A Legacy of Freedom & Virtue in Literature & Philosophy

ACTIVITIES



Chapter 1

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Approaches to Literature

Eskimo Approach & Franklin Technique

ACTIVITIES
Lesson 1

You are making progress! ***Choose the correct answers or fill in the blanks with words, letters or numbers as each question indicates. Read the entire lesson before you respond to the questions. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***

Read the section, "How to Succeed in this Course" in the text before proceeding.

1. Who learns to create beautiful art from ivory? Who teaches this skill?

   _____
   _____
   _____

2. What knowledge and skill does the teacher impart to the apprentice?

   _____
   _____

3. Where does this take place? _____
   _____

4. When does the apprentice begin his learning? _____
   _____

5. **Respond on separate paper.** In your own words, explain why you think the elder craftsman teaches the younger. (Think about: 1) the economic need of selling the art for income to sustain the family and village; 2) the responsiblity that the elder has for preparing the youth for a successful future; 3) the propetuation of village tradition, culture, and craftsmanship.)

6. How does the teacher impart his knowledge, step by step, to the apprentice?

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

7. Briefly explain who was Benjamin Franklin. In your response, include the dates of his birth and death. Research that information in an encyclopedia, as it is not provided in the text.

   _____
   _____
   _____
   _____
   _____

8. For what accomplishments and attributes was Benjamin Franklin known? (Complete your answer on the next page.) _____
   _____

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_____
_____
_____
_____

9. Where did Franklin live and travel? Research that information in an encyclopedia, as it is not provided in the text. _____
_____

10. How did Franklin hone his literary skills and become an effective writer?
_____
_____
_____
_____

11. Why was he able to articulate his thoughts so effectively? _____
_____
_____

12. What impact did Benjamin Franklin have upon world politics? _____
_____
_____
_____
_____

13. Practice your context clues: A *smith* is a person who works knowledgeably and efficiently with the tools of his trade. A *blacksmith* uses a furnace to shape metal objects such as horseshoes. A *gunsmith* designs, builds, and repairs firearms. A *wordsmith*, then, would expressively use _____ and construct _____.

Read Benjamin Franklin's speech given in 1787 before the Constitutional Convention.

14. To whom was Franklin's speech addressed, directly and indirectly? _____
_____
_____
_____

15. What was the purpose of the speech? _____
_____
_____

16. Franklin began his speech by acknowledging that the Constitution was not perfect. However, he continued by implying that he and the other Founding Fathers should avoid what human flaw? _____
_____
_____

17. What three examples did Franklin use in the introduction to support his point that no one was ever in "possession of all truth". _____
_____
_____
_____
_____
_____
_____
_____

18. What was the first argument Franklin made in the beginning of the body of his speech?

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19. What was the second argument Franklin made in the body of his speech? _____

20. How did Franklin support his second point? _____

21. **Respond on separate paper.** Paraphrase Franklin's overall opinion of the Constitution. Include direct quotes from Franklin's speech.

22. **Respond on separate paper.** Franklin cautioned the members of the Convention against voicing partisan divisiveness because it could cause the people to lose faith in the government, and the young nation would fall apart before it could get started. Franklin also made reference to "the enemy" who perceived the Americans as bumbling idiots, like the builders of the Tower of Babel, unable to unite in a cause and unable to accomplish their goal of creating a unique and effective government. What enemies did Franklin mean, and what was the importance of referring to the Tower of Babel? (Think about what happened at the Tower of Babel that caused the downfall of that society and its government. You may need to use an encyclopedia to research the Tower of Babel.)

23. What two ingredients did Franklin say were vital to the success of a government?

24. In his conclusion, Franklin encouraged what two actions by the members of the Convention?

25. In his conclusion, Franklin referred back to what concepts set forth in the introduction?

26. **Respond on separate paper.** What was *Poor Richard's Almanack*? (You may need to research it more in an encyclopedia. Explain who wrote it, what it was, where it was published, when it was published, why it was so well received, how it was different from other almanacs.)

27. Explain Franklin's play on words, "Indeed, we must all hang together, otherwise we shall most assuredly hang separately." _____

Read Ben Franklin's article "Rules for Reducing a Great Empire to a Small One".

28. Look up the word *simile* in your dictionary. What simile did Franklin use in describing

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the attributes of the English empire and how it would "crumble", starting at the edges?
_____
_____

29. The first rule in destroying their own country, is to be sure that its remote provinces are not incorporated into the mother country. You may presume that Franklin was referring to what province in particular? _____

30. Franklin insinuated that the American colonies were treated with what bias by the British?
_____
_____
_____
_____
_____

31. In Point 3, Franklin insinuated that even though the American colonies had toiled, suffered, and risked much to settle in the new land, at no expense to or help from the mother country, England intended to exploit the resources and loyalties of the Americans, with no just compensation, and even to punish the Americans for being enterprising and independent. In Point 4, Franklin furthered his argument by stating that England was constantly suspicious of every move the Americans made, accusing them of rebellion and treason. What threat did Franklin level at the British for their actions, and what was his reasoning for the threat? (You may need to research this more or rely on your prior knowlege of this time in American history.) _____
_____
_____
_____
_____
_____

32. Why is word choice important in your writing and speaking? _____
_____
_____

33. Explain what *tone* is in writing. _____
_____
_____

34. What tone did Franklin use in his article "Rules", and what attitude does it reflect?
_____
_____
_____
_____

35. **Respond on separate paper.** Explain what satire is and how Franklin's essay "Rules" was satirical. Include Franklin's word choice, tone, examples, details, and intent. Specifically, address how Franklin calls himself a modern simpleton and contrasts himself to an ancient sage. How did Franklin use the terms "modern simpleton" and "ancient sage" to present a false humility but in fact, was mocking the haughtiness and "wisdom" of the English? (Reflect on the idea that English society boasted of its ancient wisdom and looked down upon the American colonists as too young (modern) to have any wisdom.)

36. **Respond on separate paper.** Explain the satirical qualities of Swift's "Modest Proposal". Explain the tone and the follies in logic.

37. Explain what a parody is. _____
_____
_____

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38. The parodies of the ballad of Joshua and Psalm 23 are what type of parody?

(a) They mock the original works. (c) They use the formats to mock other ideas.
(b) They mock the authors of the works. (d) They mock the topics of the works.

39. **Respond on separate paper.** Use your research skills to locate a parody of another piece of literature and write an explanation of its parodiable elements. (Hint: use your encyclopedia or other resources.)

40. When you as a learner (student) are not able to comprehend or understand what is being taught, or what you are expected to do, what are some strategies that you can practice to help you gain control of the material?
1) _____
2) _____
3) _____
4) _____
5) _____

41. In an activity that asks multiple questions, what should you do? _____

42. In questions 1-6 of this lesson, what comprehension strategy was used to help you understand the text? _____

43. Go back through Benjamin Franklin's letter to the Convention, and his satire "Rules" and circle any words you do not understand. Look them up in the dictionary and demonstrate that you have grasped an understanding of what they mean. It does not matter if there are alot of words you do not understand. Take the time to look them all up.

44. Reread the parts of the speech and article that you have trouble understanding.

45. **Respond on separate paper.** Compare and contrast the Eskimo method of learning and Franklin's learning style. Use study strategies to be sure you answer correctly. Before you answer, complete the following tasks: A) Find the key words in the question. Correspond them with key words in the text and underline them in the question and text. (Study Strategy 4) B) Identify what the question is asking you to do. (Study Strategies 5 & 6)

46. **Respond on separate paper.** Explain the Eskimo method of learning and compare it to a process, practice, or tradition in your own culture (your life or someone else's). Use study strategies to be sure you answer correctly. Before you answer, complete the following tasks: A) Find the key words in the question. Correspond them with key words in the text and underline them in the question and text. (Study Strategy 4) B) Identify what the question is asking you to do. (Study Strategies 5 & 6) C) Take notes on elements of your culture that will help you answer more thorougly. (Study Strategy 2)

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

The student should remember that this chapter is the most difficult. Subsequent chapters will not be so demanding. Once the student masters this chapter, he/she will be able to accomplish the others much easier and faster.

RESPONSES ON SEPARATE PAPER

Note to Teacher: The student should start a notebook for the duration of this course to accommodate all writing assignments required on separate paper.
Teacher's Signature: _____

Activity Questions 5, 21, 22, 26, 35, 36, 39, 45, & 46 are to be graded using the Rubric in the Teacher's Resource Kit (TRK).
Teacher's Signature: _____

Activity Questions 43 & 44 are comprehension strategies that the student should practice in order to monitor his own understanding of the text. The student should show his work and demonstrate that he has practiced these strategies.
Teacher's Signature: _____

Note to Teacher: Even though the student is able to self grade the other paragraph responses in this lesson (not designated for teacher scoring), the teacher is encouraged to familiarize him/her self with the material to be sure that the student is writing adequate answers and is being challenged in preparation for exams and entrance into college.
Teacher's Signature: _____

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Historical Documents

Early American Voices

ACTIVITIES
Lesson 2

You are making progress! ***Choose the correct answers or fill in the blanks with words, letters or numbers as each question indicates. Read the entire lesson before you respond to the questions. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***

1. Who was Phyllis Wheately? _____
   _____
   _____
2. What did she do in life? _____
   _____
   _____
3. Where did she live, and from where was she? _____
   _____
4. When did she live and write her poetry? (Include the major time line date of the Revolutionary War in your response.) _____
   _____
   _____
5. Why was Phyllis Wheatley remembered? Why was she important? _____
   _____
   _____
   _____
6. In her poem "On Being Brought from Africa to America", Wheately expresses thanks for being brought to a place where she could learn of God. She also admonished white Christians to remember that God made all, and that even Negroes are capable of salvation.
   _____ (a) True or (b) False
7. Practice your inference skills. Read Wheately's poem and notice how it rhymes. Its rhyming style may be considered a: _____.
   (a) rhyming couplet (c) rhyming quatrain
   (b) rhyming triplet (d) free style poem with no rhyme
8. Explain your above answer. (Give a reason why you chose the answer you did.)
   _____
   _____
   _____
9. What controversy surrounded Miss Wheately regarding the authenticity of her poetry?
   _____
   _____
   _____
   _____
10. For what famous pieces of literature is Thomas Paine known? _____
    _____
    _____

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11. What made Thomas Paine an effective writer? _____
_____

12. "The Crisis" was a pamphlet published by Paine. How did this particular pamphlet help win the Revolutionary War? _____
_____
_____
_____
_____

Read the excerpt from "The Crisis" by Thomas Paine.

13. What do you suppose Paine meant by "these are the times"—to what "times" was he referring?
_____
_____
_____

14. What "crisis" did Paine mean? _____
_____
_____
_____

15. What language (word choice) does Paine use to suggest that not everyone was up to the challenge of fighting for independence? _____
_____
_____
_____

16. What is Paine's tone? What is his attitude toward the topic, and what does he want the readers to understand? In your response, include some direct quotes from Paine.
_____
_____
_____
_____
_____
_____
_____

17. Patrick Henry was a Founding Father who had a leading voice in the cause for freedom. For what speech is he particularly known? _____

18. What particular skills and training did Patrick Henry have that enabled him to be an effective speaker? _____
_____

19. What was the purpose of Henry's speech, in the face of a pending decision by Congress?
_____
_____
_____

20. What effect did the speech have upon the audience? Did it accomplish Henry's intended purpose? _____
_____
_____

Read "Give Me Liberty or Give Me Death" by Patrick Henry.

21. The opening statements of Henry's speech leads you (the reader) to believe that what kind

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of speech had just preceded it? Provide some direct quotes from Henry. _____
_____
_____
_____
_____
_____
_____
_____

22. In his introduction, Patrick Henry explained that because of the seriousness of the situation, he should not be afraid to _____ but should speak openly about the war.

23. He felt that if he failed to speak up, he would be letting down both God and the people of America. _____ (a) True or (b) False

24. In his second paragraph, Henry urged the president and congress to avoid what human tendency? Include direct quotes. _____
_____
_____
_____
_____
_____

25. How did Henry himself intend to avoid that tendency? _____
_____
_____
_____

26. What was the main idea of paragraph three? _____
_____
_____
_____
_____
_____
_____

27. What was the main idea of paragraph four? _____
_____
_____
_____

28. In the last part of paragraph four, and throughout paragraph five, Henry reminded the audience that the Americans were already committed to the war, and that if they withdrew now, it would be the same as submitting to _____.

29. **Respond on separate paper.** Using the Franklin learning style (from Lesson 1), commit to memory the last paragraph of "Give Me Liberty or Give Me Death". When you have completed Franklin's learning method, write from memory the entire last paragraph.

30. Go back through Patrick Henry's speech, and circle any words you do not understand. Look them up in the dictionary and demonstrate that you have grasped an understanding of what they mean. It does not matter if there are alot of words you do not know. Take the time to look them all up.

31. Reread the parts of the speech that you have trouble understanding.

32. **Respond on separate paper.** The following concepts are found in Patrick Henry's speech

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but are in the wrong order. Create an outline for his speech, using the items below, but place them in accurate order. This will help you establish a format for the speech (which you will use later). Use the Roman numeral style of outlining (I, II, III, A, B, C).

- He explains what actions have been done in the past to try to address the problem.
- He pays respect to the opinions of the others, even though he didn't agree with them.
- He explains how they can win and will win.
- He explains his responsibility in addressing the problem.
- He explains what human nature tends to do in a crisis, and that they must fight against the urge to ignore the problem.
- He explains the results of past efforts (or lack of results).
- He addresses the topic and explained the urgency of dealing with the problem.
- He explains that they must take more action than in the past.
- He issues a challenge to the others to join him and states what he is prepared to do.

33. **Essay response on separate paper.** What was one problem that the Founding Fathers faced with some of the public, and even some of the congressmen? Thomas Paine addressed the issue in "The Crisis"; Patrick Henry addressed it in "Give Me Liberty or Give Me Death"; Ben Franklin made a comment about it in the Life Principle of this lesson.

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

RESPONSES ON SEPARATE PAPER

Activity 33 is to be graded using the Rubric in the TRK.
Teacher's Signature: _____

Activities 29-32 are comprehension and study strategies that the student should practice in order to gain and maintain understanding of the text. The student should show his work to demonstrate that he has practiced these strategies.
Teacher's Signature: _____

Note: Although the student may self grade responses in the Activities not designated for teacher scoring, the teacher is encouraged to familiarize him/her self with the material to be sure that the student is writing adequate responses. Similar assignments will be required on quizzes and tests. Teacher's Signature: _____

SUGGESTED ASSIGNMENT

***Note to teacher: Suggested Writing and Activity Assignments are encouraged at your discretion to satisfy state academic requirements and to prepare your student for college. All such assignments may be followed exactly or may be modified for your classroom. At your discretion, assign daily grades or extra credit for each assignment. All suggested assignments may be graded using your Teacher's Resource Kit. The student should place all suggested assignments for this course in a notebook portfolio and keep them in an orderly fashion in order to receive credit (a portfolio or notebook is required by many state academic standards).**

Student Assignment: Use the format of Patrick Henry's speech "Give Me Liberty or Give Me Death" to write your own speech. Address your speech to congress and present an argument involving a current situation that others are shying away from because of its controversial nature (for example, the war in Iraq, the war against terrorism, immigration, or other issue that you believe requires timely action). Use the outline from Activity #32 and plug in the information for your topic. You must present both your outline and speech to your teacher to receive credit.
Teacher's Signature: _____

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Historical Documents

ACTIVITIES
Lesson 3

Early American Voices (Continued)

You are making progress! ***Choose the correct answers or fill in the blanks with words, letters or numbers as each question indicates. Read the entire lesson before you respond to the questions. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***

1. What is a ***compact***, and what purpose does it serve? _____
   _____
   _____
   _____

2. The Mayflower Compact was written as a statement of independence by the pilgrims, showing their desire to emancipate themselves from their mother country (England).
   _____ (a) True or (b) False

3. Carefully read the Mayflower Compact, and circle any words you do not understand. Look them up in the dictionary and demonstrate that you have grasped an understanding of what they mean. It does not matter if you do not know alot of words. Take the time to look them all up.

4. Reread parts of the compact that you have trouble understanding.

5. **Respond on separate paper.** Take notes on the Mayflower Compact. In your notes, identify the following: 1) to whom the compact is dedicated; 2) the identity of the authors and their political loyalties; 3) the purpose of the colony; 4) the goals and purpose of the compact; 5) the rules by which the colony will operate; 6) the date and place of the signing of the compact.

6. **Respond on separate paper.** The following points are found in the Mayflower Compact but are in the wrong order. Create an outline for the compact, using the items below, but place them in accurate order. This will help you establish a format for the document (which you will use later). Use the Roman numeral style of outlining (I, II, III, A, B, C).
   - The authors identify themselves by their loyalty to their king and give homage to the king.
   - The pilgrims state the purpose of the formation of the colony.
   - The compact is dedicated to God, demonstrating the seriousness of the occasion.
   - The compact states the date and place of the signing.
   - The pilgrims proclaim their loyalty to each other and to the compact.
   - The compact states the rules by which the colony is to operate.

7. What language (choice of words) and tone are used by the pilgrims to indicate a willingness to remain English citizens, even though they felt it necessary to remove themselves from England and start a new colony on the other side of the world?
   _____
   _____
   _____
   _____
   _____
   _____
   _____

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8. **Respond on separate paper.** Explain what the Mayflower Compact was. Consider who wrote it, what was its purpose, where and when it was written, and why it is important to American history.

9. Who was Anne Bradstreet? _____

10. What did she do in life? _____

11. Where did she live, and from where was she? _____

12. When did she live and write her poetry? (Include the major time line date of the *Mayflower* voyage in your response.) _____

13. Why is Anne Bradstreet remembered? Why is she important? _____

Read Anne Bradstreet's poem, "Upon the Burning of our House". Practice comprehension strategies to ensure your understanding of the poem (circling words, jotting notes, rereading).

14. **Respond on separate paper.** Practice your thinking skills. The topic is what the poem is about. The theme is the universal idea (the bigger picture that could apply to all of us). The tone is the author's attitude toward the topic. Using this knowledge, discuss the topic, theme, and tone of "Upon the Burning of our House". Include some examples from the poem itself in your response.

15. Practice your inference skills. The rhyme style of Bradstreet's poem is a: _____.
    (a) rhyming couplet (c) rhyming quatrain
    (b) rhyming triplet (d) free style poem with no rhyme

16. **Respond on separate paper.** Compare Anne Bradstreet's situation and attitude with the famous story of Job. (The student may need to conduct some research to familiarize him/her self with the story of Job.)

17. **Respond on separate paper.** Discuss the elements of "To My Dear and Loving Husband". In your discussion, explain the tone, topic, and theme, as well as the rhyming style.

18. What is an Inaugural Address? (You may need to research the term.) _____

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Read the excerpt from George Washington's First Inaugural Address. Practice comprehension strategies to ensure your understanding of the speech (circling words, jotting notes, rereading).

19. Washington clearly stated that God had been instrumental in forming the United States and that the people should acknowledge that. _____ (a) True or (b) False

20. **Respond on separate paper.** Discuss the elements of Washington's Inaugural Address. In your discussion, explain the tone, topic, and theme.

Read the excerpt from George Washington's Farewell Address. Practice comprehension strategies to ensure your understanding of the letter (circling words, jotting notes, rereading).

21. George Washington's Farewell Address to the nation was delived in what format?

    _____

    (a) a speech on public television (c) a letter published in newspapers
    (b) a speech at a public forum (d) Morse Code sent by telegraph wire

22. In the Farewell Address, how did America's first president address the people?

    _____

23. What was the occassion for the Farewell Address? _____

    _____

24. What did George Washington imply that he was "declining"? _____

    _____

25. What was the main idea of the second paragraph? What was George Washington stating?

    _____
    _____
    _____

26. The third paragraph addresses what central idea? _____

    _____
    _____
    _____
    _____

27. How does paragraph four continue the main idea from paragraph three? _____

    _____
    _____
    _____
    _____

28. In paragraph five, George Washington warned against division. His words "Northern and Southern, Atlantic and Western" could be an ominous prediction of what American historical event that occurred approximately 75 years after George Washington's speech?

    _____
    _____

29. In paragraph six, George Washington reminded the people just how carefully and purposefully the government of the United States had been formed. He further reminded the people of their duty and responsiblity to obey the government. _____
    (a) True or (b) False

30. The main idea of paragraph seven is the role of _____ and _____ in politics.

31. Washington implied that true happiness, justic, and security is impossible without religion and morality on the part of the people. _____ (a) True or (b) False

32. In the latter part of his speech (the last three paragraphs), Washington stated his foreign policy. What was his view of how the United States should relate to other countries?

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_____
_____
_____
_____
_____
_____

33. **Respond on separate paper.** What is your impression of George Washington who was the "Father" of the United States? Why is he such an important American hero? Include thoughts on Washington's character, integrity, love and passion for his country, and religious faith. Base your response on two things: 1) information about that person (secondary sources); 2) information directly from that person (his own words) (primary source).

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

RESPONSES ON SEPARATE PAPER

Note to Teacher: The student should add all writing assignments to his notebook and keep them in an orderly fashion. Teacher's Signature: _____

Activities 3-6 are comprehension and study strategies that the student should practice in order to gain and maintain understanding of the text. The student should show his work to demonstrate that he has practiced these strategies.
Teacher's Signature: _____

Activities 8, 14, 16-17, 20, 33 & the two mandatory writing assignments are to be graded using the Rubric in the TRK.
Teacher's Signature: _____

Note to Teacher: Although the student may self grade paragraph responses not designated for teacher scoring, you (the teacher) should be familiar with the material to be sure that the student is writing adequate responses. Teacher's Signature: _____

SUGGESTED ASSIGNMENTS

1) Write a rhyming couplet (poem) about a tragic event in your life or a person you love with deep dedication (parent, friend, sibling, teacher, etc.). Use Anne Bradstreet's poetry as an example. The poem should be 4-8 lines (1-2 stanzas).

2) Write a student compact stating your pledge to be diligent in school. Follow the format of the Mayflower Compact. You may collaborate with other students if desired.

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Historical Documents

The Voices of the Founding Fathers

ACTIVITIES
Lesson 4

You are making progress! ***Choose the correct answers or fill in the blanks with words, letters or numbers as each question indicates. Read the entire lesson before you respond to the questions. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***

1. List the eleven Founding Fathers mentioned at the beginning of this lesson. _____
   _____
2. What great task did these men set out to accomplish for the immediate future and for the future of posterity? _____
   _____
   _____
   _____
   _____
   _____
3. What risk was involved in this task? _____
   _____
   _____
   _____
4. What kind of men were necessary to accomplish this great task? _____
   _____
   _____
   _____
5. The main idea of the statement by Adams that begins "he therefore is the truest friend to the liberty of his country" is: _____.
   (a) the overall risk in forming the new government
   (b) the necessary character attributes of the people (and elected officials)
   (c) the involvement of Providence (Heaven) in the new government
   (d) patriotism and promotion of liberty
6. What main concern of Adams' is evident in his statements? _____
   _____
   _____
7. **Respond on separate paper.** Using the Franklin learning style (from Lesson 1), commit to memory the above mentioned paragraph by Samuel Adams. When you have completed Franklin's learning method, write from memory the entire statement by Adams.
8. **Respond on separate paper.** Write an essay in which you support or dispute Adams' claim. Focus on the main idea of his claim, and respond to it.
9. **Respond on separate paper.** Paraphrase what Adams was saying in the excerpt that begins with "A general dissolution of Principles and Manners".
10. What was the Constitutional Convention of 1787? _____
    _____
    _____

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11. What role did Alexander Hamilton have in the formation of the U.S. Constitution?

_____
_____
_____

12. Contrast Hamilton's and Jefferson's views regarding the federal government.

_____
_____
_____
_____
_____

13. Contrast Hamilton's and Washington's views of political parties. _____

_____
_____
_____
_____

14. What position did Hamilton hold under George Washington? _____

15. What collection of essays did Hamilton co-write that interpreted the U.S. Constitution?

_____

16. Carefully read the excerpt from the Introduction to the *Federalist Papers*, and circle and look up any words you do not understand.

17. Reread parts of the introduction that you have trouble understanding.

18. **Respond on separate paper.** Take notes on the Introduction to the *Federalist Papers*. In your notes, identify the following: 1) to whom the article is addressed; 2) the author; 3) the purpose of the article; 4) the ideas discussed in the article; 5) the tone of the article.

19. **Respond on separate paper.** Reconstruct the article into an outline. List the main ideas and supporting ideas using the Roman numeral style of outlining (I, II, III, A, B, C).

20. **Respond on separate paper.** Paraphrase what Hamilton was saying in the article. (To do this, you need to understand the article. If you do not, repeat Activities 16-19 above.)

21. **Respond on separate paper.** In an essay, compare the topics, themes, tones, and purposes of the speech by Benjamin Franklin in Lesson One (his speech to the members of the Constitutional Convention) and the article by Alexander Hamilton.

22. What was the Continental Congress? _____

_____
_____
_____

23. John Jay was president of the Continental Congress. He was so chosen because he had established a reputation as a reasonable man who was _____.

24. Provide a summary of the Jay Treaty and its impact on American history. (Complete your answer on the next page.) _____

_____
_____
_____
_____
_____
_____
_____

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25. What evidenced George Washington's faith in John Jay? _____
_____

26. What famous book did John Jay co-write? _____

27. What particular social issue concerned John Jay, and what did he do about it? _____
_____
_____
_____

28. What impact did Founding Father James Madison have on the U.S. Constitution and the Bill of Rights? _____
_____
_____
_____

29. What contribution did Madison make in the formation of the new government, regarding the balance of power, in order to avoid corruption and a dictatorship or an aristocracy?
_____
_____
_____
_____

30. Use your thinking skills. In the government of the United States, three entities hold power. This balance of power is called "checks and balances". What are the three "branches" of government in the United States that "check" and "balance" each other?
_____
_____

31. Under President Thomas Jefferson, James Madison held the position of _____ _____ and supervised the largest purchase of property in American history—the _____, which was acquired from French dictator, _____, and doubled the size of the United States.

32. Although James Madison served under Presidents Washington and Jefferson, Madison himself was never elected president. _____ (a) True or (b) False

33. In the War of 1812, against Great Britain, _____ was president.
(a) Andrew Jackson (b) Thomas Jefferson (c) James Madison (d) John Jay

34. What issue was particulary dear to the heart of Founding Father James Madison?
_____

35. The third president of the United States was _____.

36. During Jefferson's presidency, what events occurred in American history? Check all that apply.
_____ (a) the War of 1812
_____ (b) the Civil War
_____ (c) the Louisiana Purchase
_____ (d) the Lewis and Clark Expedition
_____ (e) the Second World War
_____ (f) the Declaration of Independence

37. Because of his writing skills, Jefferson was nominated to write which document that changed American and world history? _____

38. Thomas Jefferson began which political party, and what is its relation to a current political party? _____
_____
_____
_____
_____

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39. John Adams (second cousin to Samuel Adams) was the first _____ of the United States and was elected the second _____ after George Washington.

40. Even though he was quiet in nature (the opposite of his cousin), John Adams was nicknamed the "_____" which indicates that he was indeed a driving force in the quest for freedom.

41. What three areas particularly concerned John Adams in the formation of the new government?
_____
_____
_____

42. John Adams and his wife, Abigail, had a celebrated romance in American lore. Out of their marriage came the future president of the United States, their son, John Quincy Adams. The next father/son presidents did not occur until the 1990-2000 decades. Who were they? _____

43. Founding Father Fisher Ames is well known for his commitment to public service in the U.S. Congress and other posts. What particular government issue concerned Fisher Ames?
_____
_____

44. Founding Father Benjamin Rush was known as _____
_____.

45. Rush was one of the signers of the _____.

46. What particular social issue was important to Rush? _____
_____

47. The Founding Fathers fought hard to create a government that allowed its people to be safe, happy, and free. But this does not come without responsibility. Americans have a responsibility to live virtuously so that corruption and disunity do not destroy the country. _____ (a) True or (b) False

48. **Respond on separate paper.** In Lesson 1, Benjamin Franklin warned against divisiveness and pride; in Lesson 3, George Washington warned against political parties that create division "North and South, Pacific and Atlantic" (east and west); in Lesson 4, Samuel Adams expressed concern that lack of virtue would cause America to crumble, faster than any outside enemy; other founding fathers discussed states' rights versus the authority of the federal government, as well as the legality of slavery. James Madison stated that the issue dearest to his heart was the unity of the states. Reflect on these things, and write an essay in which you explain how the founding fathers understood human nature and how their concerns were indeed legitimate in the light of the American Civil War, years later. Your essay needs to be at least four paragraphs. Before you begin, jot notes and ideas and organize your thoughts. Use quotes from the founding fathers when appropriate.

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

RESPONSES ON SEPARATE PAPER
Activities 8-9, 20-21, & 48 are to be graded using the Rubric in the TRK.
Teacher's Signature: _____

Activities 7 & 16-19 are comprehension strategies that the student should practice in order to gain and maintain understanding of the text. The student should show his work to demonstrate that he has practiced these strategies.
Teacher's Signature: _____

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Historical Documents

Important Issues to the Founding Fathers

ACTIVITIES
Lesson 5

You are making progress! ***Circle the correct answers or fill in the blanks with words, letters or numbers as each question indicates. Read the entire lesson before you respond to the questions. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***

1. What is the Declaration of Independence? Answer using the Five W's. _____
   _____
   _____
   _____
   _____
   _____
   _____
2. The Declaration of Independence included a list of basic human rights that pertain to all people. Write Jefferson's famous argument for freedom regarding those rights:
   _____
   _____
   _____
   _____
3. **Respond on separate paper.** Using the Franklin learning style (from Lesson 1), commit to memory the above statement by Thomas Jefferson. When you have completed Franklin's learning method, write from memory the entire statement by Jefferson.
4. How many men signed the Declaration of Independence? _____
5. What is a ***preamble***? _____
6. Carefully read the Preamble to the Declaration of Independence. Circle and look up any words you do not understand.
7. Reread parts of the Preamble that you have trouble understanding.
8. **Respond on separate paper.** Take notes on the Preamble to the Declaration of Independence. In your notes, identify: 1) the purpose; 2) the ideas discussed; 3) the actions suggested; 4) the reasoning of the authors.
9. What three ideas did the Founding Fathers state in the first paragraph of the Preamble to the Declaration of Independence? _____
   _____
   _____
   _____
   _____
   _____
10. In the second paragraph of the Preamble, what three "self-evident truths" did the Founding Fathers "hold"? _____
    _____
    _____
    _____

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11. According to the Founding Fathers, what was the purpose of government? _____
_____

12. According to the Founding Fathers, the government should gain its power from whom?
_____
_____

13. The Founding Fathers stated that when a government became destructive to the rights of the people, the people should do what two things? _____
_____
_____
_____

14. The Founding Fathers warned that the people should use prudence in establishing or altering a government, and that change should not be made for light or transient purposes. What did they mean by this? _____
_____
_____
_____

15. What form of human nature did the Founding Fathers observe regarding oppressive government?
_____
_____
_____
_____
_____

16. Despite human nature to bear and tolerate oppression and corruption, the Founding Fathers stated that when a government became so corrupt and subjugated the people under absolute despotism, the people had the responsibility to themselves and to God to do what?
_____
_____
_____

17. In the conclusion to the Preamble, the Founding Fathers stated what concepts?
_____
_____
_____
_____
_____
_____

18. The proof that the Founding Fathers had against the King of England was listed in the body (the main part) of the Declaration of Independence.
_____ (a) True or (b) False

19. **Respond on separate paper.** In the conclusion to the Declaration of Independence, the Founding Fathers: 1) identified themselves; 2) appealed to God (a higher authority than the king); 3) dedicated the document to people of the United States; 4) declared themselves as an independent nation from England; 5) established their powers as an independent nation; 6) pledged their loyalty to God, to each other, and to the new nation. Explain how each of these points was supported (worded) in the document.

20. The Bill of Rights was an extension of what document? _____
(a) the Declaration of Independence (c) the Mayflower Compact
(b) the U.S. Constitution (d) the *Federalist Papers*

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21. What was the purpose of the Bill of Rights? _____
_____

22. How many amendments make up the Bill of Rights? _____

23. List the summary of the Ten Amendments of the Bill of Rights.
1) _____
_____
2) _____
3) _____
4) _____
5) _____
6) _____
7) _____
8) _____
9) _____
10) _____
_____

24. **Respond on separate paper.** Using the Franklin learning style (from Lesson 1), commit to memory the above summary of the Bill of Rights. When you have completed Franklin's learning method, write from memory the summary of the Bill of Rights.

Read the five sections of the 1st Amendment (A-E).

25. **Respond on separate paper.** In an essay, explain in your own words the freedoms (and what they mean) outlined in the 1st Amendment. Provide some examples that apply to everyday life in America.

26. How is the Liberty Bell in Philadelphia inscribed? _____
_____
_____

27. On what historic day did the Liberty Bell ring? _____

28. July the 4th is celebrated in the United States because of what event? _____
_____
(a) That is when the colonial Patriots finally defeated the British.
(b) That is when the Constitutional Convention adoped the U.S. Constitution.
(c) That is when the Constitutional Convention nominated a committee to write the Declaration of Independence.
(d) That is when the Declaration of Independence was read aloud to the public.

29. The Declaration of Independence was read aloud from the steps of what building?
_____

30. Which Founding Father stated that he believed the 4th of July would be celebrated in America for years to come? _____

31. Adams placed such a high importance on the 4th of July, that he rated it second only to the most celebrated holiday in the world: _____.

32. What was a common practice in Europe and around the world regarding the forced conversions of people to follow the religions of rulers and kings? _____
_____
_____
_____
_____

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33. How did the Founding Fathers try to ensure that the American people did not endure this sort of oppression? _____
_____
_____

34. **Respond on separate paper.** Write an essay in which you discuss the following items: 1) where did the term "separation of church and state" come from; 2) what were the circumstances surrounding the original use of the term; 3) what was the intent of the statement; 4) how has it been misconstrued in recent times? In your response, include quotations from the Founding Fathers and examples of recent applications of the term.

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

RESPONSES ON SEPARATE PAPER

Activities 19, 25 & 34 are to be graded using the Rubric in the TRK.
Teacher's Signature: _____

Activities 3, 6-8, & 24 are comprehension strategies that the student should practice in order to gain and maintain understanding of the text. The student should show his work.
Teacher's Signature: _____

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Historical Influences

What and Who Influenced the Founding Fathers

ACTIVITIES
Lesson 6

You are making progress! ***Choose the correct answers or fill in the blanks with words, letters or numbers as each question indicates. Read the entire lesson before you respond to the questions. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***

1. The most influential religious source for the Founding Fathers was the _____ and/or scriptural _____ found in the Bible.
2. Which particular version of the Bible was used first by the Pilgrims, then later by the Founding Fathers? _____
3. What percentage of the Founding Fathers professed Christianity as their faith? (You will need to calculate this.) _____
4. What was the American Bible Society? _____
   _____
   _____
5. The Founding Fathers believed that in order for the American system of government to work, the people must be _____ and _____.
6. For what reasons did Fisher Ames advocate the Bible as a schoolbook? _____
   _____
   _____
   _____
   _____
7. What cause/effect scenario did Patrick Henry indicate in his quote? What did he admonish?
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
8. John Jay indicated in his quote that the American people should choose virtuous and Christian rulers. _____ (a) True or (b) False
9. Benjamin Rush expressed concern that the Bible would be removed from schools, thus the generations of Americans to come would not know the Christian faith.
   _____ (a) True or (b) False
10. Rush also indicated that in order for a republic to work, it had to have a foundation of religion, and that without religion, there could be no _____ and without virtue there could be no _____.
11. According to Noah Webster, the one religion in the world that grants civil liberty and free government is Christianity. _____ (a) True or (b) False

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12. **Respond on separate paper.** Reflect on the quotes by the Founding Fathers, and weigh them in your mind. Respond to the Founding Fathers and discuss the virtue and morality of the American people (common citizens and rulers). In your essay, discuss America's current religious faith (or lack of faith) and its impact on American society, culture, education, and politics. Were the Founding Fathers right? Have some of their fears come true over the years? Is a "free" society able to sustain itself by being virtuous? What happens when the people cease to be virtuous and moral?

13. The Founding Fathers were well read in the philosophies of various scholars, particularly _____ whose ideals of individual liberty deeply influenced Thomas Jefferson.

14. What is philosophy and how is it generally expressed? _____
_____
_____
_____

15. What three major ideas did the Founding Fathers borrow from John Locke in formulating the system of government that became known as American republicanism?
_____
_____
_____
_____
_____

16. What was John Locke's philosophy of the function of power? _____
_____
_____
_____
_____

17. According to Locke, when people accept a certain society and agree to abide by its rules, they give up their individual powers (in favor of an established government). If the people refuse to abide by the laws, what do they forfeit? _____
_____
_____
_____

18. Two ancient Greek scholars who influenced the Founding Fathers were _____ and _____.

19. According to Plato, what three elements are essential to rulers? _____
_____
_____

20. According to Plato, what two elements are essential to soldiers? _____
_____
_____

21. According to Plato, what three elements are essential to citizens? _____
_____
_____
_____

22. According to Plato, when rulers, soldiers, and citizens function properly in their roles, and do not try to take over the job of someone else, genuine _____ will prevail, and the city will function _____ and will exhibit _____.

23. Aristotle expressed concern about _____ in government and society.

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24. According to Aristotle, true happiness came when a person pursued _____; Aristotle further stated that character was a _____ that came from a person's experience in life and intellect (or both).

25. What was Aristote's philosophy of government? _____
_____
_____
_____

26. What other source of influence, in addition to religious and secular philosophies, did the Founding Fathers rely on in formulating the new government? _____
_____

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

RESPONSE ON SEPARATE PAPER

Activity 12 is to be graded using the Rubric in the TRK.
Teacher's Signature: _____

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Historical Learning Tools

ACTIVITIES
Lesson 7

A Priority on Learning

You are making progress! ***Choose the correct answers or fill in the blanks with words, letters or numbers as each question indicates. Read the entire lesson before you respond to the questions. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***

1. What principle about literacy and liberty did colonial Americans understand?
   _____
   _____
   _____

2. Thomas Jefferson's statement implied that he trusted the American people to make the right choices if they knew the truth, and he trusted the media to tell the truth to the people. _____ (a) True or (b) False

3. Jefferson believed so strongly in a free press (media) that he once stated that he would rather have the media and no government, rather than a government without the media. _____ (a) True or (b) False

4. Not all governments, in current times or in times past, have allowed citizens to learn through literature. _____ (a) True or (b) False

5. **Respond on separate paper.** In an essay, explain what you think Jefferson meant by his statement, ". . . if we were to have a government without a newspaper, or a newspaper without a government, I would choose the latter". In your response, reflect on these things: 1) Why is the media so valuable to freedom? 2) What would a government be like that did not allow freedom of the press? 3) Think of certain governments in today's world, or in the recent past that did not allow freedom of the press, such as in certain Muslim countries or in Communist or Nazi regimes. 4) What is the quality of life for citizens of those types of nations? 5) What types of things does the media bring to the awareness of citizens that adds to their quality of life? 6) What would happen if the media was controlled by a certain group or if the media did not tell the truth to citizens? Because so many points need to be discussed in your essay, first jot notes that you think are important, then make an outline to organize your thoughts. Take your time, and be thorough. Demonstrate that you have seriously considered each element.

6. **Respond on separate paper.** Explain your philosophy of censorship of certain literature and materials, such as videos, websites, DVDs, music, computer programs, games, etc. Why is some censorship important to maintaining a level of virtue and decency in a culture and in keeping crime levels low? Does America have enough censorship, or should it be increased in certain instances?

7. Explain how news traveled in colonial days. _____
   _____
   _____
   _____
   _____
   _____
   _____

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8. Colonial parents did not take the education of their children seriously, and if the community could not afford to hire a school master or school marm, most children did not receive an education. _____ (a) True or (b) False

9. Explain the typical schooling of colonial children. _____
_____
_____
_____
_____

10. The main textbook in colonial times was _____ from which students learned reading, as well as philosophy, debate, government, mathematics, and religion.

11. How did the Bible become the most influential book in America? _____
_____
_____
_____

12. Which version of the Bible is the most widely accepted and recognized version in the United States? _____

13. What particular code of conduct from the Old Testament of the Bible is popular in America? _____

14. **Respond on separate paper.** Using the Franklin learning style (from Lesson 1), commit to memory the Ten Commandments. When you have completed Franklin's learning method, write from memory the Ten Commandments. (See teacher's note at end of lesson.)

15. The goal of most colonial learning was to enable children to become _____ citizens who exercised _____ and _____.

16. One of the colonial learning tools was a list from Proverbs 22. Below is a paraphrased version. Fill in the blanks with the correct words. Colonial parents instructed their children:
    1) to choose a good _____ over _____;
    2) not to be partial to the rich or the poor, because God made _____;
    3) to be observant and prudent and not walk into an evil trap like a foolish person;
    4) to be _____ and fear the Lord, for He provides riches, _____, and life;
    5) not to be contrary and rebellious, for people like that fall into snares and thorns, but a person who controls himself finds the wise and profitable path;
    6) to be teachable when a child, for it will provide security when the child is _____;
    7) not to borrow, for it makes a person the _____ to the lender;
    8) not to be sinful, for it reaps emptiness in life, and will make the child a failure;
    9) to be a cheerful helper to the poor, for by doing so, the child will be _____;
    10) not to put up with someone who causes division and strife;
    11) to love _____ of heart, for by doing so, even _____ will listen to you;
    12) to understand that the Lord sees all and overthrows those who _____;
    13) not to be lazy and helpless;
    14) not to be enticed by "loose" women who led young men into sin;
    15) not to be _____ in their heart, but to be accepting of discipline.

17. **Respond on separate paper.** Write an essay in which you analyze the value of the above list for everyday life. Comment on each item (not the list as a whole) and apply them to modern situations and examples. You do not have to discuss each item in order, but may place them in an order that is logical or convenient to the flow of the essay.

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18. Noah Webster became known as _____, and nearly every American home had a copy of his speller.

19. In addition to the spellings and definitions of words, the speller also provided a guide for _____ and _____.

20. Webster disagreed that the Bible should be used for training children in education, and that his speller should replace all Bibles in schools. _____ (a) True or (b) False

21. **Respond on separate paper.** Provide some evidence that supports your answer above regarding Webster's view of the Bible being used in education.

22. Writers like Noah Webster helped form a nation of people who were _____, _____, _____, _____, and _____ of self-government.

23. The very first song book published in America was the _____ which contained songs from the Psalms, a popular one being _____.

24. **Respond on separate paper.** Analyze and explain several differences found between the standard version of Psalm 23 and the version in the Bay Psalm Book.

25. Understanding the culture of the Pilgrims and colonial Americans, you can better see why they took the Bible and Scripture so seriously. It was an integral part of every aspect of life for them. Explain how the Pilgrims incorporated the Bible into their lives.
_____
_____
_____
_____

26. The first book written, printed, and published in America was a Bible for: _____.
(a) Pilgrims (b) school children (c) congress (d) natives

27. The name of the first book was _____ and was produced in the _____ language in 1663. Its composer was a minister named _____ who worked very hard to learn the language and way of life of the native tribes in his area.

28. What popular passage of scripture did Eliot translate into Algonquian? _____
_____

29. **Respond on separate paper.** Using the Franklin learning style (from Lesson 1), commit to memory the English version of the Lord's Prayer. When you have completed Franklin's learning method, write from memory the English version of the Lord's Prayer. (See teacher's note at end of lesson.)

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

RESPONSES ON SEPARATE PAPER
Activities 5, 6, 17, 21, & 24 are to be graded using the Rubric in the TRK.
Teacher's Signature: _____

Activities 14 & 29 are comprehension strategies that the student should practice in order to gain and maintain understanding of the text. The student should show his work. If the school does not permit memorization of religious text, the teacher should choose an alternative code of conduct or poem for the student to memorize using the Franklin technique.
Teacher's Signature: _____

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SUGGESTED ASSIGNMENTS
(You may collaborate with other students if permitted by your teacher.)

1) Part I: Write a song adapted from any appropriate poem, Psalm, Proverb, other religious source, or nonreligious source. Follow the format of a song from the Bay Psalm Book, keeping the original intent and theme of the passage, but rearranging the words and format better to fit a song. Part II: Perform your song during school assembly or in front of another audience.

2) Translate a list, menu, recipe, prayer, poem, paragraph, or other short (and appropriate) literary piece, into another language. If you are bilingual, you must choose a language that you do not speak. If order to do this, you must collaborate with a person who speaks the language, or study enough of the language to complete your translation. Provide both the English version and the translated version to your instructor, as well as the name of the person who assisted in your translation.

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Prose

ACTIVITIES
Lesson 8

America's Legacy in Prose

You are making progress! ***Choose the correct answers or fill in the blanks with words, letters or numbers as each question indicates. Read the entire lesson before you respond to the questions. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***

1. Prose is _____
_____.

2. The four basic structures of writing are _____
_____.

3. Explain each structure of writing and its attributes. _____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

4. As a writer or speaker, you should strictly conform only to one form or another and should not incorporate various types of expression into one literary piece. _____
(a) True or (b) False

5. What was William Bradford's role in American history and literature? Consider Bradford's civil service and literary accomplishments._____
_____
_____
_____
_____
_____
_____

6. The excerpt from Bradford's journal *Of Plymouth Plantation* begins on the date of _____ and opens with what scene? _____
_____
_____
_____

7. What special display of "God's Providence" was explained by Bradford? _____
_____
_____
_____

8. What two main events caused consternation on the part of the ship's crew regarding the

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ability of the ship to make the voyage? _____

9. What debate erupted among the ship's crew? _____

10. What was the conclusion of the debate, and why? _____

11. Explain the difference between an author and a narrator and provide an example.

12. If a first person narrator is telling a story, he/she will use pronouns such as, _____ _____, to indicate that he/she is one of the characters and is personally involved in the events of the plot.

13. In the excerpt from Edgar Allan Poe's story, "The Fall of the House of Usher", the first person narrator was: _____.
    (a) a doctor called upon to administer medicine to a servant
    (b) the lord of a large, mysterious manor
    (c) a guest at a large, mysterious manor
    (d) none of these

14. Obviously, because a story is told in first person, the author is narrating actual life experiences. _____ (a) True or (b) False

15. A first person narrator is always the main character. _____ (a) True or (b) False

16. If a third person narrator is telling a story, he/she will use pronouns such as, _____ _____, to indicate that he/she is not one of the characters and is telling the events as a "third party" onlooker who is not personally involved in the plot.

17. In the excerpt from Lloyd C. Douglas' novel, *The Robe*, the main character, Lucia, a 15-year-old girl, is worried about: _____.
    (a) clean hands and a pure heart
    (b) her and her mother's relationship
    (c) how to concentrate in school
    (d) how the prince will react to Lucia's father's comments in the Senate
    (e) a secret offense she had caused the prince and how it might affect the family
    (f) only *a* and *b*
    (g) only *d* and *e*

18. What is the difference between first and third person point of view? (Complete your answer on the next page.) _____

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19. What is an omniscient, third person point of view? _____

20. What is a limited omniscience, third person point of view? _____

21. Explain how the narrators in *The Robe* and *Time to Reap* reflect a limited omniscience point of view. _____

22. What is an intrusive narrator? _____

23. How did William Bradford and Sir Walter Scott narrate their tales using intrusive narrators?

24. What is an objective third person point of view in narrating? Provide an example.

25. What is the scene in the excerpt from *Ten Things I Learned from Bill Porter*?

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26. Explain what credibility is and how it might affect how someone relates a story.

27. How does description enhance a piece of literature? _____

28. Read the (continued) journal entry by Bradford and explain the descriptive scenes. Include scenes that describe sight, sound, actions, etc. _____

Read each excerpt, then provide a response to the question that follows.

29. *During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing along, on horseback, through a singularly dreary tract of country, and at length found myself, as the shades of evening drew on, within view of the melancholy House of Usher.* (—"The Fall of the House of Usher", by Edgar Allan Poe) What descriptive language did Poe use?

30. *The sexton stood in the porch of Milford meetinghouse, pulling busily at the bell rope. The old people of the village came stooping along the street. Children, with bright faces, tripped merrily beside their parents, or mimicked a graver gait, in the conscious dignity of their Sunday clothes.* (—"The Minister's Black Veil", by Nathaniel Hawthorne) What descriptive language did Hawthorne use? _____

31. *I was called from these reflections by the sight of a freckled woman with yellow hair and a yellow gown, standing in the porch of the inn, under a dull red lamp swinging there, that looked much like an injured eye, and carrying on a brisk scolding with a man in a purple woolen shirt.* (—"Moby Dick", by Herman Melville) What descriptive language did Melville use? _____

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32. In literature, what is personification? _____
_____

33. What descriptive language did Johnson use in the excerpt from *Window in the Hill Country*?
_____
_____
_____
_____

34. Explain how Johnson used personification in the excerpt from *Window in the Hill Country*.
_____
_____
_____
_____
_____

35. Review the excerpt from Sir Walter Scott's *Ivanhoe* and explain his use of personification.
_____
_____
_____

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

SUGGESTED ASSIGNMENTS

Ask your teacher for a copy of <u>each</u> of the following short stories in the TRK: "A Soldier's Song", "Thinking Big", "Chain of Love", "Mr. Vinegar and His Fortune", and "The Child Priest". Each story is told from a different perspective. Answer each assignment thoroughly in one or more paragraphs.

Assignment 1: Read "A Soldier's Song". Identify and analyze the point of view of the narrator. Provide examples from the story to support your answer.

Assignment 2: Read "Thinking Big". Identify and analyze the point of view of the narrator. Provide examples from the story to support your answer.

Assignment 3: Read "Chain of Love". Identify and analyze the point of view of the narrator. Provide examples from the story to support your answer.

Assignment 4: Read "Mr. Vinegar and His Fortune". Identify and analyze the point of view of the narrator. Provide examples from the story to support your answer.

Assignment 5: Read "The Child Priest". Identify and analyze the point of view of the narrator. Provide examples from the story to support your answer.

Note to Teacher: <u>Suggested Writing Assignments</u> are to be graded using the Rubric in the TRK. The student should read the assigned stories and respond appropriately to each assignment. The stories are provided in the back of the TRK for this chapter.
Teacher's Signature: _____

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Prose

ACTIVITIES
Lesson 9

Colonial and Modern Prose

You are making progress! ***Choose the correct answers or fill in the blanks with words, letters or numbers as each question indicates. Read the entire lesson before you respond to the questions. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***

1. Explain what "expository" means. _____
   _____
   _____

2. Explain the gradual increase in difficulty in expository writing from lower grades to upper grade level work. _____
   _____
   _____
   _____
   _____
   _____

3. List at least 10 examples of expositions that are part of American history and literature that you have studied so far. _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

4. Carefully read Dr. Nathan Johnson's letter. Circle and look up words you do not understand.

5. Reread parts of the letter that you have trouble understanding.

6. **Respond on separate paper.** Take notes on the letter. In your notes, identify: 1) topic (the specific situation addressed; 2) the tone (the author's attitude toward the topic); 3) the theme (a broader idea that is universal in context).

7. **Respond on separate paper.** Make an outline of the letter, including its key points and its subpoints. Use the Roman numeral style of outlining (I,II,III, A,B,C, 1,2,3,etc.)

8. **Respond on separate paper.** In an essay, paraphrase (explain in your own words) what Dr. Johnson is saying in each paragraph. Do not provide your opinion of what he is saying—only tell what he is actually saying in each paragraph.

9. Based on what you have learned about expository writing, why is Dr. Johnson's letter to his father considered expository, and not narrative or persuasive? _____
   _____
   _____
   _____
   _____
   _____
   _____

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10. **Respond on separate paper.** Now you get to express your opinion. Write an essay in which you analyze the value of what Johnson is saying. Comment on each point made by Johnson, as well as the topic, theme, and tone of the letter.

11. Just as expository writing can be used to express philosophy, it can also be used to describe the details of a process. In the article "Closing the Tantra Lake Rape Case", the author used expository writing to explain the process detectives used to catch a violent criminal. Paraphrase the process used by detectives. _____

12. **Respond on separate paper.** Analyze the organization of the compact written by students who committed to abstain from sex until marriage. Arrange the following points in the correct order in an outline.
    - The students state what steps they will take to keep the commitment.
    - The students pledge to maintain or establish sexual purity.
    - The students provide the rationale for their decision.
    - The students reafirm the pledge.

13. What is argument in literature? _____

14. What two persuasive techniques are often employed by writers or speakers? _____

15. In *The Crisis*, Thomas Paine used persuasion by laying out the situation the colonists were in, then giving them a choice. What were the choices, and what were the consequences of those choices? _____

16. In the opening statement of his famous speech "Give Me Liberty or Give Me Death", Patrick Henry said, "This is no time for ceremony." What did he mean by that, and how did it set the tone for the speech? _____

17. **Respond on separate paper.** Write an essay in which you paraphrase (explain in your own words) what Patrick Henry is saying paragraph by paragraph. If you do not understand some of it, practice comprehension skills of circling and looking up words and rereading parts of the text to gain understanding.

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18. Based on what you have learned about persuasive writing, why is Patrick Henry's speech to the House considered persuasive? _____
_____
_____
_____

19. What is rhetoric? Why are tone and word choice important to the impact of rhetoric?
_____
_____
_____

20. What is a rhetorical question? _____
_____

21. **Respond on separate paper.** In an essay, expound upon the persuasive techniques used by Patrick Henry to facilitate the purpose of his speech—techniques such as rhetorical questions, references to other literature, references to history, personal experiences, and a declaration of personal risk or involvement.

22. What is an anaphora, and how was it used in the Declaration of Independence? _____
_____
_____
_____
_____

23. What anaphora was used in Dr. Johnson's letter to his father? _____
_____

24. What is figurative language? _____
_____

25. What is a simile? Provide an example. _____
_____
_____
_____
_____

26. What is a metaphor? Provide an example. _____
_____
_____
_____

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

RESPONSES ON SEPARATE PAPER

Activities 8, 10, 17, & 21 are to be graded using the Rubric in the TRK.
Teacher's Signature: _____

Activities 4-7, & 12 are comprehension strategies that the student should practice in order to gain and maintain understanding of the text. The student should show his work.
Teacher's Signature: _____

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SUGGESTED ASSIGNMENTS

1) Write an original exposition in which you explain a philosophy regarding a social, religious, educational, or political issue. Couch your essay in a letter to your father, grandfather, teacher, principal, pastor, or mayor. Pattern your letter/essay after Dr. Nathan Johnson's letter.

2) Write an original argument in which you seek to persuade your audience to take action regarding a social, religious, educational, or political issue. Couch your essay in a speech to your city council or state congress. In your speech, include each of the following techniques: rhetorical question, reference to other literature, reference to historical event or fact, personal experience, statement of personal risk or involvement, anaphora, simile, metaphor. Be sure that your word choice effectively facilitates the desired tone. Make your topic clear and your theme strong. Pattern your speech after Patrick Henry's speech.

3) Record a speech by a senator or other politician. While listening, jot notes that identify the tone, theme, and topic of the speech. Listen, and observe the speaker for tone of voice, word choice, and use of literary techniques. Write a report in which you identify which techniques the speaker uses. Evaluate the effectiveness of those techniques. Did he/she use those techniques correctly? Did they fit the speech? Did they enhance or draw away from the speech? Provide a recording of the speech along with your report to your teacher.

***Note to teacher: All suggested assignments may be graded using the Rubrics in the TRK.**

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Prose

Great Sermons and Speeches that Inspired America

ACTIVITIES
Lesson 10

You are making progress! ***Choose the correct answers or fill in the blanks with words, letters or numbers as each question indicates. Read the entire lesson before you respond to the questions. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***

1. A speech that is religious in nature is called a _____.
2. Who wrote "City on a Hill", and what type of literature is it? _____
   _____
   _____
   _____
3. Who was Jonathan Edwards? _____
   _____
   _____
   _____
4. **Respond on separate paper.** Analyze and explain the persuasive attributes of the sermon, "Sinners in the Hands of an Angry God". Use examples from the excerpt to support your answer.
5. Who was Henry Muhlenberg, and how did he make history? _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
6. What literary technique is evident in the passage from Ecclesiastes 3:1-8? _____
   _____
7. What impact did George Whitfield and the Wesley brothers have on American history?
   _____
   _____
   _____
8. How did army chaplain, Henry Caldwell, make history? _____
   _____
   _____
   _____
   _____
   _____
9. D.L. Moody worked as a clerk in a shoe store and had very humble beginnings in life. What did he accomplish later in life? (Write your answer on the next page.)

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_____
_____

10. Oswald Chambers was a Scottish-Canadian preacher who impacted many through his best selling book _____.
11. How did Billy Sunday make history? _____
_____
_____
_____
_____
_____
12. James Weldon Johnson was an accomplished _____, _____, and _____. Johnson's most famous sermons are _____ and _____.
13. The sermon "The Creation" is written as a (poem, speech, letter, journal).
14. How is the title "The Creation" appropriate for this literary work? _____
_____
15. What is the topic of "Go Down, Death"? _____
_____
_____
16. What is the theme of "Go Down, Death"? _____
_____
_____
17. How did army chaplain, Howell Forgy, make history? _____
_____
18. Explain what is going on in the song based on the legend of Howell Forgy.
_____
_____
_____
_____
_____
19. How is Billy Graham viewed in America and around the world? What are some of his legacies?
_____
_____
_____
_____
_____
_____
20. The author of the article "Welcome to the Arena" is _____.
21. **Respond on separate paper.** What is the theme, topic, and tone of "Welcome to the Arena"? What is Roosevelt saying, and what does he mean?
22. **Respond on separate paper.** Using the Franklin learning style (from Lesson 1), commit to memory the excerpt from "Welcome to the Arena". When you have completed Franklin's learning method, write from memory the entire excerpt.
23. The author of the speech "Duty, Honor, Country" is _____.
24. **Respond on separate paper.** Make an outline of the speech, breaking it down into its main and subpoints.

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25. **Respond on separate paper.** Using the Franklin learning style, commit to memory the excerpt from "Duty, Honor, Country". Because of its length, you may want to break it down paragraph by paragraph instead of breaking it down into halves. When you have completed Franklin's learning method, write from memory the entire excerpt.

26. What was the purpose of the speech, and who was its intended audience? (If you do not know what West Point is, you need to look it up.) _____

27. What is the tone of the speech? Is it expository, or persuasive? Why, or why not?

28. What is the main idea (topic) of the speech? _____

29. What is the theme of the speech? _____

30. What literary techniques did the author use? _____

31. America's "Great Communicator" was _____.

32. In Reagan's "Evil Empire" speech, he identified _____ as a terrible political system.

33. What political system did Reagan pit against totalitarianism? _____

34. Reagan infered that a _____ weapon would have been detrimental to the world if it had fallen into the hands of a government that was not a peace loving democracy.

35. In paragraph three, Reagan refered to a human folly that is often present in the face of hard times. What is that folly? _____
What other speech that you have studied so far refers to that same human folly? Explain.

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36. What rhetorical device did Reagan use in paragraph three? Explain. _____
_____
_____
_____

37. What did Reagan indicate regarding America's involvement in the "arms race"?
_____
(a) America was totalitarian, using its power to "beat up" on other countries.
(b) America was peace loving but had to fight communism in order to survive.
(c) America should stand by and allow communism to do what it wanted to other countries.

38. What rhetorical device did Reagan use in paragraph four? Explain. _____
_____
_____
_____

39. In the last paragraph, Reagan stated the mission of the United States: _____
_____.

40. Based on the comment, ". . . I believe we live now at a turning point . . ." what course do you predict the remaining part of the speech addressed? _____
(a) a course of action that will keep the United States out of the way of harm
(b) a course of action that will assist communism in taking over the world
(c) a course of action that will stop the advance of communism, even if force is necessary

41. What was the topic of Winston Churchill's speech? _____
_____

42. **Respond on separate paper.** Using the Franklin learning style, commit to memory the excerpt from Churchill's speech. When you have completed Franklin's learning method, write from memory the entire excerpt.

43. The "Gettysburg Address" was given by U.S. President _____. What was the occasion? _____
_____
_____
_____

44. In paragraph one, Lincoln referred to "our fathers". Who did he mean? _____
_____
_____

45. Lincoln reminded his audience that the Founding Fathers had done two things: 1) create a new nation based on true liberty; 2) dedicate it under the presumption that all men are created equal. What kind of rhetorical device was used by Lincoln in this statement?
_____
_____

46. The first paragraph of Lincoln's speech took the audience back to the past. The second paragraph brought the audience to the present. What was the present time indicated by the president? _____
_____

47. According to President Lincoln, the Civil War was a test of what? _____
_____
_____
_____
_____

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48. Lincoln acknowledged that the soldiers who died at Gettysburg that day had died so that the people of the nation could _____ in freedom.

49. What "consecrated" the battle field at Gettysburg? _____
_____
_____

50. What "resolve" did the president make? _____
_____

51. How did the president tie his conclusion back to his introduction of the speech, yet indicate what was in store for the future of America? _____
_____
_____
_____
_____

52. **Respond on separate paper.** Make an outline of the speech, breaking it down into its main and subpoints.

53. **Respond on separate paper.** Using the Franklin learning style, commit to memory the "Gettysburg Address". When you have completed Franklin's learning method, write from memory the entire speech.

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

RESPONSES ON SEPARATE PAPER

Activities 4 & 21 are to be graded using the Rubric in the TRK.
Teacher's Signature: _____

Activities 22, 24, 25, 42, 52, & 53 are comprehension strategies that the student should practice in order to gain and maintain understanding of the text. The student should show his work.
Teacher's Signature: _____

SUGGESTED ASSIGNMENTS

Assignment 1: Select from the following excerpts in your lesson to present to your class or other audience approved by your teacher: a) "Sinners in the Hands of an Angry God"; b) "Duty, Honor, Country"; c) "Evil Empire"; d) "Gettysburg Address"; e) Churchill's "victory" speech AND Roosevelt's "Welcome to the Arena". If you choose (e), it includes both speeches (Churchill and Roosevelt). In your public presentation, be sure to maintain the purpose, intent, and tone of the author(s). Make your presentation(s) believable with appropriate movements, gestures, voice inflection, and tone. Learn your selection(s) so you do not appear to be reading it. Note cards may be permissable by your teacher.

Assignment 2: Write an original sermon or speech in which you focus your tone and purpose for a specific audience (i.e. Edwards focused on sinners; Winthrop focused on Christians who were "lights to the world"; MacArthur focused on cadets at West Point; Lincoln focused on citizens in the wake of a Civil War battle; Churchill focused on citizens in the wake of Nazi attacks; Reagan focused on politicians during an era of communism). Incorporate at least four rhetorical devices that accomplish your purpose for your intended audience. Be prepared to present your speech to an audience (teacher's discretion).

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Prose

ACTIVITIES
Lesson 11

Creating Your Personal Prose

You are making progress! ***Choose the correct answers or fill in the blanks with words, letters or numbers as each question indicates. Read the entire lesson before you respond to the questions. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***

1. Explain the cause/effect scenario of gaining or losing the confidence of your readers.

_____
_____
_____
_____

2. What effect will reading good literature have on you as a writer? _____

_____
_____

3. What is the difference between using other writings as examples and inspiration, and committing plagiarism? _____

_____
_____
_____

4. What is the difference between fiction and nonfiction? _____

_____
_____
_____
_____

5. What are the basic elements of narrative writing, and how do they all work together?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

6. In the excerpt from "Hattie's Wake", the narrator is: _____.
   (a) a child (b) Hattie's elderly sister (c) Hattie herself (d) the child's mother

7. What is the setting for the excerpt from "Hattie's Wake"? _____

_____
_____
_____
_____

8. What is a ***wake***? _____

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_____

9. Journalism is narrated from what point of view? _____

10. A journalist must not omit pertinent information or mislead the public. _____
(a) True or (b) False

11. What are the "Five W's" that serve as a guide to journalism writers? _____
_____

12. What were the topic and issues of concern in the news story, "Groundwater District Successful with Protest"? _____
_____
_____
_____
_____

13. What two pieces of evidence did the news writer use to support the story? (Choose two)
_____

(a) an example (c) a direct quote (e) a fact
(b) a detail (d) a description (f) a digression

14. Explain your answer to the above question. _____
_____
_____
_____

15. What is a special interest story? _____
_____
_____
_____
_____

16. Briefly describe the special interest story in the Fort Worth Star Telegram. Include the setting, the main character, and the basic events. _____
_____
_____
_____

17. What is a letter to the editor? _____
_____
_____

18. What was the topic of the letter to the editor published in the Dublin Citizen?
_____
_____
_____

19. What is an obituary? _____
_____
_____
_____
_____

20. What vital statistics were provided for Charles Salter in his obituary? _____
_____
_____
_____
_____

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21. What is the difference between journalism and journal writing? _____
_____
_____
_____

22. From what narrative point of view are most journals written? _____

23. What is the tone of the journal entry by Emma Balfour, written May 17, 1863? _____
_____
_____
_____

24. How did author Amin Sharif combine narrative and informative styles in his exposition about a "rite of passage"_____
_____
_____
_____
_____

25. What is the topic of Fernandez-Armesto's "The Habitable Hell: Cultivating the Swamp"?
_____
_____
_____

26. Persuasive writing employs _____, _____, and _____ to motivate an audience.

27. In "The Law of Love", two main topics emerge side-by-side. What are they?
_____
_____

28. Why is this essay considered persuasive even though the essay appears to be expository, explaining the various types of love and motives? _____
_____
_____

29. What are the benefits of using description in your writing? In your response, include some examples of how others have used description in their writings. _____
_____
_____
_____
_____
_____
_____

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

SUGGESTED ASSIGNMENTS

Assignment 1: Use your imagination, and write the next paragraph to "Hattie's Wake". Imagine what the characters would do next, and what turn the plot would take.

Assignment 2: Act as a journalist, and write a report on an event in your school or community. Interview at least two people so you can use direct quotes in your news story. Use the Five W's as a guide for asking questions (who, what, where, when, why, and how). Write down the questions you intend to ask so you are prepared when you begin your interview. Remember that as a journalist, you should be objective, not adding your opinion to the story.

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Assignment 3: Write a special feature story about your principal, teacher, mayor, school board member, city manager, pastor, justice of the peace, sheriff, police chief, or business person. In your special feature, include direct quotes from the subject of your story. Include events in his/her past that have brought him/her to where he/she is today. Include special activities he/she is involved in and how he/she impacts the community.

Assignment 4: Write a Letter to the Editor of your local or school newspaper. In your letter, address a particular concern in your culture or community, or praise a certain event or person that has benefited your community. In all of your correspondences, be courteous and professional, whether or not you are expressing criticism or an opposite point of view.

Assignment 5: Write an obituary for someone in your family or community that is deceased. If an actual obituary was already written for that person, you may not use it as a pattern, but must produce your own obituary and research the vital statistics of that person yourself.

Assignment 6: Begin a journal that you will use for the remainder of this course. In your journal, write the events of your day. A good pattern to use is the Five W's.

Assignment 7: Write an expository essay in which you explain to your audience a "rite of passage" that is practiced in your home, community, or culture. Reflect back upon the Eskimo technique of the grandfathers teaching the young people how to carve ivory. Reflect upon Amin Sharif's essay about presenting "God's Trombones" to a public audience. Reflect upon events in your own life, such as certain responsibilities that you learned or were trusted with when you had proven yourself capable. These can be "rites of passage" to adulthood.

Assignment 8: Write an expository essay in which you describe and explain to your audience the living conditions, habits, and practices of a culture different than yours. It does not have to be distasteful, such as Fernandez-Armesto's "Habitable Hell", but it should interest your audience with lots of description, vivid adjectives and active verbs. You may describe a ceremony of celebration by another culture, or a holiday not celebrated in your own culture, or a system of commerce, etc. If you have ever traveled overseas, you may include some of the practices of the people you encountered in other countries. For example, if you have ever been to China, you may describe the lifestyles of certain villages, their food, their music, their architecture, etc.

Assignment 9: Write a persuasive essay in which you warn others of certain choices and actions that may be detrimental. Provide your audience with an alternative way of life that is better than what they are currently choosing. Use persuasive techniques, such as anaphoras, similes, metaphors, rewards and punishments, personal experience, etc. You may quote others or include information from other sources to support your thesis.

***Note to teacher: all Suggested Assignments may be graded using the Rubric in the TRK.**

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Poetry

ACTIVITIES
Lesson 12

America's Legacy in Poetry

You are making progress! ***Choose the correct answers or fill in the blanks with words, letters or numbers as each question indicates. Read the entire lesson before you respond to the questions. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***

1. What is meant by the expression, "America is a melting pot of ***nationalities***"?
   _____
   _____
   _____
2. The Statue of Liberty was a gift from the nation of _____ and was dedicated in the year of _____, which was the ***centennial*** of what special date and event? _____
3. The Statue of Liberty's official name is "_____" but is often nicknamed "_____".
4. In her left arm, the Statue of Liberty holds a book of _____ inscribed with the date of the Declaration of Independence: _____. The seven spokes in her crown represent the seven _____ of the world.
5. Put on your thinking cap! If America is a "melting pot", what must occur to maintain true Americanism, regardless of the various backgrounds of her citizens? _____
   (a) Each culture must maintain their native culture, and make a place for themselves in the New World, disregarding the American way of life.
   (b) Each culture must lay aside their differences and become true Americans once they gain their citizenship and swear to uphold American laws and ways of life.
   (c) Each culture must fight for dominance and force their beliefs and lifestyle on all others in America.
6. You know you are reading poetry, when the piece of literature has certain attributes, such as, _____.
7. Historically, what role has poetry had as literature? _____
   _____
   _____
   _____
   _____
8. The author of "The New Colossus" is American poetess, _____.
9. Carefully read "The New Colossus". Circle and look up any words you do not understand.
10. Reread parts of the poem that you have trouble understanding.
11. **Respond on separate paper.** Take notes on "The New Colossus". In your notes, identify: 1) the message (topic); 2) the details and description; 3) the theme; 4) the literary techniques.
12. How did Emma Lazarus contrast the Statue of Liberty and the Greek Colossus? (Complete your answer on the next page.) _____

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_____
_____
_____

13. In line three, what description did Lazarus use to describe the gates in New York Harbor?
_____
_____

14. What metaphor did Lazarus use regarding the torch held by the Statue of Liberty, and what did it represent or symbolize? _____
_____
_____
_____

15. Lazarus used three instances of personification regarding the Statue of Liberty. What are they?
_____
_____
_____
_____

16. What is meant by "Keep, ancient lands, your storied pomp", and what contrast is offered to the "poor, huddled, teeming masses" who are "homeless and tempest-tossed"? What was Lazarus saying there? What challenge was she issuing to other countries?
_____
_____
_____
_____
_____

17. **Respond on separate paper.** Using the Franklin learning style (from Lesson 1), commit to memory "The New Colossus". When you have completed Franklin's learning method, write from memory the poem.

18. The hymn "America" was written in the year of _____. The author of "America" is American poet and song writer, _____, who was also a _____.

19. Carefully read "America". Circle and look up any words you do not understand.

20. Reread parts of the song that you have trouble understanding.

21. **Respond on separate paper.** Take notes on "America". In your notes, identify: 1) the message (topic); 2) the details and description; 3) the theme; 4) the literary techniques.

22. In the first two stanzas of "America", Smith addresses: _____.
(a) his country (b) God (the Author of liberty) (c) the founding fathers

23. In the last stanza, Smith addresses: _____.
(a) his country (b) God (the Author of liberty) (c) the founding fathers

24. **Respond on separate paper.** Using the Franklin learning style, commit to memory "America". When you have completed Franklin's learning method, write from memory the song.

25. "A Nation's Strength" was written by American writer and poet, _____.

26. **Respond on separate paper.** Using the Franklin learning style, commit to memory "A Nation's Strength". When you have completed Franklin's learning method, write from memory the poem.

27. Scottish novelist and poet, Sir Walter Scott wrote the poem, "_____".

28. The topic of Sir Walter Scott's poem, "Patriotism" is that even if a man has title, wealth, and a well known name, his soul is dead, and he is not worth mentioning (singing about) if he does not take pride in his own country. _____ (a) True or (b) False

29. **Respond on separate paper.** Using the Franklin learning style, commit to memory Sir Walter Scott's poem "Patriotism". When you have completed Franklin's learning method, write from memory the poem.

30. America's National Anthem is officially named _____ and was authored by _____ in 1814 and adopted by Congress in the year of _____. The national motto "_____" was taken from this song.

31. During what war was the "Star Spangled Banner" penned, and what particular event inspired the song? _____
_____
_____
_____
_____

32. From Stanza One, you may infer that: _____.
    (a) the author was a British spy disguised as an American who was patriotic, but who, in reality, wanted the British to win the war
    (b) the author had endured a dangerous night of fighting and was relieved to see the American flag still flying the next morning
    (c) the author was more worried about his social status and the protection of his wealth than he was for the well being of the troops involved in the fight

33. From Stanza Two, you may infer that: _____.
    (a) the author is aboard a ship watching, from a distance, through some fog, the battle for Fort McHenry
    (b) the author is a British captain encouraging his soldiers to capture the American flag
    (c) the enemy soldiers are reposing while the battle is raging, and they are unaware of the danger they are in

34. In Stanza Three, the author hoped that free men should always stand between their _____ and the ravages of war. The author also hoped that the free men (Americans) would be blessed with _____ and _____ and recognize that they had not rescued themselves, but had been rescued by _____.

35. He encouraged the rescued people to Praise the _____ that made and preserved them.

36. "The Power" in line 4 refers to God. _____
    (a) Stated fact or (b) Implied inference

37. **Respond on separate paper.** Using the Franklin learning style, commit to memory the "Star Spangled Banner". When you have completed Franklin's learning method, write from memory the song.

38. Julia Ward Howe was a woman who participated in the American Civil War by being involved in the _____ that provided food and medical relief to soldiers. In 1861, Howe and her husband visited with President Abraham Lincoln and other Union soldiers after a battle near the Potomac River. What famous poem was a result of that inspiring episode? _____

39. Howe's poem was published in a magazine and adopted by soldiers who sang as they marched. _____ (a) Stated fact or (b) Implied inference

40. The tone of "The Battle Hymn of the Republic" is: _____.
    (a) persuasive (b) ominous (c) enthusiastic (d) militant

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41. Matching: Put on your thinking cap! Julia Ward Howe's song is a spiritual allegory in which:

_____ the fighting on the battlefield is like . . .
_____ the fires of the soldiers' camps are like . . .
_____ the clashing of steel swords is like . . .

(a) the warring of saints with the devil
(b) a wine press in which the blood of the soldiers is like the juice from the grapes
(c) altars of sacrifices to the Lord

42. In stanza four, how did Howe *contrast* the trumpets sounded by union and confederate soldiers on the battlefield to the trumpet of the Lord? _____

_____

_____

43. Compare and contrast how Howe depicted the deaths of Christ and the soldiers in stanza five.

_____

_____

_____

44. **Respond on separate paper.** Using the Franklin learning style, commit to memory "The Battle Hymn of the Republic". When you have completed Franklin's learning method, write from memory the song.

45. The author of "America, the Beautiful" is _____ who gained inspiration for her song from atop _____ in Colorado.

46. In her journal entry about her view from Pike's Peak, Bates used what simile?

_____

_____

47. What four aspects of nature did Bates use to describe the beauty of America in stanza 1?

_____

_____

48. What historical reference did Bates make in stanza 2? _____

_____

_____

49. In stanza 3, Bates wrote, "May God thy gold refine, 'til all success be nobleness, and every gain divine". What is meant by this? _____

_____

_____

_____

50. In stanza 4, Bates wrote, "O beautiful for patriot dream that sees beyond the years". How did this pay tribute to the efforts and intent of the Founding Fathers? _____

_____

_____

_____

_____

51. How did the phrase "thine alabaster cities gleam undimmed by human tears" refer to the oppression of people in other countries who did not live free from fear and pain?

_____

_____

_____

52. **Respond on separate paper.** Using the Franklin learning style, commit to memory "America, the Beautiful". When you have completed Franklin's learning method, write from memory the song.

53. Forms of poetry include _____, _____, _____, _____, _____, _____, and _____.

54. Poetry can be narrative, _____, _____, and _____.

55. All poetry rhymes. _____ (a) True or (b) False
56. What is a stanza or a verse in poetry? _____
_____
57. Each line in poetry typically begins with a _____ but does not necessarily signify a complete sentence.
58. Meter and rhythm are the _____ and _____ of a poem. Rhythm is marked by _____ that appear as _____ slashes (/) and indicate that the reader should stress that syllable. The _____ between each foot appears as a dip (⏑). The meter is how many _____ appear in a line.
59. What are the four standard rhythm patterns of poetry? Include the symbols in your response.
_____
_____
_____
_____
60. Explain the meter counts (up to five) of poetry. _____
_____
_____
_____
_____
61. Explain how the rhyme scheme of a poem is labeled. _____
_____
_____
_____
_____
62. Identify the rhythm and meter for each of the following poems:
1) Emma Lazarus' poem, "The New Colossus": _____
2) Samuel Smith's song, "America": _____
3) Ralph Waldo Emerson's poem, "A Nation's Strength": _____
4) Sir Walter Scott's poem, "Patriotism": _____
5) Francis Scott Key's song, "The Star Spangled Banner": _____
63. Look back at Ralph Waldo Emerson's poem, "A Nation's Strength" and identify its rhyme scheme as one of the following: _____.
(a) *a, b, a, b, c, d, c, d* (b) *a, a, b, b, c, c, d, d* (c) *a, b, c, d, a, b, c, d*
64. Look at the rhyme scheme of Sir Walter Scott's poem, "Patriotism". It would be considered a: _____.
(a) rhyming couplet (every two lines rhyming) (c) free verse (no rhyme)
(b) rhyming triplet (every three lines rhyming) (d) none of these
65. Look at the rhyme scheme of Julia Ward Howe's song, "The Battle Hymn of the Republic". It would be considered a: _____.
(a) rhyming couplet (every two lines rhyming) (c) free verse (no rhyme)
(b) rhyming triplet (every three lines rhyming) (d) none of these
66. Read the poem below and mark its rhythm. Follow the natural beat and flow of the poem to help you find the rhythm.

In silent night when rest I took,
For sorrow neer I did not look,
I waken'd was with thundring nois
And Piteous shrieks of dreadfull voice.
That fearfull sound of Fire! and Fire!
Let no man know is my Desire.
I, starting up, the light did spye,
And to my God my heart did cry

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67. Now, count the number of feet and identify the meter of the poem. The rhythm and meter of the poem is _____.
68. The above poem would be considered a: _____.
    (a) rhyming couplet (b) rhyming triplet (c) free verse (d) none of these
69. Think back to what you studied earlier in this chapter. The above excerpt is part of the poem, _____, written by American poetess, _____.
70. Write the **Life Principle**: *"*_____*."*

RESPONSES ON SEPARATE PAPER

Activities 11, 17, 21, 24, 26, 29, 37, 44, & 52 are comprehension strategies. The student should show his work. Teacher's Signature: _____

SUGGESTED ASSIGNMENTS

All selections are to be presented from memory (note cards are permitted) to audiences approved by the teacher. At the beginning of each presentation, introduce yourself, then name the poem or song and the author. For example, say, "My name is John Billings, and I am presenting 'The New Colossus' by Emma Lazarus." Then, bow slightly, step back, and begin.

Assignment 1: Present "The New Colossus" using appropriate voice inflections and dramatic gestures keeping with the passion and tone intended by the author.

Assignment 2: Present "America" in one of the following ways: 1) as a dramatic poem, reflecting the passion and patriotism in the tone; 2) as a song, singing it with convincing fervor; 3) as a choreographed routine, but demonstrating proper respect toward the author's intent; 4) in sign language or pantomime accompanied by the music and words; 5) other creative method approved by your teacher.

Assignment 3: Present "A Nation's Strength" using appropriate voice inflections and dramatic gestures keeping with the passion and tone intended by the author.

Assignment 4: Present "Patriotism" in one of the following ways: 1) as a dramatic poem, reflecting the passion and tone intended by the author; or 2) set it to music (make up a tune) and present it as a song; 3) set it to music and dance and present it as a choreographed routine.

Assignment 5: Present "The Star Spangled Banner" in a musical selection in one of the following ways: 1) as a solo; or 2) as a group (duet, trio, quartet, quintet, or larger ensemble). If you or a member of your group plays an instrument, you may incorporate it into this presentation. Do not take creative liberties with this particular selection, but present it as intended by the author, with the traditional tune.

Assignment 6: Present "The Battle Hymn of the Republic" in one of the following ways: 1) a solo or group performance of the traditional style and tune of the song; or creative styles, such as, 2) a solo recitation or singing of each verse, with the chorus being chanted by a responsive audience or a separate choir group; 3) an interpretive sign language presentation accompanied with the music and words; 4) an interpretive dance or choreographed routine; 5) a "rap" with respectful, appropriate gestures and moves; 6) other creative method approved by your teacher.

Assignment 7: Present "America, the Beautiful" in a musical selection in one of the following ways: 1) as a solo; or 2) as a group (duet, trio, quartet, quintet, or larger ensemble). If you or a member of your group plays an instrument, you may incorporate it into this presentation. Do not take creative liberties with this particular selection, but present it as intended by the author, with the traditional tune and style.

***Note to teacher: all Suggested Assignments may be graded using the Rubric in the TRK.**



Poetry

America's First Poet Laureate and other Important Poets

ACTIVITIES
Lesson 13

You are making progress! ***Choose the correct answers or fill in the blanks with words, letters or numbers as each question indicates. Read the entire lesson before you respond to the questions. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***

1. America's first poet ***laureate*** was _____.

2. What is a poet laureate? _____
   _____

3. In "A Psalm of Life", how did the introduction parody the Psalms of the Bible? (You may need to conduct some research to answer this question.) _____
   _____
   _____

4. What is the theme of "A Psalm of Life"? Use examples from the poem in your response.
   _____
   _____
   _____
   _____
   _____

5. The overall tone of the poem is: _____.
   (a) enthusiastic (b) urgent (c) scornful (d) pessimistic

6. Which phrase best characterizes the poem? _____
   (a) whatever will be, will be (c) why bother, who cares
   (b) seize the day (d) take all you can get, and then some

7. "A Psalm of Life" is: _____.
   (a) persuasive (b) expository (c) narrative

8. What argument is Longfellow presenting to his audience? Use examples from the poem in your response. _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

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9. What literary techniques does Longfellow use in "A Psalm of Life"? Use examples from the poem in your response. _____

10. What is the rhyme scheme of "A Psalm of Life"? _____

11. What was the inspiration, meaning, and intent of the poem "Thanatopsis" by William Cullen Bryant, who wrote the poem at 17 years of age? _____

12. How did Bryant's poem affect world literature? _____

13. In the first few lines of the poem, Bryant states that nature speaks, or "communes" with certain individuals who love nature and take the time to be with nature. What personification did Bryant give to nature in lines 1-6? _____

14. Lines 7-23 describe what human event? _____
    (a) birth (b) growth (c) transportation (movement) (d) death (e) none of these

15. What is Bryant's interpretation of what happens to someone when they die? _____
    (a) A person's soul lives on, even though the body is in the grave.
    (b) The soul and body remain in the ground along with the other dead souls that join them throughout time.
    (c) A person is reincarnated and will return to be with friends and loved ones.

16. How does Bryant say a person should approach death? _____
    (a) eagerly as one going to a better place
    (b) eagerly as one who will return as someone new and better
    (c) cautiously and with dread as one entering a bad dream
    (d) calmly and steadily as someone whose life will end for good

17. **Respond on separate paper.** Contrast Longfellow's view of death and the afterlife in "A Psalm of Life" with Bryant's view in "Thanatopsis". Use supporting material from both poems in your response.

18. What is the topic of Bryant's poem, "Song of Marion's Men"? _____

19. What is the rhythm and meter of "Song of Marion's Men"? _____

20. What is the rhyme scheme of "Song of Marion's Men"? _____

21. In the poem "The Rhodora", Ralph Waldo Emerson describes the appearance and habitat of what piece of nature? _____

22. Emerson thought so much of the Rhodora, that he stated in lines 7-8 that what animal was cheapened by the flower? _____

23. In line 13, Emerson stated that the Rhodora rivaled even the _____.

24. Although "The Rhodora" appears to be a free style poem, it actually does have a rhythm and meter. What is it? Study the excerpt below, and carefully measure its rhythm.

_____

⏑ / ⏑ / ⏑ / ⏑ / ⏑ /
In May, when sea-winds pierced our solitudes,
⏑ / ⏑ / ⏑ / ⏑ / ⏑ /
I found the fresh Rhodora in the woods,
⏑ / ⏑ / ⏑ / ⏑ / ⏑ /
Spreading its leafless blooms in a damp nook,
⏑ / ⏑ / ⏑ / ⏑ / ⏑ /
To please the desert and the sluggish brook.

⏑ / ⏑ / ⏑ / ⏑ / ⏑ /
The purple petals fallen in the pool
⏑ / ⏑ / ⏑ / ⏑ / ⏑ /
Made the black water with their beauty gay;
⏑ / ⏑ / ⏑ / ⏑ / ⏑ /
Here might the red-bird come his plumes to cool,
⏑ / ⏑ / ⏑ / ⏑ / ⏑ /
And court the flower that cheapens his array.

25. What is a ***threnody***? _____

26. In Stanza One of "Threnody", Emerson mourns that the _____ that can do so much, has no power over the dead.

27. In Stanza Two, Emerson describes what scene? _____

_____
_____
_____
_____
_____

28. Stanza three reveals the person for whom the narrator mourns. Who is it? _____

_____
_____

29. Why is the title "Preparedness" appropriate for that poem, and what is its message?

_____
_____
_____

30. The rhyme scheme of "Preparedness" is _____.

31. The first two lines of "Preparedness" are iambic trimeter; the last two lines take a sudden reversed from that. What is the meter of the last two lines? _____

⏑ / ⏑ / ⏑ /
For all your days prepare—
⏑ / ⏑ / ⏑ /
and meet them ever alike.
/ ⏑ / ⏑ / ⏑ /
When you are the anvil, bear—
/ ⏑ / ⏑ / ⏑ /
When you are the hammer, strike.

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32. What is the effectiveness of the alteration in rhythm and meter? Does it make a bigger impact on the reader? _____
_____
_____
_____
_____

33. In "The Circle", Markham writes about: _____.
(a) loving friendships (c) death of a loved one
(b) social snobbishness (d) his future as a poet

34. The author of "The Road Not Taken" is American poet, _____.

35. What is the situation facing the person in the poem? With what decision is the person struggling? _____
_____

36. What was his decision? Which path did he take? _____
_____

37. What is the rhyme scheme of "The Road Not Taken" and is it consistent throughout the poem? _____
_____

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

RESPONSES ON SEPARATE PAPER
Activity 17 is to be graded using the Rubric in the TRK.
Teacher's Signature: _____



Poetry

ACTIVITIES
Lesson 14

Important American and British Poets

You are making progress! ***Choose the correct answers or fill in the blanks with words, letters or numbers as each question indicates. Read the entire lesson before you respond to the questions. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***

1. Walt Whitman was an American poet dubbed, "the _____ poets" by Europeans. His works have been translated many times over, and he greatly impacted American and world literature, even though his works were deemed _____. Most of his poetry is written in a _____ style, not adhering to traditional poetric _____.

2. Whitman's collection of poetry was published under the title _____, a popular one being "_____", which is an elegy to _____.

3. In "O Captain, My Captain", Whitman refers to Abraham Lincoln as "father". Why is this?
   _____
   _____
   _____

4. Whitman uses the metaphor of a _____ in reference to the country; and the president as the _____.

5. What lines in the first and last stanzas indicate that the conflict was over, and the nation was safe once again, the dangers of the war being passed, leaving the country completely off guard at the assassination of the president? _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

6. American poetess, _____ is considered the most original of American poets and was dubbed "The _____". What is a ***belle***?
   _____
   _____

7. Dickinson's poem, "Because I Could Not Stop for Death" is an allegory. Explain the symbolism in the poem. (Look up *allegory* and *symbolism* in the dictionary.)
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

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8. The rhyme scheme of "Because I Could Not Stop for Death" is *a, b, c, b*, even though some of the words do not rhyme exactly. The rhythm and meter of the poem is iambic tetrameter and trimeter alternately. Mark the rhyme scheme and meter below.

Because I could not stop for Death,	We slowly drove, he knew no haste,
He kindly stopped for me;	And I had put away
The carriage held but just ourselves	My labor, and my leisure too,
And Immortality.	For his civility.

9. What types of triumphs did Emily Dickinson name in her poem, "Triumph"?

_____
_____
_____

10. The rhyme scheme, rhythm, and meter of "Triumph" is the same as "Because I Could Not Stop for Death". _____ (a) True or (b) False

11. What is the topic of Phyllis Wheately's poem, "Thoughts on the Works of Providence"?

_____
_____

12. What is the theme of Phyllis Wheately's poem, "Thoughts on the Works of Providence"?

_____
_____

13. In Anne Bradstreet's poem, "In Reference to her Children", she uses a metaphor, comparing her children and her home to what? _____

_____

14. The poem implies that Bradstreet had _____ children—_____ boys and _____ girls.

15. The author of the poem, "Footprints" is _____.

16. What allegory did the author of "Footprints" use to paint an image of a person's journey through life? _____

_____

17. "Footprints" is: _____. (a) narrative (b) persuasive (c) expository

18. Explain the setting, characters, and plot of "Footprints". What is the climax and resolution?

_____
_____
_____
_____
_____
_____
_____
_____

19. What type of conflict is evident in "Footprints"? _____
(a) man to man (b) man to nature (c) man to God (d) man to himself (e) man to beast

20. American poet, Maya Angelou, was born into a loving, stable home in which she was nurtured and cared for throughout her life. _____ (a) True or (b) False

21. What literary distinction did Angelou attain that had not been achieved by anyone in 30 years? _____

22. What other honor did Angelou receive that made her the second person in history to be granted this honor? _____
_____

23. In the first stanza of "On the Pulse of Morning", Angelou implies that the rock had been a part of earth longer that what two ancient creatures? _____

24. To what object does Angelou give personification in stanza two, and how does she do it?
_____

25. What literary technique does Angelou use in stanza three with her comment, "You, created only a little lower than the angels . . ."? (You may need to research this saying.) _____
_____

26. What is the theme of "On the Pulse of Morning"? What is the "universal message"?
_____
_____
_____

27. What particular significance did English poet, Isaac Watts, have on Americans?
_____
_____
_____

28. Isaac Watt's poetry especially influenced what particular genre? _____

29. In the poem, "The Rose", Watts acknowledges not only the physical beauty of the rose, but also the _____ of the rose.

30. Notice the rhythm of "The Rose". It is predominantly anapestic. The first stanza is marked for you. Follow the flow and beat of the words and mark the second stanza.

⏑ / ⏑ ⏑ / ⏑ ⏑ / ⏑ ⏑ /	
How fair is the Rose! What a beautiful flower.	Yet the Rose has one powerful virtue to boast,
⏑ / ⏑ ⏑ / ⏑ ⏑ /	
The glory of April and May!	Above all the flowers of the field;
⏑ ⏑ / ⏑ ⏑ / ⏑ ⏑ / ⏑ ⏑ /	
But the leaves are beginning to fade in an hour.	When its leaves are all dead, and fine colours are lost,
⏑ ⏑ / ⏑ ⏑ / ⏑ ⏑ /	
And they wither and die in a day.	Still how sweet a perfume it will yield!

31. What is the meter of "The Rose"? _____
(a) tetrameter and trimeter alternately (c) trimeter only
(b) pentameter and dimeter alternately (d) pentameter only

32. The rhyme scheme of "The Rose" is: _____.
(a) a, b, a, b (b) a, a, b, b (c) a, b, c, b (d) a, b, c, c (e) a, b, c, b (f) free

33. Mark the rhythm and meter of William Wordsworth's poem, "The Rainbow" on the next page.

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My heart leaps up when I behold	Or let me die!
A rainbow in the sky:	The Child is the father of the man:
So was it when my life began;	And I could wish my days to be
So it is now I am a man;	Bound each to each in natural piety.
So be it when I shall grow old,	

34. Identify the rhythm and meter of "The Rainbow". _____
_____

35. Interpret the message of "The Rainbow" by William Wordsworth. What is being implied about the delights and innocent joys of a child who encounters nature versus the attitudes and mindsets of an adult? _____
_____
_____
_____
_____
_____
_____
_____

36. Lord Alfred Tennyson's "The Lady of Shalott" is: _____.
(a) narrative (b) persuasive (c) expository (d) descriptive

37. Who is walled up in the gray towers, unable to escape? _____

38. What do the reapers of the barley hear when they are in the field gathering the produce? What do they think makes the sound? _____
_____
_____

39. The Lady of Shalott is held by a curse if she looks down upon the city below (Camelot) from her window; so, what does she use to look out the window indirectly? _____

40. How does she spend her time walled up in the castle? _____

41. What are some sights she sees from her mirror? _____
_____
_____
_____

42. Who suddenly appeared in the field below that captured the heart of the Lady of Shalott and made her forget the curse so that she rushed to the window and looked out?
_____
_____

43. What two things happened that made the Lady realize the curse had fallen on her?
_____

44. What did the Lady do when she knew she had been cursed? _____
_____

45. When the Lady got into the boat, she was wearing a white _____ that fluttered in the breeze. Where did the boat take her? _____

46. What was she doing while lying in the boat? _____

47. What happened to the Lady when she reached Camelot? _____

48. What did the people of Camelot do when they found her? _____
_____
_____

49. What irony did Tennyson use at the end of the poem regarding Lancelot? _____
_____

50. What is the topic of Lord Byron's poem, "And Thou Art Dead, As Young and Fair"?
_____
_____
_____
_____
_____
_____

51. The author of the epic poem, "The Rime of the Ancient Mariner" is _____.

52. When the old sailor (mariner) stops one of the young men going into the wedding feast, what does the young man say? _____
_____

53. The young man is apparently: _____.
(a) the best man in the wedding
(b) the brother of the bride
(c) a stranger to the family
(d) a relative of some sort to the wedding party

54. What does the old man reply to the young man? _____

55. The young man continues to: _____.
(a) explain his relation to the wedding party
(b) tell the old man to let go of his arm
(c) inquire about the old man's tale
(d) walk into the room

56. Using context clues, what does "eftsoon" mean? _____

57. What was the color and shape of the ice, according to the old man's tale? _____
_____

58. According to the tale, the ice was: _____.
(a) all around, everywhere, and nothing else but ice
(b) scarce, hardly able to be found, and none at all sometimes
(c) see-through, like a lady's slip, and tasted like citrus
(d) a bad omen

59. What arrived to lead the sailors through the icy wilderness? _____

60. What foolish action did the mariner take just to be stupid? _____

61. With what weapon did he shoot the albatrose? _____

62. What reaction did the other sailors have to the one who had shot the albatrose? _____
_____

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63. What curse was sent on the sailors to avenge the albatrose? What happened to the crew?
_____
_____

64. What simile is used to describe the situation of the ship and crew? _____
_____

65. What is the sailor's curse for his foolish actions? _____
_____

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

SUGGESTED ASSIGNMENTS

Assignment 1: Recite before an audience, "O Captain! My Captain" using appropriate voice inflections and dramatic gestures and keeping with the passion and tone intended by the author.

Assignment 2: Recite before an audience, "Footprints" using appropriate voice inflections and dramatic gestures and keeping with the passion and tone intended by the author. Change voice style to represent each person in the poem.

Assignment 3: Find a copy of the 1985 movie "Anne of Green Gables" in which Anne, played by actress Meagan Follows, recites "The Lady of Shalott" during a poetry contest and in another scene in which Anne and her friends attempt to recreate the story. Take notes on Anne's recitation of Tennyson's poem. Pay attention to her dramatic interpretation. Write a report in which you either support or criticize Anne's performance of the story.

Assignment 4: Find a copy of the entire epic poem "The Rime of the Ancient Mariner" by Samuel Coleridge. Peruse it and extract its main parts. Re-enact it before an audience in one of the following ways: 1) find or create illustrations of the different episodes and scenes, and display them on a flannel graph board, easel, etc. while you narrate; 2) present the poem as a drama (play), yourself being the main character and director/producer, and other classmates as supporting actors (using appropriate costumes and props); 3) present the poem as a one-man show (monologue), in which you act out each part by yourself (using appropriate costumes and props).

***Note to teacher: all Suggested Assignments may be graded using the Rubric in the TRK.**
Teacher's Signature: _____



Poetry

ACTIVITIES
Lesson 15

Many Forms of Poetry

You are making progress! ***Choose the correct answers or fill in the blanks with words, letters or numbers as each question indicates. Read the entire lesson before you respond to the questions. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***

1. What legacy did Fanny Crosby leave? _____
   _____
   _____
   _____
2. What handicap did Crosby have, and how did it affect her ability to become successful?
   _____
   _____
3. List five of Crosby's more famous hymns. _____
   _____
   _____
4. "To God be the Glory" is divided into _____ verses, with the _____ being sung after each verse.
5. What is the topic of "To God be the Glory"? _____
   _____
   _____
   _____
   _____
6. The tone of "To God be the Glory" could best be described as: _____.
   (a) ominous and fearful (b) condemning and harsh (c) jubilant and celebratory
7. The world's most popular hymn, "Amazing Grace" was penned by Englishman _____ _____ in the year of _____.
8. What inspired the writing of "Amazing Grace", and how does the former lifestyle of the author contribute to the song's meaning? _____
   _____
   _____
   _____
   _____
   _____
   _____
9. In Stanza One, Newton expresses two former conditions of his soul. What are they?
   _____
10. According to Stanza Two, what double role did grace play in the redemption of Newton's soul?
    _____
    _____
    _____

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11. According to Stanza Three, what double role did grace play in Newton's life journey?

_____
_____
_____

12. How is the tone of Stanzas 1-3 different from the tone of Stanzas 4-6? Is there a sense of relief, or a change of expression from his former evilness to his new redemption?

_____
_____
_____

13. Psalm 1 is a poem that describes: _____.
(a) timing (b) love (c) grace (d) godliness

14. According to Psalm 1, a "blessed" man refrains from three things. What are they?

_____
_____

15. According to the Psalm, what does a blessed man do, instead of running around with ungodly friends? _____
_____

16. What are the results of godly living, according to the Psalm? _____
_____
_____

17. In contrast to the godly man, what happens to the ungodly? _____
_____
_____

18. What similes are used in stanzas four and six? _____
_____
_____

19. From what you have learned about persuasion and exposition, into which category does this Psalm fall, and why? _____
_____
_____
_____

20. The theme of St. Paul's poem is: _____.
(a) timing (b) love (c) grace (d) godliness

21. What literary technique(s) does Paul use in this passage? _____
_____

22. The word *sonnet* means "_____".

23. What strict guidelines govern the writing of a sonnet? _____
_____

24. In what two forms are sonnets written? Explain. _____
_____
_____
_____
_____

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25. What similarity does a sonnet have with a psalm? _____
_____

26. Two of the world's most famous sonnet writers are both from England: _____
_____.

27. In Browning's Sonnet 43 from *Sonnets from the Portuguese*, she celebrates what part of her life? _____
_____

28. In Browning's Sonnet 43, the first stanza contains _____ lines, with the rhyme scheme, _____; the second stanza contains _____ lines, with the rhyme scheme, _____. What style is the sonnet? _____

29. In Shakespeare's Sonnet 18, stanzas 1-3 contain _____ lines each, with the rhyme scheme, _____; the last two lines are a _____. What style is the sonnet? _____

30. Read the sonnet below by Robert Frost and mark the rhythm.

One of my wishes is that those dark trees	I do not see why I should e'er turn back,
So old and firm they scarcely show the breeze,	Or those should not set forth upon my track
Were not, as 'twere, the merest mask of gloom,	To overtake me, who should miss me here
But stretched away unto the edge of doom.	And long to know if still I held them dear.
I should not be withheld but that some day	They would not find me changed from him they knew--
Into their vastness I should steal away,	Only more sure of all I thought was true.
Fearless of ever finding open land,	
Or highway where the slow wheel pours the sand.	

31. The rhyme scheme of Frost's sonnet is _____ and it is written in the (Italian, English) style.

32. A limerick is a short nonsense poem of _____ lines and has the rhyme scheme, _____; the rhythm must be _____.

33. How is a traditional limerick structured? _____
_____
_____
_____

34. How did Lear's three limericks follow traditional structure and format? _____
_____
_____
_____
_____

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35. What is an anthem? Provide an example. _____

36. What is folk music? Provide an example. _____

37. What is a Negro Spiritual? Provide an example. _____

38. Contrast an eulogy with an elegy. _____

39. What was the topic of Rebecca Browder's eulogy, "I Remember When", and who did it honor? _____

40. Compare and contrast a refrain in poetry and an anaphora in prose. _____

41. What literary technique is most obvious in Browder's eulogy? _____

42. What is alliteration? Provide an example. _____

43. What is assonance? Provide an example. _____

44. How did Emma Lazarus use personification in "The New Colossus"? _____

45. What is direct address, and how does it incorporate a "second" person point of view?

46. In Whitman's poem, "O Captain! My Captain!" how did he use direct address?

47. How did Phyllis Wheately use direct address in her poem, "Thoughts on the Works of Providence"? _____

48. What is onomatopoeia? Provide an example. (Complete your answer on the next page.)

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_____
_____
_____

49. How does Edgar Allen Poe incorporate onomatopoeia into his poem, "Bells"? _____
_____
_____
_____

50. What is an oxymoron? Provide an example. _____
_____
_____

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

SUGGESTED ASSIGNMENTS

Assignment 1: Present "Amazing Grace" to an audience in one of the following ways: 1) a poetic reading; 2) a traditional rendition of the song; 3) a creative rendition using routines, choreography, sign language, props, or other theatrics.

Assignment 2: Present Psalm 1 to an audience in one of the following ways: 1) a poetic reading with appropriate voice inflections, tone and gestures; 2) a musical rendition, in which the Psalm is set to music (you make up a tune) (instruments may be used); 3) a theatrical routine, choreograph, sign language, or other creative method.

Assignment 3: Present the "love" passage by St. Paul to an audience in one of the following ways: 1) a poetic reading with appropriate voice inflections, tone and gestures; 2) a musical rendition, in which the lyrics are set to music (you make up a tune) (instruments may be used); 3) a theatrical routine, choreograph, sign language, or other creative method.

Assignment 4: Write either an Italian or an English style sonnet. The requirements are strict, so follow the guidelines closely.

Assignment 5: Write a limerick. The requirements are strict, so follow the guidelines closely.

Assignment 6: Perform one of the following in traditional style: 1) the anthem, "God Bless America"; 2) the folk song, "Oh, Susannah!"; 3) the spiritual, "Go Down, Moses".

Assignment 7: Write an eulogy to someone you want to praise, honor, or thank for their part in your life. You must either present this eulogy in a poetic reading to an audience, or give the eulogy to the person for whom you wrote it. If you choose the latter, you must provide evidence to your teacher that you gave the person the eulogy.

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