Rubrics for Chapter 1 Writing Assignments

Guidelines for Student Answers and Portfolio

1. All student answers should be in essay form, containing enough paragraphs to cover the assignments effectively.
2. The student should place all writing assignments in an orderly fashion in a notebook portfolio. The student will use the portfolio to monitor improvement in writing.
3. In each writing assignment, the student should be held accountable for grammar, spelling, capitalization, punctuation, and sentence structure (no fragments or run-ons).

Teacher Note: This course is designed to stretch the student, and the student should be challenged—not allowed to turn in mediocre work that only "squeaks by". This course is also patterned to comply with state requirements for learning. Even though the student may self grade paragraph responses not designated for teacher scoring, you as the teacher are encouraged to familiarize yourself with the material to be sure that the student is writing adequate responses and is being challenged in his/her writing skills in order to excel in grade level testing.

Lesson 1 Writing Assignments

Activity #5
The purpose of this activity is to encourage the student to question and explore elements beyond what is explicitly taught in the text. While the vignette tells a story about the craftsmanship of Eskimo artists, the text does not explain why the skill of carving ivory is such an integral part of the culture. The students are encouraged to go beyond the text and explore possible scenarios of why the villagers pass on their tradition of carving ivory. This is not intended to be a research based response, but a thought-oriented response. The student should address the following elements: 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 skills.

Activity #21
The purpose of this activity is to help the student paraphrase and summarize. The student 1) needs to be able to restate in his own words (interpret) what someone else said (paraphrase with accuracy, holding to the original statement's purpose and intent); and 2) needs to be able to condense key points and important elements (summarize). 3) In the paraphrase and summary, the student should use direct quotes to support his interpretation of what the original person said. You as the teacher need to be familiar with Benjamin Franklin's speech to the Continental Convention in order for you to be able to hold the student responsible and challenge the student to respond accurately. 1) Be sure sure the student summarizes the speech; 2) Be sure the student paraphrases; 3) Be sure the student includes direct quotes that are applicable. In his response, the student should be able to point out that Benjamin Franklin believed that the Constitution was not perfect, but that it was as good as it could possibly be, given the diversity of its authors. Franklin also believed it was the best Constitution ever created for any form of government that had existed so far and that it gave the people an opportunity to govern themselves, however they chose to do so. Franklin also believed that it should be approved and that those who opposed it should not think they were "know it all" and should not allow their pride to get in the way.

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Activity #22
The purpose of this activity is to help the student explore beyond the pages of the text and to reach back into history and other literature to make connections between thoughts. The student needs to be able to 1) explain that "the enemy" referred to by Benjamin Franklin is England; 2) needs to be able to explain the events that occurred at the Tower of Babel; and 3) to make connections between that society and the American colonies in their efforts to "build" something unique. The student should explain that 1) pride got in the way of the builders of the tower (Franklin warned against pride); and 2) the society became so confused in their purpose that they couldn't understand each other, and the society fell apart (Franklin warned against divisiveness).

Activity #26
The purpose of this activity is to help the student make a clear and thorough explanation about a specific item, using the Five W's as a guide (who, what, where, when, why, and how) and to acquire an aptitude for seeking out information not readily available in the text. The student needs to be able to: 1) explain that Benjamin Franklin wrote *Poor Richard's Almanack* but published it under the pseudonym "Poor Richard" or "Richard Saunders" (the student should know what a pseudonym means); 2) explain that the almanac was a booklet published yearly that provided information such as calendars, important weather information about sunsets, sunrises, phases of the moon and tides, astronomical data, and even some geographical information; 3) explain that Franklin's almanac was published from 1732-1757 and that print runs typically numbered 10,000 per year; 4) explain that the almanac was published in the Massachusetts area and was a best seller in the American colonies; 5) explain that it was well received because it was a little different than what was being published at the time and was highly entertaining; 6) explain that it differed from other almanacs in that it contained witty poems and sayings, as well as wise maxims.

Activity #35
The purpose of this activity is to help the student see through a false front of satire and to be able to identify the underlying meaning not exposed on the surface of the text. The student: 1) needs to be able to explain what a satire is; 2) needs to be able to point out Franklin's use of satire through his tone, word choice, examples and details, such as his calling himself a "modern simpleton" compared to England's "wise sages"; 3) needs to explain how Franklin was mocking England's "wisdom" in how they treated the colonies; 4) needs to be able to explain that Franklin was telling England how to destroy themselves by pointing out that they were already destroying themselves.

Activity #36
The purpose of this activity is similar to the above: that is to help the student see through a false front of satire and to be able to identify the underlying meaning not exposed on the surface of the text. The student: 1) needs to be able to point out the elements of satire that are present in "Modest Proposal", such as the "serious" tone in which Swift appears to be setting forth a legitimate solution; but then 2) suggests a preposterous idea of eating the children. 3) The student should explain further follies throughout the article, pointing out the use of sarcasm; 4) and what the intent is of the author.

Activity #39
The purpose of this activity is to enable the student to reach beyond the text and to identify elements in other literature, making correlations between what is taught in school, and what is available "in the real world". The student: 1) needs to understand what a parody is; 2) needs to be able to identify a parody; 3) needs to be able to use his research skills to locate a parody; 4) needs to be able to explain the elements of parody in the piece he located. [Hint: during the Nascar Races of 2007, Gatorade ran a commercial in which they used a parody of Elizabeth Barrett Browning's sonnet 43 "How do I love thee"]

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Activities #43-44
The purpose of these activities is to help the student recover when understanding breaks down. The student needs to be able to monitor his/her own understanding and needs to be able to gain control of the lesson by performing comprehension strategies. To enhance comprehension, the student needs to: 1) Circle words he/she does not understand; 2) Look up those words to gain understanding; 3) Reread parts of the text that he/she does not understand; 4) Ask questions, explore and/or discuss the topic, and look up helpful information in resources, such as encyclopedias, to gain better understanding. The student should not continue until he/she is able to demonstrate understanding of the text.

Activity #45 (incorporates 43 & 44)
The purpose of this activity is to ensure that the student knows what to do: 1) when understanding of a text breaks down and comprehension of the material stops; and 2) when the student doesn't understand what he/she is being asked to do. The student needs to be able to: 1) master comprehension strategies of text, such as circling and looking up unfamiliar words, rereading a portion of the text, asking questions about or researching unfamiliar material, asking him/herself the Five W's (who, what, where, when, why, how), taking notes for better understanding, searching for key words, understanding what is reqired; 2) complete the required task by applying the comprehension strategies. Be sure that the student uses comprehension skills to understand the text, and then applies those to answer the question, which is to compare and contrast the Eskimo method of learning and the Franklin learning style. You as the teacher need to be familiar with Eskimo learning style and Benjamin Franklin's learning style in order for you to be able to hold the student responsible and challenge the student to respond accurately. The student should address the following elements: 1) the Eskimo learning style involves first observation, then minimal involvement, such as dusting, polishing, and placing items on a shelf, then deeper involvement, such as sawing and rasping, then even further involvement, such as scraping and actual carving, then finally, the student has enough experience to be able to select the correct size and quality of ivory; 2) the Franklin learning style involves steps for assimilating knowledge, such as first reading the entire selection, then copying of the first part and reading the second part (repeating this several times), then copying from memory the first part, and reading the second part; then using the same method on the second half of the selection, until the entire selection is written from memory, then Franklin compared his "memorized" version to the original to be sure he hadn't omitted or misinterpred anything.

Activity #46 (incorporates 46 & 47)
The purpose of this activity is similar to the previous one, that is to ensure that the student knows what to do 1) when understanding of a text breaks down and comprehension of the material stops, and 2) when the student doesn't understand what he/she is being asked to do. The student needs to be able to: 1) master comprehension strategies of text, such as circling and looking up unfamiliar words, rereading a portion of the text, asking questions about or researching unfamiliar material, asking him/herself the Five W's (who, what, where, when, why, how), taking notes for better understanding, searching for key words, understanding what is reqired; 2) complete the required task by applying the comprehension strategies. Be sure that the student uses comprehension skills to understand the text, and then applies those to answer the question, which is to explain the Eskimo method of learning and to apply it to a practice or tradition in the student's own culture. The student should: 1) explain the Eskimo learning style; 2) apply it to a situation in his/her own culture or family tradition.

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Lesson 2 Writing Assignments

The student should demonstrate improvement from Lesson One in paragraph structure, complexity of thought, and conventions (grammar, spelling, etc.).

Activity #29 (This activity applies only to the last paragraph of Patrick Henry's speech, not the entire speech.)
The purpose of this activity is to enhance the student's ability to follow a specific learning style in order to commit to memory important information. You as the teacher need to be familiar with the Franklin Learning style from Lesson 1 in order for you to be able to hold the student responsible and challenge the student to respond accurately. To follow the Franklin learning style of memorization, the student should: 1) Read the last paragraph of "Give Me Liberty or Give Me Death"; 2) the student then copies the first half (of the last paragraph) and reads the second half; 3) the student repeats this process three times; 4) the student then writes the first half from memory and copies the second half; 5) the student repeats this process three times; 6) the student then writes the entire piece from memory; 7) the student checks his work against the original to correct any omissions or errors. This process needs to be supervised to be sure the student is committing and recalling the information from memory.

Activities #30-31
The purpose of these activities is to help the student recover when understanding breaks down. The student needs to be able to monitor his/her own understanding and needs to be able to gain control of the lesson by performing comprehension strategies. To enhance comprehension, the student needs to: 1) Circle words he/she does not understand; 2) Look up those words to gain understanding; 3) Reread parts of the text that he/she does not understand; 4) Ask questions, explore and/or discuss the topic, and look up helpful information in resources, such as encyclopedias, etc. to gain better understanding. The student should not continue until he/she is able to demonstrate understanding of the text.

Activity #32
The purpose of this activity is to help the student find and organize key points in a text. The student should place the key points in outline form, in the correct order:

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

Activity #34
The purpose of this activity is to help the student draw conclusions and examples from various sources and articulate a unifying theme. The student needs to be able to: 1) make a statement that identifies the problem faced by the Founding Fathers, which was that some people did not want to endure temporary suffering or danger to ensure long term peace, but would rather endure long term suffering for temporary peace; 2) support that statement incorporating quotes and paraphrases from the various sources provided. Be sure the student stays on track and uses the information effectively and correctly.

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SUGGESTED ASSIGNMENT
(The student should produce both an outline and a speech)

The purpose of this activity is to enable the student to apply historical situations to current events and times. The student should: 1) write a speech addressed to congress and that presents a current problem or urgent situation that is not being addressed by others in a timely or appropriate manner; 2) provide a strong argument and show a course of action. The student must use the format of Patrick Henry's speech as a guide. The student's outline should follow the format below:

I. Pay respect to the opinions of the others, even though he doesn't agree with them. (The student must find and reference opposing views.)
II. Address the topic and explain the urgency of dealing with the problem.
  A. Explain his responsibility in addressing the problem.
  B. Explain what human nature tends to do in a crisis, and that they must fight against the urge to ignore the problem.
III. Explain what actions have been done in the past to try to address the problem.
  A. Explain the results of past efforts (or lack of results).
  B. Explain that they must take more action than in the past (and what those actions are).
IV. Explain how they can succeed and will succeed.
V. State what he is prepared to do and issue a challenge to the others to join him.

The student's speech should follow the outline and should be similar to the format of Patrick Henry's speech "Give Me Liberty or Give Me Death".

Lesson 3 Writing Assignment

The students should demonstrate improvement from Lesson Two in paragraph structure, complexity of thought, and conventions (grammar, spelling, etc.), and should be developing his/her unique voice and style.

Activities #3-5

The purpose of these activities is to help the student recover when understanding breaks down. The student needs to be able to monitor his/her own understanding and needs to be able to gain control of the lesson by performing comprehension strategies. To enhance comprehension, the student needs to: 1) Circle words he/she does not understand; 2) Look up those words to gain understanding; 3) Reread parts of the text that he/she does not understand; 4) Ask questions, explore and/or discuss the topic, and look up helpful information in resources, such as encyclopedias, etc. to gain better understanding; 5) Take notes regarding the Five W's (who, what, where, when, why). The student should not continue until he/she is able to demonstrate understanding of the text.

Activity #6

The purpose of this activity is to help the student find and organize key points in a text. The student should place the key points in outline form, in the correct order:

I. The compact is dedicated to God, demonstrating the seriousness of the occasion.
II. The authors identify themselves by their loyalty to their king and give homage to the king.
III. The pilgrims state the purpose of the formation of the colony.
IV. The pilgrims proclaim their loyalty to each other and to the compact.
V. The compact states the rules by which the colony is to operate.
VI. The compact states the date and place of the signing.

Activity #8

The purpose of this activity is to help the student make a clear and thorough explanation about a specific item, using the Five W's as a guide (who, what, where, when, and why). The student needs to be able to: 1) explain that the pilgrims wrote the Mayflower Compact;

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2) that its purpose was to establish the goals and rules of the colony; 3) that it was written on November 11, 1620 at Plymouth Rock; 4) that it was the first official document written in America and set the precedent for future colonization.

Activity #14
The purpose of this activity is to help the student identify and articulate the topic, theme, and tone of a work of literature. Some room is granted for different interpretations; however, the student should be able to explain an appropriate topic, theme, and tone of Anne Bradstreet's poem "Upon the Burning of our House". You as the teacher need to be familiar with the poem. Following is a loose guideline: 1) the topic is about Anne's home catching on fire at night and her losing everything; 2) the theme is threefold—response to tragedy, realization of God's grace in the midst of hardship, and hope of a heavenly home; 3) the tone is that of mourning the loss of her home, yet confidence that God is in control, and that security can be found in the knowledge that "God giveth and God taketh away".

Activity #16
The purpose of this activity is to help the student explore beyond the pages of the text and to reach back into history and other literature to make connections between thoughts. The student needs to be able to: 1) explain Anne Bradstreet's situation and attitude toward her circumstances; 2) explain the events surrounding Job, and his attitude toward what happened to him; and 3) to make connections between Anne Bradstreet's circumstances and attitude and Job's circumstances and attitude. Following is a loose guideline: 1) both Anne Bradstreet and Job experienced loss of everything they had; 2) both remained true to their faith and expressed hope in God, regardless of their tragic situations.

Activity #17
The purpose of this activity is to help the student identify and articulate the topic, theme, tone, and rhyme scheme of a poem. Some room is granted for different interpretations; however, the student should be able to explain an appropriate topic, theme, and tone of Anne Bradstreet's poem "To My Dear and Loving Husband" and should be able to identify and explain it as a rhyming couplet. You as the teacher need to be familiar with the poem. Following is a loose guideline: 1) the topic is about Anne's love for her husband and her loyalty to him; 2) the theme is twofold—unity and fulfillment in marriage and eternal love between two people; 3) the tone is that of security and happiness; 4) the poem is a rhyming couplet, with every two lines (couple) rhyming.

Activity #20
The purpose of this activity is to help the student identify and articulate the topic, theme, and tone of a work of literature. Some room is granted for different interpretations; however, the student should be able to explain an appropriate topic, theme, and tone of George Washington's First Inaugural Address. You as the teacher need to be familiar with the speech. Following is a loose guideline: 1) the topic is about giving God credit for his blessings on the United States; 2) the theme is God's hand in the affairs of men and governments; 3) the tone is that of respect toward God and admonition toward the people to consider God's ways.

Activity #33
The purpose of this activity is for the student to analyze the qualities of a person based upon three things: 1) information about that person (secondary sources), 2) information directly from that person (his own words, which is a primary source), 3) the student's personal perception and views of that person. The student should be able to utilize primary and secondary sources (what is provided in the text) to provide a basic outline of George Washington's 1) character, integrity, love and passion for country, and religious faith 2) and his impact on the history and future of the United States through setting an example and by leaving us important literature.

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SUGGESTED ASSIGNMENTS
(These may be collaborative)

The purpose of these activities is to help the student formulate and produce original (and appropriate) works of literature able to be published. The student should: 1) write a poem of 4-8 lines (1-2 stanzas) that is a rhyming couplet and that addresses a tragedy or a special love (using Anne Bradstreet's poetry as a guide); 2) write a compact outlining student conduct and pledge of diligence (using the Mayflower Compact as a guide).

PUBLICATION OF STUDENT WORKS: To comply with state requirements of publication of student works, post suggested writing assignments in public view or print them and distribute them to other students, faculty, citizens, etc. If you deem them appropriate, unique, and original enough, contact your school or local paper or other publishing entity, and request publication of the works in a special feature.

Lesson 4 Writing Assignment

The students should demonstrate improvement from lesson to lesson in paragraph structure, complexity of thought, and conventions (grammar, spelling, etc.).

Activity #7
The purpose of this activity is to enhance the student's ability to follow a specific learning style in order to commit to memory important information. You as the teacher need to be familiar with the Franklin Learning style from Lesson 1 in order for you to be able to hold the student responsible and challenge the student to respond accurately. To follow the Franklin learning style of memorization, the student should: 1) Read the statement by Samuel Adams that begins "He therefore is the truest friend to the liberty of his country"; 2) the student then copies the first half of the statement and reads the second half; 3) the student repeats this process three times; 4) the student then writes the first half from memory and copies the second half; 5) the student repeats this process three times; 6) the student then writes the entire statement from memory; 7) the student checks his work against the original to correct any omissions or errors. This process needs to be supervised to be sure the student is committing and recalling the information from memory.

Activity #8
The purpose of this activity is for the student to analyze the impact and meaning of a statement issued by a public official (such as Samuel Adams) and to respond to the statement in a constructive way. The student needs to: 1) provide a basic interpretation of the statement; and 2) dispute or support the statement according to the student's views of the same topic (the necessity and importance of virtue in the American people in order to maintain freedoms and liberties). The student must demonstrate that he understands what Adams is saying before the student can adequately respond to the statement. You as the teacher need to be familiar with Adams' statement in order to grade the student's work adequately.

Activity #9
The purpose of this activity is to help the student grasp an abstract idea and then be able to relate it to others with accuracy in his/her own words. You as the teacher need to be familiar with Adams' statement in order for you to be able to hold the student responsible and challenge the student to respond appropriately. 1) Be sure the student grasps the main idea and concept of the statement; 2) and retells it in his/her own words.

Activities #16-18
The purpose of these activities is to help the student recover when understanding breaks down. The student needs to be able to monitor his/her own understanding and needs to be

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able to gain control of the lesson by performing comprehension strategies. To enhance comprehension, the student needs to: 1) Circle words he/she does not understand; 2) Look up those words to gain understanding; 3) Reread parts of the text that he/she does not understand; 4) Ask questions, explore and/or discuss the topic, and look up helpful information in resources, such as encyclopedias, etc. to gain better understanding; 5) Take notes regarding the Five W's (who, what, where, when, why). The student should not continue until he/she is able to demonstrate understanding of the text.

Activity #19
The purpose of this activity is to help the student find and organize key points in a text in an effort to understand the text. The student should place the key points in outline form, in the correct order, using Roman numerals and letters (I, II, III, A, B, C).

I. Hamilton states the purpose of his article (the deliberation over the acceptance of the Constitution) and reflects upon the Constitution's importance and unique attributes
   A. the fate of the nation (safety and welfare of the empire)
   B. the reality of whether the Constitution can work
   C. the consequences or rewards of rejecting or accepting the Constitution
II. Hamilton warns against being susceptable to lies regarding the Constitution propetuated by those who don't like it and states that he is for it
   A. He believes that the Constitution is the best one to secure liberty, dignity, and happiness for the American people
   B. He explains that he will be frank and open about his opinions
III. Hamilton outlines what he will discuss in the article
   A. the usefulness (utility) of creating the union outlined in the Constitution
   B. the insufficient current government (Confederation, as it was called)
   C. the necessity of creating a republican government like the one outlined in the Constitution
   D. the security that the Constitution will bring to the country
IV. Hamilton states that he will attempt to answer any objections to the Constitution
V. The compact states the rules by which the colony is to operate.
VI. Hamilton expresses his disapproval of strong separate states in favor of a strong UNION

Activity #20
The purpose of this activity is to help the student grasp the main idea of a text and then be able to relate it to others with accuracy in his/her own words. You as the teacher need to be familiar with the introduction to the *Federalist Papers* in order for you to be able to hold the student responsible and challenge the student to respond appropriately. 1) Be sure the student grasps the main points and concepts of the statement; 2) and accurately retells it in his/her own words, preserving the intent of Alexander Hamilton's words.

Activity #21
The purpose of this activity is for the student to make connections between texts. The student needs to be able to: 1) explain the topic, theme, tone, and purpose of Benjamin Franklin's speech to the Continental Congress; 2) explain the topic, theme, tone, and purpose of Alexander Hamilton's article to the people of New York; and 3) make connections between the two pieces of literature and identify the unifying attributes of both pieces of literature. The student should explain that: 1) both Benjamin Franklin and Alexander Hamilton believed in the Constitution and believed that it was the best one for the American people; 2) both men expressed concerns and reasons for their decisions; 3) the topics were the adoption of the Constitution; 4) the theme was unity of the American people under a form of government that was suitable to their unique situation; 5) the tone was persuasive; 6) the purpose was to convince the audience that their best course of action was to adopt the Constitution. The

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student should support his comparisons with quotes and paraphrases from both texts. Be sure the student stays on track and uses the information effectively and correctly.

Activity #48
The purpose of this activity is for the student to understand how others have drawn accurate conclusions and used foresight to predict what could occur in the future. The student needs to: 1) explain the individual concerns expressed by founding fathers Benjamin Franklin, George Washington, Samuel Adams, John Jay, and James Madison; 2) explain how those concernes addressed human nature; 3) explain how those concerns were legitimate and what occurred 70 years later (the Civil War) to fulfill those predictions; 4) how those predictions were fulfilled (what particular issues led to the Civil War).

Lesson 5 Writing Assignment

The students should demonstrate improvement from lesson to lesson in paragraph structure, complexity of thought, development of personal style and voice, and conventions (grammar, spelling, etc.).

Activities #3 & 24
The purpose of these activities is to enhance the student's ability to follow a specific learning style in order to commit to memory important information. You as the teacher need to be familiar with the Franklin Learning style from Lesson 1 in order for you to be able to hold the student responsible and challenge the student to respond accurately. To follow the Franklin learning style of memorization, the student should: 1) read the required selection; 2) copy the first half of the selection and read the second half; 3) repeat this process three times; 4) write the first half from memory and copy the second half; 5) repeat this process three times; 6) write the entire selection from memory; 7) check his/her work against the original to correct any omissions or errors. This process needs to be supervised to be sure the student is committing and recalling the information from memory.

Activities #6-8
The purpose of these activities is to help the student recover when understanding breaks down. The student needs to be able to monitor his/her own understanding and needs to be able to gain control of the lesson by performing comprehension strategies. To enhance comprehension, the student needs to: 1) Circle words he/she does not understand; 2) Look up those words to gain understanding; 3) Reread parts of the text that he/she does not understand; 4) Ask questions, explore and/or discuss the topic, and look up helpful information in resources, such as encyclopedias, etc. to gain better understanding; 5) Take notes to gain insight about the text. The student should not continue until he/she is able to demonstrate understanding of the text.

Activity #19
The purpose of this activity is to help the student grasp the important elements of a selection and then be able to explain it with accuracy. You as the teacher need to be familiar with the conclusion to the Declaration of Independence in order for you to be able to hold the student responsible and challenge the student to respond appropriately. The student should be able to explain the six steps as follows:

1) The Founding Fathers identified themselves as "We . . . the Representatives of the United States of America".
2) They made their appeal for justice to the highest authority available—God: "appealing to the Supreme Judge of the world" and requested that He honor the morality of their efforts, "for the rectitude of our intentions".
3) They dedicated the Declaration of Independence to the people of the United States,

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"in the Name, and by Authority of the good People of these Colonies".
4) They declared their independence from England and their status as an independent nation, "these United Colonies are, and of Right ought to be Free and Independent States . . . Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved".
5) They established their powers as an independent nation to have the authority to declare war, to make peace, to contract with allies, to establish commerce (trade within its own borders and with other nations), and to do any other action that a free country has a right to do.
6) They declared their loyalty to God, to each other and to the new nation, "And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

Activity #25
The purpose of this activity is to help the student: 1) explain important information with accuracy from a historical context; and 2) make connections between important historical documents and current world experiences. You as the teacher need to be familiar with the 1st Amendment of the Bill of Rights in order for you to be able to hold the student responsible and challenge the student to respond accurately. The student should: 1) identify the five freedoms listed in the 1st Amendment (freedom of religion, freedom of speech, freedom of the press, freedom of assembly, and freedom of petition); 2) explain what each freedom means; 3) relate those freedoms to current life in America.

Activity #34
The purpose of this activity is to help the student grasp an important historical concept and then be able to relate it to others with accuracy in his/her own words. You as the teacher need to be familiar with the history of the term "separation of church and state" in order for you to be able to hold the student responsible and challenge the student to respond appropriately. The student should be able to: 1) explain the author and origin of the statement "separation of church and state" (Thomas Jefferson in a written response to a letter from the Danbury Baptist Association; 2) explain the original intent and circumstances surrounding the statement (Jefferson's personal belief that a government should not force conversion to or practice of a certain religion; the belief was expressed in a personal correspondence, not intended to be used as public policy); 3) explain recent misunderstanding of the statement to mean that the government should not espouse religious principles in its public policy; 4) provide quotes from the Founding Fathers and current examples of the use of this term.

Lesson 6 Writing Assignment

The students should demonstrate improvement in paragraph structure, development of personal style and voice, and conventions (grammar, spelling).

Activity #12
The purpose of this activity is to help the student explore beyond the pages of the text and to reach back into historical literature and events to make connections with current situations. The student needs to be able to: 1) explain the philosophy of the necessity of virtue in a society, as expressed by the Founding Fathers; 2) provide an original opinion of how that philosophy applies to the people of the United States (historically and currently) in various aspects, including culture, politics, education; and 3) draw conclusions about the reality of the concerns expressed by the Founding Fathers.

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Lesson 7 Writing Assignment

Activity #5
The purpose of this activity is for the student to analyze the meaning and impact of a statement issued by a public official (such as Thomas Jefferson) and to respond to the statement in a reflective and thoughtful way, applying it to a more universal theme. The student needs to: 1) provide a basic interpretation of the statement; and 2) dispute or support the statement according to the student's views of the same topic (the necessity and importance of the media in the American society in order to maintain freedoms and liberties); 3) establish why the media is important to a free society; 4) establish what a society would be like without freedom of the press; 5) provide examples of societies that are not free; 6) the role the media plays in a society in bringing important issues to the awareness of citizens; 7) what a society would be like whose media was controlled by a specific ruling class and its agenda; 8) what would happen to a society whose media did not tell the truth.

Activity #6
The purpose of this activity is to help the student grasp an abstract idea and analyze and apply it to life in a functioning society to provide solutions for future or current problems. The student should: 1) demonstrate an understanding of censorship; 2) support or dispute the idea that some forms of censorship are necessary to maintain a sense of virtue and decency in a society; 3) express his/her opinion of the level of censorship in America.

Activities #14 & 29
The purpose of these activities is to enhance the student's ability to follow a specific learning style in order to commit to memory important historical information. The student should: 1) read the required selection; 2) copy the first half of the selection and read the second half; 3) repeat this process three times; 4) write the first half from memory and copy the second half; 5) repeat this process three times; 6) write the entire selection from memory; 7) check his/her work against the original to correct any omissions or errors. This process needs to be supervised to be sure the student is accurately recalling the information from memory.

Activity #17
The purpose of this activity is to help the student grasp multiple abstract ideas that make up a whole and analyze the benefits and detriments (causes and effects) of applying these ideas in a functioning society. The student should: 1) demonstrate an understanding of each idea; 2) evaluate each concept; 3) apply each concept to everyday life using modern examples and situations.

Activity #21
The purpose of this activity is to help the recognize a false statement and be able to dispute it using available evidence. The student should: 1) explain Webster's view of the importance of the Bible in education; 2) restate the false statement; 3) use examples from the text to dispute the false statement.

Activity #24
The purpose of this activity is to help the student analyze the same text in various forms. The student should: 1) establish that the two forms are indeed different; 2) provide a basic explanation of each form; 3) point out at least three differences between the two forms, such as: a) the song version does not have numbered markers; b) the poem flows more like a song, rather than a scripture passage and also is arranged into iambic meter and a varied rhyme scheme; c) some of the words are rearranged, such as "The Lord to me a shepherd is" in the song, versus "The Lord is my shephered" in the standard version.

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SUGGESTED ASSIGNMENTS
(These may be collaborative)

The purpose of these activities is to help the student formulate and produce original (and appropriate) works of literature able to be published. The student should: 1) write a song adapted from a poem, Psalm, Proverb, other religious source, or nonreligious source (using the Bay Psalm Book as a guide); 2) translate a list, menu, recipe, prayer, poem, paragraphs, or other short literary work into a foreign language not familiar to the student (using John Eliot's translation of the Lord's Prayer into Algonquian as a guide). The student must demonstrate diligence in searching out and collaborating with a person who speaks another language. The student must submit both the English and foreign version.

PUBLICATION OF STUDENT WORKS: To publish student works, post writing assignments in public view or print them and distribute them to other students, faculty, citizens, etc. if you deem them appropriate, unique, and original enough and reflect well upon your school. Or, contact your school or local paper or other publishing entity, and request publication of the works in a special feature.

Lesson 8 Writing Assignments

Suggested Assignments:
The purpose of these activities is for the student to identify and analyze the correct point of view of a narrator and to be able to support his/her response with details and examples from the text. The stories for this assignment are provided at the end of the TRK. The teacher should make copies of the stories for the students. **Do not allow the student access to the TRK.** The student should respond to each assignment in a paragraph of 3-5 sentences.

Assignment 1: In his response, the student should identify the point of view of the narrator of "A Soldier's Song" as third person, limited omniscient, citing the fact that the narrator has insight into the mind of only John Blanchard, the main character, and not into the thoughts of minor characters, Hollis Maynell and the older lady who wore the rose as a decoy.

Assignment 2: In his response, the student should identify the point of view of the narrator of "Thinking Big" as third person, objective, citing the fact that the narrator tells only what can be infered from the words and actions of the characters, but has no insight into the minds of the characters. The story is told in a journalistic style, typical of true stories.

Assignment 3: In his response, the student should identify the point of view of the narrator of "Chain of Love" as third person, omniscient, citing the fact that the narrator has insight into the thoughts and feelings of all of the characters: Laurence, the waitress (Laurence's wife), and Helen (the woman stranded on the side of the road).

Assignment 4: In his response, the student should identify the point of view of the narrator of "Mr. Vinegar and His Fortune" as third person, intrusive, citing the fact that the narrator is not one of the characters in the story, but at the very last, inserts his opinion in a first person comment: "I have heard that she instantly gave him such a sound scolding that he almost preferred the rocks thrown by the small boys in town, but that is between Mr. and Mrs. Vinegar, and not for me to say."

Assignment 5: In his response, the student should identify the point of view of the narrator of "The Child Priest" as first person, citing the fact that the narrator tells the events as if they happened to him personally, and he is personally involved in the events of the story. The student may express an opinion of whether the narrator (Samuel) is the main character, or whether the main character is Eli, but will not be graded on the accuracy of this opinion.

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Lesson 9 Writing Assignments

Activities #4& 5
The purpose of these activities is to help the student recover when understanding breaks down. The student needs to be able to monitor his/her own understanding and needs to be able to gain control of the lesson by performing comprehension strategies. To enhance comprehension, the student needs to: 1) Circle words he/she does not understand; 2) Look up those words to gain understanding; 3) Reread parts of the text that he/she does not understand; 4) Ask questions, explore and/or discuss the topic, and look up helpful information in resources, such as encyclopedias, to gain better understanding. The student should not continue until he/she is able to demonstrate understanding of the text.

Activity #6
The purpose of this activity is to ensure that the student knows how to identify key points in a text and take notes for future use. The student needs to jot notes that: 1) identify the topic(s) of the letter; 2) identify the tone used by the author (the author's attitude toward the topic); 3) identify the theme(s), which reflect a broad, universal idea. You as the teacher need to be familiar with the letter in order for you to be able to hold the student responsible and challenge the student to take effective notes. The student's notes should: 1) identify the topic(s) (twofold: Johnson's reflections on his various roles in life—a soldier, a patriot and leader, an educator and scholar, and a father; the importance and value of service to country); 2) identify the tone (firmly and consistently patriotic, reflects love of country and responsibility and duty as an American); 3) identify the theme(s) (twofold: the importance of military service; society's responsibilty to the soldier)

Activity #7
The purpose of this activity is to help the student find and organize key points in a text. The student should identify and place the key points in outline form, such as the following:

I. Johnson makes his introduction
    A. expresses his surprise and pleasure at Erickson's decision
    B. comments on the benefits of being a soldier
    C. expresses his confidence in Erickson's ability to be a leader and soldier
II. Johnson reflects on his personal experiences
    A. As a veteran and warrior
        1. the greatest love of self sacrifice
        2. freedom maintained by the efforts and sacrifices of good men
    B. As a patriot and leader
        1. what is required for evil to triumph over good
        2. the joy and pride at seeing brothers in arms defending honor and freedom
    C. As an educator and scholar
        1. the cries of people who don't understand the price of true peace or freedom
        2. man cannot secure peace, justice, and law, but can secure the opportunity for those things
        3. true peace, justice, and law is secured by good men who fight for those things
    D. As a father
        1. the joy he experiences at seeing his children live lives of truth
        2. knowing the torn feelings of seeing his sons fight for truth, and knowing that the sacrifice could cost their lives
III. Johnson expounds upon the cost of freedom
    A. force is necessary to maintain peace and security
    B. the forces of righteousness and freedom battle the forces of tyranny and darkness
    C. those people who are unwilling to fight because they do not want to risk their lives
    D. those same people enjoy freedom because other people risked their own lives

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IV. Johnson comments on those who dishonor a soldier's life
  A. parents who "bless" their son's entrance into the military but who become bitter when their son's life is required to maintain freedom
  B. those in government who politicize the soldier's life in an effort to gain favor with the public
  C. citizens in the public who express disfavor toward the war and thereby dishonor the soldier's sacrifice

V. Johnson expresses his desire to see society inspire youth to be valiant and excellent in their pursuits in the past, present, and future
  A. as warriors
  B. as guardians of freedom
  C. as scholars
  D. as leaders

VI. Johnson concludes
  A. reflects upon the decisions of young people
  B. reflects how those decisions will affect the future generation
  C. again expresses his pleasure at Mark's inquiry into service of his country

Activity #8

The purpose of this activity is to help the student grasp the important elements of a selection and to be able to paraphrase them with accuracy. You as the teacher need to be familiar with the letter in order for you to be able to hold the student responsible and challenge the student to respond appropriately. The student should be able to paraphrase the key information of the ten paragraphs as follows:

1) Johnson tells his dad that Mark Erickson is seeking entrance into the Marine Corps. Johnson is pleased with Erickson's decision and comments that such an experience is good for any young man. Johnson expresses his confidence in Erickson's ability to "step up to the plate" during these times.
2) Johnson reveals his personal experiences as a veteran soldier and comments that the greatest expression of love is self sacrifice. He further comments that the world is kept free only by the efforts of good men willing to sacrifice personal comforts.
3) Johnson reveals his personal experiences as a patriot and leader and comments that evil can easily triumph unless good men stop it. He expresses his pride in other soldiers who defend honor and secure freedom even for people who do not understand or appreciate those freedoms.
4) Johnson reveals his personal experiences as an educator and scholar and comments that peace cannot be guaranteed—but only the *opportunity* can be guaranteed for peace and justice. He further comments that it will take everything good men have to offer to resist evil.
5) Johnson reveals his personal experiences as a father and comments that the greatest joy can also be the greatest pain when his son "steps up to the plate" as a young man of honor, but who may also be putting his life on the life because of that honor.
6) Johnson reveals the difference between a person seeking publicity and diplomacy and a true warrior and patriot who seeks true freedom and security.
7) Johnson states that peace should not be accepted at any price; but to the contrary, freedom and security should be purchased at any price. Johnson states the fact that the world is governed by force—either good or evil, and that while some people shun battle, they rely upon the freedoms granted them by the sacrifices of those who did not shun battle. Johnson expresses his contempt for people like that.
8) Johnson reveals how various people in society disrespect a soldier, such as the parent who is "proud" of his/her son when he goes to war, but who becomes bitter and angry if the son dies. This is ultimate disrespect of the soldier and makes light of his sacrifice, passion, and love of country. Another form of disrespect is those who try to gain political favor by criticizing the war and the soldiers' efforts.

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9) Johnson expresses his desire that our society (schools, homes, churches, businesses, government) inspired young people to become warriors and guardians of freedom, scholars, and leaders and taught young people to understand the past, inspire those in the present, create a better future, and protect the future.
10) Johnson states that times are difficult, but without honorable young men willing to fight for freedom, the future will be even worse. Johnson expresses once again his pleasure at Mark's decision.

Activity #10
The purpose of this activity is for the student to articulate the topic, theme, tone, and main points of a work of literature and to respond to the message presented in the literary work. Some room is granted for different interpretations; however, the student should be able to: 1) articulate the topic, theme, and tone and main points as reflected in previous activities; 2) respond appropriately and thoughtfully to Johnson's philosophy. This essay will be of some length in order to cover all of the points and to facilitate a diligent response by the student.

Activity #12
The purpose of this activity is to help the student find and organize key points in a text. The student should place the key points in outline form, in the correct order:

I. The students provide rationale for their decision.
II. The students pledge to maintain or establish sexual purity.
III. The students state what steps they will take to keep the commitment.
IV. The students reafirm the pledge.

Activity #17
The purpose of this activity is to help the student grasp the important elements of a selection and to be able to paraphrase them with accuracy. You as the teacher need to be familiar with Patrick Henry's speech. The student should paraphrase the key information of the five paragraphs as follows:

1) Henry lays out the gravity of the situation—freedom or slavery and death. Henry warns against giving in to human nature of ignoring the problem. Henry states that for his part, he is willing to face the truth.
2) Henry explains that they must understand that they can expect the same behavior from England as they have in the past. Henry explains how Britain has treated them in the past and how England is planning to stop the Americans' efforts for freedom through war—they are amasing an army and war equipment.
3) Henry lays out their options for resisting the English—argument, persuasion, petitions, supplications—and explains that all of those things have failed in the past, and England continued to ignore their requests and continued to oppress them.
4) Henry lays out a stronger course of action if the colonists are to be free—they must resort to war in order to escape slavery.
5) Henry scolds the colonists for sitting around idle, discussing the situation, when they should be doing something. He asks them what is the price of their lives and freedom. He declares his course of action and challenges others to follow suit.

Activity #21
The purpose of this activity is to help the student identify and articulate the literary techniques used by an author to enhance the purpose and effectiveness of the work. The student should be able to identify and cite literary techniques employed by Henry, such as, passionate word choice, rhetorical questions, references to other literature and historical facts, involvement of personal experiences, and a statement of personal risk. The student should provide an example of each literary technique from the text. Below are some examples: 1)

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rhetorical question: "Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery?"; 2) references to other literature: "listen to the song of the siren till she transforms us into beasts (reference to the *Odyssey*); 3) reference to historical facts: "We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne."; 4) involvement of personal experiences: "I have but one lamp by which my feet are guided, and that is the lamp of experience"; 5) statement of personal risk: "I know not what course others may take; but as for me, give me liberty or give me death!"

SUGGESTED ASSIGNMENTS

The purpose of these activities is to help the student formulate and produce original (and appropriate) works of literature able to be published. The student should: 1) write an exposition patterned after Dr. Nathan Johnson's letter; 2) write an argument patterned after Patrick Henry's speech (be sure the student includes the required literary techniques); 3) observe a speech by a person in office and write a report about the speech. You as the teacher need to be familiar with the lesson and the assignment in order to hold the student responsible for adequate work.

PUBLICATION OF STUDENT WORKS: To publish student works, post writing assignments in public view or print them and distribute them to other students, faculty, citizens, etc. if you deem them appropriate, unique, and original enough and reflect well upon your school. Or, contact your school or local paper or other publishing entity, and request publication of the works in a special feature.

Lesson 10 Writing Assignments

Activity #4

The purpose of this activity is for the student to be able to analyze and articulate techniques that identify a work of literature as persuasive. Persuasive literary rhetoric often provides either a reward or a punishment that motivates the listeners to take action. The student should explain that the sermon "Sinners in the Hands of an Angry God" by colonial minister Jonathan Edwards is subvertly persuasive, not overtly persuasive. Its persuasive techniques are recognizable in two ways: 1) Edwards takes on the persona of someone eternally damned; that 2) in effect, frightens the audience into living godly lives.

Activity #21

The purpose of this activity is for the student to be able to differentiate between the theme, topic, and tone of a literary work. The student should identify: 1) the theme as the importance of being an active part of society, versus an inactive "voice" on the sidelines; 2) the topic as the warrior, versus the critic, or the one who "stands outside the fire" verses one who risks involvement and makes a difference; 3) the tone champions the cause of the warrior with words such as "worthy", "daring greatly", "strives valiantly" and criticizes the critic with words such as "cold and timid" and "the critic is not who counts".

Activities #22, 25, 42 & 53

The purpose of this activity is to enhance the student's ability to follow a specific learning style in order to commit to memory an important literary work. The student should follow the Franklin learning style outlined in Lesson One for each of the assigned activities. The method is as follows: 1) read the required selection; 2) copy the first half of the selection and read the second half; 3) repeat this process three times; 4) write the first half from memory and copy the second half; 5) repeat this process three times; 6) write the entire selection from memory; 7) check his/her work against the original to correct any omissions or errors. This process needs to be supervised for each assignment to be sure the student is accurately recalling the information from memory.

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Activity #24
The purpose of this activity is to help the student find and organize key points in a text. The student should place the key points in outline form, such as the following:

I. Introduction
  A. Duty, Honor, Country
  B. These words dictate what a soldier ought to be, can be, and will be
  C. These words are the rallying points and inspiration for life
    1. to build courage when courage fails
    2. to regain faith when there is little cause for faith
    3. to create hope when hope becomes forlorn
II. The skeptic's tactics to remove duty, honor, and commitment to country
  A. mock these words are mere verbage (no real meaning)
  B. downgrade, mock, and ridicule these words as meaningless in real life
III. The true value of these words despite what the skeptics say
  A. They build character
  B. They make a soldier strong and brave
  C. They teach honesty and pride
  D. They teach humility and gentleness
  E. They teach action versus words
  F. They teach a soldier not to seek comfort, but to face challenges and difficulties
  G. They teach strength and compassion
  H. They teach a soldier to master himself and how to guide others
  I. They teach purity of heart
  J. They teach a soldier to set high goals
  K. They teach a soldier to know when to laugh and weep
  L. They teach a soldier to look to the future while respecting the past
  M. They teach a soldier to be serious but not to take himself too seriously
  N. They teach a soldier to be modest and simple
  O. They teach a soldier to be open-minded and meek
IV. The code these words perpetuate
  A. High moral laws
  B. Stand the test of ethics and philosophies
  C. Require what is right
  D. Restrain what is wrong

Activity #52
The purpose of this activity is to help the student find and organize key points in a text. The student should place the key points in outline form, such as the following:

I. Introduction
  A. The invention of totalitarianism
    1. It has created a bloody century
    2. It has dampened optimism
  B. The reawakening of democracy
  C. Democracy brings optimism
II. Historical look at "these times"
  A. Consistent restraint and peaceful intentions of the West
    1. nuclear power
    2. territorial imperialism
  B. The world would not be the same without democracy to hold back evil
III. Self-delusion and ignoring the problem is not an option
  A. Unpleasant facts
    1. predictions of doom

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2. demonstrations in the streets
3. unwilling participation in the arms race
4. totalitarian forces taking control of countries around the world

B. What is our course? What must be done to protect ourselves and the world?

IV. Sir Winston Churchill's words and example

A. Soviet Russia and communism intent on taking over the world
1. through power (force)
2. through doctrine (indoctrination of children and citizens)

B. Democracy's obligation to prevent war

C. Democracy's obligation to establish freedom in countries around the world

V. Establishment of our mission today

A. To preserve freedom

B. To recognize the turning point (a change of course from negotiations to action)

SUGGESTED ASSIGNMENTS

Assignment 1: The purpose of this activity is to help the student polish his/her public speaking skills by delivering a speech or sermon to an audience. The student should: 1) learn the speech/sermon enough so as not to appear to be reading the work, but may use notes for assistance; 2) maintain the intent, purpose, and tone of the author; 3) use dramatic, but believable and appropriate tone of voice, emphasis, gestures, etc.

Assignment 2: The purpose of this activity is to help the student formulate and produce original (and appropriate) works of literature able to be published and delivered to an audience. The student should: 1) develop a speech or sermon that, 2) has an effective tone, a universal theme, and a focused topic for a particular purpose and audience. 3) The sermon or speech should incorporate at least four rhetorical devices (i.e. anaphora, simile, metaphor, other figures of speech, references to history or other literature, personal experience, statement of personal involvement, risk, or action). 4) The student should present his work in a dramatic presentation to an audience using appropriate tone of voice, emphasis, gestures, etc. 5) The student should seek publication of his/her own work.

PUBLICATION OF STUDENT WORKS: Make the student accountable for publishing his/her own work by posting it in public view or printing them and distributing them to other students, faculty, citizens, etc. or, contacting school or local paper or other publishing entity, and requesting publication of the works in a special feature.

Lesson 11 Writing Assignments

Suggested Assignments:
The purpose of these activities is for the student to expand his/her authorship of various genres through a "mentoring" program of using the provided texts as patterns or examples.

Assignment 1: The student should read the excerpt from "Hattie's Wake" and imagine what the next paragraph to the story would be. The student should write a plausible next paragraph, keeping with the voice and style of the narrator.

Assignment 2: The student should take on the role of a journalist and report on an interesting or important event taking place in the school or local community. The student should interview at least two people and use their direct quotes in the news story. The student should show preparedness before beginning the interview by writing down the questions he/she intends to ask to avoid "stumbling" through the interview. The student should cover the Five W's (who, what, where, when, why, and how) of the event for the story. The student should narrate from an objective point of view.

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Assignment 3: The student should take on the role of a journalist and report on a special interest feature of the school or local community, such as one of the individuals listed in the assignment in the student activities. The student should interview the subject of the feature and use his/her direct quotes. The student should show preparedness before beginning the interview to avoid "stumbling" through the interview. The student should cover the Five W's (who, what, where, when, why, and how) of the special feature. The student should narrate from an objective point of view. The story should include events in the person's life that have brought him/her to their current place or status, and special activities or programs the person is involved in that impact the community.

Assignment 4: The student should take on the role of an active citizen and write a letter to the editor expressing praise, concern, warning, or criticism of an aspect in society, individual or group, or specific event or program. The student should demonstrate a courteous and professional tone and word choice.

Assignment 5: The student should take on the role of a journalist and create an obituary for a deceased person. The student must research and report the vital statistics of that person and may not copy from a previously published obituary of that person. The student should list the subject's birth and death dates, marriage date, parentage, descendants, survivors, place of death, place and time of funeral arrangements and burial. Optional: the student may list the subject's place and length of employment and the place others may make memorials.

Assignment 6: The student should begin a journal of important and interesting (and appropriate) events and thoughts. The student will use this journal throughout the course.

Assignment 7: The student should take on the role of an author and write an expository essay that explains an interesting "rite of passage" commonly practiced in the student's home, community, or larger culture. These may be as varied as mom teaching the young person to prepare a first meal for guests, or dad taking the young person to buy a first car, etc.

Assignment 8: The student should take on the role of an author and write an expository essay that describes interesting details of a different culture (their lifestyles, food, music, practices, ceremonies, family life, dwellings, etc.).

Assignment 9: The student should take on the role of an author and write a persuasive essay that lays out facts regarding a particular issue or practice that may be detrimental. The student should create an argument why people should change their way of thinking and living. The student may use a reward incentive or a punishment warning as a rhetorical device. The student should also include other persuasive techniques, such as quoting others, using anaphoras, similies, metaphores, and citing personal experiences or personal commitment to the suggested way of life, verses the current detrimental lifestyle. (Possible topics are personal health and hygiene, dating practices, consumer practices, social practices, life choices, etc.)

Lesson 12 Writing Assignments

Activities #9-10, 19-20
The purpose of these activities is to help the student recover when understanding breaks down. The student needs to be able to monitor his/her own understanding and needs to be able to gain control of the selected literature by performing comprehension strategies. To enhance comprehension, the student needs to: 1) Circle words he/she does not understand; 2) Look up those words to gain understanding; 3) Reread parts of the text that he/she does not understand; 4) Ask questions, explore and/or discuss the topic, and look up helpful

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information in resources, such as encyclopedias, to gain better understanding. The student should not continue until he/she is able to demonstrate to you, the teacher, an understanding of the text, i.e. "The New Colossus" and "America".

Activities #11 & 21
The purpose of these activities is to help the student form the study habit of taking notes in order to recall and study information later in preparation for exams. The student needs to show his/her notes regarding the topic, details, descriptions, theme, and literary techniques of "The New Colossus" and "America".

Activities #17, 24, 26, 29, 37, 44, 52
The purpose of these activities is to enhance the student's ability to commit to memory important historical and literary information. The student should: 1) read each required selection; 2) copy the first half of each selection and read the second half; 3) repeat this process three times; 4) write the first half from memory and copy the second half; 5) repeat this process three times; 6) write the entire selection from memory; 7) check his/her work against the original to correct any omissions or errors. This process needs to be supervised to be sure the student is accurately recalling the information from memory. The student should be able to write from memory "The New Colossus", "America", "A Nation's Strength", "Patriotism", "The Star Spangled Banner", "The Battle Hymn of the Republic", and "America, the Beautiful".

Suggested Assignments:
The purpose of these activities is for the student to expand and enhance his/her public speaking and performance skills through various poetic means.

Assignment 1: The student should present the poem, "The New Colossus" in a reading before an audience. Grade the student according to these requirements: 1) the student should present the piece from memory, relying very little on note cards (such that the audience is not distracted by it); 2) the student should use appropriate voice inflections and gestures that keep with the intended meaning and tone of the author.

Assignment 2: The student should present the song, "America" in a dramatic way before an audience. The presentation may be a traditional representation of the song, a poetic reading of the song, or a creative interpretation. Grade the student according to these requirements: 1) the student should present the piece from memory, relying very little on note cards (such that the audience is not distracted by it); 2) the student should use appropriate and respectful gestures and tone, keeping with the intent of the author.

Assignment 3: The student should present the poem, "A Nation's Strength" in a reading before an audience. Grade the student according to these requirements: 1) the student should present the piece from memory, relying very little on note cards (such that the audience is not distracted by it); 2) the student should use appropriate voice inflections and gestures that keep with the intended meaning and tone of the author.

Assignment 4: The student should present the poem, "Patriotism" before an audience. The presentation may be a traditional representation of the poem (a reading), or a creative interpretation. Grade the student according to these requirements: 1) the student should present the piece from memory, relying very little on note cards (such that the audience is not distracted by it); 2) the student should use appropriate and respectful gestures and tone, keeping with the intent of the author.

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Assignment 5 (may be collaborative): The student should present the national anthem, "The Star Spangled Banner" before an audience. The presentation is to be a traditional representation of the song in a solo, duet, trio, quartet, or ensemble. Musical instruments may be used as well. Creative liberties are not to be taken in this assignment. Grade the student according to these requirements: 1) the student should present the piece from memory, relying very little on note cards (such that the audience is not distracted by it); 2) the student should present a traditional interpretation of the song.

Assignment 6: The student should present the song, "The Battle Hymn of the Republic" before an audience. The presentation may be a traditional representation of the song or a creative interpretation. Grade the student according to these requirements: 1) the student should present the piece from memory, relying very little on note cards (such that the audience is not distracted by it); 2) the student should use appropriate and respectful gestures and tone, keeping with the intent of the author.

Assignment 7: The student should present the song, "America, the Beautiful" before an audience. The presentation is to be a traditional representation of the song in a solo, duet, trio, quartet, or ensemble. Musical instruments may be used as well. Creative liberties are not to be taken in this assignment. Grade the student according to these requirements: 1) the student should present the piece from memory, relying very little on note cards (such that the audience is not distracted by it); 2) the student should present a traditional interpretation of the song.

Lesson 13 Writing Assignments

Activity #17
The purpose of this activity is to help the student identify contrasting philosophies and key points in a text and to be able to articulate those differences through astute observation. The student should: 1) point out that Longfellow clearly made the point that the soul did not cease to exist when the body died; 2) point out that Bryant seemed to believe that the soul stayed in the ground, along with the body and simply existed in the grave, along with the other souls of people who had died. In effect, Bryant did not believe in an afterlife; 3) provide ample evidence from both poets to substantiate those claims.

Lesson 14 Writing Assignments

Suggested Assignments:
The purpose of these activities is for the student to expand and enhance his/her public speaking and performance skills through various poetic means, as well as listening skills.

Assignment 1: The student should present the poem, "O Captain! My Captain" in a reading before an audience. Grade the student according to these requirements: 1) the student should present the piece from memory, relying very little on note cards (such that the audience is not distracted by it); 2) the student should use appropriate voice inflections and gestures that keep with the intended meaning and tone of the author.

Assignment 2: The student should present the poem, "Footprints" in a reading before an audience. Grade the student according to these requirements: 1) the student should present the piece from memory, relying very little on note cards (such that the audience is not distracted by it); 2) the student should use appropriate voice inflections and gestures that keep with the intended meaning and tone of the author.

Assignment 3: The student should view the movie "Anne of Green Gables" and take notes on how Anne presents the poem, "The Lady of Shalott". The student should write a critical

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review of Anne's performance, evaluating Anne's memorization of the piece, as well as her voice inflections and gestures.

Assignment 4: The student should present the poem, "The Rime of the Ancient Mariner" before an audience. The presentation may be in one of the ways suggested or in another creative style. Grade the student according to these requirements: 1) The student extrapolated appropriate sections from the poem so as to maintain the continuity of the theme and plot; 2) the student presented the piece from memory, relying very little on note cards (such that the audience is not distracted by it); 3) the student incorporated appropriate props, costumes, and illustrations that enhanced the narrative poem and brought interest to the audience.

Lesson 15 Writing and Performance Assignments

Suggested Assignments:
The purpose of these activities is for the student to expand and enhance his/her public speaking and performance skills through various poetic means, as well as his/her creative poetic writings.

Assignment 1: The student should present the song, "Amazing Grace" in one of the following formats: 1) a poetic reading before an audience; 2) a traditional rendition (singing) of the song; 3) a creative rendition that includes dance routine, choreography, sign language, props, or other theatrics. Grade the student according to these requirements: 1) the student should present the piece from memory, relying very little on note cards (such that the audience is not distracted by it); 2) the student should use appropriate voice inflections and gestures that keep with the intended meaning and tone of the author.

Assignment 2: The student should present the Psalm 1 in one of the following formats: 1) a poetic reading before an audience; 2) a musical rendition (vocal and/or instrumental) of the psalm (it must be the student's original music); 3) a creative rendition that includes dance routine, choreography, sign language, props, or other theatrics. Grade the student according to these requirements: 1) the student should present the piece from memory, relying very little on note cards (such that the audience is not distracted by it); 2) the student should use appropriate voice inflections and gestures that keep with the intended meaning and tone of the author.

Assignment 3: The student should present the "love" poem from St. Paul's writings in one of the following formats: 1) a poetic reading before an audience; 2) a musical rendition (vocal and/or instrumental that must be the student's original music); 3) a creative rendition that includes dance routine, choreography, sign language, props, or other theatrics. Grade the student according to these requirements: 1) the student should present the piece from memory, relying very little on note cards (such that the audience is not distracted by it); 2) the student should use appropriate voice inflections and gestures that keep with the intended meaning and tone of the author.

Assignment 4: The student should take on the role of a poet and write a sonnet that follows the structural requirements of either an English or Italian sonnet. The requirements are: 1) the sonnet must be written in iambic pentameter; 2) the sonnet must have no less and no more than 14 lines; 3) if the sonnet is Italian, it should be divided into two stanzas: a) the first stanza must contain 8 lines; b) the second stanza must contain 6 lines; 4) if the sonnet is English, it should be divided into four stanzas: a) the first three stanzas contain no more and no less than four lines each; b) the last stanza is a rhyming couplet.

Assignment 5: The student should take on the role of a poet and write a limerick that follows the structural requirements outlined in the text. The requirements are: 1) the

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limerick must be written in anapestic rhythm; 2) the limerick must have no less and no more than 5 lines; 3) the first, second and fifth lines are trimeter (containing three feet) and the third and fourth lines are dimeter (containing two feet); 4) the first line should introduce the person, place, or thing to be discussed; 5) the fifth (and final) line should refer back to that same person, place, or thing.

Assignment 6: The student should present one of the selected pieces in traditional style. Grade the student according to these requirements: 1) the student should present the piece from memory, relying very little on note cards (such that the audience is not distracted by it); 2) the student should use appropriate voice inflections and gestures that keep with the intended meaning and tone of the author.

Assignment 7: The student should take on the role of a poet and write an eulogy honoring or praising someone. The student must either present the eulogy to a public audience or present it to the person for whom it was written. If the student chooses the latter, you as the teacher must receive evidence that the student did give it to the correct person.



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A Soldier's Song

John Blanchard stood up from the bench, straightened his Army uniform, and studied the crowd of people making their way through Grand Central Station. He looked for the girl whose heart he knew, but whose face he had never seen, the girl with the rose. John's interest in the girl had begun thirteen months before in a Florida library. Taking a book off the shelf he had found himself intrigued, not with the words of the book, but with the notes penciled in the margin. The handwritten words reflected a thoughtful soul and insightful mind. In the front of the book, John had discovered the previous owner's name, Miss Hollis Maynell. With time and effort, John located Ms. Maynell's address. She lived in New York City. He wrote her a letter introducing himself and inviting her to correspond.

The next day, John was shipped overseas for military service in the Pacific arena of World War II. During the next 13 months, he and Miss Maynell grew to know each other through the mail. Each letter was a seed falling on a fertile heart. Romance was budding. Blanchard requested a photograph, but Miss Maynell refused. She felt that if John really cared about her, what she looked like would not matter. When the day finally arrived for John to return from the Pacific, he and Miss Maynell scheduled their first meeting—7:00 p.m. at the Grand Central Station in New York. "You'll recognize me," wrote Miss Maynell, "by the red rose I'll be wearing on my dress." At 7:00 p.m., John was in the station looking for a girl whose heart he loved, but whose face he had never seen.

As he eagerly searched the train, he saw a young woman walking toward him, her figure long and slim. Her blonde hair lay back in curls from her delicate ears; her eyes were blue as flowers. Her lips and chin had a gentle firmness, and in her pale green suit, she was like springtime come alive. Blanchard started toward her, entirely forgetting to notice that she was not wearing a rose. As he moved, a small, provocative smile curved her lips. "Going my way, sailor?" she said in a low voice as she passed. Almost uncontrollably, John made a step to follow the girl, and then John saw Hollis Maynell.

She was standing almost directly behind the girl. A woman well past 40, Hollis had graying hair tucked under a worn hat. She was more than plump, her thick ankled feet thrust into low-heeled shoes. The girl in the green suit was walking quickly away. John felt as though he were split in two, so keen was his desire to follow the young woman, and yet so deep was his longing to meet the woman who had become so dear to him over the last several months. And there she stood. Her pale, plump face was gentle and sensible, her gray eyes had a warm and kindly twinkle. John's fingers gripped the small worn blue leather copy of the book that was to identify him to Hollis. He choked back the disappointment. This would not be romantic love, he consoled himself, but it would be a special friendship for which he had been and must ever be grateful.

He squared his shoulders and saluted, then held out the book to the woman. "I'm Lieutenant John Blanchard, and you must be Miss Maynell. I am so glad we could meet; may I take you to dinner?" The woman's face broadened into a tolerant smile. "I don't know what this is about, son," she answered, "but the young lady in the green suit who just went by begged me to wear this rose on my coat. She said that if you were to ask me to dinner, I should tell you that she is waiting for you in the big restaurant across the street. She said this was some kind of test!" (Anonymous)

Thinking Big

Dr. Benjamin S. Carson grew up in the ghettos of Detroit. He was raised by Sonya Carson, a single mother with two young sons. As a child and teenager, Ben had a terrible temper and low expectations of himself—he was just another kid from a poor family in the ghetto. Sonya Carson emphasized to her children that the only way out of the slums was through education.

Education was especially difficult for Ben. He was teased in school by his fellow classmates. They called him "dumb" and "stupid" and other disdainful names. However, Sonya was determined to raise her sons the best she could, regardless of the difficulties. She restricted the boy's hours of viewing television to two programs a week. These programs were carefully selected by the caring mother. She also required the boy to read two books per week. This rigid schedule paid off: when Benjamin was in the sixth grade, his science teacher asked the class what a certain kind of rock was. Ben Carson was the only student who was able to answer the question correctly. Earlier that year, Ben's mother had required him to read a book about rocks.

That episode at school was a turning point for Ben. He began to see the benefits of studying. He determined to go to college. He would be the first one in his family every to attend and graduate from college. After long hours of study, Ben was accepted to Yale University on a scholarship. From there, he went to Michigan for medical school. After he graduated from there, he became employed at Johns Hopkins University. He worked his was up to Director of Pediatric Surgery. He was 32 when he achieved this distinguished title. He was the youngest surgeon in all of America to hold such a position.

Dr. Carson became known as one of the most distinguished and innovative neurosurgeons in the country. He was thrust into the worldwide spotlight in 1987 when he successfully separated Siamese twins connected at the back of the head. Dr. Carson performs over 500 critical operations a year—three times the amount of the average neurosurgeon. Dr. Carson gives the credit to God for

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being able to stay focused. Dr. Carson says, "The first thing I do is pray." He gives many speeches a year on "Thinking Big," and accomplishing dreams. He himself is an excellent example. He thought big, worked hard and accomplished his goals against difficult circumstances.

Chain of Love

Laurence was driving home one evening on a lonely, two-lane country road. Since the local factory had closed, Laurence had been unemployed. Not many people were on the road. Light snow flurries began to drift from the sky. He should hurry, he thought to himself.

He almost didn't notice the older woman on the side of the road. Slowing the car, Laurence could see that the woman was stranded. The young man stopped his old Pontiac in front of the woman's Cadillac. Helen had been waiting for over an hour, but no one had stopped to help, and despite the friendly smile on Laurence's face, Helen was still cautious when the young man offered his aid. He looked poor. Would he help her or rob her? Laurence could see that the woman was frightened. He knew how she felt. He reassured her calmly, "I am here to help you, ma'am. Why don't you wait in your warm car? My name is Laurence. I will see what I can do for you."

The problem was simple—a flat tire. But, for an elderly woman alone on a cold night, that was bad enough. Laurence skinned his knuckles a time or two and hit his knee. His hands hurt from the freezing weather. The woman rolled down the window a little and began to talk to him. She told him she was from Chicago and was just passing through this small town. She thanked him for coming to her aid. Laurence smiled as he put the jack in her trunk and closed it.

The woman asked Laurence how much she owed him. Laurence never thought twice about the money. Helping someone was not a job to him. Over the years, plenty of people had helped him when he was in need. He told the woman that if she really wanted to pay him back, the next time she saw someone who needed help, she could help that person. Laurence waited until the woman drove away before continuing toward home. He felt content.

A few miles down the road, Helen saw a small cafe. She went inside. The restaurant was dingy and smelled like grease. The whole scene was foreign to the wealthy woman who lived with fine linens and china. A waitress approached and smiled. The woman noticed that the young waitress was about eight months pregnant and was obviously exhausted.

After finishing her meal, the wealthy woman asked the waitress to change her one hundred dollar bill. While the waitress was away, Helen slipped out the door. When the waitress returned with the change she noticed something written on a napkin. "You don't owe me anything. Someone once helped me the way I am helping you. If you really want to pay me back, do not let this chain of love end with you."

That night when the young waitress went home and climbed into bed, she thought about the money and the note the woman had left on the table. The waitress wondered how the strange woman could have known how desperately the waitress and her husband needed help. With the baby due next month, finances had been extremely difficult to manage. She knew how worried her husband was as he lay sleeping next to her. She gave him a soft kiss and whispered, "Everything is going to be alright. I love you, Laurence." (Anonymous)

Mr. Vinegar and His Fortune

Mr. and Mrs. Vinegar lived in a rickety house in the forest. Now, one day, when Mr. Vinegar was at work, Mrs. Vinegar, who was a very good housewife, was busily sweeping her house, when an unlucky thump of the broom brought the whole house clatter, clatter, about her head. In an agony of grief she rushed forth to meet her husband. On seeing him, she exclaimed, "O Mr. Vinegar, Mr. Vinegar, we are ruined, we are ruined: I have knocked the house down, and it is all to pieces!" Mr. Vinegar then said: "My dear, let us see what can be done. Here is the door; I will take it on my back, and we will go forth to seek our fortune." They walked all that day, and at nightfall entered a thick forest. They were both very, very tired, and Mr. Vinegar said: "My love, I will climb up into a tree, drag up the door, and you shall follow." He accordingly did so, and they both stretched wearily on the door they had made a bed, and fell asleep. In the middle of the night, Mr. Vinegar was disturbed by the sound of voices underneath. To his dismay, he saw a band of thieves who had met to divide their prize. "Here, Jack," said one, "there's five for you; here, Bill, here's ten for you; here, Bob, there's three for you."

"Yikes! Robbers!" screached Mr. Vinegar. He jerked so hard that the door, and he, and Mrs. Vinegar tumbled out of the tree onto their heads in a great clatter. Away scampered the thieves, fearful they had been detected. Mr. Vinegar went to lift up the door off his poor wife. What did he see in the glimmer of the moonlight, but a number of golden coins. "Come, Mrs. Vinegar," he cried. "Our fortune has been made, our fortune has been made!" Mrs. Vinegar scrambled out from under the door as fast as she could, and when she saw the money, she jumped for joy. "Now, my dear," said she, "I'll tell you what you shall do. There is a fair at the neighbouring town; you shall take these forty coins and buy a cow, first thing in the morning. I can make butter and cheese, which you shall sell at market, and we shall then be able to live very comfortably."

Mr Vinegar joyfully agreed, and when morning came, took the money, and off he went to the

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fair. When he arrived, he walked up and down, and at length saw a beautiful red cow. It was an excellent milker, and perfect in every way. "Oh!" thought Mr. Vinegar, "if I had but that cow, I should be the happiest man alive." So he offered the forty coins for the cow, and the owner said that, as he was a friend, he'd oblige him. So the bargain was made, and Mr. Vinegar got his cow and he set off toward the forest to find Mrs. Vinegar.

By and by he saw a man playing the bagpipes—Tweedle-dum, tweedle-dee. The children followed him about, and he appeared to be pocketing money on all sides. "Well," thought Mr. Vinegar, "if I had but that beautiful instrument I should be the happiest man alive. My fortune would indeed be made, and with less work than a cow." So he addressed the man. "Friend," says he, "what a beautiful instrument that is, and what a deal of money you must make." "Why, yes," said the man, "I make a great deal of money, to be sure, and it is a wonderful instrument." "Oh!" cried Mr. Vinegar, "how I should like to possess it!" "Well," said the man, "as you are a friend, I don't much mind parting with it: you shall have it for that red cow." "Done!" said the delighted Mr. Vinegar. So the beautiful red cow was given for the bagpipes. Mr. Vinegar walked up and down with his purchase; but it was in vain he tried to play a tune, and instead of pocketing pence, he was pelted with small stones by the boys followed him hooting and laughing.

Poor Mr. Vinegar, his fingers grew very cold, and, just as he was leaving the town, he met a man with a fine, thick pair of gloves. "Oh, my fingers are so very cold," said Mr. Vinegar to himself. "Now if I had but those beautiful gloves I should be the happiest man alive." He went up to the man, and said to him: "Friend, you seem to have a capital pair of gloves there." "Yes, truly," cried the man; "and my hands are as warm as possible this cold November day." "Well," said Mr. Vinegar, "I should like to have them." "What will you give for them?" said the man. "As you are a friend, I don't much mind letting you have them for those bagpipes." "Done!" cried Mr. Vinegar. He put on the gloves, and felt perfectly happy as he trudged homeward.

At last he grew very tired, when he saw a man coming toward him with a good stout stick in his hand. "Oh," said Mr. Vinegar, "that I had but that stick to help me up this hill! I should then be the happiest man alive." He said to the man, "Friend, what a rare good stick you have!" "Yes," said the man, "I have used it for many a long mile, and a good friend it has been; but if you have a fancy for it, as you are a friend, I don't mind giving it to you for that pair of gloves." Mr. Vinegar's hands were quite warm now, and his legs so tired, that he gladly made the exchange.

At the top of the hill he stopped to rest. Just then, he heard someone calling out his name: "Mr. Vinegar, Mr. Vinegar!" "What now?" he asked, as he turned. He saw only a parrot in a tree. "Mr. Vinegar, Mr. Vinegar!" it cried. "You're a dunce! You're a dunce! You foolish man, you simpleton; you went to the fair, and laid out all your money in buying a cow. Not content with that, you changed it for bagpipes, on which you could not play. You fool, you had no sooner got the bagpipes than you changed them for the gloves, which could not make you any money; and when you had got the gloves, you changed them for a stick; and now for your forty coins, cow, bagpipes, and gloves, you have nothing to show but that ridiculous stick, which you could have made yourself from timber in the forest." Saying this, the bird laughed and laughed, and Mr. Vinegar, falling into a rage, threw the stick at the parrot's head. The stick lodged in the tree and would not come down.

Mr. Vinegar returned to his wife in the woods without money, cow, bagpipes, gloves, or stick. "Where's the cow?" she asked him. "I don't know," he replied, then he told her the whole story. I have heard that she instantly gave him such a sound scolding that he almost preferred the rocks thrown by the small boys in town, but that is between Mr. and Mrs. Vinegar, and not for me to say. "We are no worse off than we were yesterday," said Mr. Vinegar. "Let us go home and rebuild our little house." So saying, he put the door on his head and trudged homeward, and Mrs. Vinegar followed him. (Anonymous)

The Child Priest

I tell a tale of a man and his wicked sons. Eli was the priest of the temple, and I am Samuel, a boy who lives in the shadows of the great stone altar. Eli was like a father to me. I have a father; his name is translated Ezekiel, but I see him only once a year. You may wonder how it is that I came to be here. The story begins with my mother, Hannah, the second wife of Ezekiel.

Penaniah, my father's first wife, had many children, but Hannah had none. Penaniah and her children whispered that Hannah's womb was cursed so she could not bear a son. Hannah wept many tears and endured the ridicule. One year during Passover, she disappeared from the festivities and made her way, undetected to the temple. She found a hidden room and fell on her knees in silent prayer. She begged God for a son and promised that if she became pregnant, she would dedicate the child to God to serve at the temple for as long as the child lived. And so my destiny was formed before I was conceived.

Eli saw my mother enter the temple. The time of worshippers was not yet, and no one should be in the house of God at that hour. He watched my mother on her knees weeping, her lips moving silently. The priest approached. "What are you doing drunk?" he demanded. "How long will you abuse wine and alcohol?"

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Shocked at the interruption, Hannah's eyes flew open. She shrank back, fearful she had offended the man of God. "Oh sir," she said, "I am not drunk. I have not touched any strong drink. Please sir, I am Hannah, wife of Ezekiel, and making petition to the Lord for a male child. I have been barren all these years and wish for a child from the Lord. I have promised that I would dedicate the child to the Lord all the days of his life."

Eli smiled gently and raised the woman to her feet. "Then may the Lord grant what you have wished for, and go in peace."

That was seven years ago. There were great celebrations in the family at the news of Hannah's pregnancy, except from Penaniah and her children, who sulked in disapproval. "I still have six sons," reminded the first wife snidely. Hannah nodded in agreement, but nothing could dampen the joy she felt as she rubbed her belly. She knew her baby would be a son, and he would someday be a great leader.

When I was three, my mother brought me to Eli. Behind her she dragged a yearling bull to offer as a burnt sacrifice to commemorate the dedication. "Do you remember me, sir?" she said. "I am the woman you thought was drunk but who was asking God for a son. God answered my prayer, and has given me a son. His name is Samuel, and now I have kept my promise. Samuel will stay here with you to serve God in the temple for the rest of his life."

And that is how I came to be here. My mother visits me each year at the Passover and brings me a new cloak and cakes. She asks me what I have learned about God that year and if I am happy. She tells me always to do as Eli says, and to be a wise learner. She says someday I will be a great man of God. I tell her I am happy and that I talk with God, and He talks with me. And that I learn much from my teacher, Eli the priest.

But I do not tell her how wicked Eli's sons are. When she leaves, they steal my cakes. If the cloak fit them, they'd steal it, too. But they are older than I, and too big. Eli knows they are naughty, but he does nothing. Only if they pick on me too much does he say to leave me alone. But Eli has gotten fat, and cannot perform the priestly duties. He can no longer corral all the animals brought for sacrifices. He can no longer climb the long, narrow steps of the altar, neither can he fetch a goat or a calf from the pens. So, he says to his boys to do these tasks for him. But I have seen them steal from the worshippers. I have seen them take the best for themselves. I have seen them eating the best meat from the sacrifices, instead of offering them to God, or selling the bulls and rams in the marketplace for money. I know about the girl that carries the child of Molan, the second son. I know things I shouldn't. And I know what God thinks about it. He tells me in the visions. He says he is angry at the behavior of the priest and his sons who defile the house of God with sins of greed, lust, and laziness.

Eli knows God talks to me. "God has quit revealing his Word to me," Eli told me one day. "I no longer feel His Spirit. I know that He talks to you now, instead. You must tell me what He says each time you receive a vision." But I do not want to tell him what I saw in the vision last night.

Last month, Eli's sons were requested to escort the Ark of the Covenant from the temple to the battle front where the military was campaigning to stop the enemy from ravaging our people on the border. If a priest from the temple did not take the Ark, then the battle would not be blessed, and the soldiers would fail. In my vision, I saw Eli's sons die, and I saw the Ark of the Covenant stolen by the enemy. Now I must tell Eli, for he said that if I do not, then God's curses will be on my head.

When I told him that his sons were dead, and the Ark of the Covenant had been taken, he fell over backward in his chair and broke his neck. Just then, a messenger arrived from the battlefield. "I have an urgent message for the man of God," he panted.

"It is that his sons are dead and the Ark has been taken," I said in my child's voice.

"How did you know?" asked the man.

"God told me," I said.

"But you are a child," the man said. "Where is the priest?"

"He is no more," I said. "When he heard the news, he fell over. He is now dead."

"Who will carry on the duties of the temple and make petition for the people to the Lord?" asked the warrior, fearing God had forsaken the land and killed the priest.

"My son will do as the Lord instructs him," the voice of my mother surprised me. I turned.

"Mamma, you must not fetch me home," I said. "The Lord has purged his temple of Eli's wickedness and that of his sons. He has told me I am to serve in Eli's stead and bring purity once again to the Lord's house."

"I know, my son," said Hannah. "I always knew you would lead us. I am proud of you. Always keep your word and be pure of heart, and He will never fail you."

And now I must do as Eli taught me, but was too weak to do himself—be a wise leader, listen to the voice of God, and obey no matter what. I stood quietly and listened. I felt the wind begin as a tiny breeze, but I knew what was to come. It mounted into a fervor. It rushed through the temple in a mighty swirl. God was here.

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"Hallelujah!" shouted Hannah. "Hallelujah!" I shouted and waved my arms. "God will deliver us!" I shouted. I knew the certainty of it. "From the enemy at the border! God will bring home his sons and daughters from the battle!" And thus my work as the leader of God's people began at the age of seven. (Rosario Salinas)



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