy had grown to be a big boy and had written over a number of copy-books and brought them home. When my mistress left me in charge of the house, I had a grand time. I got Master Tommy's copybooks and a pen and ink, and in the ample spaces between the lines I wrote other lines as clearly like his as possible. The process was a tedious one, and I ran the risk of getting a flogging."

Frederick was not only courageous at such a young age, he was also smart and creative.

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"Sleeping as I did in the kitchen loft, a room seldom visited by any of the family, I contrived to get a flower-barrel up there and a chair, and upon the head of that barrel I have written, or endeavored to write, copying from the Bible and the Methodist hymn-book and other books which I had accumulated, till late at night, and when all the family were in bed and asleep."

When Captain Anthony died, Frederick found out that he was still considered part of his old master's estate. As a result, at sixteen years of age, Frederick was torn from the loving care of his mistress and became the property of a poor couple. He led a miserable life, having to steal in order to have enough to eat. His only respite came when he was asked to "conduct" a Sunday school for slaves who "wanted to read the Testament as well as understand it." Evidently, Frederick was an effective teacher, for when the illegal class was discovered, Frederick was guaranteed to be shot if he attempted to teach again.

His new master frequently whipped Frederick for having become an "enlightened" slave who found it difficult to hide his contempt for slavery. As punishment for this silent stubbornness, Frederick was sent to the farm of Edward Covey, a man infamous for his ability to "tame" obstinate slaves. On the third day at Covey's, Frederick was severely beaten for a situation over which he had no control. He later wrote: "This flogging was the first of a series of floggings. I was whipped, either with sticks or cow skins, every week. Aching bones and a sore back were my constant companions. I was made to drink the bitterest dregs of slavery during the first six months of my stay with this man Covey. We worked all weathers. It was never too hot or too cold; it could never rain, blow, snow, or hail too hard for us to work in the field. I was somewhat unmanageable at first, but a few months of this discipline tamed me. Covey succeeded in breaking me—in body, soul, and spirit."

However, something in this courageous slave refused to be broken. The final flogging almost killed him, and Frederick decided it would be his last. When Covey came at him again, Frederick defended himself. None of the other slaves rose to help Frederick. After more than two hours of conflict, Covey finally gave up in a rage. For Frederick, he had won more than a fight. "I was a changed being after that fight. I was nothing before; I was a man now. I had reached the point at which I was not afraid to die. . . . When a slave cannot be flogged, he is more than half free."

After his term with Covey, Frederick was hired out to a nearby farm. He commenced teaching Sunday school again, this time deep in the woods, with a class of more than forty pupils. Although his circumstances were better, never again was he content to live as a slave. He could think of nothing but how to escape. His first attempt ended in disaster, and after several days in prison, Frederick was sent back to Baltimore. Then, at twenty-one years of age, Frederick disguised himself as a sailor and, the following day, ended his journey in New York—free at last!

Frederick dropped his slave name, Bailey, to become known as Frederick Douglass, the greatest black abolitionist to defy the institution of slavery. His efforts in the United States were comparable to William Wilberforce of England, a white man who fought tirelessly for the freedom of black slaves in that country.

Frederick joined the Anti-Slavery Society and became its most powerful voice. He told his personal story in such a way that audiences wept when he described what freedom felt like. He logically removed every defense of slavery and caused thinking people to insist on its ***demise***. He courageously wrote three autobiographies, knowing that the exposure not only advanced his cause but also risked his recapture and return to slavery.

During the Civil War, Douglass' two sons were among the first men of color to join the Union Army. Douglass urged every Black man *"to get an eagle on his button, a musket on the shoulder, and the star spangled banner over his head."* Douglass said, *"I urge you to fly to arms, and smite with death the power that would bury the government and your liberty in the same hopeless grave."*

After the war, Douglass committed himself to the cause of "complete citizenship" for his people—the right to work, the right to vote, and the right to be treated fairly under the law. He also advocated women's suffrage and joined the ***temperance*** movement. He remained a courageous crusader until his death in 1895, at the age of seventy-eight. Over one hundred years later, Americans still look with admiration at the courage of Frederick Douglass. (J. Daniel Howard)

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TACKLING STANDARDIZED TESTS (PART I)

Standardized tests measure your skills, progress, and achievement in various subjects, including English. More standardized testing awaits you in the coming school years and throughout your chosen career. The most common standardized tests for English measure your vocabulary and writing skills. You can do your best in these areas if you will do the following:

*Work consistently on your English course(s) throughout the year;
*Spend time each day reading good books, newspapers, and magazines;
*Learn the steps for successful test-taking.

Seven Steps to Successful Test Scores

1. Prepare by sleeping well, eating a healthy meal, wearing comfortable clothing, and focusing confidently on the test.
2. Carefully read the instructions for each section of the test so that you know exactly what to do. Pay particular attention to sample questions and answers.
3. Scan quickly through the test to obtain an overview of the kinds of questions.
4. Watch the clock. Be aware of how much time each section is supposed to take.
5. Answer the easy questions first. Go back to the hard ones later.
6. Study all of the answers before making your choice. If you are unsure of your answer, eliminate the ones that are definitely wrong, then choose the most likely answer.
7. If you finish early, use the rest of the time to go back and review all of your answers.

TYPES OF VOCABULARY TEST QUESTIONS

Vocabulary tests measure a student's ability to find antonyms and synonyms and to recognize analogies (relationships between words). Many, if not most, words in the English language, have antonyms. An *antonym* is a word that has the opposite meaning of another word. Some antonym analogies are: (day : night) (hot : cold) (right : wrong) (quickly : slowly) (out : in). In an antonym question, you are given a word and asked to choose an antonym from among four or five choices.

Example: minute : _____
(a) festive (b) miniscule (c) ordinary (d) active (e) gigantic

Your job is to choose the antonym of *minute* from the list. *Minute* means *tiny* or *very small*; the correct answer is *gigantic*. The other words in the list cannot be correct. *Festive* has nothing to do with *minute*; *miniscule* means the same as *minute*; *ordinary* refers to normal size and is not the opposite of *minute*; *active* does not relate to *minute* in any way.

Vocabulary tests also require you to recognize synonyms. A *synonym* is a word that has the same or nearly the same meaning as another word. Some synonym analogies are: (innocent : guiltless) (command : order) (often : frequently) (right : correct). A synonym question requires you to find the synonym in a list of four or five choices.

Example: careful : _____
(a) honorable (b) indifferent (c) untrue (d) humble (e) cautious

First, look carefully at each word in the list. An honorable person may be a careful person, but *honorable* does not mean *careful*. *Indifferent* is an antonym of *careful*. *Untrue* and *humble* are unrelated to *careful*. *Cautious* is the synonym of *careful*.

You may be asked to select a word that is most nearly the same (synonym), OR most nearly the opposite (antonym). Scan the list for an antonym. If no antonym is found, look for a synonym.

Example #1: avid : _____
(a) angry (b) handsome (c) honest (d) indifferent (e) dutiful
•In this example, *indifferent* is an antonym of *avid*.

Example #2: succumb : _____
(a) arrive (b) swell (c) ratify (d) explain (e) yield
•In this example, *yield* is a synonym for *succumb*.

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Use Prefixes and Suffixes To Help You Choose the Right Words

If you do not know the meaning of a word, see if it has a prefix, such as *pre-, ante-, dis-, un-, in-* or a suffix, such as *-tion, -ity, -es, -ment*. Decipher the prefix or suffix, then study the word's root. For example, if you had to choose an antonym for the word *premeditation*, first you would decipher the prefix *pre-* which means "before"; then you would decipher the suffix *-tion* which means "state of." By removing the prefix and the suffix, you recognize that the root of the word is *meditate* which means "to think deeply." You then realize that the meaning of the word *premeditation* is "the state of thinking deeply beforehand or before committing an action." By piecing together the meaning of *premeditation*, you would then be able to select the antonym *thoughtlessness* from a list of choices.

Review

Review some of the guidelines that will help you find synonyms and antonyms in multiple choice questions. Use the process of elimination when choosing from lists.

1. Each list will contain at least one word that is neither a synonym nor an antonym.
2. Each list will contain at least one synonym (if you are looking for an antonym).
3. Each list will contain an antonym (if you are looking for a synonym).
4. Use prefixes and suffixes to decipher the meaning of the word.

Analogy Questions

An analogy question will measure your ability to judge the relationship between a pair of words. The analogy example question below is read: "director is to movie as (_____ : _____)".

Example: director : movie (_____ : _____)

(a) secretary : keyboard (c) doctor : patient (e) author : novel

(b) employees : staff (d) teacher : career (f) police officer : criminal

When tackling an analogy question like the one above, first decide how the two words are related. The following list provides some common types of word relationships.

Analogy Type	Example
word : synonym	strong : powerful
word : antonym	clear : cloudy
part : whole	lens : camera
cause : effect	burn : pain
worker : tool	fireman : hose
worker : product	chef : food
item : purpose	shovel : dig
item : category	mosquito : insect

In the analogy of *director : movie*, the analogy type is *worker : product*. The director is the worker; the product is the movie. The next step is to choose a pair of words with the same relationship. The correct answer choice is (e) author : novel; the author is the worker; the novel is the product.

Solving Analogies in Sentences

Some analogy questions are in sentence form. This form requires you to study a list of words and choose the synonym or antonym which best completes the sentence.

Example: Peaceful is to wild as calm is to _____.

(a) tranquil (b) turbulent (c) pacific (d) busy (e) fertile

First, decide what kind of analogy exists between *peaceful* and *wild*. They are nearly opposite. Thus, the analogy type is *word : antonym*. Secondly, study the choices to determine which word is an antonym for *calm*. *Tranquil* and *pacific* are synonyms. *Busy* and *fertile* have no relationship to *calm*. The only antonym for *calm* is *turbulent*; therefore, *turbulent* completes the sentence analogy.

Congratulations! You are learning important skills that will prepare you for assessment exams.

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Continue to the Activities and practice your new knowledge with wild enthusiasm!



LIFE PRINCIPLE

"Man's greatness consists in his ability to do . . . things needed to be done."

—Frederick Douglass

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Chapter 5

Lesson 12

Writing

Section 3

Lessons 11-15

HISTORY'S WACKY FACTS



The next time you complain because something is not how you like it, think about how things used to be . . . . Here are some facts about the 1500s:

•Most people married in June, because the annual bath was in May, and the newlyweds still smelled pretty good by June. Brides carried bouquets of flowers to hide the body odor—hence the ***custom*** today of carrying a bouquet when getting married.

•The entire family used the same bath water. The husband had the privilege of bathing in nice clean water, then all the sons and other men, then the mother and grandmother, the daughters, and the children—last of all the babies. By then the water was so dirty, someone could actually be lost in it—hence the saying, "Don't throw the baby out with the bath water."



•Houses had ***thatch*** roofs—thick straw piled high. Dogs, cats and other small animals (mice, bugs) lived in the roof. When rain came, the roof became slippery, and sometimes the animals would slip and fall off the roof—hence the saying: "raining cats and dogs."

•Because the animals sometimes stayed on the roof, pets and pests often fell into the house. This posed a real problem in the bedroom where bugs and ***droppings*** could really mess up a nice clean bed—hence a bed with big posts with a sheet hung over the top to afford some protection. That's how canopy beds came into existence.

•The floors of most homes were dirt. Only wealthy people had floors made of something other than dirt, hence the saying, "dirt poor."

•Wealthy folks had ***slate*** floors that would become slippery when wet, so families spread thresh (straw) on the floor to help with the footing. As the winter wore on, more thresh was added until it piled up and slipped out the door when it was opened. A piece of wood was placed in the entranceway to hold in the thresh—hence a "thresh hold." ■ (Anonymous)

VOCABULARY

Custom: a routine or action practiced on a usual basis in a culture
Thatch: plants and stalks of grain to use as a roof
Droppings: feces (manure) of animals
Slate: a fine-grained rock that splits into thin, smooth layers
Porridge: a soup made of boiled vegetables or grains

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STANDARDIZED TESTS (PART 2)



SENTENCE COMPLETION QUESTIONS

Sentence completion questions measure vocabulary skills. A typical sentence completion question presents a sentence in which a word or words are missing. The student reads the sentence and chooses from a list the word or words that belong in the blank(s). Many different subjects are covered in sentence completion questions. The purpose of the question is not to test the student's knowledge of the subject, but to measure his/her ability to complete the sentence by studying key words in the context of the sentence.

Example #1: After orbiting the moon several times, the astronauts fired retro-rockets and guided the spacecraft gently down to the rocky, _____ surface.

(a) bored (b) professional (c) lunar (d) stellar (e) cheddar

- A key word in the context of the sentence is *moon*. It is related to *lunar* which is the correct answer.

Example #2: Because the erosive force of water is washing away Louisiana's Mississippi River delta, Louisiana is actually _____ in size.

(a) growing (b) decreasing (c) increasing (d) seceding (e) floating

- A key word in the context of the sentence is *erosive*. It means "that which gradually wears away." Thus, the correct answer is *decreasing*.

Some sentence completion questions have two blanks for you to fill. The answers are listed in pairs.

Example: Thirty years later, after an almost random _____ on the Internet, the two friends happily _____ a reunion dinner.

(a) meeting; arranged (c) tragedy; canceled (e) accident; postponed
(b) criticism; rejected (d) animosity; refused

- The answer is (a) meeting; arranged. The other answers clearly do not make sense in the context of the sentence.

You are doing well. Continue to the Activities.



LIFE PRINCIPLE

"Learning from history's customs and people can help us build a future for ourselves and our families."

—Pamela Hurst

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Writing

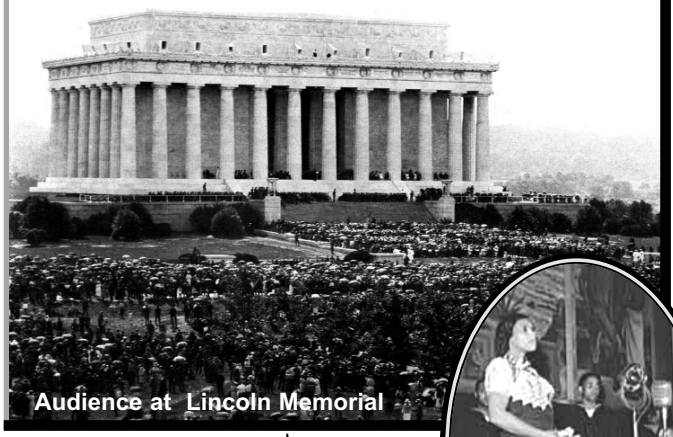
Lesson 13

Chapter 5

MARIAN ANDERSON 1902-1993

Section 3

Lessons 11-15



Audience at Lincoln Memorial



Marion Anderson at the ceremony held in the auditorium of the U.S. Department of the Interior at the dedication of a mural painting commemorating a free public concert given by her on the steps of the Lincoln Memorial on Easter Sunday, 1939.*

Marian was a happy child, always singing as she worked. Her favorite song was the Negro Spiritual "He's Got the Whole World in His Hands." Everyone knew that the child loved to sing. What Marian's family and friends did not know was that her little voice that sometimes annoyed them now would one day be called, "the voice of the century."

Her voice alone was not what took Marian to heights of fame or that made her one of the world's most beloved singers. Marian had such a sweet spirit; she refused to be offended, she refused to hold a grudge, and she refused to become bitter over opportunities denied her because of ***bigotry***. Her ability to forgive ***graced*** her with a beauty that gave her even greater opportunities.

Marian was born in Philadelphia in 1902. The Andersons did not have material wealth, but they were rich in love and friendships. Marian's father was very involved in the local church where Marian found a ***haven*** in the choir. From the age of six, she sang publicly with her sister. The choir director recognized Marian's natural ability and featured her in a concert as "the ten-year-old ***contralto***."

Mr. Anderson encouraged his daughter: with his savings, he bought Marian a piano. Churches in Philadelphia heard of her amazing voice. She began to be called the "Baby Contralto," and she received numerous requests to sing. Sadly, Marian's father died from a brain tumor, and the family was forced to live with Marian's grandparents, who had already taken in another daughter and her children. Money became even tighter and opportunities fewer, but Marian determined that nothing would hold her back.

VOCABULARY

Bigotry: intolerance of another person's culture
Graced: decorated with elegance and beauty
Haven: a safe, enjoyable, resting place
Contralto: the lowest female voice part; also called *alto*
Discord: a musical term meaning an unpleasant clash of sounds
Indignation: anger aroused at something unjust or mean
Venue: a place where a gathering is held
Spurn: to reject or refuse in a scornful manner
Premiere: the first public performance of a play

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Little Marian received recognition not only because of her talent, but also because of her unusual diligence. She often requested permission to take home new choir music where she memorized each part. By the time she was fourteen, she was singing in the adult choir, and she made herself invaluable by learning all the parts so that if anyone was absent, she could easily take that person's place. One choir member praised her by saying, "She is not only gifted, she is the hardest worker we ever knew."

At seventeen years old, Marian's diligence was rewarded when the choir of her church raised enough money to send her to music school for a year. Regretfully, Marian's application was rejected because she was black. However, Marian's mother refused to let her daughter make a fuss about the incident, telling her that "something else would work out." And something else did—a series of wonderful events that might not have presented themselves if the young singer had not followed the wise counsel of her mother. Marian was given four months of voice tutoring, after which she received instruction from a prominent contralto, paid for by a benefit concert of the Philadelphia Choral Society. Another door opened when her church paid for lessons with the famous voice instructor, Boghetti.

Like every truly great person, Marian patiently bore her burdens, she took the bad with the good, and she changed ***discord*** into harmony. Even the great Boghetti discouraged her from pursuing a career in opera because at that time, no black Americans were in that career.

Marian frequently performed in churches, schools, halls and at private functions, but the limitations society imposed on the young woman because of her color were always present. One can only imagine her disappointment when, after being chosen over three hundred other candidates to sing with the New York Philharmonic Orchestra, the newspapers tempered their positive reviews with: "She has a beautiful voice. Too bad she's a Negro." Such a comment is enough to make any person burn with ***indignation***. But, Marian's forgiving spirit made her the champion of all her critics. She also had the confidence that, even if her dreams never came true, the journey was worthwhile. One biographer wrote: "No matter how many times she was offended for the fact that she was a Negro, Marian Anderson rose above ignorance. She held her head high. . . ." Such is the courage of champions!

Facing limited opportunity in the United States, Marian and Boghetti decided that Europe should be her next ***venue***. In 1930, she began her European tour in Berlin and continued successfully throughout the Continent, singing before royalty in England, Sweden, Norway, and Denmark. The twenty-eight-year-old singer became quite a star in Europe, where her voice and style were imitated by her fans. However, Marian remained unchanged by popularity; she never thought highly of herself, and she never abandoned the simple, childlike faith she had embraced in Philadelphia.



Marion Anderson greeting members of the audience*

A famous Marian Anderson returned to the United States and sang before a more appreciative audience than years earlier. In 1935, she performed at the Town Hall in New York, where the conductor announced that a voice like hers "was heard only once in a century." But once again, Marian was crushed by hurtful prejudice when she was denied the use of Constitutional Hall. On the other hand, she was encouraged by people who came to her defense. The incident sent shock waves through the music world, and other famous artists canceled their performances at the Hall. First Lady Eleanor Roosevelt publicly revoked her membership with the organization that had denied Marian, and many other supporters followed the First Lady's example.

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Lincoln's Statue inside the Lincoln Memorial

Marian could have felt humiliated and disgraced; however, instead of singing before a few thousand at Constitutional Hall, she sang on the steps of the Lincoln Memorial, where an audience of seventy-five thousand stood to hear her marvelous voice. Four years later, the members of the organization that had denied Marian corrected their wrong and invited her to sing at Constitutional Hall. Perhaps she would have been justified in ***spurning*** their request as a reminder of their shameful behavior, but Marian's forgiving spirit led her gracefully onto the stage, where the First Lady draped the singer with a medal and introduced Marian as a champion.

In 1943, Marian married an architect who had proposed to her more than a decade earlier. Five years later, at the age of forty-six, she underwent surgery to remove a cyst on her throat that threatened to end her career. One month later, she was fully recovered and singing again.

In 1954, Marian Anderson became the first African American to sing with New York's Metropolitan Opera. When she appeared on stage, she received a standing ovation.

Marian's middle years were filled with opportunities and honors. As a spokesperson for the U.S. State Department, Marian traveled the world. She received an honorary doctorate degree from a Korean university. In 1956, she published her autobiography, *My Lord, What a Morning*. She sang the national anthem at the presidential inaugurations of both Presidents Eisenhower and Kennedy and was given the Presidential Medal of Freedom by President Johnson. In 1964, Ms. Anderson began a two-year farewell tour of the United States and Europe, and at the age of seventy-five, she was honored with a special concert at Carnegie Hall in New York City.

What an example of the power of forgiveness! Marian had much to forgive during her ninety-one years. For example, in Atlantic City, New Jersey, she was refused a motel room. On another occasion, she sang at the ***premiere*** of a film on the life of Abraham Lincoln, only to be denied lodging at the Lincoln Hotel. Yes, Marian had every reason to cry "foul!" and to give up. Instead, her uncommon spirit left an uncommon example. When she was given Philadelphia's Book Award, along with its ten-thousand-dollar prize, Marian announced that she would give the money to ten young American singers. She added, "The scholarship is for talented American artists without regard to race, creed, or color." What greatness! What power—the power to forgive! ■

(J. Daniel Howard, modified and used with permission)

READING COMPREHENSION



Reading comprehension tests measure a student's ability to understand and analyze written information. When taking this kind of test, the student reads a passage of text and answers questions based on what he or she has read. The questions ask for information directly stated in the paragraphs as well as information that is implied or inferred.

Get a Head Start on Questions!

1. Read the questions to find out what you will be required to know.
2. Read the passage closely and carefully. Pay special attention to its main ideas, organization, writing style, and key words.
3. Carefully consider each answer in the list before making your selection. If you choose too quickly, you may overlook a better choice.
4. If you cannot find an answer quickly, keep searching. Use only information from the passage, not ideas or facts of your own, to answer the questions.

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Key Areas of Reading Comprehension Questions

Reading comprehension questions focus on four areas: main ideas, supporting details, implied meaning, and tone.

Questions about the Main Idea

The main idea of a passage is often called the *theme*, which is frequently expressed in the title or in a sentence that sums up the passage.

Example #1:

1. A good title for the biography is _____.
(a) Differences Between Marian Anderson and other Black Singers
(b) A Short History of Black Contraltos
(c) American Blacks in the early 1900s
(d) Marian Anderson's Triumphant Life
(e) Marian Anderson's Fight for Justice

Analyze the Answers: (a) does not appropriately address the theme of the biography because the biography does not address other singers; (b) implies that the passage also gives a history of others, which is not the case; (c) does not describe the theme of the passage at all; (d) appropriately describes the theme of the passage; (e) addresses only a small portion of Marian Anderson's life. The correct answer is (d).

Example #2:

2. The sentence that best sums up the biography is _____.
(a) American Black Contraltos prospered after the 1900s.
(b) Marian Anderson overcame obstacles and earned the adoration of America.
(c) Marian Anderson chose singing as her career.
(d) Black singers faced many devastating setbacks in the 1900s.
(e) America's government unjustly banned blacks from performing publicly.

Analyze the Answers: (a) does not describe the biography; (b) appropriately describes the information in the biography; (c) covers only one section of the passage; (d) and (e) do not describe the biography. The correct answer is (b).

Questions about Supporting Details

Supporting details are pieces of information in the passage that relate directly to the main idea. Questions about details measure a student's skill in recognizing important facts and other material that support the main idea.

Example #1:

1. Marian Anderson performed at the Lincoln Memorial because _____.
(a) President Abraham Lincoln invited Marian.
(b) That was Marian's favorite place to sing.
(c) Marian was a Republican and wanted everyone to know it.
(d) Marian had been denied use of the Constitution Hall.
(e) Marian would have a larger audience than at Constitution Hall.

Analyze the Answers: (a), (b) and (c) were not discussed in the passage; (e) is true but was not the reason she sang there; (d) is the correct answer.

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Example #2:
2. The main reason(s) Marian Anderson succeeded in her career was (were) _____.
(a) she endured tragedy and prejudice
(b) she was provided with an education at the best music schools in America
(c) she applied talent and diligence
(d) places were made available to perform, and many blacks supported her
(e) European audiences accepted her when she was rejected at home

Analyze the Answers: (a) is true but does not reflect a stepping stone in her career; (b) is not accurate because she was rejected from many of the prominent music schools and had to have private tutoring; (c) directly applies to her success and is also stated in the passage; (d) and (e) are implied in part but not stated in the passage as the reasons for Marian's success. The correct answer is (c).

Questions about Implied Meaning

Some questions require a student to make presumptions about information that is not directly stated in the passage. In this case, the student must "read between the lines." Implied meaning questions measure a student's skill in interpreting information and drawing conclusions. For example, say your friend found an advertisement for a violin in the classified section of a newspaper and called the seller. No one answered the phone number in the advertisement, so your friend left his name and number and asked the seller to call back. Two weeks later, the seller had not returned the call. What did the silent telephone imply to your friend? The violin had probably been sold. Using the same logical thinking skills, read the implied questions from Marian Anderson's short biography.

Example #1:
1. From the biography, you may conclude that ____.
(a) Marian Anderson never recovered from the troubles that befell her career
(b) most Blacks eventually move to Europe to escape prejudice in America
(c) Marian Anderson and Boghetti enjoyed good relations for a long time
(d) More black singers became successful after Marian Anderson "opened the doors"
(e) some white people were prejudiced toward Marian, but most were not

Example #2:
2. The author seems to be saying that _____.
(a) Marian Anderson could have been more successful if she had been white
(b) Marian Anderson would not have been as successful if she had been white
(c) Marian Anderson was successful even though her road had not been easy
(d) Segregationists in the United States harmed Marian Anderson's career
(e) Marian Anderson had visions as a child that she would someday be famous

Questions about Tone

Questions about tone measure a student's ability to determine the author's attitude about his or her subject. At times, an author's attitude is obvious, as in the following examples.

Example #1: The food in this restaurant is disgusting! I will never eat here again!

Example #2: Sadly, the Japanese attack on Pearl Harbor killed thousands of Americans.

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Tone is not always so easily identified, and the reader must call upon his ability to interpret the tone and to "read between the lines."

Example #1:
1. The passage about Marian Anderson would probably appear in ____.
(a) a history book about the emergence of black singers in the United States
(b) a book about the life of Boghetti
(c) a biography of First Lady Eleanor Roosevelt
(d) a brief history of the Daughters of the American Revolution
(e) a novel about the migration of blacks to the north after the Civil War

Example #2:
2. The author wrote the passage in order to ____.
(a) criticize the way Americans once treated black singers
(b) complain about the American government's policy regarding travel overseas
(c) describe in detail the effects of diligent training
(d) encourage and build a positive attitude toward opera
(e) celebrate the life of one of America's most talented ladies

Congratulations! You are doing so well!
Keep working hard, and continue to the Activities.

LIFE PRINCIPLE



"As long as you keep a person down, some part of you has to be down there to hold the person down, so it means you cannot soar as you otherwise might."

—Marian Anderson

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Writing

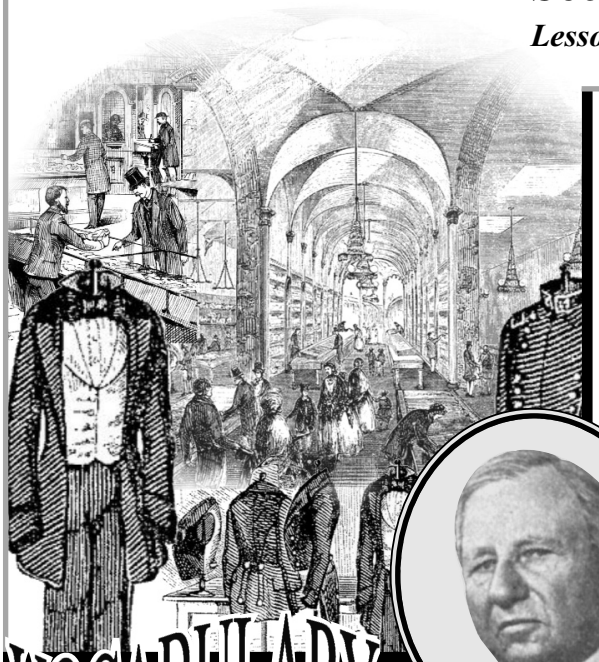
Lesson 14

Chapter 5

Section 3

Lessons 11-15

JOHN WANAMAKER 1838-1922



John Wanamaker

VOCABULARY

Establishment: a place of business
Haggle: to argue about a price or trade; to attempt to bargain
Bartering: the trading of goods and services using money or other items
Instituted: put into place; established
Work ethic: moral principles pertaining to work; defined in honest, hard workers
Ministry: a word referring to Christian service as a preacher or other church member in a leadership position
Vindicated: cleared of blame, accusation, or doubt because of supporting proof

Imagine shopping and having to go to ten different stores in order to purchase ten different types of products. Now, imagine doing that every week, because each shop specialized in only one line of products. Perhaps you want to make an exchange, because the item you purchased was defective, the wrong size, or unable to meet your need. Forget it—no refunds, no exchanges!

Imagine that prices are not marked or fixed at most ***establishments***, and you have to ***haggle*** with the salesman. Imagine that salesmen are permitted to ask whatever price they feel you can or might pay. That is the way shopping was 150 years ago.

Onto this chaotic stage of ***bartering*** stepped a man who not only saw the need for fair trade but who also saw a solution. He responded to the crisis. He established what he called a "new kind of store" and ***instituted*** the custom of fixed prices that is found in most stores throughout the country today.

"[His store would be] a place to visit and enjoy without obligation to buy anything. The customer was a guest, to be served. Four . . . principles were to be observed: Prices were to be plainly marked and . . . fixed; All goods were to be as represented so a child might safely buy; Cash payments were required (though this rule was changed later to permit monthly charge accounts); Goods could be returned for a cash refund."

John Wanamaker was born in Pennsylvania in 1838. His parents were very poor and made bricks for a living. As a youngster, John was bright and energetic. Occasionally, his parents sent him to town on errands, which invariably included visiting the country store. John was fascinated with the wide variety of items. *I'll open a store like this someday,* he thought, *but mine will be in the city, where more customers will come.*

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John was unable to attend school regularly, but he did study at home in the evenings to become self-educated. At fourteen years of age, he took a job at a publishing house for $1.25 a week. Then he went to work at a clothing store for $5 each week. John came in early and worked late, always putting in more hours than was expected. The young man established a reputation for having a good ***work ethic***.



One of John Wanamaker's department stores

John was also innovative and observant. One day, he noticed that the figures [mannequins] in the windows of a competitor's store had been dressed to suit the weather. Realizing its advantage, John presented the idea to the store manager. John's employer was not willing to take suggestions from youngsters, nor would his pride allow him to follow the lead of a competitor. He answered sarcastically, "If you like the way our competitor does things, perhaps you should work for him." John thought about it and decided that it was a good idea. He did just that and, in time, he secured a good position within the company.

John's interest in becoming a merchant gave way to a desire for the ***ministry***. However, he had a very weak throat that eventually stole his dream of being a preacher. So, his interest in helping people led him back to the idea of becoming a merchant. From his early years, he had observed the abuses of the system. He would start a business to serve the needs of his customers, without any thought of personal gain. He would be a haven in the midst of troubled waters; he would let his light shine by having a reputation of integrity.

In 1861, at twenty-three years of age, young Wanamaker started his famous clothing store in the city of Philadelphia. John and his brother-in-law, Nathan Brown, pooled their savings of $2,000 and started what would become the largest department store in the world. Wanamaker was now able to implement the creative ideas that he had accumulated during his years of observation. His motto was, "We want to serve people better than they have ever been served before."

Customers were amazed at their new treatment. They had never heard of returning an item for a cash refund. They saw John Wanamaker as visionary; his competitors called him insane. He was ridiculed and slandered, but in the end, he was ***vindicated***. Those same competitors were forced to change their conduct and policies in order to keep their customers. Out of necessity, they had to keep up with John Wanamaker, and the young merchant prince kept competitors busy.

Wanamaker was the first to implement most of the practices that today are regarded as customary. The following are changes that were considered radical in his day.

"He ***inaugurated*** free delivery service . . . in the evenings after store hours. He was the first to introduce conveniences for his customers: ***lavatories***, [dressing rooms], telegraph and telephone services, restaurants. [He was] the first to inaugurate telephone order service for customers; the first to use ***pneumatic*** cash carriers; the first to light his store completely with electrical lights. He was the first to use a full-page newspaper advertisement. He was a pioneer in making the store attractive and educational with art exhibits, educational displays, and music of great pipe organs. John believed that profit was the natural by-product of service.

He was the first to make extensive changes for employee benefits. He introduced shorter working days, vacations with pay, schools for training employees, social organizations among employees, employee insurance associations, hospital rooms with attendant physicians, nurses, and dentists, free for employees of the store."

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On his opening day in 1861, Wanamaker sold a grand total of $24.67 in goods. However, within a few years, his annual sales reached into the millions. In 1876, he expanded his store by purchasing property in the freight yards of the Pennsylvania Railroad. In time, the store covered more than forty-five acres. Without faltering, John remained successful through the economic depressions and panics of 1873, 1893, and 1907. Invariably, character was Mr. Wanamaker's greatest asset. He could borrow money when others could not, because he had forged a reputation of reliability and honesty.

At the Philadelphia store, the founder etched the following in gold letters: "Let those who follow me continue to build with the ***Plumb*** of Honor, the ***Level*** of Truth, and the ***Square*** of Integrity, Education, Courtesy, and ***Mutuality***."

Following these principles, John Wanamaker opened a second department store. Although he never expanded beyond the two, his venture grew into a huge commercial enterprise. He became quite wealthy and utilized his money for many wonderful causes. He started a mission in the worst slum of Philadelphia. He was actively involved in, and was a substantial supporter of the Young Men's Christian Association (YMCA). He was a public leader, working for ***temperance*** and other reforms, and became a prominent figure in state and national politics. Additionally, Wanamaker served as Postmaster General of the United States from 1889 to 1893. In this position, he implemented many similar reforms in the Postal Service as he had done in business.

John Wanamaker died in 1922 after a long, fulfilled life. His son succeeded John in the business. Today, many people may take for granted the accomplishments of John Wanamaker. However, the drastic reforms this man brought to an industry in need of character and leadership are amazing.

(J. Daniel Howard, used and modified with permission)

VOCABULARY

Inaugurate: to begin formally
Lavatories: toilets; restrooms
Pneumatic: operated by using air
Plumb: a device used to measure whether a vertical line was straight up and down
Level: a builder's tool used to determine whether a surface is vertically or horizontally straight
Square: an L-shaped builder's tool having two straight edges and one right angle, used to test or form right angles
Mutuality: agreement between two parties
Temperance: abstinence or moderation regarding alcoholic drinks

STANDARDIZED WRITING ABILITY TESTS (PART 1)

Writing tests usually have two basic formats: 1) Multiple Choice, in which the student identifies errors or selects the best word; 2) Writing Sample, in which the student writes one or more paragraphs on a specific topic.

Error Recognition Questions

An error recognition question usually consists of one or more sentences in which words, phrases, and punctuation are underlined and identified by letters, such as (A)-(E). The student examines the first four underlined items, looking for an error in capitalization, grammar, usage, punctuation, vocabulary, or spelling. If an error is found, it is identified by the section letter. If an error is not found in the



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first four sections, the student selects the fifth section, which reads "No error." The student is advised to look carefully before choosing "No error"; very often, the error is so simple that it is easily overlooked. Each sentence contains no more than one error.

Example #1:
John Wanamaker was one of America's most successful businessman. (A) His success can be attributed to his outstanding character and work ethic. (B) Without him, (C) perhaps merchants would have continued to manipulate prices and treat customers unfairly. (D) No error (E)

Answer: The correct answer is found in section A. The word *businessman* (singular) should be changed to *businessmen* (plural).

Example #2:
In his store, (A) he displayed for customers to read, (B) academic subjects (C) such as Latin, algebra, (D) English, and phycsics. (E) No error

Answer: The correct answer is D; *phycsics* should be spelled *physics*.

Example #3:
Mary Brown Wanamaker, (A) John's wife was the sister of Nathan Brown (B) who enterprised with (C) John in the opening of the first department store. (D) Mary and Nathan were both enthusiastic supporters of John's vision. (E) No error

Answer: The correct answer is B; a comma should appear after *John's wife*.

Sentence Correction Questions

A sentence correction question measures a student's ability to recognize correct phrasing. The student selects the best way to rewrite the underlined portion of a sentence.

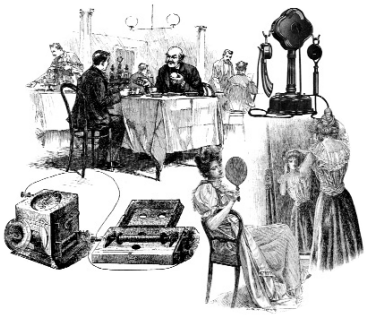
Example #1: Each of us in the store are applauding Mr. Wanamaker's changes.

(A) of us in the store are
(B) of we in the store are
(C) of us in the store is
(D) of we in the store is
(E) customer in the store applaud

Observe the choices below the sentence. (A) is the same as the original phrase. The other four choices, (B) - (E), are different ways to replace the underlined phrase. The choices test whether the student can detect correct grammar, usage, capitalization, punctuation, and diction (or style). In choosing an answer, the student must be careful not to alter the context (or meaning) of the sentence. In the example, the correct answer is (C). (A) is the same as the original phrase and contains a subject-verb agreement error (*Each . . . are*). (B) uses an incorrect pronoun as the object of the preposition (*we* should be *us*) and also contains a subject-verb agreement error (*Each . . . are*). (D) uses an incorrect pronoun as the object of the preposition (*we* should be *us*). (E) has a subject-verb agreement error (*customer . . . applaud*).

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Example #2:
John could of ignored the customers' feelings and just tried to get rich.
(A) John could of ignored the customers' feelings
(B) John, he could of ignored the customers' feelings
(C) John could of ignored the customers feelings
(D) John could have ignored the customers' feelings
(E) John could have ignored the customers feelings



(A) is the same as the original and uses the incorrect auxiliary verb *of* instead of *have*. (B) uses an incorrect appositive (*he* is not needed) and the incorrect auxiliary verb *of*. (C) uses the incorrect auxiliary verb *of* and omits the apostrophe for the plural possessive noun *customers'*. (E) omits the apostrophe for the plural, possessive noun *customers'*. The correct answer is (D).

Example #3:
When he aspired to be a merchant, John opened the world's largest department store.
(A) When he aspired to be a merchant,
(B) When he aspired to be a merchant
(C) When he inspired to be a merchant,
(D) When he inspired to be a merchant
(E) When he aspirated to be a merchant,

(B) incorrectly omits the comma at the end. (C) incorrectly uses the word *inspired*, rather than *aspired*. (D) incorrectly uses the word *inspired*, rather than *aspired* and omits the comma at the end. (E) incorrectly uses the word *aspirated*, rather than *aspired*. The correct answer is (A), the original phrase.

Sentence Rephrasing Questions

Sentence rephrasing questions measure your ability to change the wording of a sentence without changing the meaning. First, you are given a correctly worded sentence. Secondly, you are given instructions to change the sentence by inserting certain words or phrases. To insert a word or words, you may have to move or omit others to maintain the context of the sentence. Carefully read the following example.

Example #1 (correct sentence): *Only one cyclist has achieved the feat of winning the Tour de France six times in a row.*
1) Move the phrase winning the Tour de France to the beginning.
- The sentence now reads: *Winning the Tour de France only one cyclist has achieved the feat of six times in a row.* The new sentence, without rewording, does not make sense.

2) Insert one of the choices below so that it logically follows the phrase *Winning the Tour de France*.
(A) one cyclist six times
(B) has achieved the Tour de France
(C) is a feat that only one cyclist
(D) one cyclist six times in a row
(E) Tour de France six times

- The phrase that best follows *Winning the Tour de France* is: (C) is a feat that only one cyclist.
- The sentence now reads: *Winning the Tour de France is a feat that only one cyclist has achieved (the feat of) six times in a row.*

3) Omit the unnecessary words *the feat of*.
4) Your final sentence should read: *Winning the Tour de France is a feat that only one cyclist has achieved five times in a row*.

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Example #2 (correct sentence): *He was proud of his ideas even though no one else appreciated them.*

1) Move the phrase even though no one else to the beginning of the sentence.
   - The sentence now reads: *Even though no one else he was proud of his ideas appreciated them.* The new sentence, without rewording, does not make sense.

2) Insert one of the choices below so that it logically follows the phrase *Even though no one else*.
   (A) his ideas appreciated them
   (B) was proud of them
   (C) was proud he appreciated
   (D) appreciated his ideas
   (E) appreciated them even
   - The phrase that best follows *Even though no one else* is: (D) appreciated his ideas.
   - The sentence now reads: *Even though no one else appreciated his ideas he was proud of them.*

3) No words need to be omitted.

4) Your final sentence should read: *Even though no one else appreciated his ideas, he was proud of them.*

You are learning some difficult, but important material.
Stay focused, and continue to the Activities.

LIFE PRINCIPLE



"Courtesy is the one coin you can never have too much of or be stingy with."

—John Wanamaker

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Writing

Lesson 15

Chapter 5

LITTLE MARY WHITE

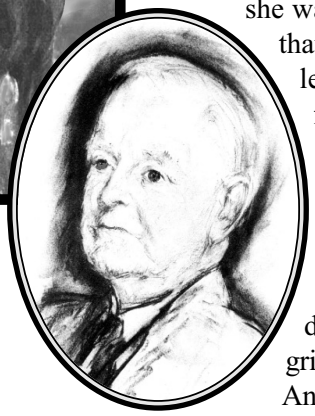
Section 3

Lessons 11-15



The following essay was published in the *Emporia Gazette* May 17, 1921.

The Associated Press' reports carrying the news of Mary White's death declared that it came as the result of a fall from a horse. How she would have hooted at that! She never fell from a horse in her life. Horses have fallen on her and with her: "I'm always trying to hold 'em in my lap," she used to say. But she was proud of few things, and one was that she could ride anything that had four legs and hair. Her death resulted not from a fall, but from a blow on the head, which fractured her skull, and the blow came from the limb of an overhanging tree on the parking lot.



William Allen White

The last hour of her life was typical of its happiness. She came home from a day's work at school, topped off by a hard grind with the copy on the High School Annual, and felt that a ride would refresh her. She climbed into her ***khakis***, chattering to her mother about the work she was doing, and hurried to get her horse and be out on the dirt roads for the country air and the radiant green fields of the spring. As she rode through the town on an easy gallop she kept waving at passers-by. She knew everyone in town. For a decade the little figure with the long pigtail and the red hair ribbon has been familiar on the streets of Emporia, and she got in the way of speaking to those who nodded at her. She passed the Kerrs, walking the horse, in front of the Normal Library, and waved at them; passed another friend a few hundred feet further on, and waved at her.

The horse was walking and, as she turned into North Merchant Street she took off her cowboy hat, and the horse swung into a lope. She passed the Tripletts and waved her cowboy hat at them, still moving gaily north on Merchant Street. A Gazette carrier passed—a high school boy friend—and she waved at him, but with

VOCABULARY

Khakis: a light yellow brown cloth used for making pants
Rollick: to play happily
Persiflage: chatter, happy banter
Jitney: a small motor vehicle that transports passengers for a low fare
Deprecated: expressed disapproval
Allocated: allowed, provided

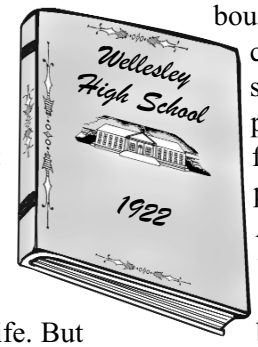
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her bridle hand; the horse veered quickly, plunged into the parking lot where the low-hanging limb faced her, and, while she still looked back waving, the blow came. But she did not fall from the horse; she slipped off, dazed a bit, staggered and fell in a faint. She never quite recovered consciousness.

But she did not fall from the horse, neither was she riding fast. A year or so ago she used to go like the wind. But that habit was broken, and she used the horse to get into the open to get fresh, hard exercise and to work off a certain surplus energy that welled up in her and needed a physical outlet. That need has been in her heart for years. It was back of the impulse that kept the dauntless, little brown-clad figure on the streets and country roads of this community and built into a strong, muscular body what had been a frail and sickly frame during the first years of her life. But the riding gave her more than a body. It released a gay and hardy soul. She was the happiest thing in the world. And she was happy because she was enlarging her horizon. She came to know all sorts and conditions of men; Charley O'Brien, the traffic cop, was one of her best friends. W.L. Holtz, the Latin teacher, was another. Tom O'Connor, farmer-politician, and Rev. J.H.J. Rice, preacher and police judge, and Frank Beach, music master, were her special friends, and all the girls, black and white, above the track and below the track, in Pepville and Stringtown, were among her acquaintances. And she brought home riotous stories of her adventures. She loved to ***rollick***; ***persiflage*** was her natural expression at home. Her humor was a continual bubble of joy. She seemed to think in hyperbole and metaphor. She was mischievous without malice, as full of faults as an old shoe. No angel was Mary White, but an easy girl to live with, for she never nursed a grouch five minutes in her life.

With all her eagerness for the out-of-doors she loved books. On her table when she left her room were a book by Conrad, one by Galsworthy, "Creative Chemistry" by E.E. Slosson, and a Kipling book. She read Mark Twain, Dickens and Kipling before she was ten—all of their writings. Wells and Arnold Bennett particularly amused and diverted her. She was entered as a student in Wellesley in 1922; was assistant editor of the High School Annual this year, and in line for election to the editorship of the Annual next year. She was a member of the executive committee of the High School Y.W.C.A.

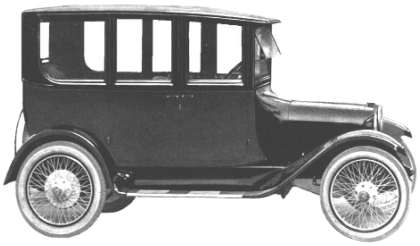
Within the last two years she had begun to be moved by an ambition to draw. She began as most children do by scribbling in her schoolbooks, funny pictures. She bought cartoon magazines and took a course—rather casually, naturally, for she was, after all, a child with no strong purposes—and this year she tasted the first fruits of success by having her pictures accepted by the High School Annual. But the thrill of delight she got when Mr. Ecord, of the Normal Annual, asked her to do the cartooning for that book this spring, was too beautiful for words. She fell to her work with all her enthusiastic heart. Her drawings were accepted, and her pride—always repressed by a lively sense of the ridiculousness of the figure she was cutting—was a really gorgeous thing to see. No successful artist ever drank a deeper draught of satisfaction than she took from the little fame her work was getting among her school-fellows. In her glory, she almost forgot her horse—but never her car.



For she used the car as a ***jitney*** bus. It was her social life. She never had a "party" in all her nearly seventeen years—wouldn't have one; but she never drove a block in the car in her life that she didn't begin to fill the car with pickups! Everybody rode with Mary White—white and black, old and young, rich and poor, men and women. She liked nothing better than to fill the car full of long-legged High School boys and an occasional girl, and parade the town. She never had a "date," nor went to a dance, except once with her brother, Bill, and the "boy proposition" didn't interest her—yet. But young people—great spring-breaking, varnish-cracking, fender-bending, door-sagging carloads of "kids" gave her great pleasure. Her zests were keen. But the most fun she ever had in her life was acting as chairman of the committee that got up the big turkey dinner for the poor folks at the county home; scores of

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pies, gallons of slaw; jam, cakes, preserves, oranges and a wilderness of turkey were loaded in the car and taken to the county home. And,



being of a practical turn of mind, she risked her own Christmas dinner by staying to see that the poor folks actually got it all. Not that she was a cynic; she just disliked to tempt folks. While there she found a blind colored uncle, very old, who could do nothing but make rag rugs, and she rustled up from her school friends rags enough to keep him busy for a season. The last engagement she tried to make was to take the guests at the county home out for a car ride. And the last endeavor of her life was to try to get a rest room for colored girls in the High School. She found one girl reading in the toilet stall, because there was no better place for a colored girl to loaf, and it inflamed her sense of injustice and she became a nagging harpie to those who, she thought, could remedy the evil. The poor she had always with her, and was glad of it. She hungered and thirsted for righteousness; and was the most impious creature in the world. She joined the Congregational Church without consulting her parents; not particularly for her soul's good. She never had a thrill of piety in her life; and would have hooted at a "testimony." But even as a little child she felt the church was an agency for helping people to more of life's abundance, and she wanted to help. She never wanted help for herself. Clothes meant little to her. It was a fight to get a new ring on her; but eventually a harder fight to get it off. She never wore a jewel and had no ring but her High School class ring, and never asked for anything but a wrist watch. She refused to have her hair up; though she was nearly seventeen. "Mother," she protested, "you don't know how much I get by with, in my braided pigtails, that I could not with my hair up." Above every other passion of her life was her passion not to grow up, to be a child. The tom-boy in her, which was big, seemed to loathe to be put away forever in skirts. She was a Peter Pan, who refused to grow up.



Her funeral yesterday at the Congregational Church was as she would have wished it; no singing, no flowers save the big bunch of red roses from her Brother Bill's Harvard classmen—Heavens, how proud that would have made her! And the red roses from the Gazette forces, in vases at her head and feet. A short prayer; Paul's beautiful essay on "Love" from the Thirteenth Chapter of First Corinthians; some remarks about her democratic spirit by her friend, John H.J. Rice, pastor and police judge, which she would have ***deprecated*** if she could; a prayer sent down by her friend, Carl Nau; and opening the service the slow, poignant movement from Beethoven's Moonlight Sonata, which she loved, and closing the service a cutting from the joyously melancholy first movement of Tschaikowski's Pathetic Symphony, which she liked to hear in certain moods, on the phonograph; then the Lord's Prayer by her friends in the High School.

That was all.

For her pall-bearers only her friends were chosen: her Latin teacher, W.L. Holtz; her High School principal, Rice Brown; her doctor, Frank Foncannon; her friend, W.W. Finney; her pal at the Gazette office, Walter Hughes; and her brother Bill. It would have made her smile to know that her friend, Charley O'Brien, the traffic cop, had been transferred from Sixth and Commercial to the corner near the church to direct her friends who came to bid her good-by.

A rift in the clouds in a gray day threw a shaft of sunlight upon her coffin as her nervous, energetic little body sank to its last sleep. But the soul of her, the glowing, gorgeous, fervent soul of her, surely was flaming in eager joy upon some other dawn.

(written by Mary White's father, William Allen White)

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STANDARDIZED WRITING ABILITY TESTS (PART 2)

THE 20-MINUTE ESSAY



The 20-minute essay test requires the student to write an essay of between 75 and 200 words in just 20 minutes. The student must write quickly, clearly, and logically to complete this task. Usually, the topic is provided for the student and is general, rather than specific. Sometimes, the student will have several topics from which to choose. The student should choose the topic that he or she can answer most capably in the required amount of time.

Familiarize yourself with the terminology used on these types of tests, and before you begin writing, read the instructions carefully! Look for words such as *analyze*, *compare*, and *summarize*. These are key terms that tell you how to answer the question. Make an effort to understand what each term means. If you do not, you may not answer successfully. If the instructions tell you to compare, you must be careful not to summarize. You may compare when you were supposed to explain. You may discuss when you were supposed to define. Study the terminology below and learn what each one means.

1) Explain: tell how, what, when, where, and why
2) Define: explain the meaning
3) Compare: explain the similarities
4) Contrast: explain the differences
5) Discuss: provide, in detail, a well rounded explanation or argument that presents the various sides of an issue
6) Summarize: briefly explain the main points in order
7) Evaluate: give your opinion, or judge the worth of
8) Illustrate: explain by examples
9) Analyze: divide into parts and study each part
10) Defend: support the claims of someone else
11) Rebut: explain why the claims of someone else are incorrect

After choosing your topic, outline the major points you want to make in your essay before beginning writing. You will find the outline useful; it helps make your essay more orderly, effective, and understandable and keeps you from forgetting or deviating from the main points. After making the outline, write the essay. If you follow the rules of writing, your success is almost guaranteed:

1) Follow your outline, writing one paragraph for each main point.
2) Use the first paragraph to write the purpose (thesis) of your essay.
3) Use the middle paragraphs to support the main points with evidence, facts, and examples.
4) Finish with a clear, concise concluding paragraph.
5) Proofread for grammar, punctuation, spelling, capitalization and sentence structure.

A note of caution:** The test may require you to observe special rules, such as, *No erasing. Draw a line through material you do not wish to include.* The testing rules may also allow only one sheet of paper for answers. If such is the case, check to see how you can jot notes and write your outline. Space for notes may be ***allocated in the test booklet. Lastly, watch the clock and pace yourself, especially since a time limit is placed on the essay.

You are doing well.
Continue to the Activities.

LIFE PRINCIPLE

"A happy and caring spirit feeds the heart, soul and mind."



—Kay Hurst

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