

LEVEL SEVEN

COURSE

Companion



Answer Key | Quick Reference | Spelling Dictation
Poetry Memorization | Ladders | Course Readings

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STATES AND CAPITALS LADDERS

Instructions

Note: States and Capital Ladders are also included in the Level 5 course. They are included here as a review. If you remember most of the states and capitals, you will master the ladders quickly. You can then use the extra time to complete work in your course book.

Work on States and Capitals Ladders for 5-10 minutes. You will not work on States and Capitals Ladders every day. Do States and Capitals Ladders one day and poetry memorization the day after that.

1. Using an index card, cover up the capital column. Say the capital for each state. Move the index card to reveal the capital and see if you are correct.
2. Using an index card, cover up the state column. Say the state for each capital. Move the index card to reveal the state and see if you are correct.
3. Once a chart is mastered, check the mastered box.
4. Once all ladders have been mastered, review all the ladders.



STATES AND CAPITALS LADDERS

Ladder #1

CAPITAL	STATE
Montgomery	Alabama
Juneau	Alaska
Phoenix	Arizona
Little Rock	Arkansas
Sacramento	California
Denver	Colorado
Hartford	Connecticut
Dover	Delaware
Tallahassee	Florida
Atlanta	Georgia

Have your parent or teacher mark a box when you correctly say the capital for each state in the column while the capitals are covered. Each one must be correct on the first try.

☐ ☐ ☐

Have your parent or teacher mark a box when you correctly say the state for each capital while the states are covered. Each one must be correct on the first try.

☐ ☐ ☐

Mark this box when all the check boxes above are marked.

Ladder Mastered! ☐

Ladder #2

CAPITAL	STATE
Honolulu	Hawaii
Boise	Idaho
Springfield	Illinois
Indianapolis	Indiana
Des Moines	Iowa
Topeka	Kansas
Frankfort	Kentucky
Baton Rouge	Louisiana
Augusta	Maine
Annapolis	Maryland

Have your parent or teacher mark a box when you correctly say the capital for each state in the column while the capitals are covered. Each one must be correct on the first try.

☐ ☐ ☐

Have your parent or teacher mark a box when you correctly say the state for each capital while the states are covered. Each one must be correct on the first try.

☐ ☐ ☐

Mark this box when all the check boxes above are marked.

Ladder Mastered! ☐



QUICK REFERENCE

MAP KEY—CONTINENTS AND OCEANS





Terms to Know

Adjective	a word that describes nouns	The <u>pretty</u> bird sang. The <u>kind</u> man helped me.
Adverb	a word that describes verbs, adjectives, or other adverbs (not nouns)	He ran <u>quickly</u> . (<i>describes the verb "ran"</i>) My sock is <u>very</u> wet. (<i>describes the adjective "wet"</i>) He ran <u>so</u> quickly. (<i>describes the adverb "quickly"</i>)
Articles	the, a, an	<u>The</u> horse ate <u>an</u> apple.
Coordinating Conjunction	a word that connects words, phrases, and clauses (<i>FANBOYS: for, and, nor, but, or, yet, so</i>)	Dan <u>and</u> I made cookies, <u>but</u> they burned.
Direct Object	the noun or pronoun that receives the action of the action verb in a sentence Not all sentences have direct objects.	We kicked the <u>ball</u> . I made <u>dinner</u> . The bird sang a <u>song</u> .
Interjection	a word or phrase that expresses strong emotion or surprise. (<i>help, hey, hi, wow, look, stop, great, yikes.</i>)	<u>Help!</u> My foot is stuck. <u>Ouch</u> , that really hurts!
Noun	a word for a person, place, or thing	The <u>sunrise</u> gives the <u>girl</u> <u>joy</u> .
Pronoun	a word that replaces a noun (<i>I, me, we, us, you, she, her, him, it, they, them</i>)	<u>We</u> gave the book to <u>her</u> , and <u>she</u> loved <u>it</u> .
Proper Noun	a specific name of a person, place, or thing	<u>Ellen</u> lived in <u>Virginia</u> during the <u>Civil War</u> .
Preposition	links words in a sentence, usually by showing position in time or space (<i>Examples: of, off, at, on, by, in, out, below, from, under, into, through, during, after, inside</i>)	<u>After</u> lunch we walked <u>over</u> the bridge. The bouquet <u>of</u> flowers is <u>from</u> Dad.
Subject	who or what is doing or being (<i>The subject can be a noun or a pronoun.</i>)	<u>Miguel</u> is nice. The beautiful <u>bird</u> sang a song.
Subordinating Conjunction	a connecting word that comes at the beginning of a dependent clause (<i>because, when, since, while, after, even though, + many more</i>)	<u>After</u> the game ended, we ate dinner. We ate dinner <u>after</u> the game ended. <u>When</u> you are ready, we will leave.
Verb	an action or being word such as EAT or AM (<i>A verb can be an action word or a "being" word—form of the verb "to be."</i>)	The boy <u>jumped</u> and <u>laughed</u> . You <u>are</u> happy, and so <u>am</u> I.

Literary Terms

Allegory	an extended metaphor that presents objects, events, or characters in a symbolic narrative	Christ's parables are examples of allegories.
Alliteration	when words that are next to each other or close together have the same beginning sound. Writers use alliteration to make lines sound more smooth and catchy.	The winter wind whispers outside the window.
Allusion	when an author refers to a subject matter such as a well-know place, event, or literary work by way of a passing reference	Walking through your yard is like visiting Eden. That Scrooge grumbles throughout the whole holiday season.
Anaphora	the repetition of words or phrases at the beginning of sentences or clauses	We shall not fail. We shall go on. We shall prevail!
Assonance	the repetition of vowel sounds in the middle or end of words within a phrase, sentence, or line of a poem.	He hung the <u>bri</u> ght <u>li</u> ght <u>ri</u> ght be <u>s</u> ide me.
Consonance	the repetition of consonant sounds in the middle or end of words within a phrase, sentence, or line of a poem.	The <u>tent</u> they <u>sent</u> has a lot of <u>lint</u> and <u>ants</u> .
Hyperbole	an exaggerated statement or claim not meant to be taken literally; an obvious, exaggerated statement	He walks slower than a snail. These shoes are killing me.
Metaphor	a literary device in which a word or phrase is used to make a comparison between two things without using "like" or "as"	The snow was a white blanket. The lawn was a green carpet.
Onomatopoeia	the use of a word that imitates the sound it represents	Bang! Boom! Tick tock.
Personification	a figure of speech in which non-human things are given human attributes	Rain pounded on the roof. The thunder grumbled across the sky.
Sensory Language	writing that appeals to the senses: touch, taste, sound, sight, smell	The clattering of hooves and the tinkling of bells filled the flower-scented air.
Simile	a literary device in which a word or phrase is used to make a comparison between two things using "like" or "as"	Gina is as gentle as a lamb. Seth sings like an angel.

Sentence Diagramming (Steps 1-7)

Note: Sentence diagramming for The Good and the Beautiful curriculum starts in the Level 2 course. This curriculum uses diagramming to help with the basics of grammar; highly complex diagramming is not a part of these courses. This course goes over all the steps learned in previous courses as a review and for those who have not yet learned sentence diagramming.

Steps 1-4: Subject, Verb, Articles, Adjectives, Adverbs

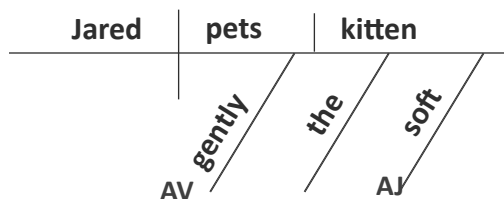
Start with a horizontal line crossed by a vertical line.

- Write the subject (who or what is doing or being in the sentence) to the left of the vertical line.
- Write the verb to the right of the vertical line.
- Write articles (THE, A, AN), adjectives (words that describe nouns), and adverbs (words that describe verbs, adjectives, or other adverbs) on slanted lines under the words they modify.
- Write the letters AJ below adjectives and AV below adverbs.

Step 5: Direct Objects

To diagram a direct object, draw a vertical line (that does not cross the horizontal line) after the verb, and then write the direct object after the vertical line. A direct object is the noun or pronoun that receives the action of the action verb in a sentence (e.g., We washed the CAR. We kick BALLS). Not all sentences have direct objects.

Example: Jared gently pets the soft kitten.

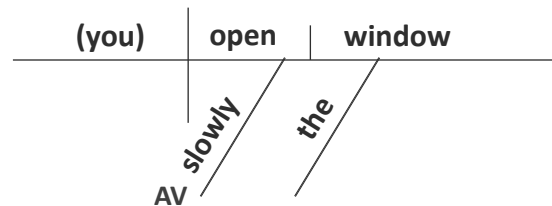


Note: Place possessive adjectives—my, your, his, her, its, our, their—under the noun they modify. Write the letters AJ (for adjective) under possessive adjectives.

Step 6: Commands

When we diagram sentences that are commands, we put the implied subject in parentheses.

Example: Open the window slowly.



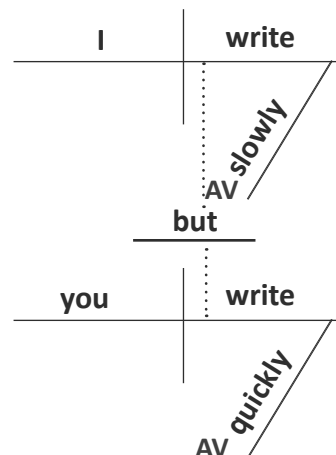
Step 7: Compound Sentences

A compound sentence is made of two independent clauses (clauses that could stand on their own as sentences) joined by a semicolon or a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so).

To diagram a compound sentence, diagram the first independent clause. Then diagram the second independent clause underneath the first. Then place the coordinating conjunction between the two sentences with a dashed line connecting the two verbs.

Example

I write slowly, but you write quickly.

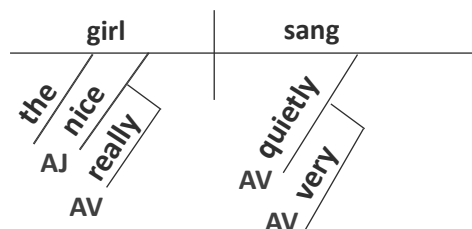


Sentence Diagramming (Steps 12-14)

Step 12: Adverbs that Modify Adjectives or Other Adverbs

An adverb modifies a verb, adjective, or another adverb. When an adverb modifies an adjective or another adverb, simply place the adverb on a slanted line under the word it is modifying (describing).

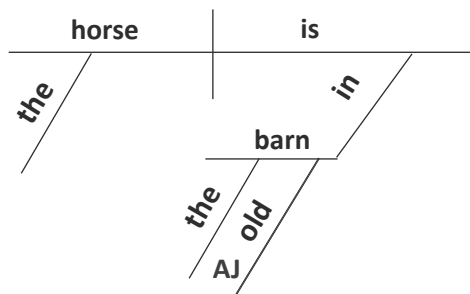
Example: The really nice girl sang very quietly.



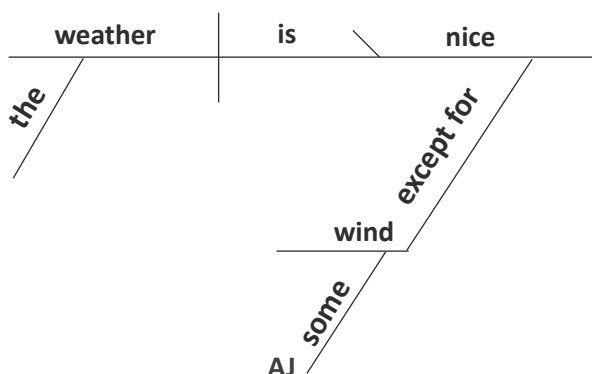
Step 13: Prepositional Phrases

A prepositional phrase always starts with a preposition. Prepositions can be more than one word (e.g., in front of, except for). First put the preposition under the noun or verb/verb phrase that it modifies. Put the direct object of the preposition on a horizontal line below it. Place words that modify the object of the preposition on a slanted line below the object of the preposition.

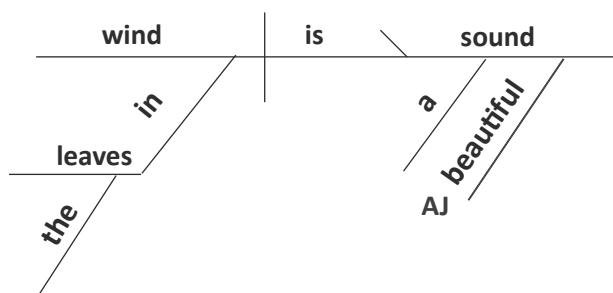
Example: The horse is in the old barn.



Example: Except for some wind, the weather is nice.



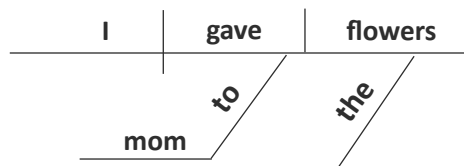
Example: Wind in the leaves is a beautiful sound.



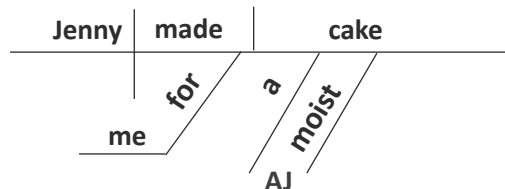
Step 14: Indirect objects

An indirect object receives the action of the sentence indirectly. For example, "I kicked the ball to James." Place the preposition that goes with the indirect object on a slanted line below the verb. Then place the indirect object on a horizontal line below it.

Example: I gave the flowers to Mom.

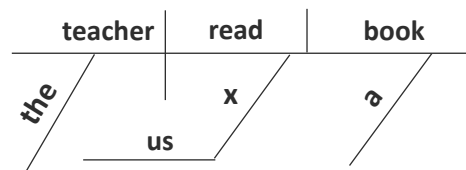


Example: Jenny made a moist cake for me.



Sometimes the preposition that accompanies an indirect object is unstated but understood. For example, in the sentence "Mom made me a cake," the word FOR is unstated but understood. In these cases, put an X in place of the unstated but understood preposition.

Example: The teacher read us a book.



Citing Sources: Part 1

Several widely accepted style guides, such as APA, Chicago Manual of Style, and MLA, give guidance on citing sources. This course teaches a simplified MLA format.

Note: This course does not have you list the city of publication, the publisher name, or the medium of publication which are usually included in MLA format.

Follow these guidelines when citing a source:

ITALICIZE THESE TITLES

Books	Magazines	Newspapers
Websites	Plays	Album Names

PUT THESE TITLES IN QUOTES

Articles	Short Stories	Poems
Speeches	Essays	Songs

WRITE MONTHS AS FOLLOWS

Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
------	------	------	------	-----	------	------	------	-------	------	------	------

FORMAT DATES AS FOLLOWS

day month year Examples: 5 July 2002 and 24 Oct. 1993

INCLUDE THIS INFORMATION

Books	Author Last Name, Author First Name, Title of Book, Year of Publication	Examples: Allen, James, <i>As a Man Thinketh</i> , 1910 Smith, Adam, <i>Wealth of Nations</i> , 1776
Articles	Author Last Name, Author First Name, Title of Article, Title of Magazine, Newspaper, or Encyclopedia, Month and Year of Publication	Examples: Harris, Gabe R., "He is Risen," <i>Instructor Magazine</i> , May 1998 Douglas, Chadwick, "Ghost Cats," <i>National Geographic</i> , Jan 2014.
Websites	Author Last Name, Author First Name (if listed), Title of Article (if applicable), Title of Website, Date of Publication (if listed)	Examples: "Emily Dickinson: The Writing Years," <i>www.emilydickinsonmuseum.org</i> *No author or publication date listed Mallonee, Laura C, "The Imaginative Man," <i>www.poetryfoundation.org</i> *No publication date listed Klein, Christopher, "A Perfect Solar Storm," <i>www.history.com</i> , 14 Mar. 2012

Infinitive Phrases

An **infinitive phrase** begins with “to” and a verb, such as “to bake the perfect cake” and “to win the game.” Infinitive phrases can function as nonessential phrases, subjects, direct objects, adjectives, and adverbs.

nonessential phrase	My toe, <u>to be honest</u> , really hurts.
used as a subject	<u>To lift the heavy box</u> may hurt my back.
used as a direct object	I hope <u>to knit socks</u> tomorrow.
used as an adjective	She is the contestant <u>to watch</u> .
used as an adverb	<u>To make the cake</u> add eggs to the flour.

Note: If the word TO is followed by a verb, it is an infinitive. If it is followed by anything else it is a preposition (e.g., I went to the store. Give the card to Mom).

Set off introductory, nonessential infinitive phrases with a comma. Set off nonessential (interrupting) infinitive phrases with commas.

Examples: To avoid being late, I arrived early. (***NONESSENTIAL infinitive phrase at the beginning of sentence***)

To find fault with others is easy. (***ESSENTIAL infinitive phrase at the beginning of sentence functions as the subject of the sentence***)

I am not ready, to be honest, for the science test. (***NONESSENTIAL phrase as an interrupter***)

I forgot to mail the letter. (***ESSENTIAL infinitive phrase functions as the direct object***)

Interjections

An **interjection** is a word or phrase that expresses strong emotion or surprise. Interjections have no grammatical connection to other words in the sentence and are set off by an exclamation point, a question mark, or a comma.

Interjections are often one word (ah, bam, boom, help, hey, hi, hmm, oh, oops, ouch, poof, stop, ugh, uh, well, wow, woo-hoo, hooray, look, never, no, yes, ugh, whoops, yikes, yippe, great, eek).

Examples: Hey, give that back to me! OR Hey! Give that back to me!

And then, bam, the ball hit me.

What? That is wonderful news!

Interjections can be a short phrase (oh dear, dear me, how wonderful, bah humbug, come on, good job).

Examples: How wonderful! That was such a nice thing to do.

Oh dear, I slept through my alarm clock.

Note: The word “interjection” comes from the Latin root for “throw” (“ject”) and “among” (“inter”). Hence, an interjection is a word or short phrase “thrown among” the words in a sentence.

Note: Use interjections carefully; overusing interjections can be distracting to the reader.

Participial Phrases and Commas

Beginning of a Sentence

Always set off a participial phrase placed at the beginning of a sentence with a comma.

Examples: Cooing cutely, the baby held everyone's attention.

Filled with energy, Jared started on a long hike into the mountains.

Within a Sentence

1. A participial phrase within a sentence that *is not essential* to the meaning of the sentence is set off with commas.

Example: The first dishwasher, invented in 1889, was run by a steam engine.

2. A participial phrase within a sentence that *is essential* to the meaning of the sentence is not set off with commas.

Examples: The man wearing the green shirt is my father.

The pie baked by Kristen won the competition.

Tip: A nonessential phrase provides additional detail that **may be nice and helpful, but is not entirely necessary**. If an essential phrase is removed, the main point of the sentence changes or who or what you are talking about becomes unclear.

At the End of a Sentence

A participial phrase at the end of a sentence is set off with commas only if it is not essential to the sentence and does not describe the word right in front of it.

Examples: My sister cleaned my room, making my entire day. (Not essential)

I pet the soft kitten purring quietly. (Describing the word in front of it)

My father is the man wearing the green shirt. (Essential information)

Participial Phrase Versus Gerund Phrase

Gerund phrases and present participial phrases are easy to confuse because they both begin with verbs ending in "ing." Remember that a gerund phrase will always *act as a noun* while a present participle phrase will *describe a noun, acting as an adjective*.

Examples:

Singing a happy tune is fun. (This is a gerund. "Singing a happy tune" is the subject of the verb.)

Singing a happy tune, I climbed the mountain. (This is a participial phrase. "I" is the subject. "Singing a happy tune" describes the subject's action.)

Who/Whom and Which/That

WHO is a relative pronoun that may be used as the subject of a sentence. WHO is also used when persons acting or being are unknown. Who is never used to refer to things.

WHO made the cake? (It is unknown who made the cake.)

David is the one who lives here. (Who lives here? DAVID does.)

WHOM is a relative pronoun that may be used as the direct object, indirect object, or predicate nominative of a sentence.

I have friends whom can help.

(Who can help? THEY can)

Ed and Joe are the ones whom live here.

(Who lives here? ED and JOE)

Those boys are the ones whom you should watch.

(Who should you watch? THEM)



SUPER SIMPLE TIP: If you can replace the word with **HE, SHE, or THEY** use **WHO**. If you can replace it with **HIM, HER, or THEM**, use **WHOM**."

If it is unknown if you are referring to a single person or more than one person, use **WHO** (e.g., WHO made the cake?)

THAT and WHICH refer to things, never to people.

- **THAT** introduces an essential clause (a clause that can't be removed without deleting essential information.)

Examples: **That** is the book I recommended.

This is the type of book **that** inspires me.

- **WHICH** introduces a nonessential clause (a clause that adds information but not essential information.)

NOTE: Use a comma before introducing a nonessential clause that starts with WHICH.

Examples: My new kitten, which I really love, has soft white fur.

I washed the dishes for Mom, which made her happy.

I picked a bouquet of roses, which are my favorite type of flowers.



COURSE READINGS

Benjamin West

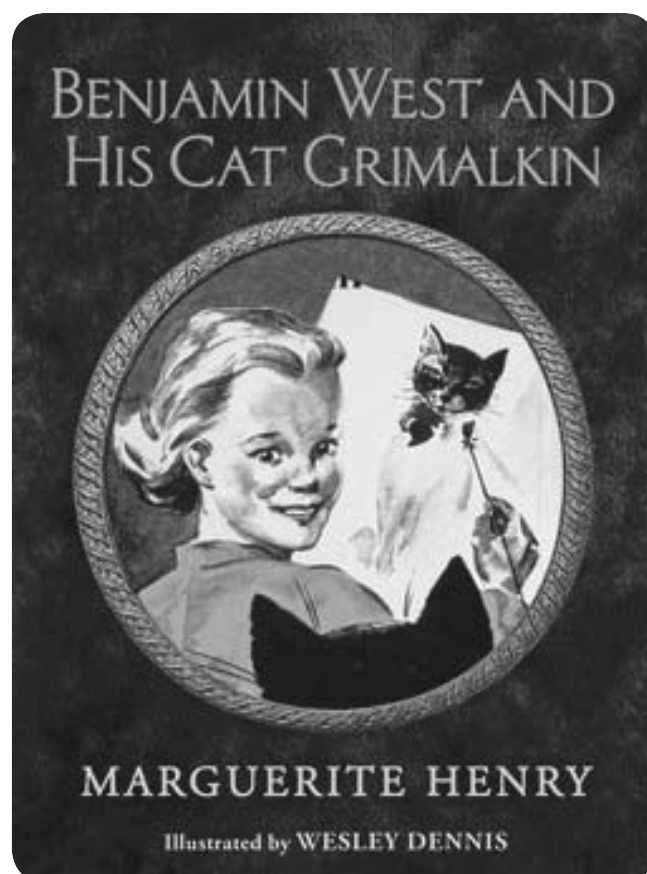
by Nathaniel Hawthorne

In the year 1738, there came into the world, in the town of Springfield, Pennsylvania, a Quaker infant, from whom his parents and neighbors looked for wonderful things. A famous preacher of the Society of Friends had prophesied about little Ben, and foretold that he would be one of the most remarkable characters that had appeared on earth since the days of William Penn. On this account, the eyes of many people were fixed upon the boy. Some of his ancestors had won great renown in the old wars of England and France; but it was probably expected that Ben would become a preacher, and would convert multitudes to the peaceful doctrines of the Quakers. Friend West and his wife were thought to be very fortunate in having such a son.

Little Ben lived to the ripe age of six years without doing any thing that was worthy to be told in history. But one summer afternoon, in his seventh year, his mother put a fan into his hand and bade him keep the flies away from the face of a little babe who lay fast asleep in the cradle. She then left the room.

The boy waved the fan to-and-fro, and drove away the buzzing flies whenever they had the impertinence to come near the baby's face. When they had all flown out of the window or into distant parts of the room, he bent over the cradle and delighted himself with gazing at the sleeping infant. It was, indeed, a very pretty sight. The little personage in the cradle slumbered peacefully, with its waxen hands under its chin, looking as full of blissful quiet as if angels were singing lullabies in its ear. Indeed, it must have been dreaming about Heaven; for while Ben stooped over the cradle, the little baby smiled.

"How beautiful she looks!" said Ben to himself. "What a pity it is that such a pretty smile should not last forever!"



Marguerite Henry wrote a wonderful fictionalized biography of Benjamin West. This book is part of the Reading Challenge for Level 7. If you have not already read this book, consider starting it now.

Now Ben, at this period of his life, had never heard of that wonderful art, by which a look, that appears and vanishes in a moment, may be made to last for hundreds of years. But, though nobody had told him of such an art, he may be said to have invented it for himself. On a table, near at hand, there were pens and paper and ink of two colors, black and red. The

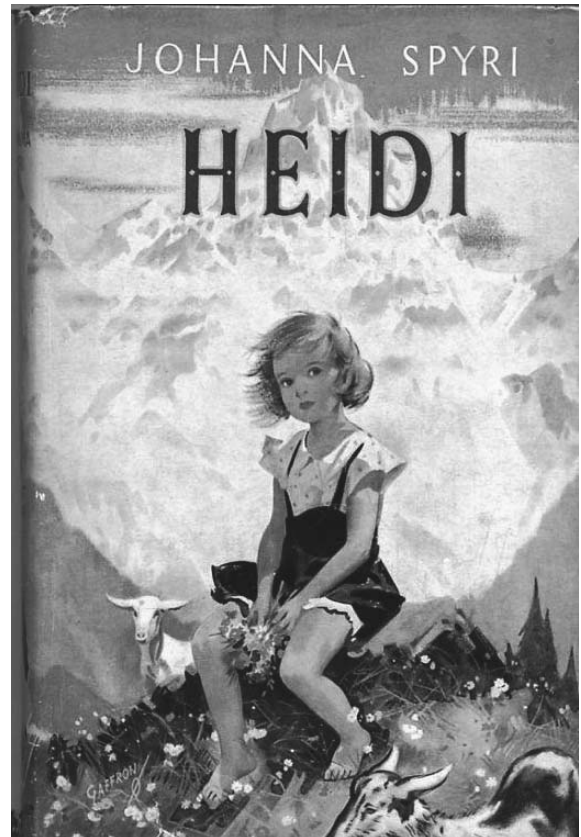
Johanna Spyri

by Mary Beyer

Crystal clear waters lapped against the shores of Lake Zurich and reflected the distant majesty of the snow-capped Swiss Alps. Surrounding foothills were abuzz with life as patches of wildflowers, scattered among the verdant greenery, beckoned the birds, bees, and butterflies to come and drink of their sweet nectar. A young family of five, nestled in the small village of Hirzel, Switzerland, welcomed a new child into the world on that sunny June day in 1827. The father, a country doctor, and the mother, a writer of religious poetry and hymns, chose to raise their family in the midst of one of the most stunning landscapes in the world, but they never could have imagined that over fifty million people would some day read about the breathtaking Swiss scenery in a novel written by their new baby girl.

The fourth child of six children born to Johann and Meta Heusser, Johanna was named after her father. Sheltered not only by towering mountain peaks, but also by the love and care of her family, Johanna blossomed in the beauty of her surroundings, developing a deep affection for her homeland and an appreciation for the healing power of nature. Frolicking among the hills with her siblings as playmates, Johanna's love for her family and faith in the goodness of God grew as strong and mighty as the mountains around her.

In contrast, just beyond the confines of her small, safe community, currents of change were casting foreboding shadows on the unsteady and uncertain future of Johanna's beloved country. Surely, her parents felt some apprehension about sending her away at the age of sixteen to a boarding school in west Switzerland, but they also must have taken comfort in knowing that they had taught their daughter virtuous principles that would guide her life in spite of the opposition she would



Johanna Spyri's book *Heidi* has been made into over 20 films or television shows. This book is part of the Reading Challenge for Level 7. If you have not already read this book, consider starting it now!

undoubtedly experience.

Johanna was safe throughout her schooling but returned home soon after graduating. Civil war had erupted in Switzerland, and Johanna's parents understandably wanted their daughter near. She spent her days helping her mother around the home, teaching her two younger siblings, and reading as often as she could.

The Importance of Good Friendships

Essay Ideas & Research Notes

- "The better part of one's life consists of his friendships." (Abraham Lincoln, *Letter to Joseph Gillespie*, 13 July 1849)
- "Friendship is all privilege. It is a rare privilege to have a friend, and a great opportunity to be one." (Obert C. Tanner, *Christ's Ideals for Living*, pg 259)
- "A friendship can be a real sanctuary from an often stormy and demanding world." (Chieko N. Okazaki, *Sanctuary*, pg 9)
- "Without friends no one would choose to live, though he had all other goods." (Aristotle, *The Harper Book of Quotations*, 3rd ed., pg. 166.)
- "Perhaps more than any other single factor, the quality of our human ties determines the quality of our lives. So a high priority should be the building of relationships with our family and friends." (No specific author, *Moment's Pause*, pg 142)
- "The making of friends who are real friends, is the best token we have of a man's success in life." Edward Everett Hale, *The National cyclopedia of American Biography*, pg 739)
- "If we neglect friendships, we run the risk of becoming ingrown and shriveled or lonely and embittered." (Joan B. MacDonald, *Holiness of Everyday Life*, pg 79)
- "In today's world so many people willingly trade friendships for video characters and quick text messages. They spend their time identifying with television personalities who for them are only faces on a screen. They are choosing to "hang out" rather than commit to a deep and meaningful relationship that can be sealed in the temple for eternity. Think about it. True friendships are based on love of God and sharing that love with others." (Ronald A. Rasband, "Thy Friends Do Stand By Thee," *BYU Speeches*, Mar 07, 2010)
- "Relationships are more important to us than most of us realize. When adults are asked to identify times when they are happy, most indicate that what make them most happy—or most sad—are personal relationships with others. Those relationships are usually more important than personal health, more important than employment, more important than money and material things. (No specific author, *Moment's Pause*, pg 142)
- "True happiness consists not in the multitude of friends, but in the worth and choice." (Ben Jonson, *Cynthia's Revels*, Act III Scene 2)
- "Friends help to determine your future. You will tend to be like them and to be found where they choose to go . . . The friends you choose will either help or hinder your success." (Thomas S. Monson, "In Harm's Way," *Ensign*, May 1998, pg 47)
- "Since friendship is the giving of ourselves, and since the supply of ourselves is so limited, we generally do not make more than a few real friends in a lifetime. It is best therefore to find in those friendships a common love for things beautiful, devotion to truth, and a common effort to make the world a little better." (Obert C. Tanner, *Christ's Ideals for Living*, pg 256)
- "In this troubled world, we could all use someone with whom we can talk freely; we could all use more acceptance and openness; we could all use more understanding; we could all use more tolerance. We often find it is our friends who lift us out of our troubles, helping us reach heights we could never attain on our own." (Joan B. MacDonald, *Holiness of Everyday Life*, pg 79)
- "At some point we will all be tested. It is a part of life.

The Life of Edgar Albert Guest: The People's Poet

by Mary Beyer and Jenny Phillips

A century ago, millions of Americans sat down at the breakfast table, opened their newspapers, and eagerly anticipated the uplifting and inspiring words they would read in Eddie Guest's column.

His humility was endearing, his humor was entertaining, his sentimentality was thought-provoking, and his message of service and brotherly love was appealing to those who sought for a better world. During his time, it was said that "Eddie Guest is probably closer to the hearts of the great mass of American people than any other living poet." (*American Magazine*, Volume 93, 1922)

In the history of the city of Detroit, it was stated that "no state is prouder of her poet son than Michigan is of Edgar Albert Guest." But it was not just Michigan who loved him, Americans embraced him because their lives—their hopes and dreams, their struggles and sorrows, their victories and rejoicings—were reflected in his work.

Although many would look at his success and accomplishments as those of a self-made man, Guest would tell you there is no such thing. "No one achieves anything by his own efforts alone; all along the way are countless others who contribute to his progress, who help him to reach his goal." At a time when the self-made man was an American symbol of ambition, hard work, and greatness, Guest knew that truly great men were made so because they lived worthy of the generosity and friendship of others.

His life began in Birmingham, England on August 20th, 1881. His parents, Edwin and Julia Wayne Guest, uprooted the family and began a new life in Detroit, Michigan when Eddie was only ten years old.

A year later, his father lost his job, so young Eddie began working after school at Doty Brothers' drugstore to help support the family. He secured



the job by assuring the owner he could shine the soda-water glasses "to such a polished state of brilliance that the customers would have to wear yellow goggles, thus making one department of the business feed another department." (R. Marshall) His enthusiasm for hard work caught the attention of Dave Robbins, another drugstore owner, who snatched Eddie away and offered him a higher wage to work for him down the street.

A customer of Robbins' drugstore was also a bookkeeper of the *Detroit Free Press*; to him Eddie confessed his desire to be a reporter. And so, when a position opened up, the man offered Eddie a job. Thirteen-year-old Eddie jumped at the chance to earn \$1.50 a week. His duties as an office boy kept

The Path To Home

by Edgar Guest

There's the mother at the doorway, and the children at the gate,
And the little parlor windows with the curtains white and straight.
There are shaggy asters blooming in the bed that lines the fence,
And the simplest of the blossoms seems of mighty consequence.
Oh, there isn't any mansion underneath God's starry dome
That can rest a weary pilgrim like the little place called home.

Men have sought for gold and silver; men have dreamed at night of fame;
In the heat of youth they've struggled for achievement's honored name;
But the selfish crowns are tinsel, and their shining jewels paste,
And the wine of pomp and glory soon grows bitter to the taste.
For there's never any laughter, howsoever far you roam,
Like the laughter of the loved ones in the happiness of home.

There is nothing so important as the mother's lullabies,
Filled with peace and sweet contentment, when the moon begins to rise—
Nothing real except the beauty and the calm upon her face
And the shouting of the children as they scamper 'round the place.
For the greatest of man's duties is to keep his loved ones glad
And to have his children glory in the father they have had.

So wherever a man may wander, and whatever be his care,
You'll find his soul still stretching to the home he left somewhere.
You'll find his dreams all tangled up with hollyhocks in bloom,
And the feet of little children that go racing through a room,
With the happy mother smiling as she watches them at play—
These are all in life that matter, when you've stripped the sham away.

No Children!

by Edgar Guest

No children in the house to play—
It must be hard to live that way!
I wonder what the people do
When night comes on and the work is through,
With no glad little folks to shout,
No eager feet to race about,
No youthful tongues to chatter on
About the joy that's been and gone?
The house might be a castle fine,
But what a lonely place to dine!

No children in the house at all,
No finger marks upon the wall,
No corner where the toys are piled—
Sure indication of a child.
No little lips to breathe the prayer
That God shall keep you in His care,
No glad caress and welcome sweet
When night returns you to your street;
No little lips a kiss to give—
Oh, what a lonely way to live!

No children in the house! I fear
We could not stand it half a year.
What would we talk about at night,
Plan for and work with all our might,
Hold common dreams about and find
True union of heart and mind,
If we two had no greater care
Than what we both should eat and wear?
We never knew love's brightest flame
Until the day the baby came.

And now we could not get along
Without their laughter and their song.
Joy is not bottled on a shelf,
It cannot feed upon itself,

And even love, if it shall wear,
Must find its happiness in care;
Dull we'd become of mind and speech
Had we no little ones to teach.
No children in the house to play!
Oh, we could never live that way!

Picture Books

*An excerpt
by Edgar Guest*

I hold the finest picture-books
Are woods and fields and running brooks;
And when the month of May has done
Her painting, and the morning sun
Is lighting just exactly right
Each gorgeous scene for mortal sight,
I steal a day from toil and go
To see the springtime's picture show.

What hand can paint a picture book
So marvelous as a running brook?
It matters not what time of day
You visit it, the sunbeams play
Upon it just exactly right,
The mysteries of God to light.
No human brush could ever trace
A drooping willow with such grace!

Page after page, new beauties rise
To thrill with gladness and surprise
The soul of him who drops his care
And seeks the woods to wander there.

Example Literary Analysis Essay

Daddies

I would rather be the daddy
Of a romping, roguish crew,
Of a bright-eyed chubby laddie
And a little girl or two,
Than the monarch of a nation
In his high and lofty seat
Taking empty adoration
From the subjects at his feet.

I would rather own their kisses
As at night to me they run,
Than to be the king who misses
All the simpler forms of fun.
When his dreary day is ending
He is dismally alone,
But when my sun is descending
There are joys for me to own.

He may ride to horns and drumming;
I must walk a quiet street,
But when once they see me coming
Then on joyous, flying feet
They come racing to me madly
And I catch them with a swing
And I say it proudly, gladly,
That I'm happier than a king.

You may talk of lofty places,
You may boast of pomp and power,
Men may turn their eager faces
To the glory of an hour,
But give me the humble station
With its joys that long survive,
For the daddies of the nation
Are the happiest men alive.



Analysis of Edgar Guest's Poem "Daddies"

Edgar Guest has a way of evoking thought through his words, as is evident in his poem "Daddies." The message of this poem, that fatherhood brings more joy than any other position, is effective for several reasons.

The consistent rhyme scheme and meter, marks of Edgar's poetry, give the poem a melodic feel that is easy to read. Alliteration also adds to the musical feel of the poem with phrases such as "romping, roguish," "forms of fun," "dreary days," and "pomp and power."

Not only does Guest's poem please our ears, but it gives an entire sermon about his message in just four stanzas. He accomplishes this by writing aphoristically. Phrases such as "empty adoration," "glory of an hour," and "misses simpler forms of fun," have so much meaning compressed into them that the listener is led to ponder the depth and profundity of the message.

Adding to the impact of his message is Edgar's use of juxtaposition (two opposites being placed close together for contrasting effect), which helps us feel the disparity between fatherhood and prestigious positions. For example, Guest contrasts words such as "horns and drumming" with "quiet," and "lofty" with "humble."

Although many literary devices are used to make the poem effective, it would not mean much without its focused theme. The pay-off line of this poem wraps up and summarizes its profound message with a punch: "For the daddies of the nation are the happiest men alive."

"Daddies" is just one of the many poems by Edgar Guest about fatherhood that brilliantly use literary devices to make the poems so effective and endearing.

SILENCE

by Edgar Guest

I did not argue with the man,
It seemed a waste of words.
He gave to chance the wondrous plan
That gave sweet song to birds.

He gave to force the wisdom wise
That shaped the honeybee,
And made the useful butterflies
So beautiful to see.

And as we walked beneath splendid trees
Which cast a friendly shade,
He said: "Such miracles as these
By accident were made."

Too well I know what accident
And chance and force disclose
To think blind fury could invent
The beauty of a rose.

I let him talk and answered not.
I merely thought it odd
That he could view a garden plot
And not believe in God.

SILENCE (ANNOTATED)

by Edgar Guest

I did not argue with the man,
It seemed a waste of words. *alliteration*
He gave to chance the wondrous plan
That gave sweet song to birds. *alliteration*
He thought that
it was just an
accident, not God,
that created
things as beautiful
and amazing as
butterflies and bees.
He gave to force the wisdom wise *alliteration*
That shaped the honeybee,
And made the useful butterflies
So beautiful to see.

And as we walked beneath splendid trees
Which cast a friendly shade, *beneath, trees,*
He said: "Such miracles as these *these =assonance*
By accident were made."
(the repetition of vowel sounds in the middle or end of words.)
Too well I know what accident
And chance and force disclose
To think blind fury could invent
The beauty of a rose.

I let him talk and answered not. *talk, not, odd*
simple
I merely thought it odd *=assonance (the repetition of vowel sounds in the middle or end of words.)*
That he could view a garden plot *plot, not, God=assonance*
And not believe in God. *(the repetition of vowel sounds in the middle or end of words.)*

Guest shows and does not TELL his message. He uses dialogue and a story to get his point across rather than just saying: "God created things--it wasn't an accident." I feel this approach is very effective! It pulled me into the poem and made me think. You don't feel defensive because he is not preaching.



EDITING

EDITING SYMBOLS

Capitalize	≡
Add a Comma	^,
Add an Apostrophe	^'
Add a Question Mark	^?
Add a Period	^.
Add an Exclamation Mark	^!
Make a Word Lowercase	lc
Delete a Letter or Word	/
Start a New Paragraph	¶
Change the Order Of	~
Cross out an incorrect word, and write the correct word above the crossed out word.	

EDITING EXPLANATIONS

1. The word “I” is always capitalized.
-

2. Use AN before word starting with a vowel. Use A before a word starting with a consonant.
-

3. Three or more words or phrases in a series are separated with commas.

Example: I love birds, trees, clouds, butterflies, and flowers.

Do not use commas in a series when all items are joined by or, and, or nor in a short sentence. “I love birds and clouds and trees.”

Example: You can have apples or oranges or cherries.

4. Use a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so) to connect two independent clauses. An independent clause is a clause that can stand on its own as a sentence. An independent clause needs a subject, a verb, and a complete thought.

Examples: It was hot, so I opened the window. | I wanted to go, but it was too late.

5. No comma is needed here because the conjunction (for, and, nor, but, or, yet, so) is not connecting two independent clauses; it’s connecting a compound verb or verb phrase. Remember that to use a comma and a coordinating conjunction, you need an independent clause on each side of the comma.
-

6. No comma is needed here because the conjunction (for, and, nor, but, or, yet, so) is not connecting two independent clauses; it’s connecting a compound direct object. Remember that to use a comma and a coordinating conjunction, you need an independent clause on each side of the comma.
-

7. When a dependent clause is at the beginning of a sentence, set it off with a comma. When a dependent clause is at the end of a sentence, usually do not set it off with a comma (unless it is an afterthought that interrupts the flow). (A dependent clause has a subject and a verb but is not a full sentence because it indicates more to come and does not express a complete thought.)

Examples: When you finish the book, we will go to the park.

We will go to the park when you finish the book.

Do not confuse a dependent clause with a prepositional phrase. A dependent clause turns into an independent clause if you take off the subordinating conjunction at the beginning of the clause.

8. Use a comma between the day of the week and the month. Use a comma between the day of the month and the year. No comma is used between the month and the year when they are the only two elements in the date.

Examples: School ends on Friday, May 21st. | I was born on October 2, 1983.



SENTENCE DICTATION

Sentence Dictation - Instructions

To the Parent

After years of study and testing, the creators of *The Good & the Beautiful* curriculum have determined that the best way to improve spelling skills for upper elementary grades is through

1. Reading large amounts of high-quality literature
2. Learning and applying basic spelling rules*
3. Practicing spelling patterns and targeted words (rule breakers and commonly misspelled words) with repetition

*Some spelling rules are so complex and/or have so many exceptions that they tend to not be helpful, and they are not included in this course.

Sentence dictation exercises are a vital part of the course and have been very carefully designed to target

1. Spelling patterns
2. Words which are rule breakers and commonly misspelled words (listed on the next page)
3. Grammar and punctuation rules
4. Homophones
5. Commonly Confused Word Pairs

The creators of *The Good & the Beautiful* curriculum also found that causing students to utilize and process grammar skills through sentence dictation more effectively helps students understand and retain grammar skills than worksheets and exercises alone.

Note: For practice and repetition some of the spelling pages are duplicated at a later point. Most likely, children will not remember all of the sentences and will not feel it is redundant.

How To Complete Sentence Dictation Exercises

Dictate three sentences to child each day. Say the sentence out loud as many times as the child needs. Child writes the sentence on a personal whiteboard. Do not make any corrections until child completes the entire sentence. Have child correct all the mistakes in a sentence before dictating another sentence:

- A. Have child circle incorrectly spelled words, and then write or spell out loud the word correctly five times.
- B. Explain any missed grammar concepts to child.

If child gets the sentence completely correct, pass off the sentence and do not repeat the sentence again the next day.

If child makes any mistakes in the sentences, do not pass off the sentence, and dictate the sentence the next day. Continue this process each day until the sentence is written correctly.

Note: This symbol  means child should be instructed to underline a part of the sentence according to the instructions.

Note: Most spelling rules are no longer practice in the Level 7 course.

Sentence Dictation—Lists

In addition to spelling rules, sentence dictation exercises practice the following:

Rule Breakers and Commonly Misspelled Words

a lot (never alot)	column	finally	knowledge	piece	sequel
achieve	courage	foreign	Mississippi	possible	similar
arctic	courageous	generally	mysterious	privilege	statue
Arkansas	different	giraffe	necessary	realize	succeed
audience	embarrass	headache	nickel	relief	temperature
balloon	enough	height	niece	religious	tomorrow
caught	environment	horrible	ninety	rhythm	unique
cereal	experience	Israel	occasion	righteous	usually
cinnamon	fabulous	jealous	opinion	salmon	vegetable
college	familiar	jewelry	opposite	schedule	village
	favorite	judgment	Oregon	scheme	weight

Commonly Confused Words

your/you're	are/our	Its/It's	lose/loose
there's/theirs	affect/effect	Who/Whom/Which/That	accept/except

Spelling Patterns

EX

UE

WR

Two sounds of AIN

Silent H

Y says /i/

U Can Say /CH/

Prefixes:

tele—

inter—

fore—

Suffixes:

—able

—ible

Changing Y to I: Words that end with CONSONANT + Y must have the Y changed to an I before adding any suffix: (Examples: happy-happiness, beauty-beautiful, plenty-plentiful)

Sentence Dictation—Lists

Homophones

berry/bury	hole/whole	principal/principle
cheep/cheap	mail/male	profit/prophet
clause/claws	marry/merry/Mary	sail/sale/sell/cell
council/counsel	pail/pale	seam/seem
do/due/dew	patience/patients	soar/sore
groan/grown	piece/peace	through/threw
higher/hire	plain/plane	weather/whether

Rule Breakers and Commonly Misspelled Words - Review From Level 5

ancient	captain	excellent	license	quite	square
answer	probably	exercise	listened	receipt	stomach
August	certain	February	machine	receive	surface
autumn	comfortable	furios	material	religion	surprise
because	continue	government	measure	restaurant	sweat
belief	cousin	island	mirror	scene	thousand
believe	curious	January	neighbor	science	treasure
breath	distance	journal	physical	scientist	welcome
breathe	elephant	knife	produce	scissors	wheel
business	engine	language	quiet	shouldn't	wouldn't
calendar	Europe	library	quit	special	wrinkle

Sentence Dictation Exercises: Set #11

Commonly Confused Words	WHO/WHOM SUPER SIMPLE TIP: If you can replace the word with "he" or "she," use "who". If you can replace it with "him," "her," or "they," use "whom."
Grammar, Usage, Punctuation	Nonessential words (such as "indeed" and "however"), phrases, or clauses in a sentence that interrupt the sentence are set off with commas.
Homophones	COUNCIL/COUNSEL PIECE/PEACE

When dictating the sentence say BLANK instead of WHO or WHOM, and have child write WHO or WHOM.

1. My mom, whom I was telling you about, gave me a wise piece of counsel.
2. The man who lives next door, however, has strong religious beliefs.
3. We're preparing to house members of the foreign council who will arrive tomorrow.
4. The girl from Arkansas, who seems fussy, demanded some piece and quiet.
5. I realize, however, that Christ is the one who gives perfect counsel.
6. In my opinion the student council, indeed, should help the plans succeed.
7. On occasion I give my cat a piece of salmon.
8. The head of the council gave counsel on how to achieve peace.
9. My violin teacher, whom I love, had me play a piece of music while tapping my foot with the rhythm.
10. The fabulous women who created the ninety pieces of jewelry are from Mississippi.
11. To my children, whom I treasure, I read Grandfather's journal.
12. Israel was open to counsel that would lead to peace.

Sentence Dictation Exercises: Set #12

Spelling Patterns	TELE- (to or at a distance; relating to television) WR
Grammar, Usage, Punctuation	Use a comma between the day of the week and the month. Use a comma between the day of the month and the year. No comma is used between the month and the year when they are the only two elements in the date.
Homophones	PRINCIPLE/PRINCIPAL

1. Her principal concern was that others were comfortable.
2. The principal of the local school will give a televised message on January 3, 2020.
3. We measured the height and weight of the wrestlers.
4. The familiar voice on the telephone was my daughter's principal.
5. She seized the telegram and read it with relief.
6. He invented the unique telescope on August 1, 1611.
7. The horrible wreck took place on Friday, January 9th.
8. The college professor explained the history of the telegraph.
9. The scientists explored the island on Saturday, February 5th.
10. The principal spoke about the school's principles.
11. My cousin and my niece were both born on September 28th, 1995.



ANSWER KEY

LESSON 5

Regions of the United States

As shown on the image on this page, the United States is often divided into the following major geographical regions:

- West
- Midwest
- Northeast
- South

The image on this page also shows subdivisions of the major regions. For example, the Pacific West and Mountain West are both subdivisions of the West.

The government divides the United States into regions for things such as the United States Census Bureau (which you will learn about later in the course), but there is no government structure or laws for the regions. Regions simply help to describe larger areas or help group together states that are similar in features such as climate, geography, history, or culture.

Since these are not officially defined regions, the states included in some regions vary according to the mapmaker.

In this course, as well as learning to identify regions of the United States, you will study the Northeast regions: Middle Atlantic and New England.

☐ Exercise 1: List the correct answer(s) for each question.

1. In which major region of the United States do you live?

answer will vary

2. In which subdivision of the United States regions do you live?

answer will vary



3. List the states in the Pacific West:

California

Washington

Alaska

Oregon

Hawaii

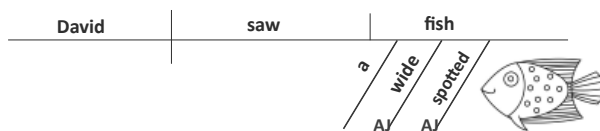
4. List four of the many states in the South:

Four of the following should be listed: Texas, Oklahoma, Arkansas, Louisiana
North Carolina, Virginia, West Virginia Delaware, Maryland
Mississippi, Tennessee, Alabama, Kentucky Florida, Georgia, South Carolina

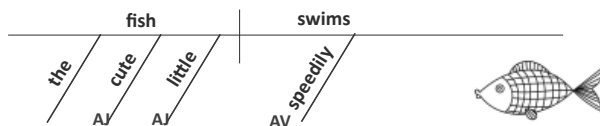
Sentence Diagramming

☐ Diagram the sentences below. Refer to Steps 1-5 on page 18 of your Course Companion if needed. **Then, in your sketchbook, draw the line art images.** (Hint: ITS is a pronoun.)

David saw a wide, spotted fish.



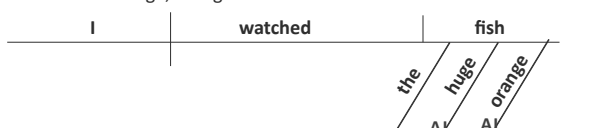
The cute, little fish swims speedily.



The striped fish puckers its little lips.



I watched the huge, orange fish.

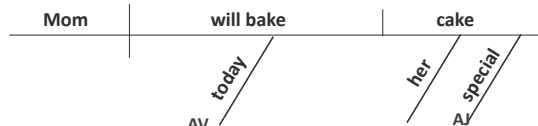


☐ Diagram the sentences below. Refer to Step 9 on page 19 of your Course Companion if needed. You must draw the lines for the last sentence. (Hint: TODAY is modifying the verb so it is an adverb.)

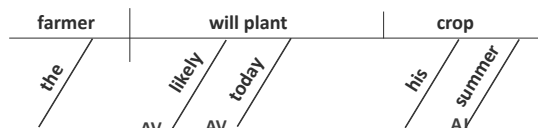
I have been feeding the lovely birds today.



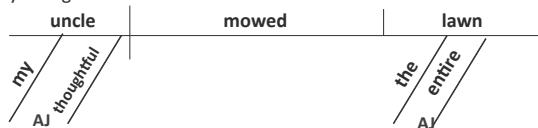
Mom will bake her special cake today.



Today the farmer will likely plant his summer crop.



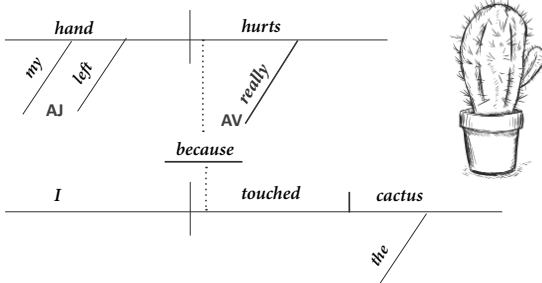
My thoughtful uncle mowed the entire lawn.



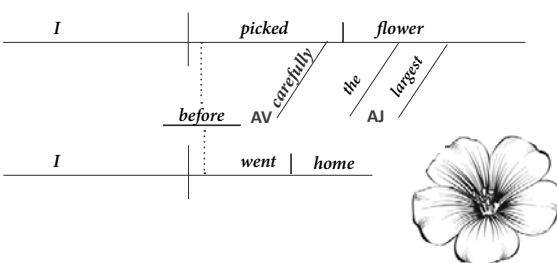
Sentence Diagramming

- ☐ Diagram the sentences below. Refer to page 19 in your *Course Companion* if needed. This lesson focuses on Step 10. Remember to diagram the independent clause on the first line. Then, in your sketchbook, draw the line art images.

My left hand really hurts because I touched the cactus.

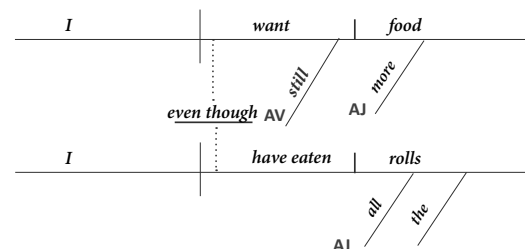


I carefully picked the largest flower before I went home.

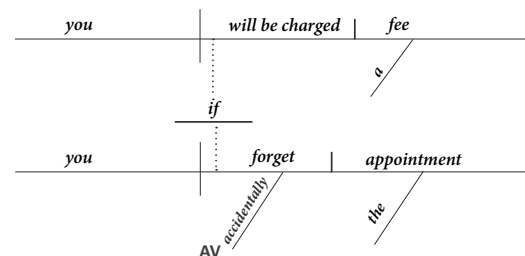


- ☐ Diagram the following sentences. Only the first line is given; you must draw the other lines.

Even though I have eaten all the rolls, I still want more food.



If you accidentally forget the appointment, you will be charged a fee.



Gerunds

Open your *Course Companion* to page 34 and read the section about gerund phrases. Then, complete the exercises.

- ☐ Exercise 1: Fill in the blanks:

A gerund is a noun made from a verb by adding ing.

- ☐ Exercise 2: All the underlined words in this exercise are gerunds. Determine if each gerund is functioning as a subject or direct object and underline the correct choice.

Tip: Think of where you would put the underlined word if you were sentence diagramming—as a subject or direct object.

1. My family enjoys working.
subject | direct object
2. Working makes you feel great!
subject | direct object
3. Quitting is not an option.
subject | direct object
4. I have not even considered quitting.
subject | direct object
5. Luckily, cheating is not a problem in my class.
subject | direct object
6. Smiling makes you feel good.
subject | direct object
7. Yes! Judging unfairly is wrong.
subject | direct object

- ☐ Exercise 3: For each sentence, determine if the underlined word is a verb or a gerund, which functions as a noun. Underline the correct answer. *Tip: Ask if the underlined word is doing the main action—if so, it's a verb. ING words functioning as verbs are always in a verb phrase (e.g., AM JUMPING, WAS JUMPING).*

1. I have been working on this project all day.
verb | gerund (noun)
2. Starting is the hardest part.
verb | gerund (noun)
3. I will be painting the barn tomorrow.
verb | gerund (noun)
4. David will be baking the birthday cake.
verb | gerund (noun)
5. Helen is good at baking cakes.
verb | gerund (noun)
6. Swimming is good exercise.
verb | gerund (noun)
7. Dave is trying very hard.
verb | gerund (noun)
8. The family over there is singing.
verb | gerund (noun)
9. I have been washing my dog.
verb | gerund (noun)