ACTIVITY ANSWER KEY

Chapter 1, Section 2

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



Lesson 6: *Historical Influences*
What and Who Influenced the Founding Fathers

Answers may vary but must be in complete sentences when indicated.

1. Bible; principles
2. the Geneva Bible
3. 95% (divide 52/55)
4. The American Bible Society was an organization established by Congress to acquire and distribute 20,000 Bibles to American citizens.
5. virtuous, moral
6. Fisher Ames implied that the Bible should be used as a textbook to teach students morals and interesting and noble examples of living, as well as pure and elegant English and unity of language among Americans.
7. Thomas Jefferson implied that the new government could be a blessing, or it could be a curse, depending on how the people of the United States lived. If they lived wisely, the government would provide for their safety and happiness; if they were quarelsome, they would be miserable. If the people were righteous, they would be exalted (above the problems of other countries). Jefferson admonished the people to practice virtue and to encourage others to do the same.
8. (a) True
9. (a) True
10. virtue; liberty
11. (a) True
12. **Graded by teacher.**
13. John Locke
14. Philosophy is the expression of ideals, concepts, ideas, and beliefs, and usually pertains to human behavior and systems of government. Philosophy is generally expressed in prose in a persuasive or expository style.
15. Three of John Locke's ideas greatly impacted the American Founding Fathers. Those ideas were: 1) the natural rights of man—life, liberty, and estate (property); 2) the duty of government to protect man's natural rights (the rights mentioned above); 3) the rule of the majority of the people.
16. Locke believed that the function of any political power should be limited to doing only good for the people and that power has no other purpose but to preserve the rights of the people (life, liberty, and estate). Power should never destroy, enslave, or impoverish (economically oppress) the people.
17. If a people agree to live in a certain society but refuse to abide by its laws, the people will not have peace or quiet, and their rights will be unstable.
18. Plato, Aristotle
19. Plato believed rulers must: 1) have the virtue of wisdom; 2) have the ability to understand reality; 3) have the ability to make impartial judgements.
20. Plato believed soldiers must: 1) have the virtue of courage; 2) have the courage to carry out orders in the face of danger, without regard for themselves.
21. Plato believed citizens must: 1) follow their leaders instead of pursuing personal agendas or interests; 2) have the virtue of moderation; 3) subordinate their personal desires to a higher purpose (the good of the entire society).
22. justice; smoothly; harmony
23. ethics
24. virtue; choice
25. According to Aristotle, the best government was a democracy that followed a constitution because those types of governments tended to aim for the greatest good for the majority of its citizens, if those citizens were virtuous.

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26. The Founding Fathers also relied upon personal experience as British citizens who themselves had suffered persecution and unjust treatment.
27. ...*never forget that men first crossed the Atlantic not to find soil for their ploughs, but to secure liberty for their souls.*



Lesson 7: *Historical Learning Tools*
A Priority on Learning

Answers may vary but must be in complete sentences when indicated.

1. Colonial Americans understood that if people were illiterate and ignorant (uneducated), they could be easily controlled. But, because Americans put a high priority on their freedoms, they made sure they received quality education.
2. (a) True
3. (a) True
4. (a) True
5. **Graded by teacher.**
6. **Graded by teacher.**
7. In colonial days, news traveled slowly. News was often repeated in letters that were delivered by foot or horseback, and depending on the road conditions and weather, and could take months to reach from town to town. In urban areas, news traveled more quickly and was often proclaimed through the streets by a town crier who rang a bell.
8. (b) False
9. Typically, colonial children were schooled at home or in groups supervised by parents. If the community could afford to hire a school master or marm, a one-room school house was erected in which the lessons took place, with some of the older students assisting in the education of the younger ones.
10. the Bible
11. The Bible became the most influential book in America, chiefly because all children learned from it in school, and its principles formed the foundation of American culture, society, politics, and religion.
12. the King James Version
13. the Ten Commandments
14. **Graded by teacher.**
15. responsible; virtue, self-restraint
16. 1) name (or reputation); wealth (or riches)
    2) all of them (or both)
    3) no response required
    4) humble; honour
    5) no response required
    6) old
    7) slave (or servant)
    8) no response required
    9) blessed
    10) no response required
    11) pureness; kings
    12) transgress (or sin)
    13) no response required
    14) no response required
    15) foolish
17. **Graded by teacher.**
18. "The Schoolmaster of the Nation"
19. patriotism, morality
20. (b) False
21. **Graded by teacher.**
22. moral, virtuous, intelligent, educated, capable
23. Bay Psalm Book; Psalm 23
24. **Graded by teacher.**
25. Scriptures from the Bible were deeply ingrained in the lives of the Pilgrims and colonists and affected every aspect of their lives, including politics, religion, social life, family life, education, and entertainment.
26. (d) natives
27. *UpBiblum*; Algonquian; John Eliot
28. John Eliot translated the Lord's Prayer.
29. **Graded by teacher.**
30. *Associate yourself with men of good quality if you esteem your own reputation, for it is better to be alone than in bad company.*



Lesson 8: *Prose*
America's Legacy in Prose

Answers may vary but must be in complete sentences when indicated.

1. the ordinary form of language without poetic structure or influence, such as stories, journals, essays, sermons, speeches, etc.
2. narrative, descriptive, informative, and persuasive

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3. The four structures of writing are narrative, descriptive, informative, and persuasive. Narrative writing is the telling of a story, whether real or imagined, and can be accomplished through the medium of a novel, short story, biography, autobiography, journal, or news story. Descriptive writing is a necessary attribute to other forms of writing and adds interest for the audience by bringing to life various aspects through details, colors, shapes, sounds, smells, tastes, textures, emotions, character traits, and actions. Informative writing provides information to readers in the form of a report, list, explanation, instructions, philosophy, theory, belief, principle, etc. Persuasive writing states an argument, belief, or opinion and attempts to persuade the audience to take action of one sort or another.
4. (b) False
5. William Bradford was one of the first Pilgrims who crossed the Atlantic on the *Mayflower* and landed at Plymouth Rock, establishing the very first colony and serving as its governor. Bradford was also one of the primary authors of America's first official document—the Mayflower Compact—and was the author of America's first narrative—a journal of the lives of the pilgrims—later published as a story titled *Of Plymouth Plantation*. The book is valued as one of the greatest of 17th century literature.
6. September 6, 1620; The Pilgrims had apparently just undergone a storm that diswaded them from setting out to sea. After the storm passed, the Pilgrims and ship's crew gathered courage and continued in their journey, despite seasickness and various illnesses.
7. One of the ship's crew members continually mocked and cursed the Pilgrims, and made them miserable in various ways. Half way across the sea, the sailor became ill and died.
8. The strong winds caused several leaks in the ship and cracked the main beam that held up the mast. The crew feared they would suffer death at sea.
9. The crew was divided whether to return to the port they had left, or to continue across the sea. The condition of the ship placed everyone in danger. If they returned to the original port, the sailors would not be paid for the journey; if they continued across the sea, they might be risking their lives. Because they were half way, either option was available. The distance would be the same. If they continued, they did not know where they were going or what awaited them in the New World; if they turned back, they at least knew they could get back home.
10. After examining all the options, the ship's master and crew agreed that the ship was strong and firm and could withstand the journey if they fixed the beam and the leaks. They borrowed a screw from the Pilgrims, who were the passengers, and raised the beam into place, screwing it to the mast. They then placed another post against the mast to hold it firmly. The crew then caulked the leaks on the deck as best they could.
11. An author writes the story; the narrator is the person telling the story. The author must decide what kind of person should tell (narrate) the story. For example, an adult author may want to tell a story from a child's perspective, so the narrator is a child.
12. I, we, us
13. (c) a guest at a large, mysterious manor
14. (b) False
15. (b) False
16. he, she, they
17. (g) only *d* and *e*
18. First person point of view is told by a narrator who is also one of the characters. He/she will use words such as, "I was there," "we sat down," or "Stan slipped" that will indicate that he/she is part of the action. Third person point of view is told by a person who is watching the action from above and is not a character in the story. He/she will use words such as, "Marcus ran," "He grabbed the wire," or "She stubbed her toe."

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19. An omniscient, third person point of view is told by a narrator who equally knows the thoughts, actions, feelings, motives, and words of all of the characters.
20. A limited omniscient, third person point of view is told by a narrator who knows the thoughts, actions, feelings, motives, and words of a limited number of characters, usually only the main character.
21. Both narrators of *The Robe* and *Time to Reap* are limited in their omniscience and are privy only to the thoughts and feelings of the main characters. In *The Robe*, the narrator knows the inner thoughts and feelings of Lucia only. This is made evident when the narrator reveals that Lucia is worried about what her father had said and about what she and her friend, Diana, and gotten involved in earlier with prince Gaius. In *Time to Reap*, the narrator reveals what the main character, Kamela, is seeing, thinking and feeling.
22. An intrusive narrator is a third person narrator who, like other third person narrators, is not part of the action, but who likes to insert his opinion into the story to explain something.
23. Both William Bradford and Sir Walter Scott narrated their tales using an intrusive, third person narrator. In *Of Plymouth Plantation* by Bradford, the narrator inserted his opinion when explaining what happened to the sailor who always cursed and mocked the Pilgrims. In *Ivanhoe* by Scott, the narrator inserted his opinion when describing the landscape and the people who lived in that part of the country.
24. An objective, third person point of view is told from a narrator who relates only what the characters say and do or that can be infered from what the characters say and do. The narrator does not know the characters feelings, inner thoughts, or motives. This is more characteristic of journalism, historical accounts, or true stores, like Shelly Brady's *Ten Things I Learned from Bill Porter*.
25. In the excerpt from *Ten Things I Learned from Bill Porter*, the main character, Bill, and his assistant, the narrator, are attending a convention at which Bill is the guest of honor. The narrator explains the enthusiasm of the crowd and the reception she and Bill receive when they step out on stage.
26. Credibility is the attribute of trustworthiness in the narrating of a tale. If a narrator is credible, then he/she may be believed; if the narrator is not credible, then the listeners/readers must view the narrator with some skepticism. A narrator who is credible tells the events just as they happened, without imbelishing or omitting facts. A narrator who is not credible may add or subtract events, according to what will make him/her look good.
27. Description ads certain details, such as color, size, shape, sound, texture, taste, action, etc. to a piece of literature that would otherwise be dull.
28. In his journal, Bradford effectively used description to entertain his readers. Bradford describes how the ocean spray froze on the coats of the Pilgrims "as if they had been glazed". Bradford also describes what the "great fish" looked like that the Indians had been cutting up, "some two inches thick of fat like a hog".
29. In the excerpt from "The Fall of the House of Usher", Poe describes the day as "dull, dark, and soundless". He describes the clouds as hanging "oppressively low". Poe describes the land as "dreary".
30. In the excerpt from "The Minister's Black Veil", Hawthorne describes the actions of the bell ringer as, "pulling busily at the bell rope". Hawthorne also describes the actions of the old people as, "stooping along the street" in contrast to the children who came with "bright faces" and "tripping merrily beside their parents".
31. In the excerpt from *Moby Dick*, Melville describes the appearance of a woman as "freckled . . . with yellow hair and a yellow gown". Melville then describes her demeanor as "carrying on a brisk

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scolding". The porch light is described as "a dull red lamp". The man receiving the scolding is wearing a "purple woolen shirt".

32. Personification is the giving of human qualities to objects of animals.
33. In the excerpt from *Window in the Hill Country*, Johnson describes the early morning weather as having a "thick fog" that crawled out of the woods and swallowed the ranch. The fog is "slow" and "mysterious" and is likened to a "grim invader" that "grips" the blossoms in "helplessness".
34. Johnson used personification to describe how the fog took over the place—it "crawled out of the woods" and "swallowed the ranch". It "took away the trees, flowers, birds, goats, and cattle". The trees "stood in rigid helplessness" while the fog "gripped" the blossoms that were "cringing" and trying to "escape".
35. In the excerpt from *Ivanhoe*, Scott used personification to describe the trees that "flung their gnarled arms over a thick carpet . . ." and the sun that "shot a broken and discoloured light".
36. *It is easy to take liberty for granted, when you have never had it taken from you.*



Lesson 9: *Prose*
Colonial and Modern Prose

Answers may vary but must be in complete sentences when indicated.

1. Expository means "explanation" or "exposé". An explanatory essay is an in-depth explanation of information that exposes or explains something.
2. Expository writing will increase in complexity and difficulty. In lower grades, students are expected to provide lists, "how to" essays, recipes, instructions, or directions. In upper level grades, students are expected to provide more in-depth explanations of the *how's* and *why's* of events, concepts, situations, philosophies, and processes.
3. (any ten) Ben Franklin's *Poor Richard's Almanack*; Ben Franklin's speech to the Constitutional Convention; the Mayflower Compact; George Washington's "Rules of Civility"; George Washington's Inaugural Address; the U.S. Constitution; the Declaration of Independence; the Bill of Rights; Thomas Jefferson's letter to the Danbury Baptist Association explaining the separation of church and state; John Adam's letter to his wife, Abigail explaining his view of the importance of the 4th of July; John Locke's treaty on government power; Plato's philosophy of a democratic government; Aristotle's philosophy of human happiness; Noah Webster's explanations of words, origins, and definitions
4. **Graded by teacher.**
5. **Graded by teacher.**
6. **Graded by teacher.**
7. **Graded by teacher.**
8. **Graded by teacher.**
9. Expository writing explains or exposes; therefore, Dr. Johnson's letter is expository because it outlines his world view and philosophy of war and personal sacrifice, as well as society's responsibility toward soldiers and young people. The letter does not attempt to persuade or call to action its audience, neither does the letter weave a tale with a plot and characters; therefore, it is not persuasive or narrative.
10. **Graded by teacher.**
11. First, the police followed up on all the leads that came in. Detectives conducted meetings and interviews, all to no avail. Then, DNA samples were uploaded to CODIS, and detectives received a break in the case. The same DNA matched another rape case. Detectives were able to match the same DNA to two other cases. Using the DNA, detectives narrowed their list of possible perpetrators.
12. **Graded by teacher.**
13. Argument is the presentation of information in an effort to convince the audience to take a course of action.
14. Persuasive speakers and writers usually motivate their audience using one or two of the following techniques: 1)

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promising the audience that good will come of their action (using a reward system); or 2) warning the audience that harm will come if they don't take action (using a punishment system).

15. In *The Crisis*, Paine outlined two choices: 1) the colonists could persevere and overcome, and have a glorious freedom from tyranny; or 2) the colonists could shrink from the fight, be cowards, and submit to oppression, which would lead to them being ravaged by the British, scattered, and enslaved.
16. Henry's use of the words, "This is no time for ceremony" meant that the colonists should not sit around as if they were at leisure, but should act immediately to procure their freedoms. By using these words, Henry portrayed a tone of urgency.
17. **Graded by teacher.**
18. Henry's speech "Give Me Liberty, or Give Me Death" is persuasive because of its attributes of argument, such as stating a situation that is urgent, laying out a course of action, and calling his audience to action.
19. Rhetoric is the art of skillfully and effectively using language in speech or writing. Tone and word choice are important because an author would want them to enhance, rather than detract, from the literary piece.
20. A rhetorical question is a question posed to the audience and is not intended to be answered, but is rather intended to provoke the audience to think.
21. **Graded by teacher.**
22. An anaphora is the repetition of a word or phrase, used to arrest the attention of the audience and to help them understand the importance of what is being stated. The anaphora "He has . . ." is found throughout the Declaration of Independence when the colonists listed the offenses of the English king.
23. In Dr. Johnson's letter to his father, the anaphora "As a . . ." was used.
24. Figurative language is words that infer something not literal, but that draw comparisons.
25. A simile is a form of figurative language that compares two or more things using the words "like" or "as". Benjamin Franklin used a simile to compare the British empire to a cake crumbling at its edges: ". . . a great empire, <u>like</u> a great cake, . . ."
26. A metaphor is a form of figurative language that compares two or more things without using the words "like" or "as". For example, John Winthrop stated that the Pilgrims were "lights to the world". This was a figure of speech comparing the Pilgrims to lights.
27. *Life can change when least expected; therefore, be consistent in character, for by it you can endure the unexpected.*



Lesson 10: *Prose*
<u>*Great Sermons and Speechs that Inspired America*</u>

Answers may vary but must be in complete sentences when indicated.

1. sermon
2. "City on a Hill" by colonial governor and preacher, John Winthrop, is a persuasive essay delivered as a sermon. Its persuasive attributes include motivating words like, "lett us choose life" and the use of a promise for life and prosperity for those who "cleave" to God.
3. Jonathan Edwards was a colonial preacher in the 1700s who was known for his compassionate and gentle nature; however, the atypical sermon for which he is most known was one of fiery damnation, titled, "Sinners in the Hands of an Angry God".
4. **Graded by teacher.**
5. Henry Muhlenberg was a minister in the 1700s who is credited with establishing American Lutheranism. He made history when he preached a sermon on Ecclesiastes 3:1-8 titled "To Everything There is a Season". At the end of the sermon, he tore off his clerical robe, revealing a soldier's uniform. He then declared, "now is the time for war," and stated that he was giving up his pulpit to help free America from England. He issued the challenge, "Who will go with me?" Three

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hundred parishoners followed him into the colonial army. His example inspired many, and a larger-than-life sculpture of him is on display at Muhlenberg College in Allentown, Pennsylvania, also named for the inspiring patriot.

6. The passage utilizes the anaphora, "A time to . . ."
7. George Whitfield and the Wesley brothers were preachers in the 1700s who gained reputations for their large revival meetings. They were also instrumental in America's First Great Awakening. They also founded the Methodist church in America.
8. Henry Caldwell was an army chaplain who also pastored a church during the Revolutionary War. During the Battle of Springfield, the soldiers ran out of paper wading for their rifles. Caldwell ran into the church and grabbed the hymn books written by composer, Isaac Watts. Caldwell ripped out pages to provide wading for the soldier's rifles, shouting, "Give 'em Watts, boys! Give 'em Watts!"
9. D.L. Moody became one of the greatest American preachers of all time.
10. *My Utmost for His Highest*
11. Billy Sunday made history first as a baseball player, then as a preacher. He became the most celebrated and influential American evangelist of the 20th century. His influence reached into many aspects of American culture, including politics, and Sunday is believed to have personally presented the Gospel to more people than any other person in history up to that time.
12. preacher, poet, author; "Go Down, Death", "The Creation"
13. (poem)
14. "The Creation" is a poem/sermon about the creation of the world.
15. "Go Down, Death", is about a woman who died, presumably a mother, as the narrator of the poem tells the husband, daughter, and son not to weep.
16. The theme of "Go Down, Death" seems to be life after death, or joy in death, because the person who has died on earth, has found a "home" in heaven.
17. Howell Forgy made history when he coined the phrase, "Praise the Lord, and pass the ammunition."
18. In the song, the gunner and his assistant were both killed by enemy fire. The sky pilot, also the chaplain, was reading his Bible when he saw what happened. He put down the Book and jumped up to man the gun himself, singing, "Praise the Lord, and pass the ammunition . . ." as he kept Nazi and Japanese forces at bay.
19. Billy Graham is viewed with respect and honor around the world and in the United States. He has been listed as one of the most admired and respected people in the 21st century. He is perhaps best known for his evangelistic revival crusades at which he has preached the Gospel to over 210 million people in more than 185 countries. He has been instrumental in founding charities and programs to relieve poverty around the world.
20. Theodore Roosevelt
21. **Graded by teacher.**
22. **Graded by teacher.**
23. Douglas MacArthur
24. **Graded by teacher.**
25. **Graded by teacher.**
26. The purpose of the speech was to explain and emphasize the importance of a soldier's commitment to duty, honor, and country. It also is a warning against listening to those who make light of duty, honor, and commitment to country. The speech was aimed at cadets graduating from America's top military officer's academy, West Point.
27. The tone of the speech is instructional and emphatic. It is not persuasive, because it does not call its listeners to action, it only lays out for them the basics of an honorable life—duty, honor, and commitment to country.
28. The main idea, or topic, of the speech is to emphasize the importance of duty, honor, and commitment to country, how they forge the moral character of a person, and what they will do for a person throughout life.
29. The theme is tightly interwoven with

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the topic. The theme is a code of duty, honor, and commitment not only to country, but in other areas of life, such as honesty, success, failure, challenges, compassion, purity, modesty, strength, and wisdom.

30. MacArthur used a modified version of an anaphora in the first paragraph, with the use of the words "what you"—*what you ought to be, what you can be, what you will be.* He again used an anaphora of sorts with the repetition of the infinitive "to"—*to build courage . . . to regain faith . . . to create hope*. He also repeated the words "courage", "faith", and hope" to maintain his emphasis—*to build courage when courage seems to fail; to regain faith when there seems to be little cause for faith; to create hope when hope becomes forlorn.* In the second paragraph, MacArthur uses the rhetorical device of bringing in an opposite point of view to remind the audience what the "naysayers" will do to try to stop those who are committed.
31. Ronald Reagan
32. totalitarianism
33. democracy
34. nuclear
35. self-delusion (ignoring the problem, hoping it will go away); Patrick Henry's speech "Give Me Liberty, or Give Me Death" refered to that same human folly. Henry warned the colonists not to fool themselves into thinking that the problem (England) would go away. Henry reminded the colonists that if they were to live freely, they would have to fight for that freedom, whether they liked war or not.
36. Reagan used the rhetorical device of asking rhetorical questions, such as, "What, then, is our course?" and "Must civilization perish in the hail of fiery atoms?"
37. (b) America was peace loving but had to fight communism in order to survive.
38. Reagan used the rhetorical device of refering to history. In World War II, approximately 50 years prior to Reagan's presidency, England's Prime Minister, Winston Churchill, made a speech to which Reagan refered.
39. to preserve freedom as well as peace
40. (c) a course of action that will stop the advance of communism, even if force is necessary (war)
41. The topic was victory over evil, no matter what the cost.
42. **Graded by teacher.**
43. Abraham Lincoln; The Gettysburg Address was given in commemoration of the Civil War Battle of Gettysburg in which many good, strong, young men had died, and in dedication of the field to those who had suffered there.
44. Lincoln's words "our fathers" refered to the Founding Fathers of the United States.
45. Lincoln referred to historical facts and events.
46. The present time was a time of division and war, "Now we are engaged in a great Civil War . . ."
47. The war was a test of whether the Founding Fathers had been able to accomplish their goal—to create a nation that could endure through time based on moral principles of virtue, freedom, and republicanism.
48. live
49. the brave men who fought there, both the living and the dead
50. He resolved that they did not die in vain, and that he would do whatever it took to keep the nation on the right path.
51. In his conclusion, the president referred back to the purpose of the founding of the country in the first place—a place of new freedom that was governed by the people and that protected the people from tyranny. He further resolved that the nation would continue forward and "not perish from the earth".
52. **Graded by teacher.**
53. **Graded by teacher.**
54. *An American must love liberty.*

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