

High School 2

Course Instructions + UNIT 1

"I rest my fortune, first of all, upon God, His strength and justice."

—Howard Pyle, MEN OF IRON



HIGH SCHOOL 2 UNIT BOOKLETS

1ST EDITION

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A special thanks to artists Kate Hall and Cascia Lutes
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ITEMS NEEDED

THE GOOD AND THE BEAUTIFUL PRODUCTS USED FOR THE HIGH SCHOOL 1–3 COURSES

- *The Good and the Beautiful Grammar & Writing Guide*
- High School Cards (Geography, Poetry, Roots)

THE GOOD AND THE BEAUTIFUL PRODUCTS USED ONLY FOR THE HIGH SCHOOL 2 COURSE

- **High School 2 Unit Booklets**
- **Required Books from The Good and the Beautiful Library**
 - Men of Iron* by Howard Pyle
 - Harriet: The Moses of Her People* by Sarah H. Bradford
 - Sagebrush Surgeon* by Florence Crannell Means
 - A Girl of the Limberlost* by Gene Stratton-Porter
 - The Christoph von Schmid Collection* by Christoph von Schmid
- **Access to the Course Videos**

All course videos can be viewed at www.thegoodandthebeautiful.com/hs2 (no password needed) until the Greenleaf High School student portal is released, after which time the videos must be watched through the student portal, which will require a subscription.

ART SUPPLIES

- **Watercolor pencils** (24 or higher count, water-soluble)
- **Paint brushes** (2 round: small and medium; 2 flat: small and medium)
- **Watercolor paper and drawing paper**
- **Basic supplies: ruler, pencil sharpener, paper towels, fine-tipped marker** (black, permanent)
- **Flat cardboard or masonite board**
- **Thick vine charcoal (soft) and compressed charcoal sticks (soft)**

- **Charcoal pencil** (2B, 4B, 6B, or 8B)
- **Kneaded eraser and blending stumps or cotton swabs**
- **1/2" artist tape or masking tape**
- **Artist workable fixative or aerosol hairspray**

COURSE INSTRUCTIONS

To help prepare you, the student, for higher learning and more responsibility, the high school language arts courses are not broken down into individual lessons. Rather, there are 10 units to complete. You are urged to use a calendar or planner to create a schedule for completing each unit.

COMPLETING THE COURSE

The unit booklets guide you through each of the 10 units.

1. When a unit booklet is completed, you turn in the unit booklet to your parent or teacher with the unit's accompanying writing or other assignment(s). Your parent or teacher checks and grades your work.
2. Your parent or teacher administers a unit check for the unit and follows instructions on the unit check to have you watch review videos for any concepts with which you struggle. Then you begin the next unit booklet.

Decide to do a four- or five-day school week.

If you are doing school four days a week, each unit should be completed in 11 school days. The average time needed to complete a unit is 45–70 minutes a day plus the time spent on the High School 2 Reading Challenge (which is determined by a parent or teacher). On the 12th day, take the unit check.

If you are doing school five days a week, each unit should be completed in 14 school days. The average time needed to complete a unit is 35–60 minutes a day plus the time spent on the Course Reading Challenge. On the 15th day, take the unit check.

Use a weekly planner.

In your planner, mark when you plan to start and end a unit. The day after you finish the unit, plan for one day to take the unit check.

Set the amount of time you will work each day (or week).

For your first unit, decide how much time to spend a day, based on the average times given above. If you are a fast reader, have a good background in grammar, and tend to be focused, start with less time. If you read slowly, do not have a lot of experience with grammar, or tend to need extra time for assignments, choose more time. See how long the first unit takes you to complete, and then adjust the daily time spent on the course once you have an idea of how many hours it takes you to complete a unit. For example, if you are doing a four-day school week, and it took you 13 days to complete the unit, plan to spend more time each day on the next unit.

Course Reading Challenge

In addition to the books integrated with the course, you will be reading books for the Course Reading Challenge. The Course Reading Challenge pushes you to read books of the highest moral and literary merit in several different genres.

1. Choose books you would like to read from the list on the High School 2 Course web page (www.thegoodandthebeautiful.com/hs2) or the Greenleaf High School student portal once it is released.
2. Your parent or teacher should help you determine how much time to spend on the Course Reading Challenge during each unit. It is suggested that you spend at least 2–3 hours per unit on the Course Reading Challenge. However, those who need to get through the course quickly may choose to skip the Course Reading Challenge altogether.

Spelling Dictation

1. Each unit contains a sheet for spelling dictation that can be completed on any three days during

the unit. You will listen to six sentences and write them down on the sheet. You may listen to each sentence as many times as needed. You may listen to audio recordings of the sentences on the same page as your course videos, or a parent or teacher may read the sentences to you.

2. After the six sentences are written, you or the parent or teacher will correct them using the answer key. Circle anything that is incorrect, including spelling, capitalization, and punctuation. Evaluate the errors using the tips and rules listed after each sentence. Practice any misspelled words. Cross out any sentences that contain no mistakes. You will not need to complete those sentences again.
3. On a second day, repeat Steps 1 and 2 for each sentence that previously contained errors.
4. On a third day, repeat Steps 1 and 2 for each sentence that previously contained errors.

Memorization

The beginning of each unit indicates any Greek and Latin roots, geography, and poetry to memorize. These are part of the High School Cards that accompany the course. Choose any poem or poems to work on.

Art and Geography

Art history and geography are thorough and designed not to need supplementation. For art instruction, one optional art project is included for each unit except the last one, for a total of nine art projects. If you are interested in pursuing more than basic art skills, you will likely want to take extra art courses.

Creative Writing

The High School 1–3 Language Arts courses cover minimal fiction writing. If you are especially interested in fiction writing, you should consider taking Greenleaf High School’s Creative Writing course.

Unit 1

GRADING SHEET

To be filled out by the parent or teacher after the unit is completed and turned in.

Student Name: _____

Unit Total: _____/250

Unit Percentage: _____

Divide the total points earned by 250 to get the percentage.

_____/200 **Unit Completed**

50 points = 25% complete, 100 points = 50% complete, etc.

_____/50 **Insights Journal Entry**

Grading rubric is on page 22.

_____/+5 **Extra Credit**

Unit completed with neat handwriting

Items that should be turned in with this unit:

- Insights Journal Entry

SPELLING DICTATION



If needed, watch How to Complete Spelling Dictation on the course web page.

1st Day

- #1: _____
- #2: _____
- #3: _____
- #4: _____
- #5: _____
- #6: _____

2nd Day

- #1: _____
- #2: _____
- #3: _____
- #4: _____
- #5: _____
- #6: _____

3rd Day

- #1: _____
- #2: _____
- #3: _____
- #4: _____
- #5: _____
- #6: _____

UNIT 1

High School 2 - Language Arts

MEMORIZATION

Complete anytime during the unit.

- Watch the video [How to Practice Memorization](#).
- Year 2 Greek & Latin Roots (Practice for 5–10 minutes on two different days.)
- Poetry Memorization (Practice for at least 10 minutes on three different days.)

Note: All course videos can be viewed on the course web page at www.thegoodandthebeautiful.com/hs2 (no password needed) until the Greenleaf High School student portal is released, after which time videos must be watched through the student portal, which will require a subscription.



LITERATURE

- Read [Introduction to Men of Iron](#).

Introduction to Men of Iron



Myles Falworth was but eight years of age at that time, and it was only afterwards, and when he grew old enough to know more of the ins and outs of the matter, that he could remember by bits and pieces the things that afterwards happened; how one evening a knight came clattering into the courtyard upon a horse, red-nostrilled and smeared with the sweat and foam of a desperate ride—Sir John Dale, a dear friend of the blind Lord.

The sentence in blue above is the first sentence in Howard Pyle's book *Men of Iron*. Wait! Is that really one sentence? Yes, it is. It is a compound-complex sentence—one of many in the book. These types of sentences are a great exercise for your brain. Pyle, though, with his mastery of language, does not take you on one long journey of compound-complex sentences. He varies sentence structures throughout his book, throwing in a few short, simple sentence

that come at you like quick darts, and then he inserts long, winding compound-complex sentences.

Varying sentence structures is not Pyle's only literary technique in *Men of Iron*. He uses wonderful alliteration, like this one in the first sentence: "came clattering into the courtyard." Also, in the first sentence we find great use of sensory language: sound=clattering, color=red-nostrilled.

As you read *Men of Iron*, notice the expert use of literary devices, in addition to Pyle's brilliant use of color and sound.

Illustration by Howard Pyle, MEN OF IRON



- Read Introduction to Howard Pyle.

Introduction to Howard Pyle

“Will you come with me, sweet Reader?
I thank you. Give me your hand.”

—Howard Pyle, *The Merry Adventures
of Robin Hood*

Howard Pyle, author of *Men of Iron*, wrote books during a period which has been called a Golden Age in children’s literature. Elizabeth Nesbit wrote of Pyle, “It is difficult to do justice to his contribution to the shining quality of that era.”

Howard Pyle has been called “The Father of American Illustration.” His impact on American art was so significant that the Delaware Art Museum was built to memorialize his work and pay tribute to his life.

Not only did he reinvent children’s literature and revolutionize the art world, but Howard Pyle also devoted much of his life to teaching others and sharing his gifts with those who aspired to follow in his footsteps. One of his students, N.C.

Wyeth, called him a “loving and earnest teacher who powerfully inspired integrity among his students.”

Although much has been said about his impressive achievements, those who knew him intimately were most affected by the man himself. In a letter to a friend, President Theodore Roosevelt said, “One of the very best men I know anywhere, one of the pleasantest companions, staunchest friends, and best citizens, is Mr. Howard Pyle” (Theodore Roosevelt to Gifford Pinchot, September 9, 1907).

His life began in Wilmington, Delaware, March 5, 1853. Howard grew up in a Quaker family; his father William manufactured leather, and his mother Margaret painted. Margaret imparted her love for literature and art to her young son and read to him often. These stories inspired Howard’s imagination and instilled within him the dream of becoming a storyteller.

Howard found these daydreams more entertaining than his studies and was labeled an “indifferent student.” He himself admitted “he spent his time largely in scrawling drawings on his slate and in his books.” Although his parents had hoped he might obtain a college education, they knew their son’s true passion was art. It was with their full support that, at the age of sixteen, Howard

chose to pursue art rather than a college degree. However, finances did not allow Howard to follow the long-standing tradition that promising artists must travel abroad to study and gain experience. Instead, he enrolled at the F.A. Van der Wielen art studio in Philadelphia to study under a Dutch artist.

After three years of formal training, nineteen-year-old Howard spent most of his days helping his father with the leather business, but he also set up a studio in Wilmington where he could work on his art as often as possible.



Howard Pyle with daughter Phoebe

During this time the American public was clamoring for knowledge, and the magazine industry was flourishing. With progress in printing technologies, reproducing images was simplified, and the demand for illustrations was great. It was Howard Pyle who would soon set the standard for the industry.

In 1876, at the age of 23, Howard and his father visited Chincoteague Island off the coast of Virginia. Howard wrote an illustrated narrative of his trip

- Read Literature in the Middle Ages.

Literature in the Middle Ages

Old English to Modern English

When did people begin speaking English? Who invented the language you speak every day?

The parent tongue of English (the language English originated from) was called Proto-Indo-European. How long ago was this language spoken? Some 5,000 years ago! Nomads, people who had no permanent home but moved from place to place, roamed the southeast European plains thousands of years before Christ, and they spoke this language. These were actually the descendants of Noah's son Japheth. But if we were to attempt a conversation with these ancient people, we would hardly recognize their language as English.

English is not the only language that descended from the Proto-Indo-European parent tongue—so did German, Icelandic, Swedish, Danish, Dutch, Russian, Greek, and other European languages.

TRANSITION TO OLD ENGLISH

So, how did all these languages that started with the same parent tongue become so different? After all, when someone speaks Dutch or Icelandic, we cannot really understand anything that person is saying.

Remember those tribes of nomads roaming the plains in Europe? About 400 years after Christ was born, some of those tribes—the Saxons, Angles, and Jutes—came to England. They were a warlike people, and they pushed most of the native Celtic people out of England.

England was thus mainly occupied by those that spoke the parent tongue Proto-Indo-European. But the three tribes had different dialects. They spoke the same main language, but some of their words and accents were different from each other because

The history of the English language can be divided into three main periods:

Old English (450–1100 A.D.)

Middle English (1100–1500 A.D.)

Modern English (1500–present)

Old English is nothing like the English we speak today. While you may recognize a few basic words, it is impossible to understand a passage of Old English without studying the language first. Learning to read Old English would be like learning to read a foreign language.

Þórhallr hét maðr, er bjó á Þórhall-
allsstöðum í Forsæludal. Forsæludal-
dalr er upp af Hatusdal. Þórhallr
var Grímsson, Þórhallssonar

Middle English has many more recognizable words but is still extremely difficult for modern-day English speakers to understand. Try to read this example of Middle English from the prologue of *The Canterbury Tales*:

**Of engelond to caunterbury they wende,
The hooly blisful martir for to seke,
That hem hath holpen whan that they were seeke.
Bifil that in that seson on a day**

their languages had changed slightly within the different tribes. (Think of how the British have a different accent from Americans and use different words for certain items.) Over the years, these tribes—the Saxons, Angles, and Jutes—mixed their dialects into one language we call Old English. These three tribes became known as one group called the Anglo-Saxons.

VOCABULARY

- Read the following words, definitions, and example sentences. Then in the blank column, write whether the word is used as a verb, adjective, adverb, or noun in the example sentence. If needed, read Terms to Know/Parts of Speech on pages 1–2 of your *Grammar & Writing Guide*. Study the pronunciation of the words, as the unit check will test the pronunciation, not just the definition.
- Need help?* Watch the video titled Unit 1—Vocabulary Exercise.

If you already know the meaning of some words, still complete the exercises. The more exposure you have to the words and their exact definitions, the easier it will be to use the words comfortably and correctly in your writing.

Word	Definition & Example Sentence	Part of Speech
abashed [uh-BASHT]	made embarrassed or uneasy <i>The attempt to embarrass her left her <u>abashed</u>.</i>	
bevy [BEV-ee]	a flock of birds; a group of people (or things) <i>A <u>bevy</u> of quail scuttled across the lawn.</i>	
droll [DROHLL]	amusingly funny; comical <i>His answer was so <u>droll</u> that we all laughed heartily.</i>	
embroil [em-BROY-ul]	to involve (someone, oneself) in a fight, trouble, or confusion <i>The boy did not want to <u>embroil</u> himself in the fight.</i>	
feint [FAYNT]	a deliberately caused diversion <i>The <u>feint</u> was successful for the invading army.</i>	
frieze [FREEZ]	an ornamental band on a wall or table; a shaggy cloth <i>Her eyes studied the ornate <u>frieze</u> bordering the ceiling.</i>	
knave [NAYV]	a crafty or dishonest man; a male servant; a man of humble birth <i>The village knew each <u>knave</u> and thief around.</i>	
pallid [PAL-id]	lacking color, an unusually pale complexion <i>Sickness had brought a <u>pallid</u> color to the poor girl's face.</i>	
restive [RES-tiv]	uneasy, impatient, and hard to control; an animal refusing to move <i>Tug as he might, the <u>restive</u> animal wouldn't budge.</i>	
shoal [SHOWL]	a shallow spot in water; a raised spot of sand in the water <i>The bottom of the boat stuck fast into the sandy <u>shoal</u>.</i>	
upbraid [UP-braid]	to speak sharply to; to scold <i>If you do anything dangerous, Mr. Brown will <u>upbraid</u> you.</i>	
usurp [yew-SURP]	to take away by force without any right to do so <i>The sheriff of Nottingham <u>usurped</u> the authority of the king.</i>	

- Write the definition for each word, or write a sentence that uses each word.

Word	Definition or Sentence
abashed	
bevy	

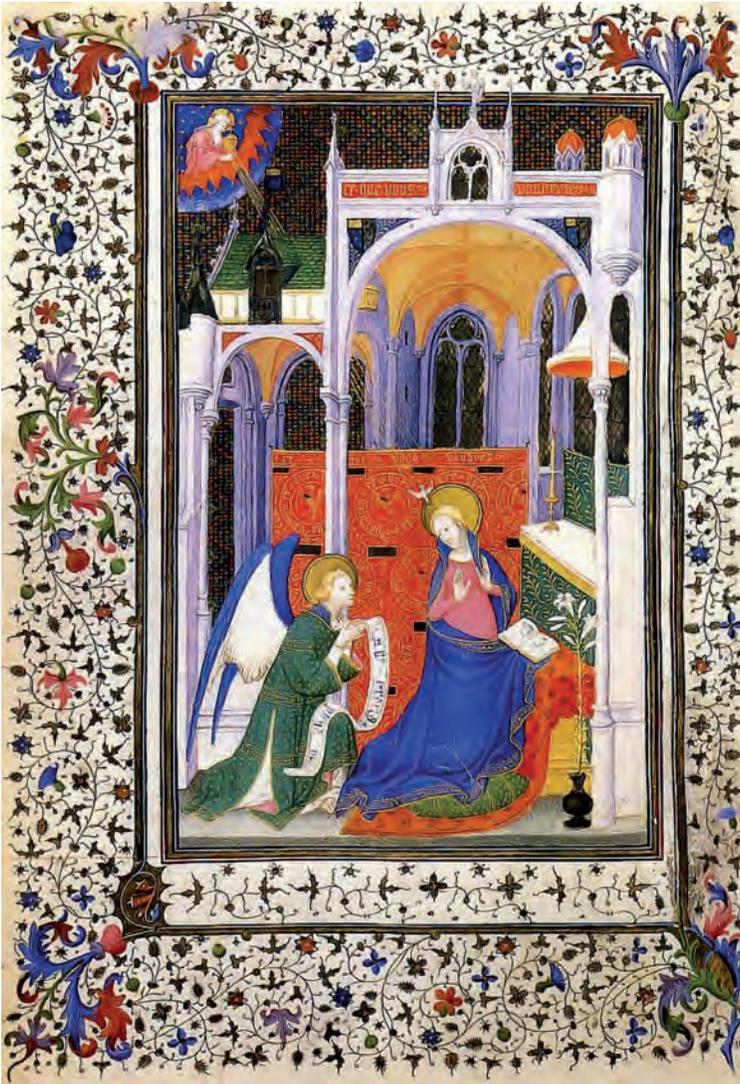
READING ASSIGNMENTS

- Spend ____ hours or more on your Course Reading Challenge. (Time is determined by your teacher. See page 2 of the Course Instructions for more details.)
- Read Chapters 1–16 of *Men of Iron* by Howard Pyle.
- Answer the questions below.

When Myles first arrived at the Earl of Mackworth’s home at Devlen Castle, he realized his
 A) love of castle life. B) longing for his parents. C) ability to endure hard things. D) insignificance.

Suspense is the feeling that the reader experiences while waiting for the outcome of certain events. Suspense leaves the reader wondering and wanting more information. The following are some techniques that an author uses to create suspense. Howard Pyle uses all these techniques in *Men of Iron*. Explain at least one way each technique is used in *Men of Iron*.

<p>WITHHOLDING INFORMATION The author reveals only a portion of information the reader needs. Sometimes the information is completely withheld until the resolution of the story, and sometimes we learn the information piece by piece along the way.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>CREATING TENSION BETWEEN CHARACTERS The author creates tension between or within characters. The reader has to wait to find out if, when, and how that tension is resolved. Or, the character’s situation or standing is in question because of mysterious behaviors or incongruity.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>CREATING AN ON-GOING, UNSOLVED PROBLEM The author creates a problem that is not immediately resolved.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>SETTING THE CLOCK TICKING The author sets the clock ticking, and something critical must happen in a certain time frame.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Gothic: a page from the book *Hours of Jean de Boucicaut*

Many such paintings were included in printed books, including Bibles. These illuminated manuscripts contained hand-painted works in gold and tempera paint. They were so expensive to produce that at first only royalty could afford these texts. Over time, the demand for illuminated texts drove artists and merchants to creativity. Mass-produced illuminated texts originated in the Gothic period, as well as rough woodcuts later on. Much of the trade in early mass-produced art was in images of Biblical stories, as well as of Jesus and various holy personages.

The rise of the Italian sculptor Donatello is often seen as the pivotal moment when Gothic art began to transition into naturalistic early Renaissance style. The first sculpture that was noticeably different was his early work, *Saint John the Evangelist*. His works were increasingly lifelike. He created a crucifix for the Basilica of St. Anthony in Italy accompanied by many sculptures of both Jesus and St. Anthony to be displayed around the church.

The Renaissance would completely reshape European art and culture. Donatello was but one of the earliest artists seeking a different way to depict the beauty of our natural world in permanent works of art.



Madonna and Child by Donatello (1386-1466)



Saint John the Evangelist by Donatello (1386-1466)

INSIGHTS JOURNAL

- Read the section titled Insights Journal on pages 81–82 of your *Grammar & Writing Guide*.
- Choose one of the following options as the topic of your Unit 1 Insights Journal Entry. Read the chart below for the requirements. When your entry is complete, fill out the chart on this page. Submit your Insights Journal with your completed unit booklet.

Option #1: In the book *Men of Iron*, the bachelors ruled the younger boys mostly by fear. Is that the most effective way to rule? Why or why not? What are other ways to rule or govern others?

Option #2: In the book *Men of Iron*, Sir James Lee tells Myles, “Thus it is that boldness may breed one enemies as well as gain one friends.” Do you believe this to be true? Why or why not? Is it always good to be bold?

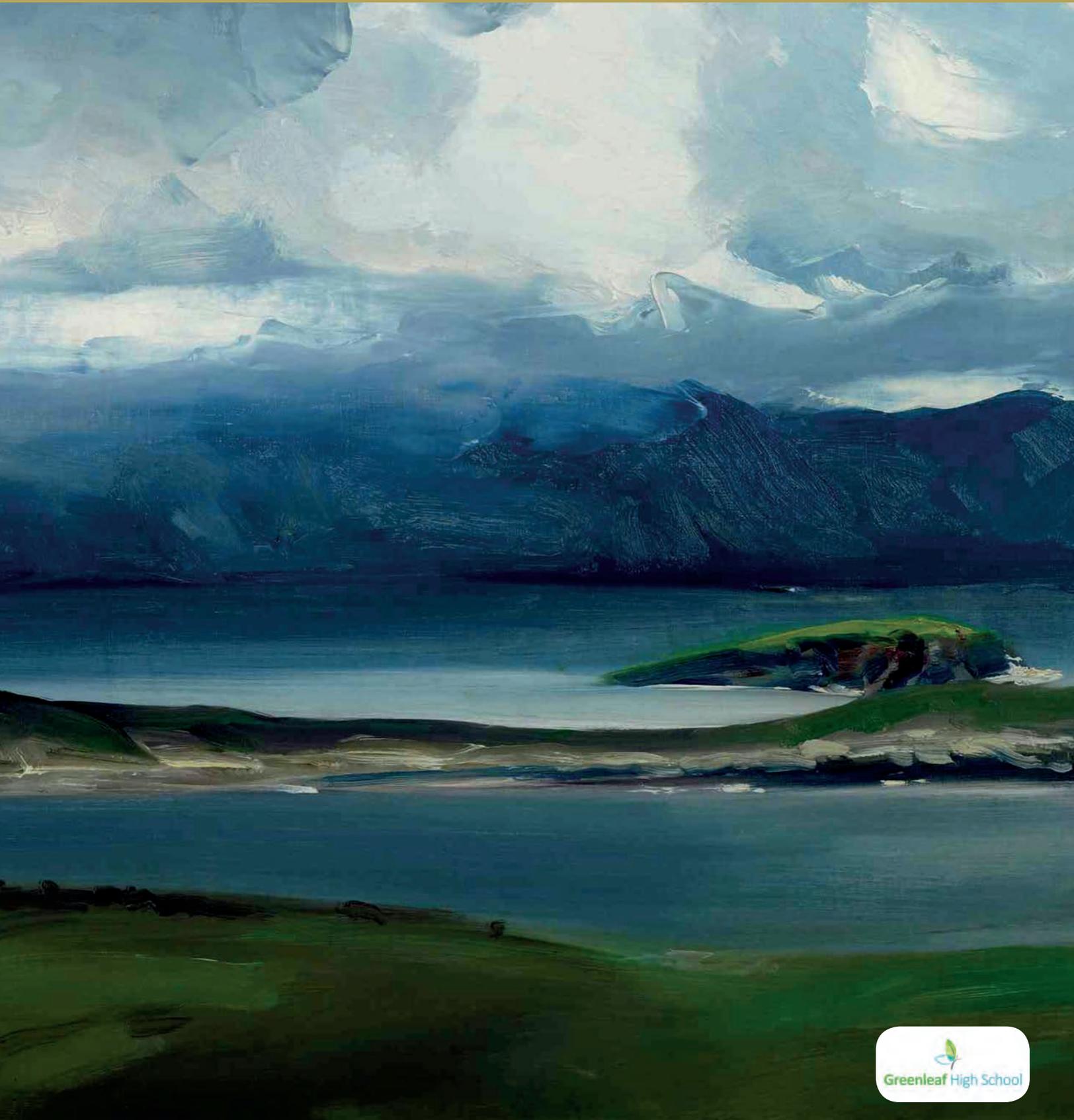
Option #3: Samuel Smiles wrote, “Riches and rank have no necessary connection with genuine gentlemanly qualities. The poor man with a rich spirit is in all ways superior to the rich man with a poor spirit. To borrow St. Paul’s words, the former is as ‘having nothing, yet possessing all things,’ while the other, though possessing all things has nothing. Only the poor in spirit are really poor. He who has lost all, but retains his courage, cheerfulness, hope, virtue, and self-respect, is still rich.” Evaluate and write about your own spirit. What currently makes it poor and/or rich? What can you do to improve the richness of your spirit?

Option #4: Write about any insight or insights you gained through a recent personal experience.

Insights Journal—Unit 1	Filled out by Student		Points Filled out by Teacher
	Yes	No	Total: _____/50
Is at least 300 words (Put the number of words here: _____) <i>(Most word processing programs, including Google Docs, will count your words for you.)</i>			_____/ 5 points
Grabs the reader’s attention with the first sentence <i>(You may use a thought-provoking question, vivid description, an interesting fact, a short story, an attention-grabbing statement, etc.)</i>			_____/ 5 points
Expresses meaningful, thoughtful insights and includes details and description			_____/ 25 points
Varies sentence structure and first words of sentences <i>(See page 92 of your Grammar & Writing Guide.)</i>			_____/ 5 points
Orders information correctly and logically <i>(Sticks to one idea per paragraph. The order of paragraphs should make sense.)</i>			_____/ 5 points
Is edited carefully for proper grammar, punctuation, and usage			_____/ 5 points

High School 2 UNIT 2

“Painting is but another word for feeling.”
—John Constable



- Read Informative Writing.

Informative Writing



Informative writing, also called **expository writing**, is one of the most frequently used styles of writing in education and the professional world. Informative writing does not try to persuade, analyze, or give an opinion; it simply summarizes factual information through research or personal knowledge.

Types of Expository Writing

- Informative Essays
- Non-Fiction Books
- Textbooks
- Autobiographies
- Biographies
- Informational Magazine Articles
- Informational Newspaper Articles
- Informational Reports
- How-To Articles
- Instructions
- Manuals
- Encyclopedia Articles
- Brochures
- Catalogs

Thesis Statements in Expository Writing

With the exception of recipes, lists, catalogs, and such, most expository writing has a thesis statement that clearly conveys the main idea in one or two sentences. In more informal writing, a thesis can be implied as long as the main idea of

the article is clear to the reader. Writers may use an implied thesis statement for reasons of style and impact. However, if you use an implied thesis statement, it is important that your article is still clearly focused on one main idea.

CHOOSING AND NARROWING YOUR TOPIC

The first step to writing an informative paper is to choose a topic and narrow it down to the appropriate focus.

The audience, purpose, and length of your paper help determine how narrow your topic should be. To illustrate, suppose you needed to write a two-page paper, and you chose the topic “planets in the solar system.” You would not be able to go into much depth about the individual planets in a two-page paper. That might be okay, if you were writing the paper for a first-grade audience. However, middle school students might find the paper too simple and general. On the other hand, if you chose to write a two-page paper on the planet Mercury, you would have the chance to include details that middle school students may find interesting, but it may be too technical for first graders.

Ask yourself the following questions when deciding how general or narrow to make your topic:

- What is the age of my audience? What are the interests of my audience? Is my topic too general or too narrow for my audience?
- How long will my paper be? Do I have room to go into sufficient depth on the topic, or do I need to narrow my focus?
- Is there enough interesting and applicable information about my topic for the length of my paper?

The diagram on the next page demonstrates how you can narrow your topic from general to more specific and focused.

- Read Using the Internet to Research Information.

Using the Internet to Research Information

Looking up information about authors and literature on the internet can be quicker and more convenient than driving to the library to check out books. But remember: anyone can publish on the internet, and they do not have to know what they are talking about or be correct. With over 86 billion web pages created by millions of different people, how do you know which web pages are reliable for research?

WHO WROTE IT?

When trying to determine reliability of information, you want to have some idea of what the author's credentials are. Is the author an expert on the topic? What is his or her educational background? Who runs the website? Is the information the author's opinion or is it fact? These are all questions you should ask when evaluating a web page.

Try to find web pages that were created by qualified individuals who have an educational background in, experience with, or special knowledge of the subject.

You can also look for pages that were created by legitimate foundations or organizations that specialize in that topic. Websites that end in .edu (educational institution) or .org (usually non-profit organizations) often (but not always) have their material written by credible sources and reviewed before publishing it on their website.

Let's look at researching the life of Emily Dickinson. Poets.org gives information about her life. This website has a board of directors and consultants and is likely more reliable than a website that does not say who wrote the information.

Biographical information about Dickinson's life is also available on the Emily Dickinson Museum website (www.emilydickinsonmuseum.org). This information is likely to be more reliable than a blog created by an Emily Dickinson fan.

Another more reliable web page on Emily Dickinson could be found on poetryfoundation.org. This website was created by the Poetry Foundation, which is the publisher of *Poetry* magazine. The information on Dickinson includes an extensive bibliography, which not only shows you that those who wrote this information have done a good amount of research, but the bibliography can also help point you to further information that could be helpful to your research.

ONLINE ENCYCLOPEDIAS

Just because a website says "encyclopedia" on it does not mean it is a reliable source. If you cannot find credible documentation on how the information was compiled, you may want to look for another source.

WIKIPEDIA

Wikipedia posted the following: "Wikipedia is not considered a credible source. Wikipedia is increasingly used by people in the academic community. [. . .] However, citation of Wikipedia in research papers may be considered unacceptable, because Wikipedia is not considered a credible or authoritative source. This is especially true considering anyone can edit the information at any time."

With this in mind, Wikipedia can be an easy place to look up quick information. Studies show that facts on Wikipedia are nearly as reliable as on Britannica. Most information on Wikipedia may be accurate, but because experts do not review the site's entries and because the entries can be edited, there is a risk in relying completely on this source or using the information in school or professional papers.

COMMONLY CONFUSED WORDS

- Read the following sections of your *Grammar & Writing Guide*: Altar/Alter and Among/Between on page 47. Then circle the correct word in each sentence.
- I must **altar | alter** the beautiful lace of the **altar | alter** cloth.
 - Looking agape will **altar | alter** your facial appearance.
 - There was not one bad sport **among | between** the two dozen competing boys.
 - I surmise that **among | between** the two contestants, the younger one will do better.
 - The elegant **altar | alter** and the uncouth man were an odd match.
 - There lay a golden field of wheat **among | between** the five cities.
 - The rose bushes were **among | between** the two backyards.
 - If you **altar | alter** the sentence, it will make more sense.
 - With trepidation we went **among | between** the city's angry inhabitants.
 - There was a feeling of pure love and comradeship **among | between** the older girls.
 - To get **among | between** your parents, you must first pass **among | between** the crowd.
 - Do not **altar | alter** the **altar | alter** of the Lord.
- Study the sections Anyone/Any One and Appraise/Apprise on pages 47–48 of your *Grammar & Writing Guide*. Then circle the correct word in each sentence.
- The governor's emissary would soon **appraise | apprise** us of the tumultuous battle.
 - Said he, "**Anyone | Any one** who does not know of the new war will be agape when they hear it."
 - I'm not sure that **anyone | any one** knows the answer to that question.
 - If the emissary does **appraise | apprise** us that war is unavoidable, I know our countrymen's mettle will see us through.
 - I've never met **anyone | any one** who can evade a question as well as he can.
 - He walked around the side of the castle to **appraise | apprise** the damage after the battle.
 - Diffidence and timidity are surely not the answers for **anyone | any one** of us during these coming days of trepidation.
 - The soldiers relaxed somewhat and lifted their faces to **appraise | apprise** their general.
 - He shouted, "**Anyone | Any one** who supports the enemy is a traitor to the country!"
 - The general was **appraised | apprised** of the logistics of the situation.
 - If **anyone | any one** of the captains should die, the general will choose a replacement.
 - The general **appraised | apprised** the cost of the war at ten million dollars.

ART

- Read English Landscape Painter: John Constable.

English Landscape Painter

John Constable

Known for disregarding the trends of his era, John Constable's works were not instantly popular. Unlike some painters with more natural ability, he did not begin to stand out as an artist until he had dedicated several years to effort and study. Over time, however, people began to see the great beauty and skill that went into creating his works.

John Constable was born in East Bergholt, Suffolk, England, on June 11, 1776. At birth he was not expected to live, but his health soon improved. His recovery was met with joy by his parents, in particular his father, since it would provide him with someone to continue the family milling business. John Constable, notwithstanding his father's wishes, had other plans.

The Constables raised their son and his siblings on good values, including frugality, even though they were successful business owners. John Constable did his part to help on the farm and with his father's business. As he did, he learned many things about the natural world around him. He learned what a river looks like in all seasons, what rain looks like on grass, and what certain clouds say about the weather. All these things would help him create beautiful works of art later on in his life. "They made me a painter," he once said of the beauties in the region where he grew up.

Though he worked with his father for several years, his heart yearned to paint full-time. His ambition, as well as the aid of friends and family members, helped him realize his dreams. He studied painting

both on his own and at the Royal Academy in London. Constable often worked out of doors. He

preferred to have his source of inspiration right in front of him. He didn't create his works entirely outdoors, though. Instead, he made full-scale sketches on site, then finished his work in his studio.

John Constable is most well-known for his landscape paintings, but he completed other works as well. In order to make ends meet, he painted portraits, though landscapes were his preference—especially those of the English countryside. He preferred to paint summer scenes, with their vibrant greens and beautiful blue skies. Also, he wanted to depict his subjects as truthfully as possible instead of adding embellishment. He used sunlight differently than others as he painted. While his contemporaries wanted the sun behind them, he liked it to be right above him. This meant that he often saw sunlight reflecting off plants, which he showed in his landscape paintings. To do this, he applied white paint in just the right spots. While this is characteristic of modern painters, his contemporaries were critical of the practice.

Constable had some basic beliefs when it came to painting. First, he believed that great painters learned from others, not from themselves;



"John Constable, Self Portrait," 1806, by John Constable (1776-1837)

"Dedham Mill," 1820, by John Constable (1776-1837)





EDITING PRACTICE

- Edit the following article using the marks on page 4 of your *Grammar & Writing Guide*. This exercise is designed to help you look carefully for obvious errors, such as missing periods, incorrect capitalization, and misspelled words.

The South Pacific

When people talk about the South Pacific, they mean a massive stretch of the Pacific ocean and hundreds of islands The South Pacific covers about 11 million square miles, much of which is open ocean. Technically, the South pacific reaches from the northern edge of Australia all the way to the Hawaiian islands. If you include the landmass of Australia, this whole region is called Oceania. However, when you exclude australia and focus on the islands, you can call it the South Pacific (5 errors)

Many people use the term South Pacific to refer specifically to the islands located in this section of ocaen, also called the South Sea Islands, which all have varying tropical climates You can further break the islands down into three groups: Melanesia, Micronesia, and polynesia. Each of these sub-categories refers to the three major cultural groups in the region. (3 errors)

Melanesia includes Papua New guinea, the Solomon Islands, Vanuatu, and Fiji It also includes



New Caledonia and Western New Guinea, which is part of Indonesia. The traditional inhabitants of these islands are culturally and genetically distinct from poeple living in Micronesia and Polynesia. Of the three regions in the South Pacific, Melanesia is the smallest. Still, it contains over 2,000 islands. The Solomon Islands alone contain more than 900 islands. (3 errors)

Micronesia is north of Melanesia and east of Polynesia. The Micronesian islands include Palau, the Federal States of Micronesia, the Marshall Islands, guam, and Wake Island. Overall, there are about 2,100 islands across Micronesia. Guam is the largest island in this area (4 errors)

Finally, Polynesia reaches down from new Zealand all the way up to Hawaii, to the west of both Micronesia and Melanesia. It also includes Easter Island, Samoa, and Tonga, as well as all the island chains in between these disparate islands. Overall, there are more than 1,000 islands in Polynesia, many of which are separated by hundreds of miles. (1 error)

Some of the smaller islands receive little

High School 2

UNIT 3

“God’s time is always near. He set the North Star in the heavens;
He gave me the strength in my limbs; He meant I should be free.”

—Harriet Tubman





MEMORIZATION

Complete anytime during the unit.

- Poetry Memorization (Practice for at least 10 minutes on three different days.)
- Geography Card: Northern Africa (Practice until mastered.)**
- Geography Card: Western Africa (Practice until mastered.)**
- Geography Card: Central Africa (Practice until mastered.)**



Note: In this section, items in bold will be on your unit check.

HISTORICAL BACKGROUND

- Read Sarah H. Bradford and the American Abolitionists.

Sarah H. Bradford and the American Abolitionists



Sarah Hopkins Bradford (pictured left) was born in 1818 in Mount Morris, New York, the youngest of seven children. Both her father and her husband were well-educated attorneys who became judges, and Sarah too pursued knowledge and education throughout her life.

She wrote many books, stories, and poems for children, including biographies on Peter the Great and Christopher Columbus, in addition to her biography of Harriet Tubman. When her husband died in 1860, she continued to write to support her family and opened a seminary for girls in Geneva, New York.

Not much else is known about Sarah Bradford, but in providing the world with the first recorded interviews of Harriet Tubman (pictured below), she helped raise that incredible woman to the level of recognition that her bravery and sacrifice deserved.

Harriet, The Moses of Her People was not published until after slavery was already abolished in the United States, and as such, it was not written to support the idea of abolition but to raise money for Tubman and her charitable endeavors. However, the book mentions many prominent abolitionists, such as Harriet Beecher Stowe, Frederick Douglass, Wendell Phillips, and Gerrit Smith, who worked tirelessly and sacrificed much to help escaped slaves and to change people's minds about slavery.



ART & CULTURE

- Read An Introduction to African Art and spend several minutes studying the photographs.

An Introduction to African Art

The term “African art” encompasses the works of hundreds of different cultures over thousands of years and includes a vast variety of resources, both natural and man-made. African art is a three-dimensional, multi-sensory experience. Rather than something that merely hangs on the wall, it is instead worn or interwoven into life, religion, and cultural ceremonies.

Africa is a continent rich in a wide variety of natural resources, and different ethnic groups have implemented their region’s resources into their art. Groups near the rainforests often specialize in wood sculptures and elaborately carved masks. Groups in West Africa, which has many iron and gold deposits, have long traditions of metalwork. And the nomadic groups of the grasslands produce more portable artwork, such as colorful baskets and jewelry.

Sculptures

While many of the human figures found in African art are highly stylized, the sculptures made by the Yoruba people in Ife, Nigeria, in the 13th and 14th centuries, are breathtakingly lifelike. In 1938, 18 sculptures cast from copper alloys were excavated in Ife, and they are now on display in museums and maintained in private collections around the world.

The Yoruba also made terracotta sculptures with equal mastery, such as the one in the image to the left. **Terracotta** (literally means



Terracotta head, c. 1300 A.D.



Yoruba copper mask, c. 1300 A.D.

“baked earth”) works are formed from clay and then dried and hardened at extremely high temperatures.

Woven Baskets and Textiles

Since baskets can be woven from different parts of many kinds of plants—leaves, roots, vines, grasses, bark—basket weaving is an art known all over Africa. Some are simple and functional, while others are dyed in a rainbow of colors and woven in fantastic patterns.

One of the most famous textiles produced in Africa is **kente**, which is a silk and cotton fabric woven by the Akan people in present-day Ghana. Originally a sacred cloth worn only by royalty, kente has spread widely in popularity and is now a symbol of African and ethnic pride around the world. Kente cloths vary in difficulty and complexity. The simplest, known as **ahwepan**, is made on a loom with one **heddle** (the moveable part of the loom that guides the warp threads), whereas the most complex is made on a loom with



Kente cloth



Kente cloth



Baskets handwoven by the Nubian people of Sudan and southern Egypt



Basket trays handwoven in Ethiopia

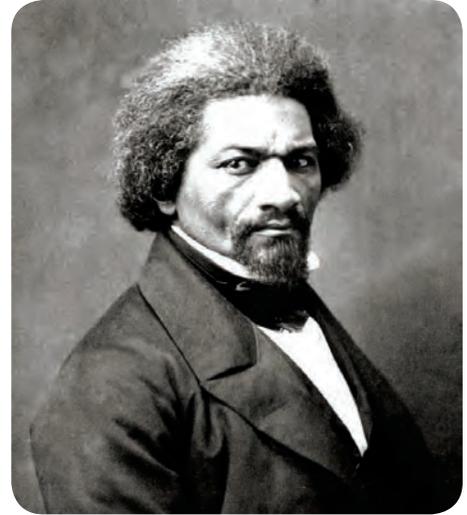


READING ASSIGNMENTS

- ❑ Spend ____ hours or more on your Course Reading Challenge. (Time is determined by your teacher.)
- ❑ Read chapters 1–5 of *Harriet, The Moses of Her People* by Sarah H. Bradford.

ANNOTATING & SUMMARIZING

- ❑ The following passage is from an article entitled “Reconstruction,” by Frederick Douglass, originally published in *Atlantic Monthly* magazine in 1866. The Civil War had recently ended, and the country was striving to put itself back together. Unfortunately, despite the emancipation of the slaves by the 13th Amendment, leaders in the South were writing laws that still treated African Americans as little more than slaves. Douglass wrote this article to urge the federal government to take greater action against those laws. Follow the instructions on pages 65–66 of your *Grammar & Writing Guide* to annotate and summarize the passage.



Slavery, like all other great systems of wrong, founded in the depths of human selfishness, and existing for ages, has not neglected its own conservation. It has steadily exerted an influence upon all around it favorable to its own continuance. And today it is so strong that it could exist, not only without law, but even against law. Custom, manners, morals, religion, are all on its side everywhere in the South.

COMMONLY CONFUSED WORDS

□ Study ASCENT/ASSENT, BAD/BADLY, and BIENNIAL/BIENNIAL on pages 48–49 of the Commonly Confused Words section of your *Grammar & Writing Guide*. Then complete the exercises.

Exercise 1: Draw a line from the word to its definition.

ascent	in a poor way or manner; to a great degree
assent	to rise upward; an upward slope
bad	a low quality; an amount of disagreeableness (adjective)
badly	twice a year
biannual	every other year
biennial	to agree or accept

Exercise 2: Circle the correct word in the following sentences.

1. My mother’s family holds a **biannual** | **biennial** reunion on all even-numbered years.
2. Members of the International Pianist Association meet for their **biannual** | **biennial** convention every winter and summer.
3. City council members gave their **ascent** | **assent** to the construction plans for a new performing arts center.
4. After a steep **ascent** | **assent** up Mt. Kilimanjaro, the climbers had to rest before heading back down.
5. After playing **bad** | **badly** at her recital, Emma resolved to spend more time practicing the piano.
6. We got a **bad** | **badly** batch of apples at the store; they tasted mealy.



Exercise 3: Choose two of the commonly confused pairs and write your own sentence for each word.

Sentence 1: _____

Sentence 2: _____

Sentence 3: _____

Sentence 4: _____

GEOGRAPHY

- Read [Africa: Cradle of the World](#) and study the photographs in this section.

Africa: Cradle of the World

“You can see a sunset and believe you have witnessed the Hand of God. You watch the slow lope of a lioness and forget to breathe. You marvel at the tripod of a giraffe bent to water. In Africa, there are iridescent blues on the wings of birds that you do not see anywhere else in nature. In Africa, in the midday heat, you can see blisters in the atmosphere. When you are in Africa, you feel primordial, rocked in the cradle of the world.” —Jodi Picoult

A continent like no other place on earth, Africa is home to a unique array of plants, animals, land regions, islands, and rivers. Straddling the equator, the majority of the continent experiences intense heat during most of the year with little temperature variation. The second largest continent in the world, Africa is surrounded by water on all sides.

RIVERS AND ISLANDS

“The Nile seems to be impervious to change. It flows on now, as it always flowed, perpetually renewing itself from year to year and from century to century, a never-ending flood of warm, life-giving water that spans half Africa from the Equator to the Mediterranean, and it is still the mightiest river on earth.” —Alan Moorehead

The Nile River, a source of life for many who live in Africa, has been supplying fresh water to the region since ancient times. Like a long oasis running through the desert, its water irrigates millions of acres of land. Wildlife such as crocodiles, monitors, frogs, mongooses, turtles, tortoises, hippopotamuses, wildebeests, baboons, and hundreds of species of birds flock to the waters of the Nile for sustenance. The longest river in the world, it flows north for approximately 4,100 miles through eleven countries in eastern Africa and drains into the Medi-



terranean Sea. Tributaries of the great river, the White Nile which begins in South Sudan, and the Blue Nile, which starts in Ethiopia, join to form this well-known landmark of Africa.

The Congo is another major river in Africa—the second longest on the continent. It is also the deepest river on earth, reaching depths of 720 feet. A vital source of transportation, this river and the streams flowing into it provide over 9,000 miles of shipping routes in Central Africa.

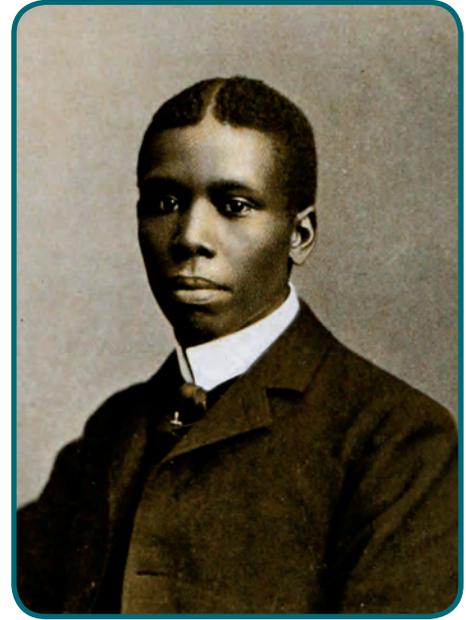
Madagascar, home to one of the largest coral reef systems in the world, is Africa’s only major coastal island. Over 90% of the plant and animal life is unique to the island, as Madagascar is isolated from the rest of the world. Researchers have found over 900 varieties of orchids flourishing on the island. Many rare animals make their home there, such as the catlike fossa, related to the mongoose, and the painted mantella, a toxic carnivorous frog which is black, yellow, or orange in color. Other distinct insects live there, such as the nocturnal Madagascan



Paul Laurence Dunbar (1872–1906)

Though his writings did not have as revolutionary an impact as Wheatley's and Stowe's, Paul Laurence Dunbar was revolutionary in his own way. Born into poverty to formerly enslaved parents, he lived his whole life within a social structure stacked against him because of his race. Still, Dunbar managed to write poems of brilliance and feeling that raised him to national prominence.

Dunbar took his writing seriously from a young age. Though he was the only African American at his high school in Dayton, Ohio, he became



The Plantation Child's Lullaby

(Excerpt)

Wintah time hit comin'
Stealin' thoo de night;
Wake up in the mo'nin'
Evah t'ing is white;
Cabin lookin' lonesome
Stannin' in de snow,
Meks you kin' o' nervous,
Wen de win' hit blow.

Trompin' back from feedin',
Col' an' wet an' blue,
Homespun jacket ragged,
Win' a-blowin' thoo.
Cabin lookin' cheerful,
Unnerneaf de do',
Yet you kin' o' keeful
Wen de win' hit blow.

Smoke house full o' bacon,
Brown an' sweet an' good;
Taters in de cellah,
'Possum roam de wood;
Little baby snoozin'
Des ez ef he know.
What's de use o' keerin'
Ef de win' do blow?

president of the literary society and editor of the school newspaper. At 16 he published two poems in Dayton's newspaper, and at 18 he started

his own weekly newspaper. During the 33 years of his brief life, Dunbar penned hundreds of poems and stories, including several novels. He counted among his fans such luminaries as Orville and Wilbur Wright, Booker T. Washington, Frederick Douglass, Theodore Roosevelt, and many respected poets of the time.

Dunbar's poetry displayed a wide range of emotion, and he was famous for his "dialect poems," which captured the rhythmic vernacular of the African American community. James Weldon Johnson, Dunbar's friend and fellow writer, said of Dunbar, "He was the first to rise to a height from which he could take a perspective view of his own race.

He was the first to see objectively its humor, its superstitions, its short-comings; the first to feel sympathetically its heart-wounds, its yearnings, its aspirations, and to voice them all in a purely literary form."

A Golden Day

I found you and I lost you,
All on a gleaming day.
The day was filled with sunshine,
And the land was full of May.

A golden bird was singing
Its melody divine,
I found you and I loved you,
And all the world was mine.

I found you and I lost you,
All on a golden day,
But when I dream of you, dear,
It is always brimming May.



Learn More

Read more of Paul Laurence Dunbar's poems by searching on Project Gutenberg at www.gutenberg.org.

High School 2 UNIT 4

"I heard the robin ringing sweet,
The sparrow piping silverly,
The thrushes at the forest's hem;
And as I went I sang with them."
—Archibald Lampman, "After Rain"



3. CENTRAL CANADA: THE CANADIAN SHIELD AND HUDSON BAY LOWLANDS

Though not geographically central, the two most populated provinces of Canada are also the most urbanized, as well as being the country's center of industry and manufacturing. Half of all Canadians live within this region, and about 70 percent of all manufactured goods in Canada are produced here. With the Hudson Bay to the north and the Great Lakes and the St. Lawrence River to the south, this area is known for its thriving waterfront cities and towns. The Canadian Shield, which is the exposed rock of the continental shelf, encompasses both of these provinces almost in their entirety. In the northernmost section of Ontario lies the Hudson Bay Lowlands, the largest wetland region in Canada and an extremely important habitat for wildlife.

The beautiful and abundant Great Lakes region of Canada is one of the largest sources of freshwater lakes in the world, and four of them flow into Canada's most populated province of **Ontario**. Ontario is also home to Canada's capital city of Ottawa, where the federal government is located, as well as Canada's largest city,

Toronto. Toronto is home to the majority of immigrants who settle in Canada—over 200 languages are spoken in and around the city. The Niagara region is world-renowned for its vineyards as well as the powerful, breathtaking Niagara Falls.

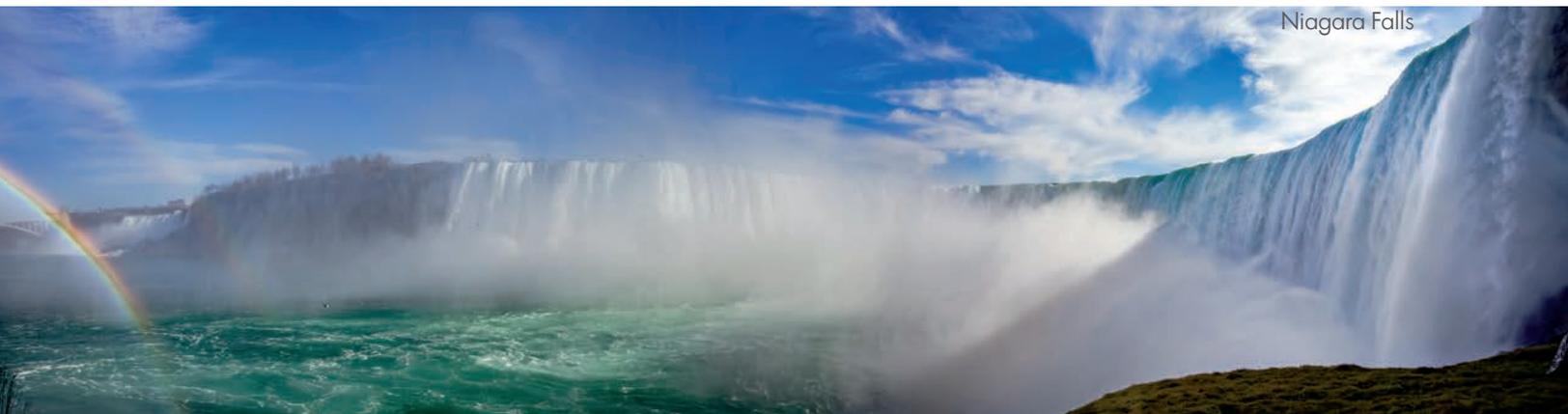
Bonjour! Comment ça va? (Hello! How are you?) French is the official second language of Canada, and the majority of the **francophone** (French-speaking) population resides in **Quebec**. Many Québécois people are descendants of 17th-century French settlers, and they are determined to preserve their distinctive culture. A blend of old and new worlds, the second-largest city in Canada, Montreal, is located on an island in the St. Lawrence River. The St. Lawrence River is the main outflow for the entire Great Lakes system and provides a shipping highway between the Great Lakes and the Atlantic Ocean. It is also one of the largest and deepest **estuaries** (a place where fresh and salt water mix) in the world. The provincial capital of the same name, Québec City, also sits along the St. Lawrence River and is one of the oldest cities in Canada. Quebec is also the world's largest producer of delicious maple syrup.



Banff National Park, Alberta



- On a separate sheet of paper, draw the map of Canada. Label each province and territory and the capital cities. Label the oceans and other major bodies of water. Include your map and notes about the provinces with your completed unit booklet when you submit it.



Fall colors in Quebec



GRAMMAR, USAGE, & PUNCTUATION

□ Read Semicolons on page 42 of your *Grammar & Writing Guide*. Then complete the exercises.

Exercise 5: Underline the sentence pairs that could be connected by a semicolon (because they contain closely related ideas).

1. Canada’s border with the United States is the world’s longest bi-national land border. It is 5,525 miles long.
2. Canada has some very beautiful regions. My family took a trip to Canada last summer.
3. Archibald Lampman is known as “Canada’s nature poet.” His poetry praises Canada’s natural beauties.
4. There are two official languages in Canada. English and French are both spoken there.
5. In his poem “Winter Uplands,” Lampman makes even a freezing Canadian winter seem lovely. Temperatures often plummet well below zero in Ottawa.
6. Québec is home to most of Canada’s French speakers. Many people like the musical quality of spoken French.
7. Fisheries, forestry, agriculture, and mining abound in Canada. Clearly, it is a nation rich in natural resources.

Charlottetown, Prince Edward Island



Exercise 6: Rewrite the sentences in bold two times, following the instructions on how to combine them.

1. It was a sunny day. I went to the beach.

Combine with a semicolon: _____

Combine with a comma and a coordinating conjunction: _____

2. Libraries are my favorite places. I wish I could spend more time in them.

Combine with a semicolon: _____

Combine with a comma and a coordinating conjunction: _____

3. Good poetry often seems simple. It is actually quite difficult to write.

Combine with a semicolon: _____

Combine with a comma and a coordinating conjunction: _____

Review 5: Fill in the blanks with the correct word from the following pairs of Commonly Confused Words.

Born | Borne

Canvas | Canvass

Capitol | Capital

Chord | Cord

1. A baby is _____. A kite is _____ aloft by the wind.
2. A portrait is painted on a _____. The boy will _____ his neighborhood for newspaper subscriptions.
3. A _____ building is usually found in a country's _____ city.
4. She plugged in her guitar with a long _____ so her melodious _____ could be heard throughout the amphitheater.



Review 6: The beautiful scenery below is from Banff National Park in Alberta, Canada. Write three sentences about the photograph, with a correctly placed semicolon in each one.

1. _____

2. _____

3. _____

Bow Lake, Banff National Park



High School 2 UNIT 5

“To show the Christian way of life in action was not always enough. The bearer of the Good News needs to preach what he practices as well as practice what he preaches.”

—Florence Crannell Means, SAGEBRUSH SURGEON



READING ASSIGNMENTS

- Spend ____ hours or more on your course reading challenge. (Time is determined by your teacher.)
- Read the introductory material at the beginning of *Sagebrush Surgeon*.
- Read Chapters 1–7 of *Sagebrush Surgeon* by Florence Crannell Means. (If possible have someone else, such as a parent, teacher, or another student, read the book too, so you can discuss it together.)
- Answer the Reading Comprehension Questions. Choose one question from each chapter section. Type or write your answers on a separate sheet of paper and submit them with your unit booklet.

Reading Comprehension Questions

INTRODUCTION

1. What were some of the long-term effects of the “Long Walk” on the Navajo people?
2. What role do cultural and religious products (such as sand paintings and music) play in the religious practices of the Navajo people?

CHAPTER 1

1. What prejudices and tribal traditions would Dr. Salsbury need to overcome to persuade the Navajo people to trust him?
2. Why and how did Red Point persuade his people to not kill Dr. Salsbury?
3. What was Dr. Salsbury’s motivation to remain among the Navajos who were so wary of him?
4. What role did the trading post play in Navajo culture?

CHAPTER 2

1. Clarence and Cora both experienced a personal, powerful call to the mission field. In this chapter, how did each of them follow that call from a young age and onward?
2. What common characteristics or qualities do Clarence and Cora share that help unite their lives together in marriage and in service?

3. Many instances in this chapter highlight the perseverance, work ethic, and single-eyed focus the Salsburys exhibit toward their education, training, and ultimately, their work in the mission field. Find three examples from the text that support one or all of these qualities and state how that quality led to success.
4. How did the Salsburys create a familiar home and comfortable respite for visitors and themselves in Hainan, China? Why did they think this was important?

CHAPTER 3

1. Find three examples of unexpected setbacks that Clarence and Cora faced in Hainan. How did they respond to it? Why was this important to their success?
2. Hainan culture is very different from American culture. When did Clarence and Cora adapt to the culture? When did they work to change the culture? Find a few examples of their responses to cultural differences in this chapter, then consider how their choices helped (or hurt) them and why they acted a certain way.
3. A sailor who visited the mission reflected that “he had never seen a place where God was mentioned so little or where so much of His work was done.” What does missionary work look like? What types of missionary work did Clarence and Cora accomplish?

WRITING PROJECT

Biographical Essay – Part 1

In Unit 6 you will be writing a biographical essay as your main writing project. However, much of the work involved in the writing process actually happens before you ever write a single sentence. You will complete the following first three steps of the writing process during Unit 5, so that you are prepared to write and edit your essay during Unit 6. These steps may be done over several days.



The writing process follows many of the same steps whether you are writing a biography, a literary response paper, or a historical report. First, you choose a topic, and then you research as much as possible about that topic. You make an annotated bibliography to help you keep track of your sources and information. As you review all of your research, you create an outline of the different sections for your paper. Finally, you will be ready to start writing.

STEP ONE – CHOOSE A PERSON

First, you need to choose your subject. For this assignment you will be writing about an influential, historical figure. You will want to choose someone who was (or is) famous and did something significant in the world—someone whom you can read about in various sources such as books or newspaper articles.

- Choose a historical figure and write his or her name below:

STEP TWO – RESEARCH

To write a detailed and compelling biography, you need to read varied accounts and sources about your subject. You can read books, newspaper

articles, online encyclopedia articles, or anything else. Try to find accounts from various perspectives. If the person you chose wrote anything about him or herself, you can read that too. As you read, look for answers to the question—how did this person’s actions impact the lives of others? Take notes on key points or new ideas you find in each source. To keep track of all your sources, create a rough draft of your bibliography. Write down or type the author and title of each source and where you found it. You will be developing a bibliography as part of this project and will need to include 3–7 sources.

If needed, refer to the article “Using the Internet to Research Information” from Unit 2. Some other possible sources include:

- <https://archive.org>
- www.gutenberg.org
- *Great Men and Famous Women* (several volumes) by Charles F. Horne (available at online locations listed above)

- Take notes on what you learn.
- Write or type a rough draft of your bibliography (a list of your sources).

STEP THREE – ANNOTATED BIBLIOGRAPHY

A bibliography that includes a brief summary about each source is called an **annotated bibliography**. Review pages 69–72 in your *Grammar & Writing Guide*.

- Create your bibliography by following the instructions on page 71 of your *Grammar & Writing Guide*.
- Write a brief summary about each source under its entry in the bibliography.
- Turn in your annotated bibliography with your unit booklet.



Metate & Mano: Two stones used for crushing and grinding grains such as corn or wheat. The *metate* [meh-TAH-tay] is the large stone base that often has a concave shape due to regular scraping. The *mano* [MAH-no], literally meaning “hand” in Spanish, is the smaller stone that is held and scraped back and forth across the *metate* in order to pulverize the grain into flour.

High Desert: A dry, arid climate at a high elevation. These areas experience wide temperature ranges from daytime to nighttime. Colorado has the highest average elevation among all of the states in the U.S. at 6,800 ft, followed closely by Wyoming at 6,700 ft and Utah at 6,100 ft.

Monsoon: A short-term rainy season that occurs at the same time each year. In the southwestern United States, the monsoon rains begin in July and can continue until September. The daily, intense thunderstorms will usually arrive around the same time each day.



- Study and compare the two paintings of the Grand Canyon by Thomas Moran on the next page.





Top: "Zoroaster Peak," 1918, by Thomas Moran (1837-1926)

Bottom: "Grand Canyon of the Colorado River," 1892, by Thomas Moran (1837-1926)



LITERATURE

- Read the following article and answer the reading check questions at the end.

Florence Crannell Means & the Power of Sensory Language

by Heather Wiseman

A prolific author of juvenile literature in the mid-twentieth century and Newbery Honor book winner, Florence Crannell Means (1891–1980) wrote respectfully about American minority groups at a time when very few others were doing so. Most of her novels are biographical in nature, set in the present day, and feature female young-adult protagonists of various races and cultures, including Chicano, African-American, Japanese-American, Navajo, and Hopi.

Florence Crannell was born in a New York parsonage where her father was a Baptist minister. From a young age, she met and interacted with many people of different races who visited her home. As a young woman, Florence dreamed of becoming an artist and attended art school for two years. In 1912 she married Carl Bell Means, and they settled in Denver, Colorado. When she began writing books in 1929, “Her strong sensory awareness, her eye for color and visual detail, and her ability to see beauty in an unconventional context were among her strongest assets as a writer” (Rahn, 103).

Florence Crannell Means traveled often and lived on both the Navajo and Hopi reservations for weeks at a time each summer. She also sought opportunities to build friendships with members of other minority groups. From these friendships came the inspiration for many of her stories.



Photo from Carnegie Library for Local History, Boulder

“The books about minority groups have had varied motivation,” she wrote later in life, “more than any other the desire to introduce one group of people to another, who otherwise might never know them, and so might regard them with the fear which is bred of lack of knowledge, and which in turn breeds the hate, the prejudice . . .” (Hedblad, 155).

Means wrote her stories for young adults because she wanted to help them “understand each other,” not themselves, and believed that, unlike adults, “the adolescent . . . can be really moved—and changed—by it, if characters are so strong and situations so vital as to force self-identification” (Hedblad, 155).

“Means saw her role realistically, as the interpreter of one group to another. She was like the popularizer who writes about science or history, not for the scientists and historians, who know already and in greater depth and detail what she has to say, but for the general public with little or no knowledge of the field. Herself a member of the white majority, Means knew what assumptions white readers would make about blacks and Japanese-Americans; what deep-seated prejudices would have to be overcome; what techniques would help these readers step into the shoes of another race” (Rahn, 114–15).

For Florence Crannell Means, the primary technique was to employ an abundance of sensory language and details that would carry the reader into the unknown world of another culture. Using sensory language allowed her readers to more personally feel what her protagonists experienced. Accurate, rich details brought to life the unfamiliar and made her stories interesting and accessible to the reader.

The biography of Dr. Salsbury, as told in *Sagebrush Surgeon*, published in 1955, was no exception. The

GRAMMAR, USAGE, & PUNCTUATION

- Study Adjective & Adverb Rules 4 and 5 on page 12 of your *Grammar & Writing Guide*. Then complete the exercise. Imagine what it would be like to hike the mountains in the background of the painting below. *Need help?* Watch the video Unit 5—Exercise 1.

Exercise 1: Write the adjective in the parentheses in its correct comparative or superlative form on the blank.

- Alaska is (big) _____ than Texas.
- Arizona has (little) _____ mountains than Utah.
- The Kalalau Trail in Hawaii is the (difficult) _____ hike in the U.S.
- Do you think the Mist Trail is (dangerous) _____ than the Kalalau Trail?
- The (cold) _____ U.S. state is Alaska.
- December is the (wet) _____ month in Hawaii.
- Nevada is the (dry) _____ U.S. state.
- Did you think this week's hike was (good) _____ than last week's?
- Is King's Peak (high) _____ than Mount Rainier?
- Denali is the (tall) _____ peak in North America.
- That snowstorm was the (bad) _____ one I've ever seen!
- Hawaii is the (little) _____ state in the western United States.
- Phoenix, AZ is (hot) _____ than Denver, CO.

"The Rocky Mountains, Lander's Peak," 1863, by Albert Bierstadt (1830–1902)



REVIEW

AGUE	IMPINGE
CARMINE	PIQUANT
CLANGOR	VEHEMENCE
DEBONAIR	VERSATILE
EMINENCE	VINDICTIVE

Review 1: Fill in the blanks with the correct vocabulary word from the box. If needed, refer to the beginning of this unit.

- The incessant _____ of the bell was distressing to the neighbors.
- He strolled about looking very _____ in his elegant new suit.
- Fever and _____ prevail on the coast and in swamplands.
- Dr. and Mrs. Salsbury had many skills that made them _____ missionaries.
- Even after the difficulties of living in Hainan, the _____ of the Southwest's wild wastes startled them.
- The doctor had attained _____ as Curator of Reptiles for the Chicago Natural History Museum.
- He wanted to help them to know the Father God of love in place of their careless or _____ deities, to give them hope instead of fear.
- A six-man expedition was sent to choose a site for missionary work among Arizona tribes so isolated that they had hardly _____ upon American consciousness.
- The most _____ of the Navajo's contributions to the war was in communications, where they baffled the Japanese, who were unable to break the "code" of the Navajo language.
- The tropical bird had bright _____ feathers and an elongated crest of the same color.



Review 2: For each of the following sentences, write the correct adverb form—either comparative or superlative—of the adjectives in parentheses. If needed, refer to pages 12–13 (rules 4, 5, and 6) in your *Grammar & Writing Guide*.

- He speaks Navajo (fluent) _____ now than he did last year.
- Mrs. Stansbury greeted her patients (polite) _____ of all.
- The young girl smiled (happy) _____ than before.
- The teacher asked, "Could you speak (clear) _____?"
- The young children were infected with the disease (bad) _____ of all.
- Naz-Bah can run (fast) _____ than Dezba.
- The lead dancer moved (graceful) _____ of all.

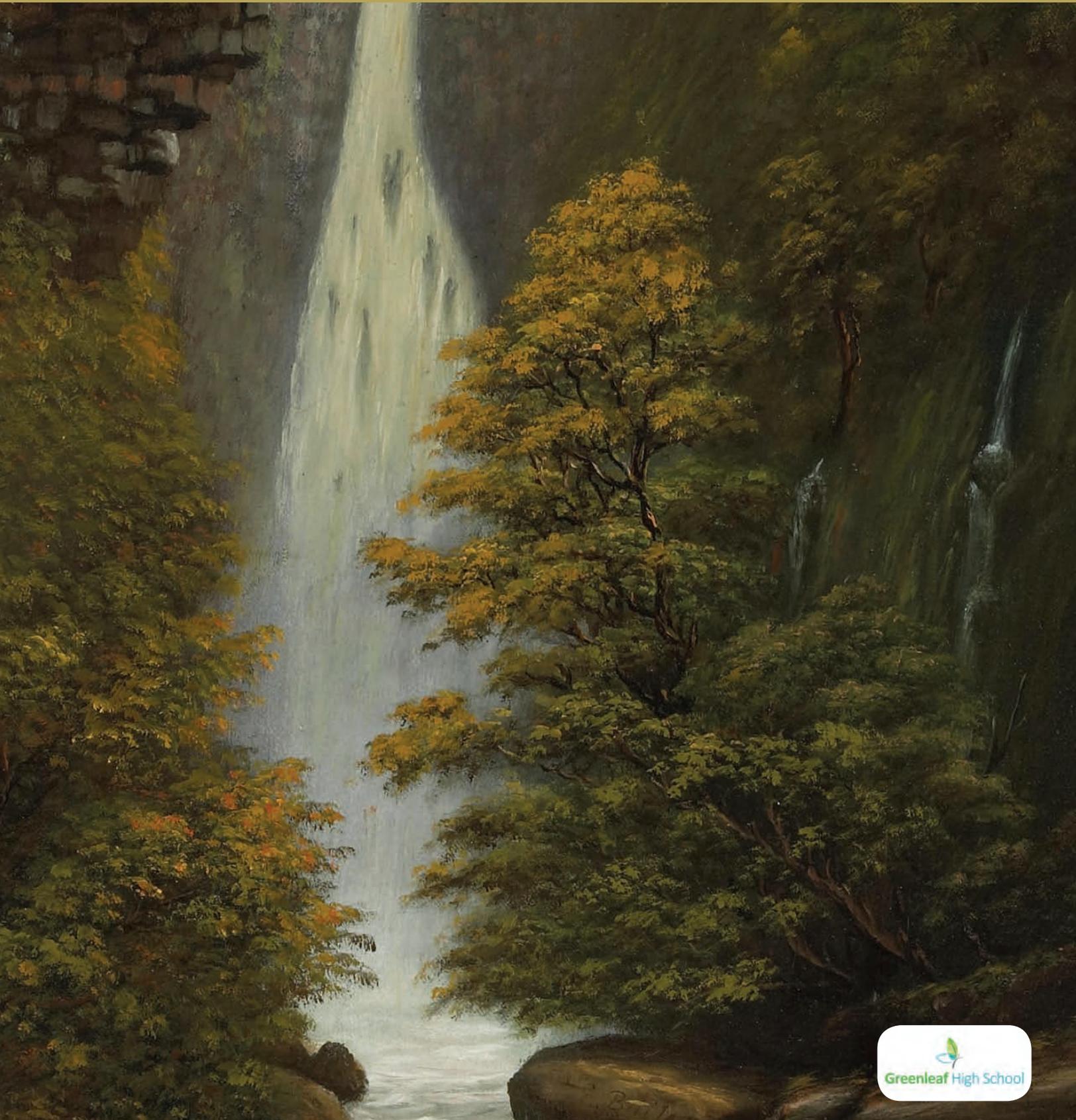


High School 2

UNIT 6

“By this shall all men know that ye are my disciples,
if ye have love one to another.”

—John 13:35



CHAPTER 12

1. How did Dr. Salsbury convince the Farr brothers to go to Phoenix and bring back the iron lung? Why do you think they agreed to go, despite enormous obstacles and unknown odds for Naz-Bah's survival?
2. What impact did the sacrifice and determination of the Farr brothers have on the Navajo people?

**CHAPTER 13**

1. What did Dr. Salsbury mean when he said: "he felt that the Navajo need was too broad and deep to be filled by any handout"? Discuss ways that the Ganado missionaries worked to fill the needs of the Navajos in a long-term way.
2. Discuss why you think the Salsburys did not accept the higher paying job offer in another location. What compensation did they seek for their work at the mission?

CHAPTER 14

1. Discuss some of the many improvements the Salsburys made to the Ganado Mission during their tenure there. What does Means imply when she calls it a "city set upon a hill"? Read Matthew 5:14 for the context of that quote.
2. What impact did the many other teachers, nurses, and servicemen have on the growth and development of Ganado? Discuss how the work of running the mission went on after the Salsburys' retirement.

CHAPTER 15

1. Discuss how Dr. Salsbury used media outlets to rally public support for new sanitation measures and laws that would protect migrant workers.
2. In what ways was the work of Dr. and Mrs. Salsbury courageous? Think of someone else in your life who does courageous things to help others or your community. Discuss what it means to act courageously.

"Canyon de Chelly," 1904, by Edward S. Curtis (1868-1952)



WRITING

- Read [Exploring Personal Bias in Writing: Chester Nez and the Navajo Code Talkers](#).

Exploring Personal Bias in Writing

Chester Nez and the Navajo Code Talkers

In nonfiction writing, which should be based on fact and not opinion, an author should avoid using bias. A **personal bias** encompasses the opinions and prejudices that an author has on a certain topic. Even though authors try to avoid being deliberately biased, it is nearly impossible to do so all the time. Consider a historian who is recounting a specific event. Even without having negative or positive feelings for one side or the other, the words the historian chooses, and the details that are included or excluded in the account, all add up to create a story with a certain slant. This is why it is important to consider **authorship** anytime you are evaluating the quality of any information. Knowing the author and what his or her personal bias might be can give you insights into the decisions the author made when writing the article.

- Read the positively biased biographical sketch about Chester Nez, a Navajo Code Talker. All the information in this essay is true.

On January 23, 1921, a baby boy named Betoli was born into a loving Navajo family in a region known as “The Checkerboard” in Chichiltah, New Mexico. His mother died before he could remember her, and as per Navajo custom, he and his siblings, along with their father, joined their maternal grandmother’s clan. During his early years, Betoli’s family had no permanent home. They spent winters in a lean-to and roamed with their flocks during the warmer months as they drove their sheep and goats in search of fresh pasture. There was no electricity or running water. Little did Betoli imagine that his childhood was preparing him for the mission of a lifetime! Later called Chester Nez, he would receive a Congressional Gold Medal

and become widely known as the last surviving member of the original 29 Navajo Code Talkers of World War II.

Betoli’s challenging early years in Chichiltah helped him face future hardships as a Code Talker in the Pacific Islands during World War II. As a young child, he learned the rich traditions of his people. He was taught to walk in the “Right Way,” keeping his life in balance with nature and beauty. He learned to work hard—milking, herding, and protecting the family flock from predators. Although his native language was not yet a written language, its complexity wove brilliant pictures into young Betoli’s mind as he listened to the stirring stories of his ancestors around evening campfires.

At age eight, Betoli attended boarding schools provided by the U.S. government for his people. He and his younger sister, Dora, would leave their family for nine months of the year to gain an education. Conditions at the schools they attended were difficult. They were required to speak only in English. They also were assigned more American-sounding names. Despite these challenges, they knew their families were proud of their education. When they returned to Chichiltah in the summers, they put the struggles of boarding school behind them and reimmersed themselves in the joy of their family life, living in harmony with each other and with nature.

Chester was away at high school on December 7, 1941, the day Japan attacked Pearl Harbor. By April, Marines had come to the reservation to recruit potential soldiers. Chester was intrigued by the idea of life beyond the reservation. He also loved his land, Mother Earth, and desired to serve as a

- Read this second biographical essay about Chester Nez that takes a more neutral stance. Notice the additional information that is included here and what is omitted from the first one. Consider how it changes the overall tone of the essay.

Chester Nez saw many dangers and hardships during his years as a Code Talker in the theater of the Pacific Islands during World War II, but he would rely on the strength and beauty of his early years with his family in Chichiltah, New Mexico, as well as the stamina and character he gained from attending boarding schools with harsh conditions, to see him through the ordeals of the battlefield.

Born in 1921, Chester thrived despite the difficult circumstances of his childhood. His mother died when he was very young, and his family lived with his maternal grandmother. During the warmer months, they traveled with their flocks of sheep and goats—the source of their livelihood. During the cold winter months, shelter was minimal—a rough shelter built from boards—until Chester was about 10 years old, when his family finally built a permanent hogan.

Chester was taught the rich traditions of his people. He was taught to walk in the “Right Way,” keeping his life in balance with nature and walking in beauty. He learned to work hard—milking, herding, and protecting the family flock from predators even at a very young age. Although his native language was not yet a written language, its complexity wove brilliant pictures into his young mind as he listened to the stirring stories of his ancestors around evening campfires. These were beautiful stories describing the creation of the world and of the area that was sacred to the *Diné* (the Navajo people) between the four sacred mountains where they lived. This area was so sacred to his people that special preparations and blessings were made anytime a Navajo needed to leave the boundaries of their mountains. One of these stories was a tragic one—now referred to as “The Long Walk.” It told of how their people were forced to march far from their sacred lands, killing thousands of the *Diné*.

Once Chester turned eight, he and his younger sister, Dora, began attending a government boarding school. For nine months of the year, they lived at a school where they had to answer to American-sounding names. They were not allowed to speak Navajo. If caught disobeying this rule, they would be hit or forced to suck on brown soap. The school experience was one of physical and emotional mistreatment. Sometimes, they did not even get enough to eat. Although the school sought to destroy the students’ connection to Navajo culture,



Chester’s family was proud of his education. During school, he worked hard to learn; and when home in Chichiltah during the summer, he focused on enjoying his family.

His family’s hardships included more than just attempts at eradicating their culture. In a misguided attempt to protect the land from erosion and damage, the government forced Navajo farmers to kill many of their animals. Chester’s family witnessed the destruction of 700 of their 1,000 sheep and goats. While this action may have protected the land from overgrazing, it also damaged the economic potential of the Navajo people. Chester’s family continued to work hard despite this tragic turn of events, hoping for a better future.

Part of that future was continuing the education of the children in the clan. Some years, Chester attended schools that treated him better than others. When he started junior high, he was delighted to learn that his peers spoke Navajo freely between classes.

Biographical Essay	Filled out by Student		Points Filled out by Teacher
	Yes	No	Total: _____/100
Is at least 2,000 words (Put the number of words here: _____) <i>(If your essay is less than 2,000 words, it should be lengthened before you turn it in.)</i>			_____/ 5 points
Includes an attention-grabbing introduction, one section for each supporting point, and a conclusion <i>(If your essay does not include all these sections, it should be revised before turning in your paper. Each section may be more than one paragraph long if needed.)</i>			_____/ 20 points
Avoids personal bias and gives a balanced account, shows how the person's actions impacted the lives of others, discusses a challenge or struggle in the person's life			_____/ 30 points
Orders information correctly and logically, has a clear thesis statement <i>(The order of paragraphs makes sense, a topic sentence is near the beginning of the paragraph, and the paragraph sticks to the idea(s) of the topic sentence.)</i>			_____/ 25 points
Uses appropriate transitional words and phrases <i>(See page 90 of your Grammar & Writing Guide.)</i>			_____/ 10 points
Is edited carefully for proper grammar, punctuation, and usage			_____/ 10 points

GEOGRAPHY & EDITING PRACTICE

- Edit the following article using the marks on page 4 of your *Grammar & Writing Guide*.

The Great Plains

If you've ever had the responsibility of mowing a large area of grass the Great Plains could look like a nightmare of never-ending potential work. They are home to broad stretches of waving grasses and often little else. To the average modern traveler the Great plains may seem quite dull. After all, the terrain is very flat

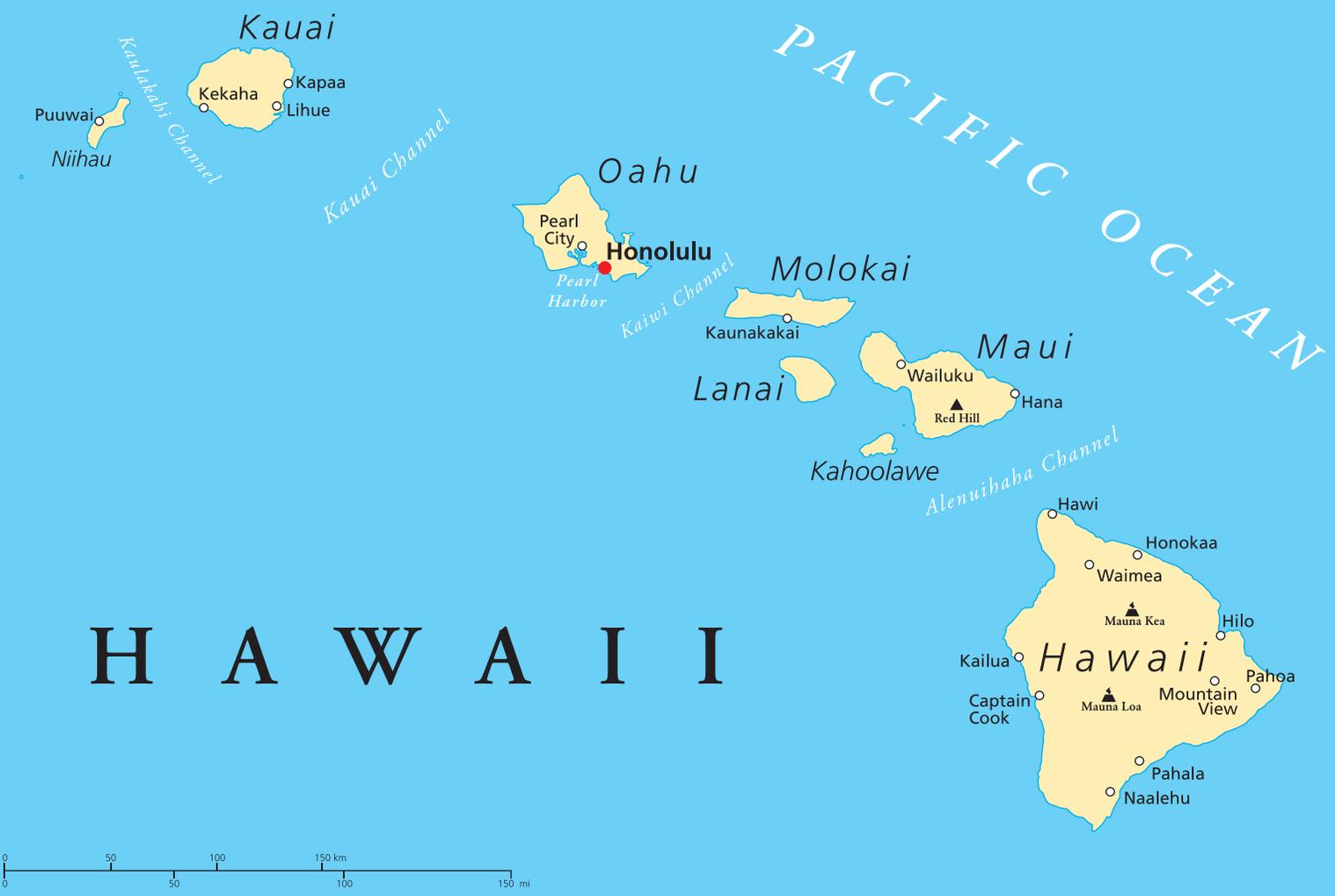
and the vegetation is mainly grass.

Driving through the Great Plains may seem monotonous, especially if you aren't familiar with this vast grassland's wildlife, and impressive history.
(3 errors)

Watch For



- missing commas with dependent clauses
- unneeded commas or apostrophes
- missing commas with coordinate adjectives
- incorrect capitalization



- On a separate piece of paper, copy the map of Hawaii. Label each island and major city. Include your map with your unit when you turn it in.



PACIFIC COASTAL REGIONS & NATIONAL PARKS

In Units 5 and 6 you studied the Western United States and the geographical features of this vast area. You have also read about some well-known national parks in the region. The United States currently has 58 designated national parks. Forty of those parks are located in the western states. Each one is uniquely beautiful and boasts something new to explore and learn.

- Choose one national park or region of a Pacific coastal state (California, Oregon, or Washington) that you would like to learn more about. Read about it for at least fifteen minutes and answer the questions.

1. What are the prominent geographical features of the park or region you studied? _____

2. When did it become a national park? Or, when and by whom was the region settled? _____

3. What types of wildlife and plant life are in the area?

- Complete the following exercises to review the vocabulary for this unit. Refer to the beginning of the unit if needed to review the definitions.

Review 4: Draw a line to match the vocabulary word on the left to its SYNONYM.

- | | |
|------------|--------------|
| aboriginal | careless |
| chignon | lively |
| chilblain | indigenous |
| jaunty | appease |
| polyglot | default |
| propitiate | achieve |
| rakish | frostbite |
| realize | multilingual |
| renege | bun |



Review 5: Complete the sentence with the correct vocabulary word from the left column above.

1. Anna completed extra credit lessons to _____ her teacher after a failed test.
2. Lupe found herself fascinated by the _____ culture of her homeland.
3. Despite having warm mittens, Juan developed _____ on his hands while out in the blizzard.
4. I thought we had a deal, but he decided to _____ at the last moment.
5. Steve placed his hat off to the side of his head, at a _____ angle.
6. To keep her hands free, she pulled her hair back into a _____.
7. The professor made translation simpler, as he was a well-studied _____.
8. Dressed in worn-out jeans, Xavier looked quite _____ for a formal event.
9. Only with long hours of study was Maria able to _____ her goal of passing the entrance exam.

Review 6: Write two sentences that use at least two vocabulary words each.

1. _____

2. _____

High School 2 UNIT 7

“To me, it seems the only pleasure in this world worth having is the joy we derive from living for those we love, and those we can help.”

—Gene Stratton-Porter, *A GIRL OF THE LIMBERLOST*





MEMORIZATION

Complete anytime during the unit.

Note: No Greek and Latin roots practice or poetry memorization for this unit.

- Geography Card: Mid-Atlantic (Practice twice.)
- Geography Card: Midwest United States (Practice twice.)

LITERATURE

Introduction to *A Girl of the Limberlost*

About 130 million books have been published in modern history. If you read one book a day, it would take you over 356,000 years to read all of them. Since that is not going to happen, it's important to carefully select the books you read. The best books are books that not only entertain but also teach, uplift, and inspire—books like *A Girl of the Limberlost* by Gene Stratton-Porter, first published in 1909. Not only does *A Girl of the Limberlost* stand as a shining example of high-quality writing, it also offers readers insight into the life people lived at the dawn of the 20th century. It contains messages about loyalty, stewardship, forgiveness, integrity, compassion, hard work, appreciation for nature, unconditional love, purity, self-control, courage, endurance, resourcefulness, patience, obedience, and humility. That's a pretty impressive list.

Gene Stratton-Porter was born and raised in Indiana. She had a profound love of the wild places that made the region unique. This included the extensive Limberlost Swamp, which serves as the setting for much of *A Girl of the Limberlost*. Porter actually lived in a cabin near Limberlost for many years.

The youngest of a family of twelve, Gene Stratton-

Porter sought her education through the wilderness around her. Her love of nature, especially birds, inspired her to work with wildlife her entire life. She would eventually become a staunch conservationist whose influence and writing would inspire others to protect and preserve the beauty of the natural world.

Gene Stratton-Porter was not unlike the Bird Woman featured in *A Girl of the Limberlost*. In addition to watching and writing about birds, moths, and butterflies, she also took pictures of them and drew them. She published both articles and books on natural sciences.

At the time of Stratton-Porter's death in 1924, more than 10 million copies of her books had been sold. Today, her books continue to inspire countless people around the world.

Note: Please be aware that all of Stratton-Porter's books contain profanity. The Good and the Beautiful has published clean language versions of *A Girl of the Limberlost* and *Freckles*.



Autumn

Thou comest, Autumn, heralded by the rain,
 With banners, by great gales incessant fanned,
 Brighter than brightest silks of Samarkand,
 And stately oxen harnessed to thy wain!
 Thou standest, like imperial Charlemagne,
 Upon thy bridge of gold; thy royal hand
 Outstretched with benedictions o'er the land,
 Blessing the farms through all thy vast domain!
 Thy shield is the red harvest moon, suspended
 So long beneath the heaven's o'erhanging eaves;
 Thy steps are by the farmer's prayers attended;
 Like flames upon an altar shine the sheaves;
 And, following thee, in thy ovation splendid,
 Thine almoner, the wind, scatters the golden leaves!

The Arrow and the Song

I shot an arrow into the air,
 It fell to earth, I knew not where;
 For, so swiftly it flew, the sight
 Could not follow it in its flight.

I breathed a song into the air,
 It fell to earth, I knew not where;
 For who has sight so keen and strong,
 That it can follow the flight of song?

Long, long afterward, in an oak
 I found the arrow, still unbroke;
 And the song, from beginning to end,
 I found again in the heart of a friend.

Look up the following terms online and write the definitions here:

incessant:

Samarkand:

wain:

sheaves:

ovation:

almoner:

Read this poem again. Notice how understanding the terms helps the effectiveness of the poem.

Write two uses of alliteration from the poem:

1.

2.

In one sentence, explain how Longfellow describes autumn:

Longfellow does not outright state the message of the song in the poem, but it does have a message. What do you feel is the message of this song?

Do you think the poem would be stronger or weaker if Longfellow added a stanza at the end explaining the message of the poem (e.g., And so it is with . . .)? Why or why not?

Which of the following is the correct rhyme scheme for this poem?

- A. ABAB for the entire poem
- B. AABB for the entire poem
- C. AABB for the entire poem except the last stanza

A Closer Look at the Limberlost and the Wetlands Biome

Wetlands are the stuff of legends and stories, where often a poor lost soul struggles unsuccessfully to free his horse, which is stuck fast in the thick mud of a swampland. Some of these tales may be true, too, for wetlands are dangerous places—soggy, muddy areas where water saturates the land, either permanently or seasonally.

Swamps, bogs, marshes, fens, the sodden edges of lakes and large ponds, lands continually flooded by seawater, and more—even human-constructed waste treatment and storm water runoff wetlands—are all part of the wetland biome. Wetlands are found on every continent except for Antarctica, unless you consider the frozen wetlands buried under thousands of meters of ice.

The vast differences among the wetlands is evident in their appearance, being more biologically diverse than any other ecosystem. Some wetlands are home to deciduous forests of maple, ash, or oak, and some to coniferous forests of black spruce, white cedar, or tamarack. Others are dominated by shrubs, peat moss, or grass, but all wetlands are havens for plants and wildlife to grow and reproduce.

Certain plants are commonly associated with wetlands. Easily spotted are bulrushes, or cattails, with their dagger-like green leaves and long, fuzzy brown flower-spikes. Cattails grow in North and South America, Europe, Asia, Africa, and Eurasia. Phragmites, an invasive species of tall grass, is also easy to find. It grows thick throughout both tropical and temperate regions, and even in urban areas, crowding out other plants and limiting the wildlife that normally feed there. Water lilies, water orchids, and marsh marigolds are a few of the many species of flowers that grow in wetlands. Plant life also includes cypress trees and mangroves, which grow in the intertidal zone. Their tangled root systems shelter fish, clams, crocodiles, and

other exciting swamp creatures, all while protecting shorelines, keeping them from washing away during storms.

Numerous insects and animals populate the wetlands. Most common are mosquitoes and dragonflies, but you can also find water spiders, water snakes, frogs, toads, beavers, otters, skunks, minks, cranes, pelicans, ducks, geese, and other migratory birds.

Throughout the ages, people have viewed wetlands as problem areas. They are often drained, their nutrient-rich soils used for agricultural purposes and their trees used for lumber. Also, mosquitoes breed and thrive in wetlands and can carry yellow fever, the West Nile virus, and malaria. The reasons for draining the wetlands may seem sound, but wetlands play an important role in keeping numerous species of plants, animals, and insects alive, nourishing soil, and also acting as a water filter.

The Limberlost Swamp, which is the setting for *A Girl of the Limberlost* by Gene Stratton-Porter, is a real place. Originally, the swamp covered 13,000 acres. Most of the swamp was drained in the early 20th century. Gene Stratton-Porter lobbied against the swamp's destruction, but she was unsuccessful. However, parts of the swamp have been restored. Stratton-Porter lived, at times, in cabins in the swamp which are preserved as historic sites and are open to the public.

Gene's Cabin at Wildflower Woods





GRAMMAR, USAGE, & PUNCTUATION

□ Read Gerunds on page 27 of your *Grammar & Writing Guide*. Then complete the exercises.

Exercise 1: Fill in the blanks.

A gerund functions as a _____. A gerund is made from a _____ by adding _____.

Exercise 2: Study Step 15 of sentence diagramming on page 9 of your *Grammar & Writing Guide*. Then diagram the sentences. The lines are given to you. *Need help?* Watch the video Unit 7—Exercise 2.



The gerund functions as the subject in this sentence.



The gerund functions as the subject in this sentence.



The gerund functions as the direct object in this sentence.



The gerund functions as the direct object in this sentence.

Exercise 3: 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. *Need help?* Watch the video [Unit 7—Exercise 3](#).

Tip: Think of where you would put the underlined word if you were diagramming the sentence.

- | | |
|--|--------------------------------|
| 1. My family enjoys <u>reading</u> . | subject direct object |
| 2. <u>Sharing</u> with others brings satisfaction. | subject direct object |
| 3. <u>Yelling</u> is not an acceptable option. | subject direct object |
| 4. I have not even considered <u>quitting</u> . | subject direct object |
| 5. Blessedly, <u>stealing</u> is not a problem in my town. | subject direct object |
| 6. <u>Smiling</u> releases endorphins that make you happy. | subject direct object |
| 7. Yes, <u>lying</u> is not the right choice. | subject direct object |

Exercise 4: Underline all the gerund phrases. Not all sentences contain a gerund phrase. *Need help?* Watch the video [Unit 7—Exercise 4](#).

1. Watching baseball is a national pastime.
2. My mom is visiting us on Monday.
3. Joanna likes biking in the mountains more than biking on sidewalks.
4. Singing is my favorite musical hobby.
5. Going to the library is always an educational experience!
6. Grandpa takes us boating every summer.
7. My friends will be leaving before dinner.
8. Owen spends his days fixing up old cars.
9. Doing stretches and breathing deeply help me to calm down.
10. Mom thoroughly enjoys gardening.
11. Rowing a boat strengthens your arm and back muscles.
12. Practicing photography makes me a better artist.
13. I try staying organized, but my desk is a mess.



- Read Participles & Participial Phrases on page 32 of your *Grammar & Writing Guide*. Then complete the exercises.

Exercise 5: Fill in the blanks.

Participles are verbs that act as _____.

Gerund phrases function as _____.

Participial phrases function as _____.

Exercise 6: Underline the participial phrase in each sentence.

1. That cat, sunning in the window, is very friendly.
2. Stalking quietly across the plains, the lion followed the antelope.
3. Screeching my brakes, I swerved into the bushes.
4. The vase filled with flowers is for my sister.
5. The man eating that sandwich is my father.
6. Opening our umbrellas, we headed out into the rain.
7. Paul, surprised by the compliment, beamed all day.
8. The popular novel, read by millions, went through many print runs.
9. "Joy to the World," sung every December, is my favorite Christmas carol.

- Read Participial Phrase Versus Gerund Phrase on page 33 of your *Grammar & Writing Guide*. Then complete the exercise.

Exercise 7: Determine if the underlined phrase is a verb phrase, gerund phrase, or participial phrase and underline the correct choice. *Need help?* Watch the video Unit 7—Exercise 7.

1. I hurt my knee as I was hiking.
verb phrase | gerund phrase | participial phrase
 2. I love swimming in lakes because the water is so fresh.
verb phrase | gerund phrase | participial phrase
 3. Tapping her toes, Mom danced while she cleaned.
verb phrase | gerund phrase | participial phrase
 4. The little girl, counting her coins, wondered whether she had enough for a lollipop.
verb phrase | gerund phrase | participial phrase
 5. Talented Ellen is baking her own wedding cake.
verb phrase | gerund phrase | participial phrase
 6. Parting the sea of socks, I walked through my messy room.
verb phrase | gerund phrase | participial phrase
 7. I swam the length of the pool holding my breath.
verb phrase | gerund phrase | participial phrase
- Read How Do You Punctuate Participial Phrases? on page 33 of your *Grammar & Writing Guide*. Then complete the exercises.

Exercise 8: Underline the participial phrases and insert commas wherever they are needed.

1. Wearing a chagrined expression Eliza threw her painting away.
2. Hoping for reconciliation I gave my brother a call.
3. Robert swung his cudgel in the long grass enjoying the swishing sound it made.
4. The snake terrified me sliding sinuously over the rocks.
5. That gorgeous verdure nurtured by sun and soil transforms the countryside every spring.

Exercise 9: Underline participial phrases. Put a box around gerund phrases. Insert commas where needed.

1. Standing on the stage she sang beautifully.
2. Answering the phone is one of my duties at work.
3. Arguing about this is a waste of time.
4. Mr. Thatcher discourages chewing gum in class.
5. Building trust with her students is important.
6. Building trust with her patient Dr. Bowman listened carefully.
7. Combing his hair the man looked into the mirror.
8. Combing your hair daily is a good idea.
9. Walking outside helps me calm down.
10. Comparing the two paintings Debbie stood in the art gallery for a long time.
11. My cat really dislikes swimming in the ocean.
12. Humming softly Angie swept the front porch.
13. Fearing the bag might tear Juan put the apples in a box.
14. Fearing what other people think can affect you negatively.
15. Gliding on silver wings the birds flew over my home.

Exercise 10: Diagram the sentences.

Painting was our first activity.



I always enjoy weeding the garden.



Exercise 11: Underline the participial phrases and insert commas where needed.

1. This cake baked and decorated by me is sure to win first prize!
2. Knowing it would be hard I studied diligently for the test.
3. Chirping cheerily the bird took flight.
4. A book written by Jane Austen is sure to be good.
5. I walked in the forest whistling a happy tune.
6. Lessons learned in childhood have the most impact.
7. Lisa worried about the impending storm closed all the doors and windows.
8. Pinned down by her giggling children Susan couldn't stand up.

Exercise 2: The following sentences are in passive voice. Rewrite each sentence to be in active voice.

	Sentence	
1	The trees were trimmed by Mandy.	
2	The quilt had been sewn by my mother.	
3	The paper was corrected by my teacher.	
4	The novel was written by Mr. Gomez.	
5	The pie was eaten by my dog before I came home.	
6	The garden was weeded every day by my mother.	
7	The rattlesnake was killed by our guide.	
8	The present was given to Pedro by the team.	

Exercise 3: Write a sentence in passive voice and then write it in active voice.

Passive: _____

Active: _____

Exercise 4: Write two sentences that actually work better in passive voice.

1. _____

2. _____

Exercise 5: Rewrite the underlined phrases to be in active voice.

Winter wore on, and the snow was melted by the spring weather. _____

Henry sat down while the dirt was washed from his foot by his mother. _____

A copybook of his favorite poems began to be kept by Henry. _____

OPTIONAL ART PROJECT

GARDEN TIGER MOTH IN CHARCOAL PENCIL

Read this moving scene from chapter 15 of *A Girl of the Limberlost*:

"Maybe earth and air accumulate, but it takes the wisdom of the Almighty God to devise the wing of a moth. If there ever was a miracle, this whole process is one."

A shivering movement went over the moth. The wings drooped and spread wider. Mrs. Comstock sank into soft awed tones.

"There never was a moment in my life," she said, "when I felt so in the Presence, as I do now. I feel as if the Almighty was so real, and so near, that I could reach out and touch Him, as I could this wonderful work of His, if I dared. I feel like saying to Him, 'To the extent of my brain power I realize Your presence, and all it is in me to comprehend of Your power. Help me to learn, even this late, the lessons of Your wonderful creations. Help me to unshackle and expand my soul to the fullest realization of Your wonders. Almighty God, make me bigger, make me broader!'"

Materials Needed

- Drawing paper cut to 8" x 10" size
- 4B charcoal pencil
- Kneaded eraser
- Blending stump or cotton swabs
- Damp paper towels for cleaning fingers
- Artist workable fixative or aerosol hairspray
- Garden Tiger Moth photo with grid (included at the end of this unit)

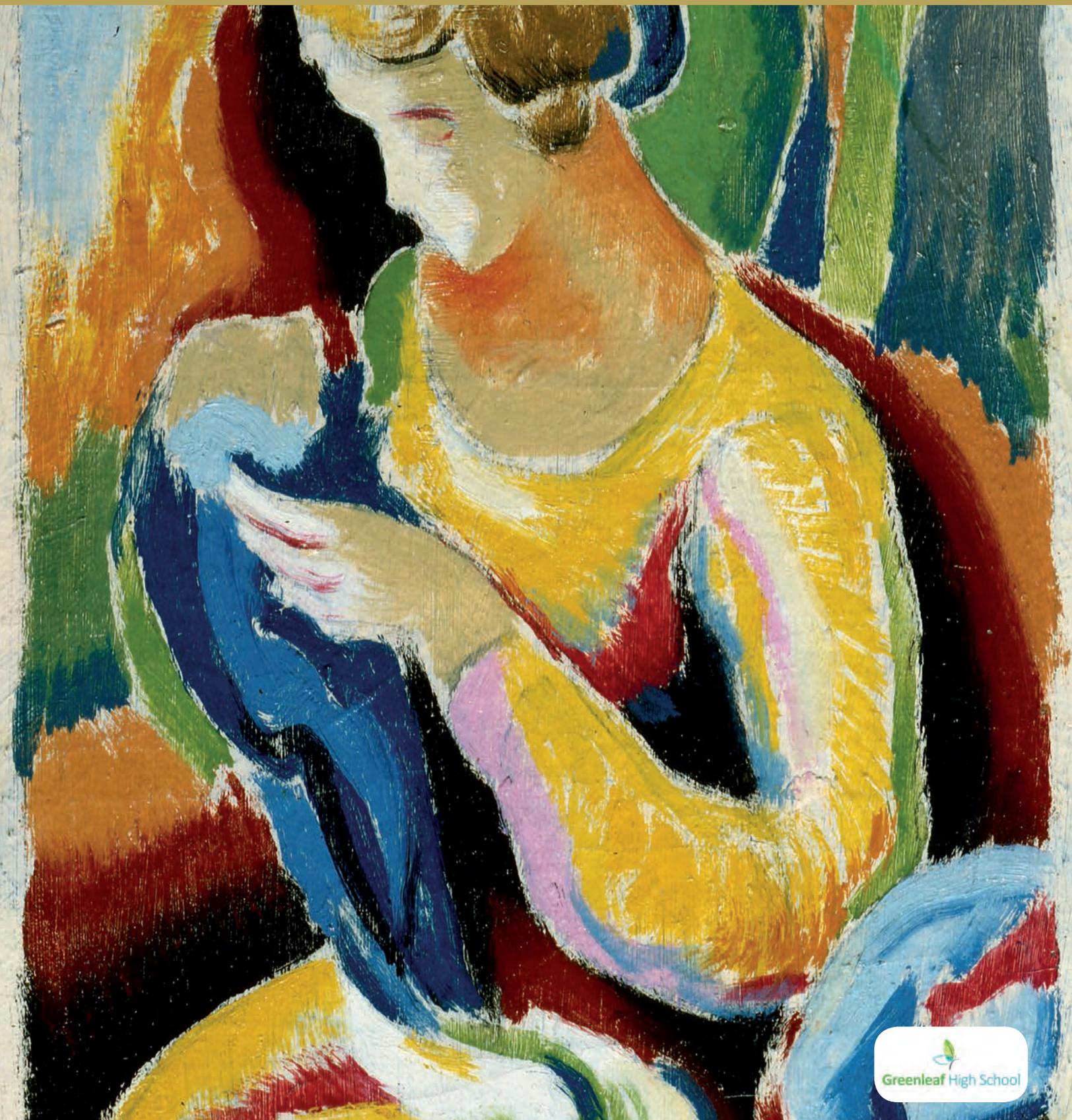
In this lesson, you will draw the beautiful patterns of a Garden Tiger Moth in charcoal pencil. The Garden Tiger Moth is native to the U.S., Canada, and Europe.



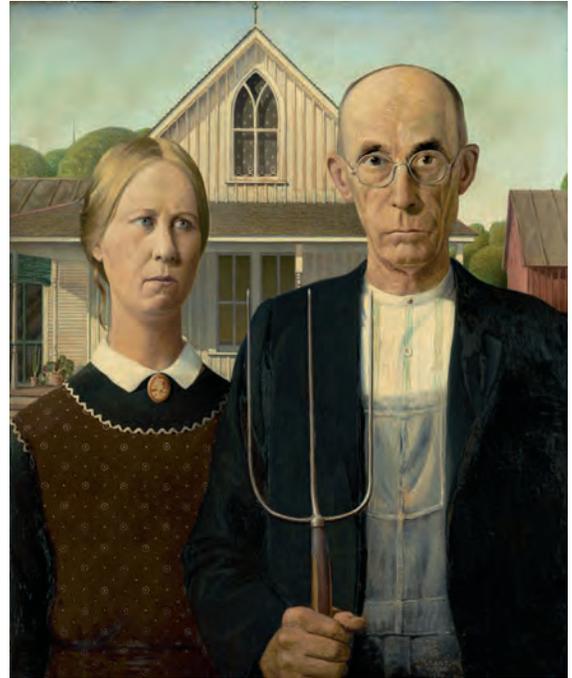
High School 2 UNIT 8

"Art is the child of nature in whom we trace the features
of the mother's face."

—Henry Wadsworth Longfellow



- Read at least two online sources about the painting on this page, "American Gothic" by Grant Wood.
- Study the painting by Grant Wood at the bottom of the page for several minutes. Notice the use of lines and shapes. Notice how the straight and curved lines invite your eyes to wander and explore different parts of the painting. What feelings does the painting evoke for you? Some say that the lines and repetition of shapes create a regular rhythm, like a musical beat. Do you feel that? Repetition of shapes and colors in different parts of the painting create a sense of unity; where do you see that happening?



"American Gothic," 1930, by Grant Wood (1891-1942)

"Stone City, Iowa," 1930, by Grant Wood (1891-1942)



INSIGHTS JOURNAL

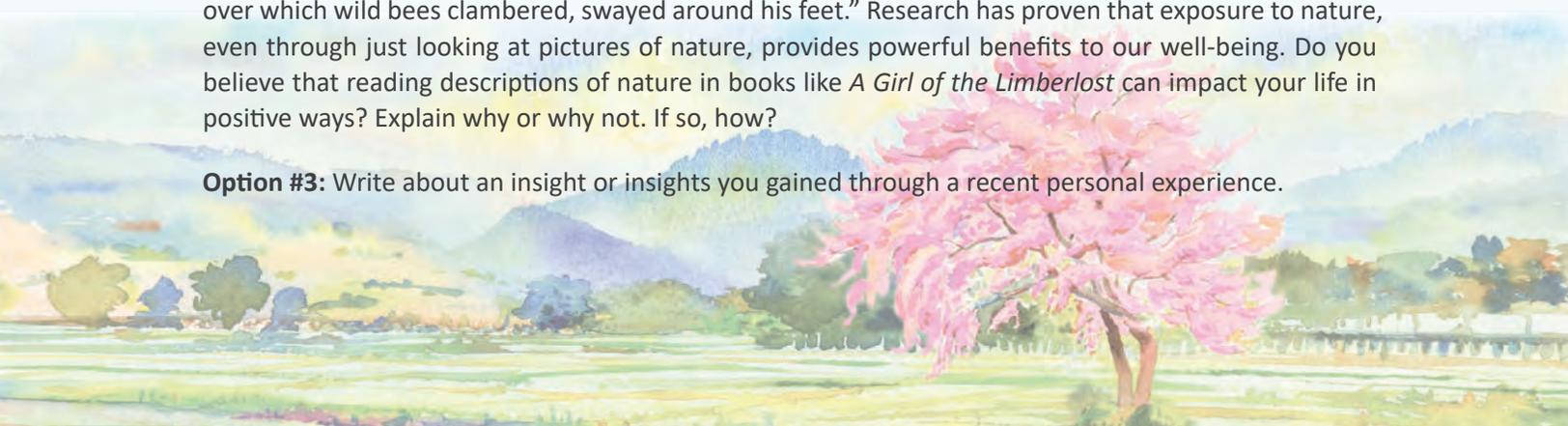
- Choose one of the following options as the topic of your Unit 8 Insights Journal Entry. Read the chart below for the requirements. When your entry is complete, fill out the chart on this page. Include your journal entry with your unit when you submit it.

Option #1: What does this quote by artist Grant Wood mean to you?

“Alexander, Caesar, Napoleon, you all had great moments, but you never tasted the supreme triumph; you were never a farm boy riding in from the fields on a bulging rack of new-mown hay.”

Option #2: *A Girl of the Limberlost* contains some beautiful descriptions of nature, like this passage: “Philip stood looking at the water, while the long, sweet grasses, thickly sprinkled with blue flag bloom, over which wild bees clambered, swayed around his feet.” Research has proven that exposure to nature, even through just looking at pictures of nature, provides powerful benefits to our well-being. Do you believe that reading descriptions of nature in books like *A Girl of the Limberlost* can impact your life in positive ways? Explain why or why not. If so, how?

Option #3: Write about an insight or insights you gained through a recent personal experience.



Insights Journal—Unit 8	Filled out by Student		Points Filled out by Teacher
	Yes	No	Total: ____/50
Is at least 300 words (Put the number of words here: ____)			____ / 5 points
Grabs the reader’s attention with the first sentence (Use a thought-provoking question, vivid description, an interesting fact, a short story, an attention-grabbing statement, etc.)			____ / 5 points
Expresses meaningful, thoughtful insights and includes details and description			____ / 25 points
Varies sentence structure and first words of sentences (See page 92 of your Grammar & Writing Guide.)			____ / 5 points
Orders information correctly and logically (Stick to one idea per paragraph. The order of paragraphs should make sense.)			____ / 5 points
Is edited carefully for proper grammar, punctuation, and usage			____ / 5 points

REVIEW

□ Complete the following activities.

Review 1: Match each vocabulary word to its correct SYNONYM.

ascertain	brawny
inertia	cheery
insolence	discover
ruefully	idleness
sinewy	impudence
subtlety	incessant
unremitting	sadly
vestige	slyness
winsome	trace



“Kansas Cornfield,” 1933,
by John Stuart Curry (1897-1946)

Review 2: Read the following sentences. If the vocabulary word is used correctly, circle it. If it is used incorrectly, cross it out.

1. I am ascertain that man is guilty.
2. His inertia left him in the hammock all afternoon instead of mowing the lawn.
3. Insolence is a character flaw that ought to be corrected early in life.
4. You winsome you lose some.
5. We experienced unremitting rain off and on every few hours.
6. The missing backpackers left no vestige behind by which their location could be traced.
7. The giggling girls smiled ruefully and skipped down the street hand in hand.
8. Sinewy bodybuilders lined the stage for the final weightlifting competition.
9. Subtlety and finesse are necessary when negotiating an important business deal.

High School 2

UNIT 9

“It is better to die for the truth than to live for a lie. Let it cost me what it will, I will not depart from the truth.”

— Christoph von Schmid, THE BASKET OF FLOWERS



LITERATURE

- Read Introduction to The Christoph von Schmid Collection.

Introduction to The Christoph von Schmid Collection



“Our heart is a garden, which the good God has given us to cultivate, and we must always be aware of the weeds that grow without observation. It is necessary that we should unceasingly apply ourselves to the cultivation of the good and the extraction of the evil which might take root.”

So wrote Christoph von Schmid in his beloved classic, *The Basket of Flowers*. Schmid lived by those words and dedicated much of his life’s work to helping children discern good from evil and learn to cherish truth and goodness.

Born in Dinkelsbühl, Bavaria (present-day Germany) in 1768, Schmid devoted his life to the Catholic Church, first studying theology at a school in Dillingen and then becoming an ordained priest by the age of 23. After working for several years as an assistant in various parishes, he received an appointment to run a large school in Thannhausen. Soon after, Schmid began his endeavors as a writer of children’s stories. His first

work, *First Lessons about God for the Little Ones*, was written in simple language with small words so it could be easily understood by all of his students. His *Bible History for Children* (*Biblische Geschichte für Kinder*) spread in popularity beyond Bavaria and earned Schmid greater recognition. Though encouraged by this success, Schmid did not write his stories in the hope of fame, adoration, or money. He wrote them for the children he loved and among whom he moved daily. To encourage his students in their studies, Schmid would read a story or chapter to the children after school hours as a reward, on the condition that they should write it down once they got home. By doing so, he became familiar with the range of thought as well as the speech of children; therefore, he was careful to speak to them in their own language rather than that of academia. He observed with his own eyes what it was that impressed the hearts and minds of children of all ages and skillfully wove this firsthand experience into the fiber of his stories.

In 1816, Schmid traveled many miles from his native Bavaria to serve as parish priest at Oberstadion in Würtemberg. He worked there for ten years until King Ludwig I appointed him a canon* of the Cathedral of Augsburg, back in Bavaria, where he headed the school system of the diocese. He was much beloved there and abroad: the town of Augsburg celebrated his 80th birthday as a public holiday, and in the same year, the University of Prague awarded him the title of Doctor of Theology. Six years later, on September 3, 1854, Schmid died of a cholera outbreak in Augsburg.

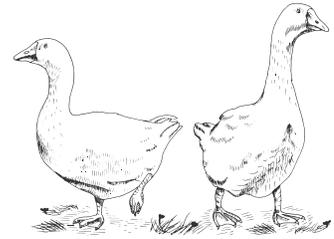


GRAMMAR, USAGE, & PUNCTUATION

- Read Apostrophes on pages 13–14 of your *Grammar & Writing Guide*. Then complete the exercises.

Exercise 1: Circle the correct word in each sentence.

1. Leaving them open facedown can hurt **book's** | **books'** spines.
2. Update your **computers'** | **computer's** software if it is running slowly.
3. The **geese's** | **geeses'** feathers were snowy white.
4. Pam was uplifted by the **children's** | **childs's** | **childrens'** kind remarks.
5. Everyone was late when all the school **buses'** | **bus's** tires were flat.
6. In winter, **mice's** | **mices'** fur grows thicker.
7. Proceeds from this event will benefit various **womans'** | **women's** organizations.
8. Both **family's** | **families'** | **familys'** vacations were ruined by the flu.



Exercise 2: For each sentence, make the word in parentheses possessive. Remember to be consistent.

1. The (Evans) _____ house is being renovated.
2. My pet (octopus) _____ eggs are about to hatch!
3. A gentle breeze blew through the (oasis) _____ palm trees.
4. May I borrow (Carlos) _____ car for the weekend?
5. This (species) _____ favorite way to defend itself is through camouflage.

Exercise 3: If the sentence is correct, underline it. If not, use the editing marks from page 4 of your *Grammar & Writing Guide* to correct it.

1. Have you seen Chris's and Lisa's new car? It's so shiny!
2. We visited John's and Eric's schools to give presentations about safety.
3. Charlotte and Jane's new books became instant bestsellers.
4. You should invite Nathan and Lindsey's daughter over to play.
5. I like Edward and Maria's new haircuts.



COMMONLY CONFUSED WORDS

- Study the following sets of Commonly Confused Words on pages 53–54 of your *Grammar & Writing Guide*. Then, complete the exercises.

endemic | epidemic | pandemic ensure | insure every one | everyone every day | everyday

Exercise 4: Draw a line from the word to its definition.

endemic	to make certain
epidemic	each day
pandemic	all the people in a certain group
ensure	a disease, condition, plant, or animal naturally occurring in a certain area
insure	seen, experienced, or used daily
every one	when an infectious disease spreads to many people quickly
everyone	each individual or item
every day	when a disease quickly spreads over a large area or across the whole world
everyday	secure a contract for financial compensation in the event of an accident, injury, or loss

Exercise 5: Circle the correct word in the following sentences.

1. She worked **every day | everyday** to help extricate the refugees from the camp.
2. International cooperation and deference for how infectious the virus had become was critical for containing the spread of the **endemic | epidemic | pandemic**.
3. The company refused to **ensure | insure** the vehicle without an inspection first.
4. Alice couldn't package the resplendent apples she had picked without carefully inspecting **everyone | every one**.
5. The sudden rise of the Spanish Flu in 1918 is a well-remembered **endemic | epidemic | pandemic**.
6. Paul found himself distracted by the issues of his **every day | everyday** work routine instead of focusing on his new project.
7. Is there any way to **ensure | insure** that we'll succeed in this project and receive plaudits?
8. He wanted to be certain that **everyone | every one** in the class knew the difference between fact and conjecture.
9. The panda bear is **endemic | epidemic | pandemic** to mainland China.

THE REPUBLIC OF POLAND

Poland is blessed with forests, meadows, hundreds of lakes, a vast plain, hills, highlands, sand dunes, mountains, and beaches.

- Europe does not have many deserts, but one of them, the Bledow Desert, is in Poland.
- The country of Poland is divided into sixteen provinces called *voivodeships*.
- More than 90% of people living in Poland are native to the country.
- The Polish language has a very complex grammar structure and is difficult for language learners to pronounce.
- The Polish Wieliczka Salt Mine has been functioning since medieval times.

BELARUS

Landlocked Belarus in Eastern Europe may not have an ocean on its borders, but it does have over 10,000 lakes. These lakes, and the more than 20,000 rivers that run through Belarus, have given the country the name “Blue-Eyed Land.” This beautiful country has many cultural and architectural connections with Russia. The Belorussian (or Belarusian) language even has many similarities with the Russian language.

- Belarus gained its independence in 1991.
- Belarus has mostly flat terrain.
- Almost half of the country is covered in forest.
- Belarus has one of the highest literacy rates in the world.
- World War II hit Belarus hard; almost 25 percent of the country’s population died during the war.



“The Morskie Oko Tarn in the Tatra Mountains,”
1837, by Jan Nepomucen Głowacki
(1802-1847)

Both images: Tatra
National Park, Poland



WRITING PROJECT

- Read Christlike and Effective Business Writing.

Christlike and Effective Business Writing

Thousands upon thousands of business emails, memos, reports, and other documents are written daily. While the content of those written communications varies widely, the basic principles of good business writing stay the same. You will read about these principles, and then you will put them into practice by writing your own business documents.

REMAINING CHRISTLIKE AND COURTEOUS

All your communications, whether business or personal, should be Christlike. In the Bible, Paul said:

Only let your conversation be as it becometh the gospel of Christ. (Philippians 1:27)

What does it mean to be Christlike? In 2 Peter 1:5–7, Peter puts forth these Christlike attributes as those we should seek for: diligence, faith, virtue, knowledge, temperance, patience, godliness, brotherly kindness, and charity.

Not only is it *right* to be Christlike in our communications, but it also makes our business communications more effective. People tend to respond better when we communicate with understanding, kindness, patience, and wisdom.

Some people may worry they will be taken advantage of or lose opportunities if they are Christlike. But remember, you can be Christlike while also remaining firm and standing up for the right things. Being Christlike and ethical in your communications is always right and will always bring the most blessings, but at times it *may* mean that you lose some worldly or monetary advantages. Regardless,

is getting what you want through being angry, rude, or unethical really worth what it does to your character and your spirit?

Likely, we will all repeatedly fail in our attempts to communicate well, but we can always continue trying to improve. Here are some tips:

- Never send an email or note that was written in anger. If you do write something in anger, do not send it. Rather, take time to calm down and pray, and then write or rewrite the communication and review it. Ask yourself if all parts of the communication are Christlike. Ask yourself how you would feel if the communication were posted for all the world to read. Would you feel embarrassed at your lack of kindness? Ask yourself if you would talk that way and in that tone if the person were present.
- In heated or sensitive situations, it is often better to discuss the issue over the phone or in person.
- Avoid accusing the other person. For example, “You made a terrible mistake in the report,” could be changed to “There seems to be a serious mistake in the report.” Rather than saying, “You did a poor job of arranging the files; they are still a total mess, and you need to fix them right away,” you could say, “I feel that the files still need better arranging. Could you work on that first thing today?”
- Making a request rather than giving an order is likely to be better received. Rather than saying, “You need to come up with a better plan right away,” you could say, “Perhaps you could propose another plan to me as soon as possible.”

We live in a world with a lot of unkind communications. Choose now to reflect goodness and light in all you write in your personal and business life.

OPTIONAL ART PROJECT

CLAY PITCHER IN WATERCOLOR PENCIL

For this lesson you will be doing a still life study of a clay pitcher similar to what is shown in this painting: “The Milkmaid,” (1658) by Johannes Vermeer.

Johannes Vermeer was a Dutch artist who lived from 1632 to 1675. He was known for expertly depicting light in his oil paintings. In one of his most famous works of art, “The Milkmaid,” light is an important element. Like much of Vermeer’s work, this painting depicts a very ordinary interior domestic scene of a servant girl pouring milk from a stoneware pitcher. The natural light that pours into the room from the window on the left beautifully illuminates the servant girl and the objects in the room. Vermeer lived only 43 years and is said to have produced only about 36 paintings. He worked at a slow pace, producing just a few paintings a year, yet he is remembered as one of the master artists of his time.



Materials Needed

Watercolor paper cut to 7" x 9" size | Pencil and eraser | Ruler | Pencil sharpener

Set of watercolor pencils | Watercolor brushes: a detail brush and a small and medium brush (round or flat)

Cup of water and paper towels | Line drawing and color picture of clay pot (included at the end of this unit)

Assignment

Drawing the Pitcher

Using your 7" x 9" watercolor paper, draw a ½-inch border around the edge of the paper so that you have a 6" x 8" drawing space.

Option 1: Hand draw the clay pitcher using the line drawing at the end of this unit as a reference. Carefully draw the image of the pitcher. When drawing, it is helpful to look at the negative spaces around the pitcher’s handle, as well as the negative spaces between the pitcher and the edges of the paper, to determine where to place the pitcher and what size to make each part.

Option 2: Do a window tracing of the clay pitcher. (It will need to be light outside.) Take the line drawing print and tape it to the window. Tape your watercolor paper on top of the line drawing print and carefully trace the outlines of the pitcher. Although the watercolor paper may be thicker, the sunlight should shine through the paper enough for you to see the outlines. When you are finished tracing the pitcher, remove your paper from the window. If your outlines are too heavy, take your eraser and lightly erase so that your pencil lines are light and faint but you can still see them.

High School 2 UNIT 10

“There is nothing to fear on earth but sin. Prison and death are nothing compared to a guilty conscience.”

—Christoph von Schmid, THE BASKET OF FLOWERS



UNIT 10

High School 2 - Language Arts



MEMORIZATION

Complete anytime during the unit.

- Geography Card: Western Europe (Practice until mastered.)**
- Geography Card: Southern Europe (Practice until mastered.)**

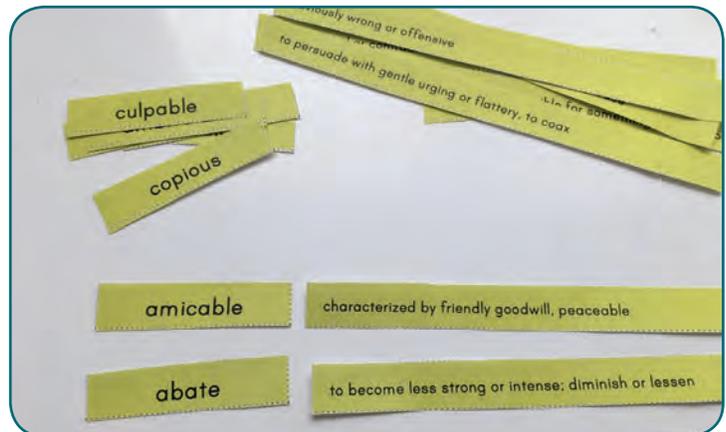
VOCABULARY

- Take the next four pages of vocabulary words out of this unit booklet (but do not remove the answer key). Cut out the boxes of words and definitions. Store each color set in a different zip-top bag. Practice matching each set of vocabulary words with the correct definitions, one color set at a time, on at least five days.

-



Note: In this section, items in bold will be on your unit check.



READING ASSIGNMENTS

- Spend ____ hours or more on your course reading challenge. (Time is determined by your teacher.)
- Read *The Basket of Flowers* from *The Christoph von Schmid Collection* published by The Good and the Beautiful Library.
- After you read *The Basket of Flowers*, write four meaningful discussion questions about the book on a separate sheet of paper. Then, participate in a discussion about the book with someone else who read it. Alternately, you may watch the video [The Basket of Flowers Discussion Group](#) on the course web page.



allay	to calm, make quiet, or relieve
annals	a record of historical events, usually arranged year by year
commendation	praise, or an award involving special praise
corroborate	to confirm with evidence; to make more certain
fervid	displaying a warmth and intensity of feeling; eager; enthusiastic
ingenuity	a quickness of ideas or invention; cleverness
lethargy	extreme drowsiness accompanied by dullness and inaction
malignant	with relation to a disease, very dangerous or harmful and tending to cause deterioration or death
mêlée	a confused jumble of people; a skirmish or scuffle
toil	hard work, physical or mental, that often involves pain or fatigue

ague	malaria, or other illness involving fever, chills, and shivering
carmine	a vivid red color; a crimson pigment made from cochineal insects
clangor	a resounding, loud banging or ringing noise
debonair	sophisticated, confident, and charming, usually referring to a man
eminence	an influential person of high rank; having superior skill in a certain art or profession
impinge	to impact forcefully or have an effect upon; to encroach
piquant	being pleasantly appealing and intriguing to the mind; a spicy, stimulating taste
vehemence	a passionate display of intense feeling
versatile	adaptable to many different uses or activities
vindictive	desiring or seeking revenge; spiteful

aboriginal	native or indigenous people who predate the arrival of colonists
chignon	a knot of hair at the nape of the neck, similar to a bun, but worn lower
chilblain	a sore or inflamed swelling, usually on hands or feet, caused by exposure to the cold
jaunty	having a joyful and lively manner
polyglot	speaking or using several languages
propitiate	to win or regain the favor of another; to appease a god or spirit
rakish	having an indulgent, careless, or disreputable quality; lacking restraint
realize	to accomplish or achieve something, or cause it to happen; to gain in profit
renege	to go back on a promise or commitment, to revoke or rescind

Review 19: Write the correct adverbial form in the blank.

Example: Your dad is a slow swimmer.

Your dad swims slowly.

1. Pablo is a skillful basketball player.

Pablo plays basketball _____.

2. Carmen is a fast runner.

Carmen runs _____.

3. Lionel is a nice team player.

Lionel plays with his team _____.

4. Silvia is a powerful weightlifter.

Silvia lifts weights _____.

5. Maria is a patient chess player.

Maria plays chess _____.

Review 20: Decide if the adjectives below are coordinating or non-coordinating adjectives and circle the correct answer. Then insert commas where necessary.

1. The choir of Ganado school children sang a happy merry song.

coordinating | non-coordinating

2. The mighty winter storm came howling across the reservation.

coordinating | non-coordinating

3. Dr. Salsbury went down the long dirt road.

coordinating | non-coordinating

4. They all enjoyed the special surprise gifts for Navajo Christmas.

coordinating | non-coordinating

5. The quiet respectful group of Navajos listened to the guest speaker.

coordinating | non-coordinating

Review 21: Insert commas where needed.

1. The Reverend George William Vogel Jr. was the pastor of the Ganado church.

2. A Navajo day school was opened by Mrs. Anne Bierkemper MA a trained teacher.

3. Mrs. Cora Salsbury R.N. was the lead surgical nurse for the mission.

4. The new doctor at Ganado was Clarence Salsbury MD.

5. When Dr. Samuel Mitchell PhD said that birds and butterflies would come to campus, people laughed.

Review 22: Underline the participial phrase in each sentence and add commas where necessary.

1. The cookies decorated with sprinkles are my favorite.

2. Enthralled by the movie I didn't hear you come in.

3. Turning her head she gave me a wink.

4. Holding hands we jumped off the dock into the lake.

5. The bushes lining my walkway are honeysuckle.



Review 27: Circle the correct word in each sentence.

- The book had **dual** | **duel** messages.
- The two characters had a **dual** | **duel**.
- The meeting serves a **dual** | **duel** purpose.
- We do not eat junk food (**i.e.** | **e.g.** chips and soda).
- I'm proud of the children that helped Mrs. Austin (**i.e.** | **e.g.** Abe and Jack).
- You cannot bring any type of handheld electronics to camp (**i.e.** | **e.g.** cell phones and MP3 players).
- He is a vegan (**i.e.** | **e.g.** he does not eat any animal-based products).
- Has the overcast weather **affected** | **effected** your mood?
- Your cheerfulness has a great **affect** | **effect** upon me.
- The **effects** | **affects** of the medicine will wear off in 3–4 hours.
- Your advice had an **affect** | **effect** on my decision.
- My grandfather **emigrated** | **immigrated** to Germany in 1917.
- They will **emigrate** | **immigrate** to another part of the country soon.
- When did you **emigrate** | **immigrate** from Brazil?
- Many people **emigrated** | **immigrated** from Germany in the 1800s.
- Aunt Yazmin's baby was **born** | **borne** today.
- She had **born** | **borne** her trials with patience.
- This year I have **born** | **borne** a serious financial burden.
- I bought a **canvas** | **canvass** duffel bag.
- The **capitol** | **capital** building is being remodeled.
- Start the sentence with a **capitol** | **capital** letter.
- Austin is the **capitol** | **capital** city of Texas.
- She played a minor **chord** | **cord** on the piano.
- I just put away the power **chord** | **cord**.

ART

- Read [The Hague School of Dutch Art: Dutch Masters of the 19th Century](#).

The Hague School of Dutch Art

Dutch Masters of the 19th Century

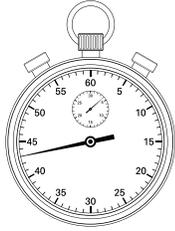
On the western coast of the Netherlands, set in beautiful surroundings, is a city called The Hague. In the early 1870s, a group of Dutch painters, most living in the city, established the Hague School of Dutch Art. The school's artistic focus was on the mood and atmosphere of everyday scenes common in the Netherlands, especially landscapes with

windmills, laborers, fishermen, and views of the sea. The beautiful paintings became known for their use of grays and other somber colors. Light reflecting off water and vast expanses of sky are found in many paintings by artists of the school. Take time to enjoy and study each painting in this section by artists of the Hague School of Dutch Art.

“The Vegetable Garden,” c. 1885–1888, by Anton Mauve (1838–1888)



WRITING PROJECT

Timed Essays

Writing a timed essay might seem like a daunting task, but learning to write well under pressure with time constraints will be helpful to you in many ways. Practice is the best way to improve your ability to write a timed essay. When you are required to write a timed essay for a college entrance exam, a college course, or a job interview, you will feel less stressed and more confident, and you will have a good idea of how to plan and use your time wisely.

UNDERSTAND INSTRUCTIONS

You do not want to be in such a rush that you make a mistake following the basic instructions. This seems like an easy step, but you might be surprised how many students fail to answer timed essay questions correctly or fully. Read the instructions carefully and make sure you understand exactly what you are supposed to do. A timed essay may require you to cover more than one idea or complete a particular task, such as giving specific examples. Circle each requirement and then make sure you plan your essay to fully address all requirements.

PACE YOURSELF

As a general rule, do not spend more than one third of your time planning. Also, make sure to leave time for editing and proofreading. Watch the clock and make sure you do not spend too much time on one part. In this course, you will be given 30 minutes for

your timed essays. The following is one suggested time plan, but you may modify it according to your needs. The important thing is not to spend too much time or too little time on each area.

5 minutes planning | 20 minutes writing |
5 minutes editing and proofreading

PLAN YOUR ESSAY

Do not make the mistake of jumping right into the writing. Most likely, you will not have time to write a second draft of your essay. Taking a little time to plan your essay is a much better strategy. Use a separate sheet of paper to do the following:

- A. Write down main ideas, examples you could use, or supporting points that come to mind.
- B. Write a thesis statement and main supporting ideas.
- C. Create a simple outline, listing your main supporting points in the order you are going to give them with examples to use for each point. Do not spend time writing an elaborate outline.

STAY ON TARGET

One of the biggest mistakes people make with timed essays is getting bogged down in one part of the essay and then running out of time.

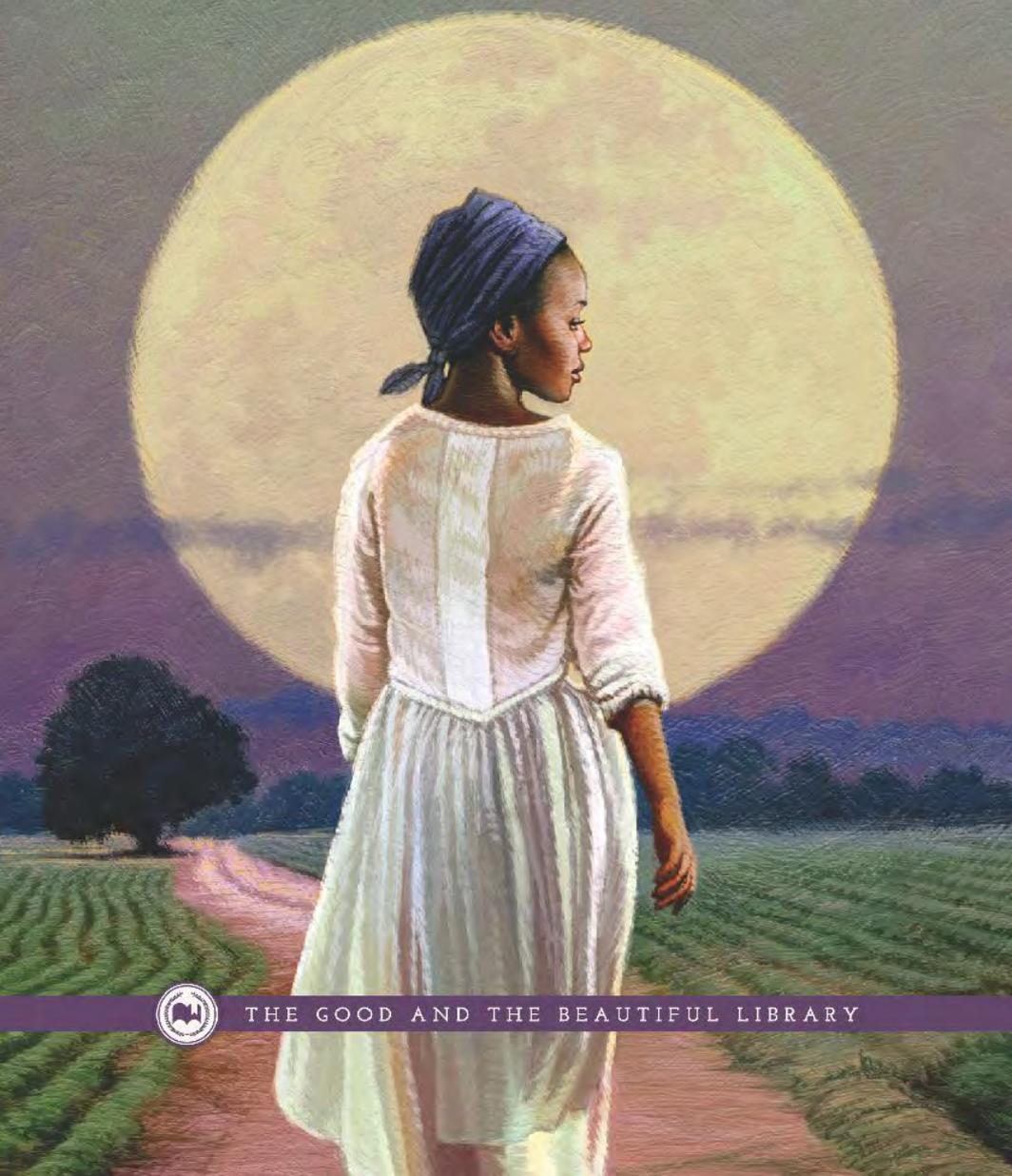
For example, do not spend a lot of time crafting the perfect opening lines. Writing a clever and lengthy opening to lead into your thesis might use too much of your time. Quickly get to the point. Your teacher is more interested in a clear and concise answer to the essay topic and the critical thinking and analysis you display in your essay. If you are getting stuck in a certain area, do not seek for perfection; move on to ensure you have time to finish the essay.

Your conclusion should be brief. Be careful not to simply restate your thesis.

HARRIET

The Moses of Her People

SARAH H. BRADFORD



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HARRIET

The Moses of Her People

SARAH H. BRADFORD

"...there was one of two things I had a right to, liberty, or death; if I could not have one, I would have de oder; for no man should take me alive; I should fight for my liberty as long as my strength lasted, and when de time came for me to go, de Lord would let dem take me."

Harriet, The Moses of Her People is an inspiring true story of Harriet Tubman and her tremendous impact for good during a time of much oppression and hardship.

As an enslaved woman, Harriet experienced countless adversities and cruelty. "Why should such things be?" she often pondered. Even as a child, she knew slavery was wrong and must end. As a young woman, Harriet slipped away from her slave master one night. Alone, she courageously made her journey to the North, where freedom awaited her.

Harriet eventually gained her freedom and, despite great peril and hardship, returned many times to the South to free her family members and hundreds of others.

A woman of deep faith, courage, and love, Harriet prayed with complete trust that the Lord would hear and answer her prayers. She was fearless, for she knew God was at the helm and would guide her steps. Harriet's life is an example of dedicated service to God and to her neighbors. Truly she, like Moses, lived the commandments of God and, with His help, delivered her people.



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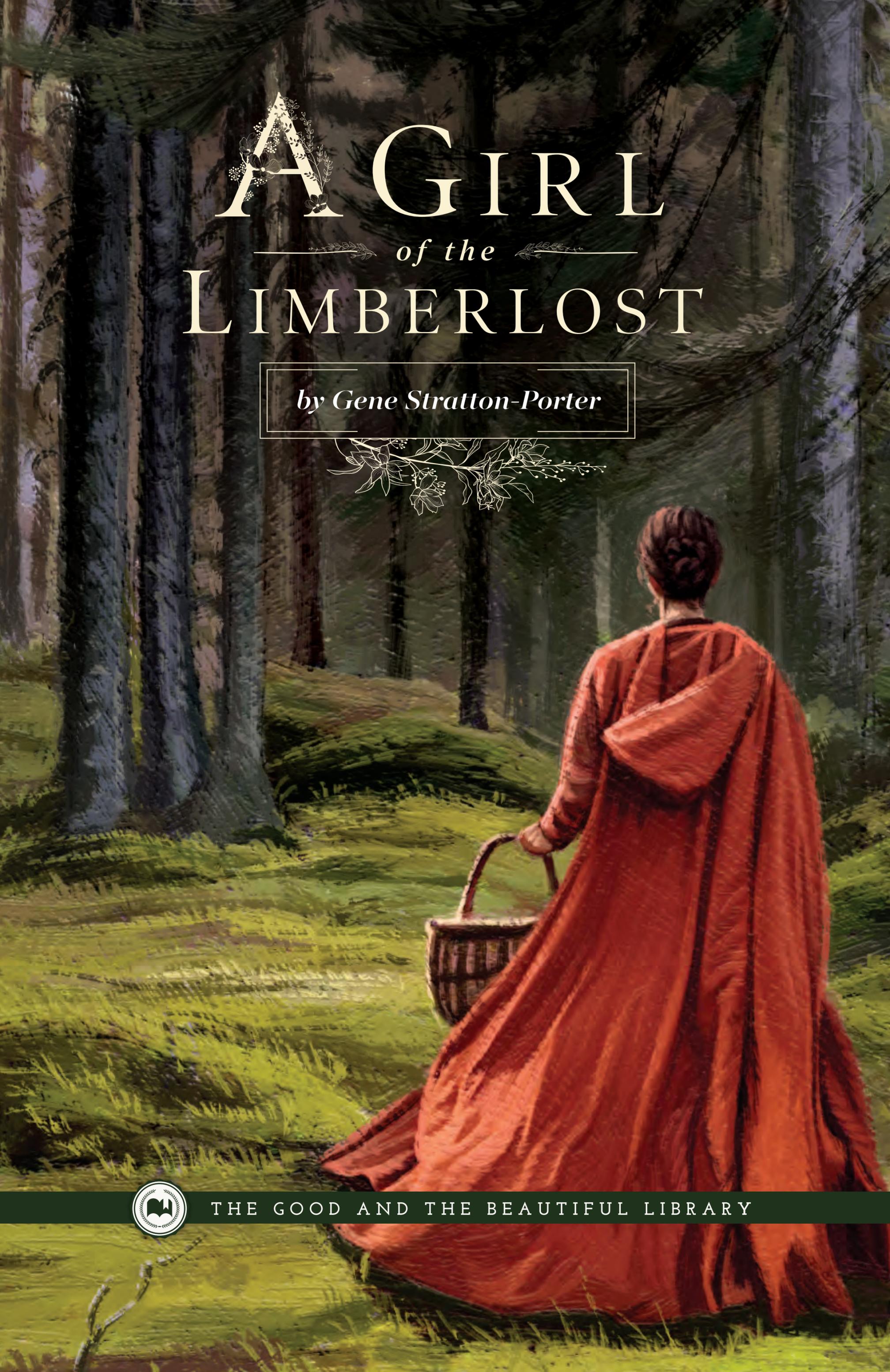
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A woman with her hair in a bun, wearing a long, flowing red dress, is walking away from the viewer through a dense forest. She is carrying a woven basket. The forest floor is covered in green ferns and moss, and the trees are tall and slender. The lighting is soft and dappled, suggesting a misty or overcast day.

A GIRL of the LIMBERLOST

by Gene Stratton-Porter



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A GIRL *of the* LIMBERLOST



Spurned by her grieving mother since birth, 16-year-old Elnora Comstock finds solace in nature, cultivating a collection of rare moths and other specimens from Indiana's Limberlost swampland.

Elnora desires above all the love of her unaffectionate mother and an education at the local high school. But without any financial support available, Elnora must rely on her resourcefulness and determination to pay her way through school.

This coming-of-age classic combines fascinating observations on nature with the struggles of growing up at the dawn of the 20th century. Will Elnora be able to earn enough money for her education? Will her mother ever truly love her and recognize that "the only pleasure in this world worth having is the joy we derive from living for those we love"?

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SAGEBRUSH SURGEON



~ by ~
Florence Crannell Means



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SAGEBRUSH SURGEON

The young doctor washed his hands over and over, stuck them into the sterilized gloves, and held them stiffly before him while the nurse tied the surgeon's gown across his broad back. The girl who lay waiting on the operating table was his first Navajo surgical patient. Her family, sitting on the hall floor, were pioneers in the unknown.

When Dr. Clarence Salsbury, his wife, and their son move to the Navajo reservation as medical missionaries, they are faced with seemingly insurmountable challenges. The Salsburys quickly discover that they must not only work to construct a hospital, provide irrigation, and train Navajo nurses, but also other overcome obstacles such as isolation and cultural differences. Before they know it, what was intended to be a two-year mission turns into the work of a lifetime.

Faced with the daunting tasks ahead, the Salsbury family seeks the help of other missionaries, translators, and the Navajo People to realize their dream of bringing Christianity and modern medicine to the Navajo Nation.



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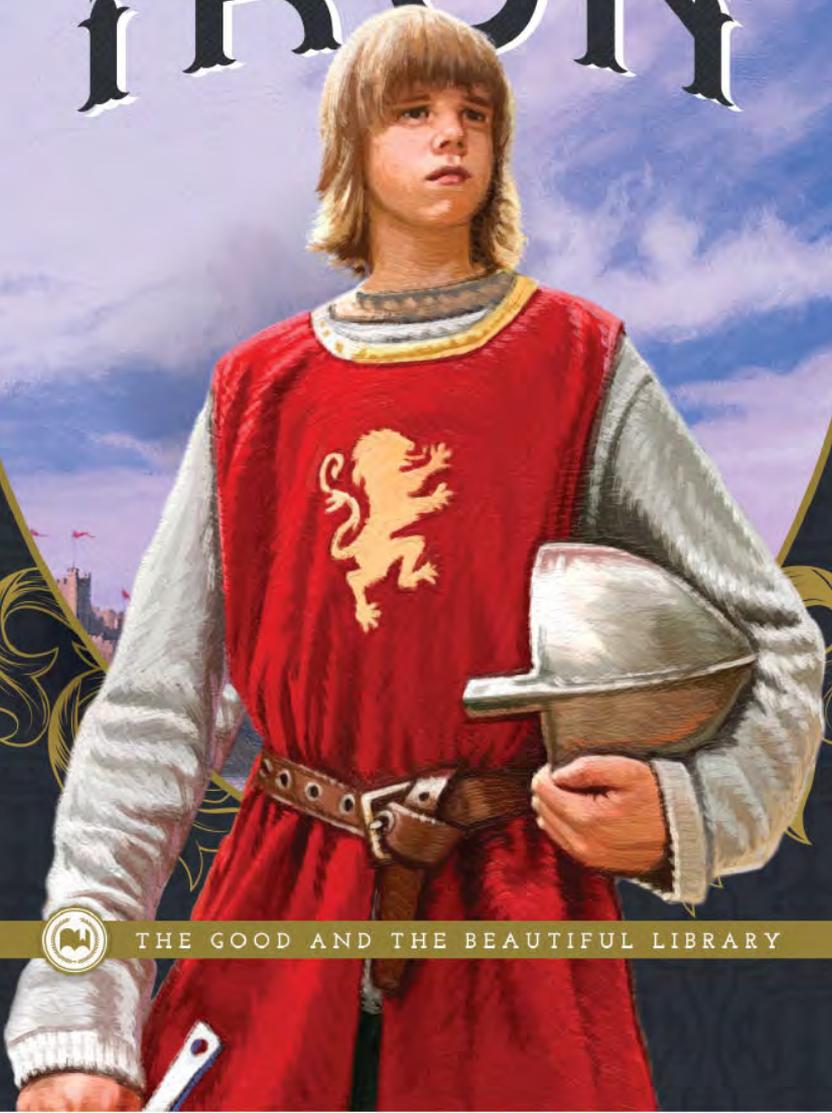


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MEN OF IRON



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MEN OF IRON

From the remarkable author Howard Pyle, comes the one-hundred-year-old classic coming-of-age story, *Men of Iron*. Set in the 13th-century era of knights and chivalry, this swashbuckling tale of adventure is filled with messages of honor, courage, and friendship.

Myles Falworth is only a boy when his family is forced into hiding in a small town, away from the castle—for his father, a blind nobleman, has powerful enemies. At sixteen, Myles is surprised with the news that he will suddenly re-enter the world of knights and castles when he is sent to the household of the Earl of Mackworth to serve as a squire. Cocky and stubborn at first, Myles learns some crucial lessons that lead him to value restraint and integrity, turning him into a pure-hearted, virtuous knight who seeks to restore his family's honor.



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In this captivating collection of stories, readers come to know and love faithful Mina, whose simple, earthen water pitcher brings remarkable blessings; wise Frederic Vollmar and a sacred painting that reveals a generation-long mystery; and honest Mary, with her beautifully woven

basket of flowers that both condemns and liberates her. Though they each face difficult trials, these characters learn the value of trusting and loving God completely and witness the blessings that come when they put Him before all else.



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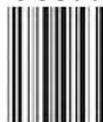
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THE GOOD AND THE BEAUTIFUL

GRAMMAR & WRITING GUIDE



THE GOOD AND THE BEAUTIFUL

GRAMMAR & WRITING GUIDE

1ST EDITION

Written by Jenny Phillips

with contributions from Jennifer D. Lerud and Mary Beyer



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Grammar and Writing Guide
Terms to Know/Parts of Speech

Adjective	a word that describes a noun or pronoun	The pretty bird sang. The kind man helped me.
Adverb	a word that describes verbs, adjectives, or other adverbs (not nouns)	He ran quickly . (<i>describes the verb "ran"</i>) My sock is very wet. (<i>describes the adjective "wet"</i>) He ran so quickly. (<i>describes the adverb "quickly"</i>)
Article	<i>the, a, an</i>	The horse ate an apple.
Coordinating Conjunction	a word that connects words, phrases, and clauses (<i>FANBOYS: for, and, nor, but, or, yet, so</i>)	Dan and I made cookies, but they burned.
Direct Object	a noun or pronoun that receives the action of the action verb in a sentence	We kicked the ball . The bird sang a song .
Interjection	a word, phrase, or short clause that expresses strong emotion or surprise <i>(help, hey, hi, wow, look, stop, great, yikes)</i>	Help! My foot is stuck. Ouch , that really hurts!
Noun	a word for a person, place, or thing (concrete or abstract)	The sunrise gives the girl joy .
Preposition	a linking word, often shows position in time or space <i>(of, off, at, on, by, in, out, below, from, under, into, through, during, after, inside)</i>	After lunch we walked over the bridge. The bouquet of flowers is from Dad.
Pronoun	a word that replaces a noun There are eight types of pronouns. (These examples are not complete lists.) <ul style="list-style-type: none"> • personal (I, you, he, she, we, they, it) • possessive (his, her, hers, their, theirs, our, ours, your, yours, its) • demonstrative (that, this) • adjective (that, this, which, what, any, each) • relative (that, which, what, who) • indefinite (another, any, each, either, none) • interrogative (who, what, which) • reciprocal (each other, one another) 	We gave the book to her , and she loved it .

Proper Noun	a specific name of a person, place, or thing (Proper nouns are capitalized.)	Ellen lived in Virginia during the Civil War .
Subject	who or what is doing or being <i>(The subject can be a noun or a pronoun.)</i>	Miguel is nice. The beautiful bird sang a song.
Subordinating Conjunction	a connecting word that comes at the beginning of a dependent clause <i>(There are over 50 subordinating conjunctions, such as the following: because, when, since, while, after, even though.)</i>	After the game ended, we ate dinner. We ate dinner after the game ended. When you are ready, we will leave.
Verb	an action or being word <i>(A "being verb" is a form of the verb "to be.")</i>	The boy jumped and laughed . You are happy, and so am I.



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[Parts of Speech](#)

SENTENCE TYPES

A **statement** tells you information: "Mary has a cat."

Also called DECLARATIVE

A **question** asks for information: "Does Mary have a cat?"

Also called INTERROGATIVE

An **exclamation** shows emotion and always ends with an exclamation mark: "I can't believe what I saw!"

Also called EXCLAMATORY

A **command** tells you what to do. A command often has the implied subject YOU: "Put the book on the table." ([YOU] put the books on the table.)

Also called IMPERATIVE

Grammar and Writing Guide
Literary Terms

Allegory	an extended metaphor that presents objects, events, or characters in a symbolic narrative	Christ's parables are examples of allegories.
Alliteration	the repetition of the same beginning sound of words that are adjacent or close together (Writers use alliteration to make lines sound more smooth and catchy.)	The <u>w</u> inter <u>w</u> ind <u>w</u> hispers outside the <u>w</u> indow.
Allusion	an indirect or passing reference to a well-known place, event, character, or literary work	Walking through your yard is like visiting Eden. That Scrooge grumbles about the holiday season.
Anaphora	the repetition of words or phrases at the beginning of sentences or clauses	<u>We shall</u> not fail. <u>We shall</u> go on. <u>We shall</u> prevail!
Assonance	the repetition of vowel sounds within a phrase, sentence, or line of a poem	He hung the <u>br</u> ight <u>l</u> ight <u>ri</u> ght beside me.
Consonance	the repetition of consonant sounds within a phrase, sentence, or line of a poem	The <u>t</u> ent they <u>s</u> ent has a lot of <u>l</u> int and <u>a</u> nts.
Hyperbole [hi-PURR-buh-lee]	an exaggerated statement or claim not meant to be taken literally; an obviously exaggerated statement	He walks slower than a snail creeps. These shoes are killing me.
Metaphor	a literary device in which a word or phrase is used to compare two things without using "like" or "as"	The snow was a white blanket. The lawn was a green carpet.
Onomatopoeia [on-uh-matt-uh-PEE-uh]	the use of a word or words that imitate the sounds they represent	Tick-tock, Swish, Zoom, Bang! Boom!
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 rose-scented air.
Simile	a literary device in which a word or phrase is used to compare two things using "like" or "as"	Gina is as gentle as a lamb. Seth sings like an angel.

Capitalize	≡
Add a Comma	^
Add an Apostrophe	∨
Add a Question Mark	^?
Add a Period	^.
Add an Exclamation Mark	^!
Add a Quotation Mark	∨"
Add a Semicolon	^;
Make a Word Lowercase	lc or /

Italicize	—
Delete a Word or Letter	↶ ↷
Start a New Paragraph	¶
Change the Order Of	~ ... later~
Add a Space	# # everyone
Close Up Space	(every one
Delete and Close Up Space	∩ backyard
Em Dash or En Dash	<u> </u> <u> </u>
Cross out an incorrect word and write the correct word above the crossed-out word.	

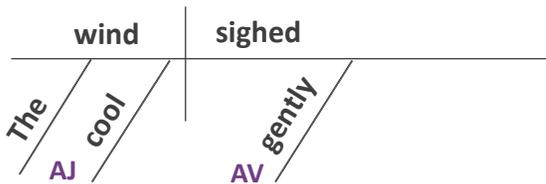


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Steps 1–4: Subject, Verb, Articles, Adjectives, and Adverbs

- Start with a horizontal and 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.

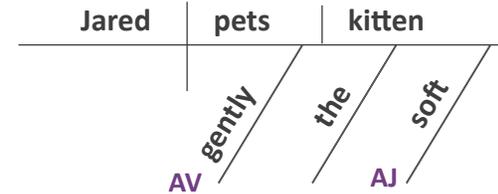
Example: The cool wind gently sighed.



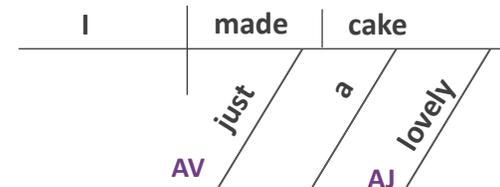
Step 5: Direct Objects

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 to the right of 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.



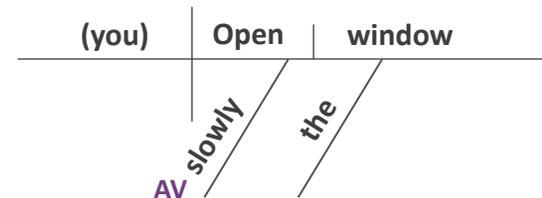
Example: I just made a lovely cake.



Step 6: Commands

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

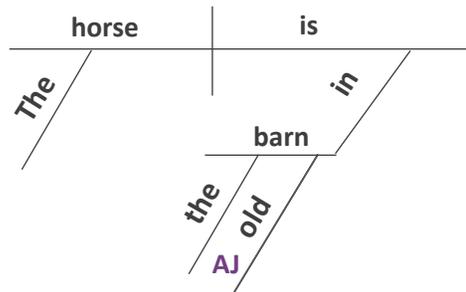
Example: Open the window slowly.



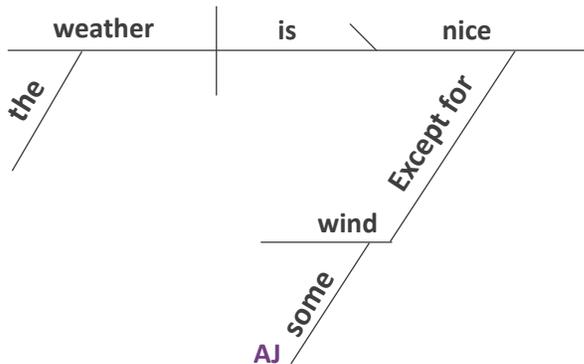
Step 13: Prepositional Phrases

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 slanted lines below the object of the preposition.

Example: The horse is in the old barn.



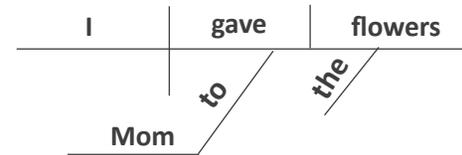
Example: Except for some wind, the weather is nice.



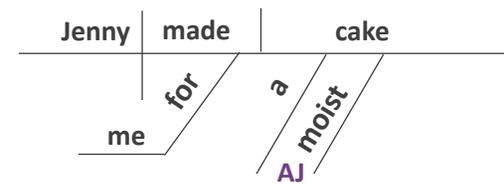
Step 14: Indirect Objects

An indirect object receives the direct object. 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 before it.

Example: I gave the flowers to Mom.

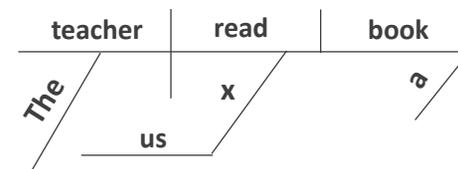


Example: Jenny made a moist cake for me.



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.



A Sentence Needs Three Things

A sentence needs three things: a subject, a verb, and a complete thought. If a group of words is missing any of these things, it is called a **fragment** and is not a complete sentence.

SUBJECT

A **subject** shows who or what is doing or being.

The tall **CACTI** stand like sentinels.

CACTI is the plural of cactus.



VERB

A **verb** shows what the subject does. A verb can be an **ACTION** verb or **BEING** verb.



A row of cacti **LINES** the mountain ridge.

There **ARE** around 2000 different species of cacti.

COMPLETE THOUGHT

If more to come is indicated but not told, it is an incomplete thought.

Incomplete: When you visit the desert.

Incomplete: If you see a cactus.

Complete: If you see a cactus, take a picture.



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[A Sentence Needs Three Things](#)

Abbreviation and Acronym Rules

Rule 1: Very short words do not need to be abbreviated.

Months like May, June, and July need no abbreviations, while months like February, September, and November are often abbreviated because they are so long.

Rule 2: When using acronyms to represent words, use capital letters and no periods.

She worked for ABC, NASA, and the CIA.

FYI (for your information), BRB (be right back), LOL! (laugh out loud)

Rule 3: First spell out fully what will be used later on as an acronym.

I joined the Federal Bureau of Investigation (FBI) in 1987. During my career at the FBI, I had many different jobs.

Rule 4: Use capital letters and periods when abbreviating the names for countries or academic degrees.

U.S.A., U.S.S.R., U.K., E.U.

B.A., B.S., M.A., M.B.A., Ph.D.

Rule 5: For abbreviations that include the first and last letters of a word, put a period at the end.

Mr., Dr., Jr., St., Ltd.,

(Note: British English does not usually add the period.)

Rule 6: When an abbreviation contains only the first part of a word, add a period at the end.

Fri., Nov., Matt., Inc., Admin., anon., adv., irreg., et al.

Rule 7: When using time of day or chronological era abbreviations, it is most common to add periods. Specifically for time of day, use small letters with periods in between. However, it is not incorrect to use small capitals or regular-sized capitals, with or without periods. Almost any way is correct.

1215 B.C. or 1215 BC

2017 A.D. or 2017 AD

4 a.m. or 4 am



Rule 8: Time zone acronyms don't use periods, and they are put in parentheses.

(PST) = Pacific Standard Time

(GMT) = Greenwich Mean Time

Rule 9: When an abbreviation comes at the end of a sentence, use only one period.

The ship leaves at 5:00 a.m. I live in Washington D.C.

Rule 10: When in doubt, look it up! There are thousands of acronyms and abbreviations. Make sure you get them right by looking them up using a current dictionary.

Absolute Phrases

An absolute phrase is a nonessential phrase (can be removed from the sentence without changing its meaning) made of a noun followed by a participle (see page 32).

Caleb's father, his heart bursting with gratitude, will not complain.

Kiara is a successful author, her last book being a bestseller.

Dark clouds having cleared, we decided to set up our picnic.



Note: The noun (e.g., clouds) of an absolute phrase can be preceded by an adjective (e.g., dark).



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[Absolute Phrases](#)

Adjective & Adverb Rule #1

Sense & Appearance Verbs

A noun followed by a sense or appearance verb (feel, taste, smell, sound, look, appear, or seem) should always be modified by an ADJECTIVE, never an adverb. Incorrect use of an adverb will change the meaning entirely. For example, saying, "The cookie tastes badly," would mean the cookie's ability to taste is not good. "Sue feels badly," would mean Sue doesn't have the ability to feel things well when she touches them.

Incorrect: The flowers smell sweetly.

Correct: The flowers smell sweet. (SWEET is an adjective that modifies FLOWERS.)

Incorrect: He feels badly about the accident.

Correct: He feels bad about the accident. (BAD is an adjective that modifies HE.)



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[Sense & Appearance Verbs](#)

Adjective & Adverb Rule #2

Real vs. Really

The words REAL and REALLY are often misused. Use REAL as an adjective (such as, "This is real silk.") and REALLY as an adverb. Remember, adjectives modify nouns, and adverbs modify verbs, adjectives, or other adverbs.

Incorrect: He is real angry.

Correct: He is really angry. (REALLY is modifying the adjective ANGRY.)

Correct: It wasn't a real flower in the little vase. (REAL is modifying the noun FLOWER.)

Incorrect: I played the piano real softly.

Correct: I played the piano really softly. (REALLY is modifying the adverb SOFTLY.)



Adjective & Adverb Rule #3

Double Negatives

SCARCELY, HARDLY, NEVER, NOWHERE, and BARELY are already negative adverbs. Do not use these words with another negative term.

Incorrect: I could not hardly find a new car. | I could not find my keys nowhere.

Correct: I could not find a new car. | I could not find my keys anywhere.

Adjective & Adverb Rule #4

Comparisons

THE COMPARATIVE: Two things are compared with each other.

THE SUPERLATIVE: More than two things are compared with one another.

Regular One and Two Syllable Words

comparative words end in "er" (icier, happier, stronger, taller)

superlative words end in "est" (iciest, happiest, strongest, tallest)

Regular Three or More Syllable Words

comparative—use MORE (more obedient, more peculiar, more dangerous)

superlative—use MOST (most understandable, most comfortable, etc.)

Note: These are general rules; many adjectives and adverbs have irregular forms.



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[Comparisons with Adjectives & Adverbs](#)

Adjective & Adverb Rule #5

Irregular Comparisons: Little and Bad

Little (size)	little, littler, littlest	She has the littlest dog.
Little (amount)	little, less, least	Amy has the least amount of money. (Not "the littlest amount")
Bad	bad, worse, worst	She has the worst rash of all my patients. (Not the "baddest")

- A. If the possessors share the item together, use an apostrophe only with the last possessor.
Alex and Sandy's dog is cute.
- B. If the possessors do not share the item together, use an apostrophe for each of the possessors.
We helped paint Mr. Parker's and Mr. Shultz's houses.



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[Indicating Possession](#)

Appositives

An appositive is a word, phrase, or clause that renames the noun right before it. The appositive can be a short or long combination of words.

Word: My favorite flowers, tulips, grow very well where I live.

Phrase: My father, a wonderful gardener, grows beautiful tulips.

Clause: A beetle, the big one that scuttled by, soon disappeared.



A nonessential appositive is always separated from the rest of the sentence with a comma(s), whether it is in the middle of a sentence or ends a sentence.

Middle: Chiko, a very determined girl, kept her eyes on the finish line.

End: We visited Florence, a unique and lovely city.

Essential appositives are not separated with commas. An essential appositive renames the noun right before it but can't be taken out of the sentence without making the sentence less clear.

Essential: My friend Anna is coming with me.

Not Essential: Abby Amar, a very talented girl, plays the bagpipes.

Essential: The historical figure Thomas Jefferson is fascinating.
Not Essential: My dear friend, a doctor, will help us when he arrives.



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[Appositives](#)

Avoiding Faulty Comparisons

1. Comparisons must be complete, clear, and compare similar items.

Incorrect: The new sound system is better. (It is better than what?)

Correct: The new sound system is better than the old one.

Incorrect: Prices in Paris are higher than Rome. (This compares dissimilar items: prices and Rome.)

Correct: Prices in Paris are higher than prices in Rome.

Incorrect: Andy gave his brother more attention than Ann. (unclear)

Correct: Andy gave his brother more attention than he gave Ann.

2. Comparisons cannot compare something to itself.

Incorrect: Ed is smarter than anyone I know. (*Anyone I know* includes Ed.)

Correct: Ed is smarter than anyone else I know.

3. Avoid double comparisons.

Incorrect: Elaine is more friendlier than I am.

Correct: Elaine is friendlier than I am.



For more help: www.jennyphillips.com/videos
[Avoiding Faulty Comparisons](#)

Avoiding Shifts in Person, Voice, and Number

Avoid shifts in person.

English has three persons: first person (I, we); second person (you); and third person (he, she, it, they, one). Avoid shifts in person within sentences, paragraphs, and entire essays.

Incorrect: When cooking, one should wear an apron. Otherwise, you might get dirty.

Correct: When cooking, you should wear an apron. Otherwise, you might get dirty.

Incorrect: Anyone can learn to play the piano if you practice.

Correct: Anyone can learn to play the piano if he or she practices.

Avoid shifts in voice.

Do not shift from active voice to passive voice, or vice versa, within a sentence when not necessary. In active voice the subject acts: "Ed sang." In passive voice the subject is acted upon: "The song was sung by Ed."

Incorrect: I brought cookies, and they were eaten quickly by the students.

Correct: I brought cookies, and the students quickly ate them.

Avoid shifts in number.

Do not shift from singular to plural nouns or pronouns.

Incorrect: Children who study hard are likely to become a good student.

Correct: Children who study hard are likely to become good students.



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[Avoiding Shifts in Person, Voice, and Number](#)

Avoiding Shifts in Verb Tense

Verbs come in three basic tenses: **past** (already happened), **present** (happening now), and **future** (yet to happen).

The tenses can be broken down further, as this chart illustrates:

simple past	simple present	simple future
He walked in the garden.	He walks in the garden.	He will walk in the garden.
past continuous	present continuous	future continuous
He was walking in the garden.	He is walking in the garden.	He will be walking in the garden.
past perfect	present perfect	future perfect
He had walked in the garden.	He has walked in the garden since breakfast (and still is).	He will have walked in the garden.
past perfect continuous	present perfect continuous	future perfect continuous
He had been walking in the garden.	He has been walking in the garden all morning (and still is).	He will have been walking in the garden.

The verbs in a sentence or section of writing should not shift verb tense.

Incorrect: Though the lion is fierce, the lion tamers were not worried. (present/past)

Correct: Though the lion is fierce, the lion tamers are not worried.

Incorrect: The concert will be held tonight, and I was playing. (future/past)

Correct: The concert will be held tonight, and I will be playing.

However, sometimes it is necessary and correct to change verb tense.

Correct: Yesterday, I was so discouraged; but today I am trying to be more positive.

Rule 6: Family Relationships

Capitalize words that indicate family relationship only when they are not used with a possessive pronoun (e.g., my, her, his, our, your, their, Amy's) or an article (the, a, an).

My mom is pretty. | I think Mom is pretty. | I love our mom.

I talked to Aunt Rose. | I talked to my aunt Rose.

I gave a gift to Father. | I gave a gift to my father.



Rule 7: Titles

For titles of books, songs, movies, newspapers, and magazines, capitalize the first and last words and all the other words except for articles (a, an, the), coordinating conjunctions (for, and, nor, but, or, yet, so), and prepositions. Capitalizing every letter in a title, instead of using italics, is also acceptable and becoming more common.

Anne of Green Gables or ANNE OF GREEN GABLES



Rule 8: North, South, East, West

Capitalize NORTH, SOUTH, EAST, and WEST only when they refer to *specific regions*. Do not capitalize these words when they indicate direction.

I live on the West Coast. (specific region)

I live west of the hospital. (indicates direction)

I visited the area south of Italy. (SOUTH is used as an adjective, not a specific region name.)



Rule 9: Capitalization with Chapters, Units, and Pages

Capitalize CHAPTER, UNIT, SECTION, and LESSON when followed by a number.

Turn to Chapter 1 in your textbook. | Turn to Unit 1 in your textbook.

Turn to Lesson 1 in your textbook. | Turn to Section 1 in your textbook.

Do not capitalize PAGE or VERSE. Do not capitalize CHAPTER, UNIT, SECTION, and LESSON when NOT followed by a number.

Turn to page 73. | Please read the next page.

We will sing verse four. | We will sing the next verse.

We'll read the next chapter. | Please read Chapter 1.

Please study the next lesson. | Please study Lesson 4.



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[Capitalization Rule 5](#), [Rule 6](#), [Rule 7](#), [Rule 8](#), [Rule 9](#)

Conditional Sentences

Conditional sentences express that one event can happen only if another event happens first.

There are two parts to a conditional sentence: the **IF CLAUSE** and the **MAIN CLAUSE**. The conditions presented can be open (real or factual) or hypothetical (closed to possibility or unreal).

There are four main types of conditional clauses—also called zero, first, second, and third conditionals:

Type 0—simple truth (It will happen.)

If the horse show ever comes to town, we always go.

Type 1—If + simple present (will-future) (It is possible and quite likely that this will happen.)

If we finish our chores soon, Mom will take us to the horse show.

Type 2—If + simple past (would+infinitive) (It is possible but very unlikely that this will happen.)

If our chores were finished, we could go to the horse show.

Type 3—If + past perfect (would+have+past participle) (It is impossible that this could



happen because it refers to the past or to conditions that can never be.)

If we had finished our chores, we could have gone to the horse show.

If I were a bird, I'd fly up to the clouds.

An unusual type of conditional is the **Mixed Conditional—If + past perfect verb (would)** (Because this happened in the past, the results still affect the present.)

If I hadn't entered that art contest last month, I wouldn't have this award today.

If I hadn't planted the seeds in the spring, I wouldn't have this beautiful garden today.

COMMON MISTAKES WITH CONDITIONAL SENTENCES

Type 0— Both clauses are in the present tense. Do not use WILL in the main clause.

Incorrect: When children play, their strength will increase.

Correct: When children play, their strength increases.

Type 1— The present-simple is used in the if-clause, and WILL is used in the main clause. Don't put WILL in the if-clause.

Incorrect: If you will do this, the party will go perfectly.

Correct: If you do this, the party will go perfectly.

Types 2 & 3— These types are for improbable or impossible situations, so don't put WOULD in the if-clause.

Incorrect: If you would learn to play, you could join the band.

Correct: If you learned to play, you could join the band.

Subordinating Conjunctions

A subordinating conjunction joins an independent clause and a dependent clause together. There are only seven coordinating conjunctions, but there are many subordinating conjunctions. A subordinating conjunction always comes at the beginning of a dependent clause.

Common Subordinating Conjunctions			
after	by the time	no matter	the first time
although	even	now	though
as	even if	now that	unless
as long as	even though	once	until
as much as	if	only if	when
as soon as	if only	provided that	whenever
as though	in case	since	wherever
because	in the event that	so that	whether or not
before	just in case	supposing that	while



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[Subordinating Conjunctions](#)

Correlative Conjunctions

Correlative conjunctions always come in pairs in a sentence. They are each used in different places in a sentence but work together as a team. You usually do not use a comma with correlative conjunctions. Some of the most common correlative conjunctions are

- | | |
|-------------------------|------------------|
| either . . . or | both . . . and |
| neither . . . nor | whether . . . or |
| not only . . . but also | such . . . that |

I don't mind whether you or I go first.

It is such a hot day that I want to go swimming.

PROBLEMS WITH CORRELATIVE CONJUNCTIONS

Commas

Do not use a comma with a correlative conjunction, unless one is needed to set off a dependent clause.

Correct: I not only want apples but also pears.

Incorrect: I not only want apples, but also pears.

Correct: Either Ed helps, or I go home.

Incorrect: Either Ed helps or I go home. (EITHER/OR is a correlative conjunction pair, but "Either Ed helps" is an introductory dependent clause, so it must be set off with a comma.)

Forgetting the Pair

Correlative conjunctions must come in pairs. Do not forget the second conjunction of the pair.

Correct: I'm not sure whether Al is in the lighthouse or not.

Incorrect: I'm not sure whether Al is in the lighthouse. (missing the OR.)



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["Problems with Correlative Conjunctions"](#)

Dashes, Parentheses, and Brackets

En Dash

An en dash is roughly the size of a small letter "n." It is slightly longer than a hyphen and shorter than an em dash.

- The en dash is created in Google Docs and other programs by pressing **ALT + 0150** on your keyboard.
- To learn how to create an en dash in other programs, do an internet search (e.g., "how to create en dash in Pages").

The en dash is used in a span or range of numbers, time, or dates. The en dash could usually be replaced with THROUGH or TO. There should be no spaces on either side of an en dash.

The painting is by Hans Gude (1825–1903).

I need to read pages 15–50, which cover chapters 2–4.

The program runs for two hours: 3:00 pm–5:00 pm.

They voted 43–2 for the new policy.

If you introduce a span or range with the words FROM or BETWEEN, do not use the en dash.

Incorrect: She worked for the company from 1996–1999.

Correct: She worked for the company from 1996 to 1999.

Em Dash

An em dash is longer than an en dash—roughly the size of a small letter "m."

- The em dash is created in Google Docs and other programs by pressing **ALT + 0151** on your keyboard or typing two hyphens in a row.
- To learn how to create an em dash in other programs, do an internet search (e.g., "how to create em dash in Pages").

The em dash can take the place of commas, parentheses, or colons as a stylistic preference.

COMMAS

A pair of em dashes can be used in place of commas to greater emphasize the text being set off.

When Jane finished the book, three months later, she gave it back.

When Jane finished the book—three months later—she gave it back.

PARENTHESES

A pair of em dashes can be used in place of parentheses to greater emphasize the text being set off. Em dashes are less formal than parentheses.

When Jane finished the book (three months later) she gave it back.

When Jane finished the book—three months later—she gave it back.

COLONS

The em dash can be used in place of a colon to greater emphasize the conclusion of your sentence. Em dashes are less formal than the colon.

It is a lovely lake: the most lovely lake in the world.

It is a lovely lake—the most lovely lake in the world.



Hyphens

Hyphens look like this: — They are used to link words and parts of words.

Compound Nouns

There is no consistent rule about hyphenating a compound noun (a noun made of two or more words such as bus stop and bedroom). For example, all of the following words are acceptable: ink-well, ink well, inkwell.

To determine whether a compound noun is made of two words, one word, or a hyphenated word, you may need to check a dictionary. This course does not test you on hyphenating compound nouns.

Compound Adjectives

Use a hyphen when connecting an adjective to another adjective, an adverb, or a participle when the words come before a noun AND act as a single idea.

He is a hard-working man.

The man is hard working. (These two words come after the noun.)

She is a nice little girl. (These two words do not act as a single idea.)

He is a gentle old man. (These two words do not act as a single idea.)

Never hyphenate an adverb ending in LY.

Incorrect: finely-tuned, widely-known, largely-successful, greatly-disputed

Verb + Preposition Combinations

When a verb is used with a preposition, they should appear as separate words. When the two are combined as one word, it is used as a noun or adjective. Do not use a hyphen between verb + preposition combinations.

The bus will break down soon. (verb)

Society has a breakdown in morals. (noun)

The hot air balloon will take off in an hour. (verb)

Please get ready for takeoff; the hot air balloon is about to leave. (noun)



Prefixes

The trend is to attach most prefixes onto root words without a hyphen (e.g., “unemployed” rather than “un-employed”). However, a hyphen is needed in the following cases:

A. Hyphenate when adding the prefix EX, meaning former.

He is kind to his ex-wife. | The ex-mayor will be speaking.

B. Hyphenate when the prefix comes before a proper noun or a number.

They are not anti-American. | We are studying pre-1900s literature.

C. Hyphenate after the prefix SELF.

I have self-respect. | I am self-employed.

Numbers & Fractions

Hyphenate all spelled-out compound numbers from twenty-one through ninety-nine. Hyphenate all spelled-out fractions.

Twenty-three of the tomato plants were more than three-fourths of the size I thought they would be by now.



USE NO SPACES ON EITHER SIDE OF A HYPHEN.

Incorrect: The well - known actress signed autographs.

Incorrect: The well - known actress signed autographs.

Correct: The well-known actress signed autographs.

A HYPHEN MAY BE USED TO DESIGNATE A DUAL HERITAGE.

French-Canadian

Mexican-American

USE A HYPHEN IF A PREFIX ENDS IN A VOWEL AND IT IS THE SAME AS THE FIRST LETTER OF THE WORD

co-own

pre-empt



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[Hyphens](#)

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, predicate nominatives, adjectives, and adverbs.

nonessential phrase

My toe, to be honest, really hurts.

used as a subject

To read ten books is my goal.

used as a direct object

I hope to practice soccer tomorrow.

used as an adjective

She is the contestant to watch.

used as an adverb

To grow a garden, ask Grandpa for help.

used as a predicate nominative

My favorite chore is to sweep the floor.

Note: Do not confuse infinitive phrases with prepositional phrases. A prepositional phrase can begin with TO, but is not followed by a verb.

Note: Some infinitive phrases do not begin with TO. This course does not teach those uncommon exceptions.

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

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 infinitive phrase as an interrupter)

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

AVOIDING UNNECESSARY INFINITIVE PHRASES

To make writing more concise, delete extra, unneeded infinitive phrases in writing.

Wordy: The job of my assistant is to track the inventory.

Concise: My assistant tracks the inventory.

Wordy: The trail to hike to the waterfall starts over there.

Concise: The trail to the waterfall is over there.

Wordy: You need to make sure to bring the tickets.

Concise: Make sure to bring the tickets.

AVOIDING SPLIT INFINITIVES

A split infinitive happens when the TO and the VERB are separated by “filler” words.

I have decided **to** diligently and consistently **study**.

He told me **to** slowly **approach** the dog.

When moving the adverb to the end of a phrase doesn't cause confusion or change the sentence's meaning, it is best to keep the infinitive and verb together:

I have decided **to study** diligently and consistently.

He told me **to approach** the dog slowly.

However, in informal writing, it is not usually considered "wrong" to split an infinitive. Also, at times, it is best to split infinitives for clarity:

Clear: They're hoping **to** slowly **raise** prices to a dollar a jar.

Unclear: They're hoping **to raise** prices to a dollar a jar slowly.

Interjections

An interjection is a word or phrase that expresses strong emotion, greeting, distress, or surprise. Interjections have no grammatical connection to other words in the sentence.

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, whoops, yikes, yippee, great, eek).

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

Interjections are set off with a comma or an exclamation point.

Oh! Wait for me. OR Oh, wait for me!

Good job! I'm proud of you. OR Good job, I'm proud of you!

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



Participles & Participial Phrases

Why Learn About Participles?

Participial phrases have special comma rules you should know in order to punctuate sentences correctly. Participial phrases are very common, so it is important that you know how to punctuate them. You should learn to recognize “misplaced” and “dangling” participial phrases. Dangling participles are a common grammar mistake and a subject on tests such as the ACT.

What are Participles and Participial Phrases?

Participles are verbs that act as adjectives. They usually end with ED or ING. A present participle uses the present tense (e.g., “smiling widely”). A past participle uses past tense (e.g., “baked today”). Participles usually end in ED or ING, but not always (e.g., “The hymn sung today is lovely.”). (Gerunds are also verbs ending in ING, but they function as nouns.)

Participles do not act as verbs in a sentence. Participles act as adjectives.

PRESSED used as a verb: Sam pressed the button.

PRESSED used in a participial phrase: Pressed against the wall, Sam was stuck. (PRESSED describes Sam’s condition.)

SWEATING used as a verb: Sam is sweating.

SWEATING used as a participle: Sweating, Sam passed the finish line. (“Sweating” describes Sam’s condition when he passed the finish line.)

A participial phrase includes a participle and all the other words that complete its meaning. Participial phrases always act as adjectives.

Surprised by their generosity, I started to cry.

Amy, scared of getting sick, put on her warmest coat.

Listening intently for sounds of a bear, we continued on the trail.

My dog, holding a stick in his mouth, swam across the lake.

My dog swam across the lake, holding a stick in his mouth.

Enjoying the sound of the birds, we continued on the trail.

We continued on the trail, enjoying the sound of the birds.



Participial Phrase Versus Gerund Phrase

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

Petting the bunny is fun. (*This is a gerund. "Petting the bunny" is the subject of the verb IS.*)

Petting the bunny, I held it gently on my lap. (*This is a participial phrase. "I" is the subject.*)



Studying hard helps you learn. (*This is a gerund. "Studying hard" is the subject of the verb.*)

Studying hard, David did his best to prepare for the exam. (*This is a participial phrase. "David" is the subject.*)



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[Participial Phrases](#)

How Do You Punctuate Participial Phrases?

BEGINNING OF A SENTENCE

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

Cooing cutely, the baby held everyone's attention.

Whistling a tune, 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.

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

This pie, baked by Dad, is made with fresh raspberries from our garden.

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

The man holding the pie 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 it 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.



Prepositions and Prepositional Phrases

Prepositions link words in a sentence, usually by showing relationship ("Book OF Ruth") or position in time or space such as ABOVE, BELOW, AFTER, and DURING. The most common prepositions are ON, OF, IN, AT, TO, BY, FOR, FROM, and WITH.

Common Prepositions

about	behind	instead of	regarding
above	below	like	since
according to	beneath	minus	through
across	beside	near	to
after	beyond	next to	toward
along	by	of	under
among	down	off	underneath
apart from	during	on	until
around	except	onto	unlike
as	for	out	up
as well	from	outside	upon
at	in	over	with
because of	into	past	within
before	inside	plus	without

The noun (or pronoun) that follows the preposition is called the object of the preposition.

Example: She walked over the bridge. (OVER is the preposition; BRIDGE is the object of the preposition.)

A prepositional phrase consists of the preposition, the object of the preposition (which can be a noun or pronoun), and any words that modify the object.

We walked over the old bridge.

I am running next to the river.

I am late because of the accident.

Prepositional Phrases and Commas

- 1. Use a comma to separate a prepositional phrase from the sentence when the phrase is at the beginning of the sentence AND is four words or more.** (Some style books say 3+ words while others say 5+, but you get the idea—a long introductory phrase should be set off from the sentence with a comma.)

Instead of coming the dog ran away. (The prepositional phrase is less than four words. No comma needed.)

Underneath the big shade tree, I like to sit and read. (The prepositional phrase is five words; a comma is helpful.)

- 2. Nonessential prepositional phrases should be set off by commas (even if a phrase is less than four words) anywhere in a sentence.**

A nonessential phrase adds helpful detail that is not entirely necessary. Omitting a nonessential phrase will not change the meaning of the sentence. (Omitting an essential prepositional phrase, however, will change the meaning of the sentence.) Because a nonessential phrase interrupts the flow of a sentence, it is set off with a comma(s).

I put the book underneath the table. (The prepositional phrase "underneath the table" is essential to the sentence, so no comma is needed.)

My new bike, over by the barn, already has a flat tire! (The prepositional phrase "over by the barn" provides extra information but is not necessary to the meaning of the sentence, so it is set off with commas.)

Problems with Prepositions

1. Use prepositions consistently in a series.

When using prepositions in a series, make sure the preposition is consistent.

- Incorrect:** The plane stopped in Boston, Atlanta, and in Denver.
Correct: The plane stopped in Boston, Atlanta, and Denver.
Correct: The plane stopped in Boston, in Atlanta, and in Denver.
- Incorrect:** We hiked through fields, hills, and through forests.
Correct: We hiked through fields, hills, and forests.
Correct: We hiked through fields, over hills, and into forests.



- Incorrect:** The ball flew over the field, the pond, and through the fence.
Correct: The ball flew over the field, over the pond, and through the fence.
Correct: The ball flew over the field and pond and through the fence.



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2. If it sounds natural, switch a sentence around to avoid ending with a preposition.

Some grammarians say you should not end a sentence with a preposition because when ending a sentence with a preposition, the prepositional phrase is split, usually with the object and its modifiers at the beginning of the sentence.

Ending with preposition:

Which room did she go into?

Not ending with a preposition:

Into which room did she go?

However, most grammarians disagree with this rule because it does not sound natural. For example, to most people it sounds more natural to hear, “What did you step on?” instead of, “On what did you step?” Switching the sentence around so it does not end in a preposition is always preferred if it sounds natural, but if it does not sound natural, it is a matter of personal preference. Some sentences work better with the preposition at the end, for example, “The house has been paid for.”

3. Eliminate any unnecessary prepositions within and at the end of a sentence.

- Incorrect:** Slice up the apple.
Correct: Slice the apple.
- Incorrect:** Tell me where you are at.
Correct: Tell me where you are.
- Incorrect:** We all jumped off of the boat.
Correct: We all jumped off the boat.

Problems with Modifiers

A modifier is an optional word, phrase, or clause that describes, modifies, or clarifies another word, phrase, or clause. Modifiers can be adjectives, adjective clauses, adverbs, adverb clauses, absolute phrases, infinitive phrases, participial phrases, and prepositional phrases. Typically, the modifier can be removed without affecting the grammar of the sentence.

Dangling Modifiers

A dangling modifier is an adjectival participial phrase that describes something that is not in the sentence, and thus is unclear and considered to "dangle." To identify a dangling modifier, first ask, "What is the subject of the sentence?" and then look to see if the subject is being modified in the sentence. If it is not, you have a dangling modifier.

Dangling Modifier: Hoping to fix the problem, the note was written.

The subject of this sentence seems to be "the note," but the note is not "hoping to fix the problem." The real subject is missing and needs to be added.

Improved Sentence: Hoping to fix the problem, Hiapo wrote the note.

Dangling Modifier: After weeding the garden, the clean rows gave me a feeling of satisfaction.

The subject of this sentence seems to be "rows," but the rows are not "weeding the garden."

Improved Sentence: After weeding the garden, I had a feeling of satisfaction from seeing the clean rows.



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[Dangling Modifiers](#)

Misplaced Modifiers

A misplaced modifier is a modifier that is placed too far from the word or words it modifies, thus causing confusion.

Misplaced Modifier: I served apples to the children on paper plates.

This sentence makes it seem as if the children are on paper plates.

Improved Sentence: I served the children apples on paper plates.

Misplaced Modifier: Mom said on Tuesday we could go to the park.

Did she say this on Tuesday or would they go to the park on Tuesday? For fixes, move the phrase to either end, depending on which meaning was intended.

Misplaced Modifier: I had a delicious bowl of chili at the lodge.

This sentence makes it seem like the bowl is delicious.

Improved Sentence: I had a bowl of delicious chili at the lodge.

Misplaced Modifier: Dion only grew three tomato plants this year. (*He also grew many other things in his garden.*)

This sentence makes it seem like the only things Dion grew this year were three tomato plants.

Improved Sentence: Dion grew only three tomato plants this year.



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[Misplaced Modifiers](#)

Relative Clauses

A **relative clause** is a dependent clause that begins with a **relative pronoun**. A relative pronoun comes after a noun to help identify which person or thing is referenced or to give more information about a person or thing.



The following words are relative pronouns:

WHICH | THAT | WHOEVER | WHOMEVER | WHO | WHOM

In some situations, the following words can also function as relative pronouns.

WHAT | WHEN | WHERE

Rule 1: Use WHO and WHOM for people, and WHICH or THAT for things.

Incorrect: I'll give this flower to the person that helps me.

Correct: I'll give this flower to the person who helps me.

Rule 2: Set off nonessential relative clauses with commas. Do not set off essential relative clauses.

Correct: Kalli and Lena, who are wearing pink, are my favorite dancers.

Correct: Those girls who are wearing pink are my favorite dancers.



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[Relative Clauses and Commas](#) AND [Relative Clauses Rule 1](#)

Restrictive and Non-Restrictive Clauses (Essential and Non-Essential Clauses)

A **restrictive clause** (also called an essential clause) is a group of words in a sentence that supplies important information about the noun it immediately follows.

People **who show respect** will earn the respect of others.

A restrictive clause must be present to properly narrow down—or “restrict”—who or what the sentence is about. Removing a restrictive clause will change the meaning of the sentence.

Because a restrictive clause is absolutely necessary to the sentence, it is not set off by commas.

A **nonrestrictive clause** (also called a nonessential clause), on the other hand, is a group of words that adds only additional information about the noun it immediately follows.

My father, **who loves to sing**, will be performing with the choir.

A nonrestrictive clause can be removed, and the meaning of the sentence will stay the same. Nonrestrictive clauses usually begin with the pronouns WHO, WHOM, WHOSE, or WHICH (never THAT).

You can remove the nonrestrictive clause, and the sentence will still communicate a clear message: My father will be performing with the choir. The words **who loves to sing** do provide extra details about the noun FATHER, but they are not essential to the main message.

A nonrestrictive clause is not absolutely necessary. Because of this, nonrestrictive clauses are set off by commas to show they provide only optional information and are not part of the main idea of the sentence.



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[Restrictive and Non-Restrictive Clauses](#)

Rules for Writing Numbers

Rule 1: Use numerals for numbers greater than nine. Spell out single-digit numbers, except for page numbers, chapter numbers, unit numbers, numbers in an address, and numbers in names of proper nouns.

My neighbor has seven children.

Jacob is 16 years old.

Turn to Chapter 1 of Unit 7. Read pages 1–2.

My address is P.O. Box 7, Oak Springs, California, 97321.

The news story is featured on Channel 5.

Turn left onto Highway 8.

Rule 2: Numbers within a series should always be written as numerals.

Incorrect: I bought two cookies, 10 brownies, and 15 doughnuts.

Correct: I bought 2 cookies, 10 brownies, and 15 doughnuts.

Incorrect: At the meeting, 17 people voted “yes” and two voted “no.”

Correct: At the meeting, 17 people voted “yes” and 2 voted “no.”

Rule 3: Spell out simple fractions and use hyphens with them.

One-third of the class was sick.

Only one-half of the wedding cake remained.

Rule 4: Spell out a number if it begins a sentence.

Incorrect: 18 students joined the track team today.

Correct: Eighteen students joined the track team today.

Incorrect: 29 people in my neighborhood have the flu.

Correct: Twenty-nine people in my neighborhood have the flu.

Rule 5: Hyphenate all compound numbers from twenty-one through ninety-nine. Remember, however, to use numerals for numbers greater than nine if the number is not at the beginning of the sentence.

Twenty-one deer live in this forest.

Fifty-seven deer were spotted during the trip.

I saw 57 deer on the trip.



Accept/Except

Accept - verb

to take or receive what is offered or to consider as true or reasonable

Examples: I accept your apology. | He will accept your help.

Except - preposition or subordinating conjunction

but, leaving out, excluding

Examples: Everyone came except Elise. | I like all colors except brown.



SUPER SIMPLE TIP: The prefix EX means “out.” So if you are talking about leaving something out, use except.

All Together/Altogether

All Together

everyone/everything in one place

Examples: We read the book all together.
I love it when we are all together.

Altogether

thoroughly, entirely, on the whole

Examples: I am altogether excited!
The trail seemed to disappear altogether.



Allowed/Aloud

Allowed

acceptable, admitted

Examples: No dogs are allowed in the park.
We were allowed to play until supper time.

Aloud

to use the voice

Examples: He said his prayers aloud.
My teacher wanted me to read the book aloud.
Aloud and with great passion, I read the exciting story.

Allusion/Illusion

Allusion

a brief, indirect reference to a person, place, thing, or idea of historical, cultural, literary, or political significance

Example: There was an allusion in my book to Scrooge from *A Christmas Carol*.

Illusion

a deception, a false reality or belief

Example: Because of the magician's skilled illusion, I really thought he pulled the rabbit out of his hat!

Already/All Ready

Already

by this time

Examples: She knew how to sew already. | I've already sewn the skirt.



All Ready

completely prepared, or everyone in a group is ready

Examples: I am all ready for the trip. | We are all ready to go.

Altar/Alter

Altar

an elevated structure or table used for religious purposes

Example: The altar in the church was made of white marble.

Alter

to change something

Example: I really need to alter my dress for the ball.

Among/Between

Among

Use AMONG when talking about things that aren't individual or distinct items.

Examples: The cottage is nestled among the trees.
He chose from among the ice cream flavors.

Between

Use BETWEEN when talking about distinct, individual items.

Examples: Our house is between the mountain and the lake.
He chose between vanilla, mint, and mango ice cream.

Anyone/Any One

Anyone

refers to an unknown, non-specific person

Examples: Does anyone hear that beautiful singing?
I haven't told anyone the exciting news.

Any One

a non-specific thing or individual in a specified group (The use of ANY ONE is usually followed by a prepositional phrase defining the group.)

Examples: I would love to have any one of those puppies.
I would completely trust any one of my brothers.

Appraise/Apprise

Appraise

to estimate the value of something

Examples: I need this artwork appraised.
The expert appraised the value of the furniture.

Apprise

to inform about something

Examples: The police will apprise them of the situation.
The lifeguard will apprise the children of the rules.

Ascent/Assent

Ascent

to rise upward; an upward slope

Examples: The steep ascent made climbing difficult.
The band's song made a quick ascent up the charts.

Assent

to agree or accept

Example: I assent to the rules outlined in this document.



SUPER SIMPLE TIP: Think of "I sent" when you want to agree—as in "I sent you my message saying 'yes.'"

A While/Awhile

A While - noun phrase

for a short time or period (often comes right before or after a preposition)

Examples: We were gone for a while.
In a while the band will play.

Awhile - adverb

for a short time or period (does not follow a preposition)

Examples: Let's play in the orchard awhile.
It has been awhile since we went camping.

Bad/Badly

Bad - adjective

a low quality; an amount of disagreeableness

Examples: The car engine sounded bad.
It was a bad day to have a picnic.

Badly - adverb

in a poor way or manner; to a great degree

Examples: She threw badly during the game.
I wanted it so badly, I cried.

Complement/Compliment

Complement

something that makes another thing complete, whole, or perfect

Examples: Strawberries are the perfect complement to shortcake.
Red is the complementary color of green.

Compliment

a praise or honor given or received

Examples: The compliment was so sincere, the woman blushed.
The teacher gave my paper a fine compliment.

Composed of/Comprised of

Composed of

Use COMPOSED OF to indicate what makes up the parts of something.

Example: Concrete is composed of cement, sand, gravel, and water.

Comprised of

Use COMPRISED OF to indicate what something includes or contains.

Example: The student body is comprised of 50 students.



SUPER SIMPLE TIP: The parts COMPOSE the whole, and the whole is COMPRISED of the parts. Fifty students compose the student body, but the student body is comprised of 50 students.

Concurrent/Consecutive

Concurrent

at the same time or place

Examples: The president had to deal with two concurrent crises.
Four concurrent lines intersected at the same point.

Consecutive

coming one after the other without interruption

Examples: I met my goal for ten consecutive days.
Our team won three consecutive games.

Council/Counsel

Council - noun

an assembly of people

Examples: Noah is running for student council.
The city council met last night.

Counsel - verb or noun

verb: the act of giving advice

noun: advice

Examples: My mentor will counsel me tonight.
His counsel was inspiring.

Defuse/Diffuse

Defuse

to make less dangerous; to take a fuse from an explosive device

Examples: To help defuse the situation, the mayor backed down.
The bomb expert quickly defused the ticking bomb.

Diffuse

to spread out, soften or weaken

Examples: The smoke diffused into the air and drifted away.
Diffused light from the stained glass window gives the room a warm and cozy look.

Disinterested/Uninterested

Disinterested

to have no opinion for or against; i.e., to have no "side"

Examples: The woman on the jury was a disinterested party.
Three disinterested panelists were chosen to judge.

Uninterested

to have no interest or to not care about something

Examples: Tom was uninterested in playing any type of sport.
Though the offer was generous, she was uninterested.

Desert/Dessert

Desert [DEZ-ert] - (noun)

an arid region

Example: We saw a big cactus in the desert.



Desert [dih-ZERT] - (verb)

to abandon

Example: I would never desert her.

Dessert [duh-SERT] - (noun)

a sweet treat, usually the last course of a meal

Example: We are having ice cream for dessert.



SUPER SIMPLE TIP: The desert has one sun above it. SUN only has one S and so does the word DESERT.

Dual/Duel

Dual - adjective

made of two parts; double

Examples: She has dual citizenship in America and Canada.
The dual weights made it stable.

Duel - noun or verb

a formal fight between two people; to struggle for power

Examples: I challenge you to a duel!
They duelled for who would rule the land.

e.g./i.e.

e.g.

for example

Examples: I have many hobbies (e.g., running, chess, and drawing).
Sean is allergic to several foods, e.g., eggs and fish.

i.e.

in other words

Examples: I will give you the standard discount, i.e., 20%.
I am leaving for my favorite vacation spot, i.e., Hawaii.

Always put a comma after i.e. and e.g. when a list or example follows.

Emigrate/Immigrate

Emigrate

to exit one's current homeland

Example: Because of the good economy, not many chose to emigrate.

Immigrate

to come into another country to live permanently

Example: We immigrated to Canada when I was a teenager.

Immigrate is usually followed by TO. Emigrate is usually followed by FROM.



SUPER SIMPLE TIP: Emigrate is from the point of view of the departure. Think E for EXIT. Immigrate: Think I for IN.

Effect/Affect

Effect - noun

a result or a consequence

Examples: The verse had a profound effect on me.
The effects of the medicine wore off quickly.

Affect - verb

to change or influence

Example: Violence affects your mind.



SUPER SIMPLE TIP: AFFECT is a verb (and EFFECT is not). Think of the beginning letter of AFFECT, which is A to remind you of an "action" verb (A for "Action").

Endemic/Epidemic/Pandemic

Endemic

a disease that is constantly found in one area or location

Example: Malaria and typhoid fever are endemic in India.

Epidemic

a disease that breaks out, spreads in a contained area, then goes away

Example: A measles epidemic hit our city hard.

Pandemic

a disease that spreads across an entire nation, continent, or world

Example: The 1918 Influenza Pandemic killed more people in one year than WWI did in four years.

Fewer/Less

Fewer

having a smaller number than another

Example: Farmer Brown has fewer cows than Farmer Jones.

Less

having a smaller amount; lower in importance

Example: The boy received less ice cream than his sister.



SUPER SIMPLE TIP: You can always count the number of things with FEWER, but you can't count them with LESS.

Flout/Flaunt

Flout

to defiantly ignore

Examples: The jeering boy flouted the referee's order to be quiet.
Those who flout the law will be punished.

Flaunt

to show off in a big way

Examples: Don't flaunt your new jewels!
The rich girl flaunted her fancy clothes.



SUPER SIMPLE TIP: FLAUNT contains the letter A. Think of "A show off," showing off.

Good/Well

Good - adjective

GOOD is usually used as an adjective to describe a noun. In the following examples, the noun that GOOD is describing is underlined.

Examples: I read a good book this week.
She is a good singer.

Well - adverb

WELL is usually used as an adverb to describe a verb, answering the question "how was or is something done?" In the following examples, the verb that WELL is describing is underlined.

Examples: She runs well for her age. (How does she run?)
She sings well. (How does she sing?)
I tried to listen well. (How did you listen?)

- WELL can also be used as an adjective to describe good health: "Mindy is well today."
- If someone asks how you are, saying, "I am well," means you are feeling fine. Saying "I am good," means you are virtuous and pleasing.
- Using GOOD or WELL with the four senses—look, smell, feel, taste—can be tricky. Use GOOD with the senses when describing how something "is" rather than "acts." For example, in the sentence, "You smell good today," the word GOOD describes you, not how you sniff with your nose. With the senses, GOOD is almost always used. "The cookie *tastes* good." "The cookie *looks* good." "The cookie *feels* good." "The cookie *smells* good."

Lay/Lie

Choosing the correct forms of lay and lie can be a challenge because these words are frequently misused in speech; consequently, our ears are used to hearing them used incorrectly.

Lay

to put or set something down

Examples: Please lay the blanket on the couch.
I lay the sleeping baby in the crib.
The neighbors are helping us lay sod.

Lie

to rest or recline

Examples: I need to lie down and take a nap.
Today, I will lie beside the pool all afternoon.
The doctor told me to lie flat for a week.

Verb Forms of Lay and Lie

	Simple Present	Simple Past	Past Participle	Present Participle
Lay	lay <i>Lay the book on the table.</i>	laid <i>I laid the book on the table.</i>	laid <i>The book was laid on the table.</i>	laying <i>I am laying a book on each desk.</i>
Lie	lie(s) <i>I lie on the floor.</i>	lay <i>Yesterday, I lay in bed all morning.</i>	lain <i>I have lain on the couch every day.</i>	lying <i>I am lying on the hammock.</i>



SUPER SIMPLE TIP: Think of the "I" in the word lie as you say, "I lie on the couch."

Loath/Loathe

Loath - adjective

reluctant or unwilling

(It ends with a TH, like the sound in BOTH.)

Examples: I was loath to accept your help because I was stubborn.
I am loath to get involved; I dislike arguments.

Loathe - verb

to hate intensely

(It ends with a TH, like the sound in SMOOTH.)

Examples: I absolutely loathe spiders.
The two enemies loathed each other.

Loose/Lose

Loose - adjective

the opposite of tight or contained

Examples: My shoelace is loose. | Someone let the dog loose.

Lose - verb

to suffer the loss of

Examples: I will not lose the race. | I do not want to lose my keys.



SUPER SIMPLE TIP: Think of the single “o” in “lose” as a hole and how you could easily lose something in a hole.

May Be/Maybe

May Be - verb phrase

a phrase that means "might be"

Examples: There may be a solution. | It may be something simple.

Maybe - adverb

perhaps, potentially

Examples: Maybe you could come over. | Maybe you're right.



SUPER SIMPLE TIP: When deciding whether or not to use MAY BE or MAYBE, see if you can substitute MIGHT BE. If so, use MAY BE.

Of/Have

Of - preposition

used to join a modifier to a noun, verb, adjective, or adverb

Examples: She's the owner of the company. | I was cured of the pox.
How sweet of you. | I think highly of my friends.

(Of does *not* come after words like SHOULD, COULD, WOULD, MUST, etc.)

Have - verb

to possess, occupy, hold, use, or exhibit; helping verb used to form perfect tenses

Examples: I have the best teacher! | To have enough is good enough.
I should have thought of it. | You would have never guessed.

Perspective/Prospective

Perspective

a visual, intellectual, or artistic view or viewpoint

Examples: Salvador Dali's artistic perspective was unusual.
Her perspective on the situation was very helpful.

Prospective

something that is likely to happen in the future

Examples: I have a prospective buyer for my car!
Gold miners look forward to prospective fortunes.

Precede/Proceed

Precede

to be, go, or come ahead or in front of; to surpass in rank or importance

Examples: A change of heart must precede true repentance.
I preceded him into the room.
His position precedes mine, so he organized the project.

Proceed

to go forward, to carry on

Examples: We will proceed with our plans when the rain stops.
After lunch is over, we will proceed to the classroom.

Pour/Pore

Pour

to flow or cause to flow (a liquid)

Examples: Rain poured from the sky.
I poured water into the cup.

Pore

to be absorbed in the study of

Example: Hannah pored over her books
late into the evening, studying
for her biology exam.

a minute opening for perspiration, absorption, etc.

Example: This lotion clogs my pores.



Prescribe/Proscribe

Prescribe

to set down as a rule or direction, often by an authority

Example: The doctor prescribed medicine and two weeks of rest.

Proscribe

to condemn or forbid

Example: The judge proscribed the youth from ever stealing again.



SUPER SIMPLE TIP: PREscribe is used much more often than PROscribe. So when in doubt, you most likely need PRE at the front of the word.

Straight/Strait

Straight

extending without curving, not crooked; directly, right away

Examples: The road was straight and boring.
She went straight home after the game.

Strait

a narrow channel between two bodies of water; a stressful position; strict or confined

Examples: We sailed through the Strait of Gibraltar.
The lost tourists were in desperate straits.

Than/Then

Than

Use the word THAN to indicate comparison.

Example: The clouds are darker than they were yesterday.

Then

Use the word THEN to indicate an element of time such as “next,” “afterward,” or “therefore.”

Examples: Will you be home after dinner? I’ll call you then.
Finish your dinner, and then we can leave.



SUPER SIMPLE TIP: Both “than” and “comparison” have the letter “a” in them. When you think of “thAn,” think of “compArison.”

That/Who/Which

That

Use the word THAT when it is contained in a clause that is a necessary part of a sentence and cannot be removed. Never use commas to set off THAT clauses.

Examples: **Correct:** Projects that are late will be penalized.
Incorrect: Projects which are late will be penalized.
Correct: I do not eat foods that contain peanuts.
Incorrect: I do not eat foods which contain peanuts.

Who

Always use WHO when referring to people. WHO clauses are set off with commas only when they are not a necessary part of the sentence.

Examples: **Correct:** The gymnast who won first place is my cousin.

Incorrect: The gymnast that won first place is my cousin.

Correct: Jack Davis, who lives by me, gave me a ride.

Incorrect: Jack Davis, that lives by me, gave me a ride.

Which

The word WHICH can refer to objects (rather than people), a clause, or a sentence. WHICH clauses are not necessary to the sentence and are set off with commas and add clarifying information about whatever precedes it.

Examples: The picture, which was on the wall, had been torn.

I fell down, which was an awkward thing to do.

Abstract vs. Descriptive Language

Descriptive writing portrays people, places, things, or events with enough detail to paint a vivid and convincing picture in the reader's mind. Although some types of writing call for more description than others, the ability to describe something effectively is a valuable skill in both fiction and nonfiction writing.



Learning to write descriptively may take some practice, but it will make your writing more interesting and effective.

Imagine you are at a museum and two paintings of the same house are hung side by side. The house in the first painting is made of simple black and white abstract shapes. Conversely, the house in the second painting has precise detail, using vibrant, beautiful colors. Ivy climbs up the side of the house, a dog with floppy ears rests on the front porch, yellow and orange leaves carpet the front lawn, gables and wooden shutters adorn the front of the house, and the soft, golden glow of the setting sun reflects warmly off the windows.

Both paintings portray the same house, but the abstract simplicity of one does not pull you into the details of the scene nearly as much as the concrete description of the other.

Writing can be the same. Abstract language, which is vague, does not bring to mind specific visual images and can leave readers feeling like they are

looking at the abstract house made of simple black and white shapes. Descriptive language, on the other hand, colorfully conveys the writer's message. Including specific, vivid details that readers can visualize makes writing entertaining and engrossing; it paints a picture so real that the reader feels like he could reach out and touch it.

Replacing abstract language with concrete language is like adjusting the focus on a camera, making the image clearer and allowing the reader to notice small details. Indeed, the reader may feel transported into the scene.

Consider these examples from *Carry On, Mr. Bowditch*:

Abstract	Descriptive
He was tired.	His eyelids sagged.
Nat was nervous.	Nat's knees began to shake.
Nat was worried.	Nat felt a cold lump in his stomach.
Nat had a hard time eating.	Nat couldn't seem to swallow. He chewed and chewed each bite until it somehow went away.
The fire burned.	The fire sputtered out in red tongues.
Father came up the stairs.	Father tramped up the steep stairs, bending his dark head where the roof slanted.
They stopped in front of a house.	They stopped in front of a weather-beaten little cottage in a weed-grown yard.
That evening it stormed.	That evening, just after supper, the wind rose, and the rain fell down the wide chimney and hissed in the fire.
He looked at the sky.	He stared out the window and watched the April breeze chase clouds across the stars.
It was hot.	The decks of the Putnam oozed tar.

Annotating & Summarizing Difficult Texts

Never were there times which inculcated more forcibly than those in which we live, the wisdom of seeking a happiness beyond the reach of human vicissitudes.

Would you be able to summarize the passage above by William Wilberforce? You may recognize the passage as being written in English, but you may feel like you do not understand Wilberforce's words very well. In order to summarize texts, which means to briefly and concisely state the main points, you must first thoroughly understand the material.

Understanding Difficult Texts

If you do not understand a difficult text on your first reading, you are not alone. Even expert readers have to reread and study challenging texts. Practice and experience with note taking and annotating can improve and quicken your abilities to understand complex material.

How to Annotate

Annotate means to add notes or comments to a text.

1. Look up unfamiliar words in the dictionary. Words will often have more than one meaning. Use the meaning that best fits the context.
2. Break the text down into the smallest sections needed to decipher it, then write what each section means in your own words. If you do not understand a paragraph, first decipher the meaning of individual sentences within the paragraph. If you do not understand a sentence, break the sentence into phrases, write the meaning of each of the phrases, and put them together in a sentence.
3. Underline or highlight key parts of the text.
4. Write your own notes in the margin, including summaries and interpretations of symbolism, allegories, or figurative language.

ANNOTATION EXAMPLE #1
William Wilberforce

The image shows a handwritten annotation of the text: "Never were there times which inculcated more forcibly than those in which we live, the wisdom of seeking happiness beyond the reach of human vicissitudes. What striking lessons have we had of the precarious tenure of all sublunary possessions! Wealth and power, and prosperity, how peculiarly transitory and uncertain!"

Annotations include:

- #1: The times in which ^{he} ~~we~~ lived force ^{him} ~~us~~ to understand how it is wise to seek happiness that isn't dependent on changing human circumstances.
- To instill, gradually but firmly establish
- changing conditions
- pertaining to the Earth
- not lasting
- #2: Earthly possessions are dependent on circumstances beyond our control. They are uncertain & do not last.
- dependent on circumstances beyond one's control
- the period or term of holding something
- #3: ? out of reach, not dependent on changing human conditions.
- #4: Simplified more
- It is wise to seek happiness that is not dependent on changing human circumstance. Sometimes those lessons come forcibly.

Summary

The times in which Wilberforce lived showed the wisdom in finding happiness that was not dependent on changing human conditions. Earthly possessions are dependent on circumstances beyond our control; they are uncertain and do not last.

ANNOTATION
EXAMPLE #2

Noah Webster

To Keep a good heart
 To preserve the purity of the heart, it is sometimes necessary, and always useful, to place a
 to keep a youth away from bad examples
 youth beyond the reach of bad examples; whereas a general knowledge of the world, of all
 kinds of company is requisite to teach a universal propriety of behavior.
 and all kinds of people is required to teach a general correctness of behavior.

Annotations:
 - "company" → people
 - "requisite" → required/needed
 - "universal" → But a knowledge of the world
 - "general" → general correctness

Summary

To keep a good heart in a youth, you must sometimes keep him or her away from bad examples. However, if you want the youth to learn correct behavior, he or she needs to have a general knowledge of the world and of all kinds of people.

ANNOTATION
EXAMPLE #3

Samuel Smiles

Intellectual culture has no necessary relation to purity or excellence of character. In the
 New Testament, appeals are constantly made to the heart of man and to "the spirit we
 are of," whilst allusions to the intellect are of very rare occurrence.

Annotations:
 - "Intellectual culture" → academic quality/values
 - "has no necessary relation" → is not necessarily related to
 - "whilst" → while
 - "allusions" → references
 - "are of very rare occurrence" → are not common

Summary

Academic attainments or achievements are not related to an excellent character. The New Testament often talks about our hearts and spirits, but rarely about our intellects.



For more help: www.jennyphillips.com/videos
 Annotating & Summarizing Difficult Texts

Avoiding Plagiarism

The Merriam Webster Dictionary defines plagiarism as “stealing and passing off the ideas or words of another as one’s own.”

Common Knowledge

You do not need to cite a source for material considered common knowledge. Following are guidelines to determine if information is common knowledge:

CONSIDERED COMMON KNOWLEDGE

- Information that the majority of people know or can easily look up, such as a famous person’s birthdate, the date of a battle, who won the Super Bowl, how many books an author has published, the fact that the moon orbits the earth, the fact that carbon monoxide is dangerous, or the state flower of Arizona
- Information available from a number of reliable sources
- A common proverb or saying

NOT CONSIDERED COMMON KNOWLEDGE

- Statistics, results, or findings of a certain study or survey
- Someone’s unique theory, findings, process, ideas, or instructions
- Facts that are not well known and are not easy to find in a number of reliable sources

Quoting

Whenever you use another person’s specific words, you must put quotation marks around the words and cite the source.

John Durand explains, "Line engraving, it must not be forgotten, was at this period of art development the sole means by which the inaccessible works of a painter could be made widely known" (Durand, John, *The Life and Times of A.B. Durand*, 1894).

You also must not change or rearrange a few words in a sentence and pass it off as your own writing. For example, you cannot change the quote as follows and pass it off as your own:

Line engraving was the sole means during this period of art development by which the works of a painter could be made widely known.

However, you may take the general concepts from the quote (because they are common knowledge) and rewrite them in your own words as follows (without citing the source):

During this period of time in art history, photographic processes had not yet been created. Thus, line engraving was the sole means of reproducing paintings and making them available to many people.

Paraphrasing

To paraphrase is to put someone’s original ideas (*ideas that are not common knowledge*) into your own words. This is acceptable as long as you cite the source. For example, John Durand wrote this about his father, Asher Durand:

The habit of the boy in satisfying natural curiosity in his father's workshop, the privilege of roaming the fields and woods which kept his mind in fresh contact with nature, and the indulgence of feelings and sympathies indoors that required no theoretical training, was an education of the best kind.

Here is one way you could paraphrase that quote:

Asher Durand's son John believed that Asher received the best kind of education—an education that satisfied natural curiosity—in his father's workshop and through the privilege of roaming the fields and woods, which kept his mind in fresh contact with nature (Durand, John, *The Life and Times of A.B. Durand*, 1894).



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[Avoiding Plagiarism](#)

Avoiding Wordiness & Redundancy

Sometimes writers believe that long, wordy sentences equal a higher quality of writing. However, that is not usually the case. Avoiding unnecessary words makes writing less cluttered and easier to read. Your sentences do not have to be short or simple. In fact, they can be beautifully complex, such as sentences often found in well-written classic books; but they should be clear and concise and avoid unnecessary and redundant words.

Wordy/Redundant: The reason that we did not come to the party, even though we really wanted to come, is that our car would not start when we tried to turn it on because the battery was dead.

Concise: We wanted to come to the party, but our car battery died.

Wordy/Redundant: If a sentence has any redundant words, you should remove those words from the sentence to make the sentence clearer.

Concise: To make sentences clearer, remove redundant words.

TIP: If possible, remove duplicates of the same word within a sentence.

TIP: Vary word choice by using synonyms. (That is the beauty of the English language. There are usually multiple synonyms that may be used to avoid overuse of the same word.)

TIP: Look for ways to say the same thing more concisely, but be careful not to lose needed information or emphasis by over-pruning.

TIP: Writing “the very best” or “the very most” in a sentence is redundant. You only need to write “the best” or “the most.”

TIP: Avoid phrases such as “due to the fact that,” “in the event that,” or “in the process of.” Instead try “because,” “if,” and “during.”

When to Leave Out the Word “That”

The word “that” can be omitted from a sentence in many cases, but “that” should be used if it helps the sentence flow better or make more sense. How do you tell if it helps the sentence flow better? There are no hard and fast rules—it is usually a personal preference unless taking out “that” makes the sentence confusing.

Eliminating Qualifiers

Qualifiers come directly before an adjective or adverb. They either increase or decrease the quality of the adjective or adverb being modified.

Mary is **extremely** upset.

Mary is **so** tired.

Qualifiers can often be replaced by a more potent word.

Mary is **furious**.

Mary is **exhausted**.

Not only does this reduce wordiness, but it makes writing more powerful.

Using Lists

At times, listing items can make writing less wordy and more effective.

Weak: Jake went to the store. While he was there, he bought a large loaf of bread. He also bought a carton of eggs. In addition, he bought a jar of jam.

Improved: Jake went to the store and bought a large loaf of bread, a carton of eggs, and a jar of jam.

Citing Sources: Part 1

Several widely accepted style guides, such as the APA, Chicago Manual of Style, and MLA, give guidance on citing sources. This course teaches a simplified MLA format. You do not need to list the city of publication, the publisher's name, nor the medium of publication, which are usually included in MLA format. The important thing to learn from citing sources in this course is not a particular format, but how to follow the guidelines you are given with close attention to detail. If in the future you take a higher education class that requires you to write a paper with sources, strictly follow the guidelines in the style guide used by the class.



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[Citing Sources: Part 1](#)

FOLLOW THESE GUIDELINES WHEN CITING A SOURCE:

ITALICIZE THESE TITLES

Books	Magazines	Newspapers
Websites	Plays	Album Names

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 | 24 Oct. 1993

PUT THESE TITLES IN QUOTES

Articles	Short Stories	Poems
Speeches	Essays	Songs

Note: MLA formats often change with new editions of the MLA handbook. The purpose of this course is not to teach an exact format, but to teach the student how to carefully follow a given format.

INCLUDE THIS INFORMATION

Books	Author's Last Name, Author's 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's Last Name, Author's First Name, Title of Article, Title of Magazine/Newspaper/Encyclopedia, Month and Year of Publication.	Example: Douglas, Chadwick, "Ghost Cats," <i>National Geographic</i> , Jan. 2014.
Websites	Author's Last Name, Author's First Name (if listed), Title of Article (if applicable), Title of Website, Date of Publication (if listed).	Examples: "Emily Dickinson: The Writing Years," www.emilydickinsonmuseum.org . [No author or publication date listed] Mallonee, Laura, "The Imaginative Man," www.poetryfoundation.org . [No publication date listed] Klein, Christopher, "A Perfect Solar Storm," www.history.com , 14 Mar. 2012.

Citing Sources: Part 3

Creating a Bibliography

A bibliography, included at the end of your paper, is a list of sources you used to get your information. In the last section, you learned about a Works Cited page where you only listed items such as direct quotations you cited within your text. In a bibliography you list all the material you used to become informed about your topic whether you cited something directly from it or not. Papers can have both a Works Cited page and a bibliography or just one or the other.

Assignments for this unit will require a bibliography rather than a Works Cited page because most of the information you will be writing about will be common knowledge and will not need to be cited. However, it is helpful to list the sources so your reader knows you used valid sources to gain knowledge on your subject.

When using a bibliography, if you do include a direct quote or information that needs to be cited directly, you may put the full citation in the text as follows:

Bibliography

Douglas, Chase, "Emily Dickinson," *The Poetry Magazine*, Jan. 2014.
"Emily Dickinson: The Writing Years," www.emilydickinsonmuseum.org.
Klein, Erin, "A Poet's Life," www.history.com, 14 Mar. 2012.
Mallonee, Emily, "The Imaginative Woman," www.poetryfoundation.org.
Rogers, James, *The Life of Emily Dickinson*, 1910.
Smith, Ronald, *Emily Dickinson's Childhood*, 1943.

Emily Dickinson has been described as a poet who "freely ignored the usual rules of versification and even of grammar" (www.emilydickinsonmuseum.org).

Jen Bervin wrote, "Dickinson's writing materials might best be described as epistolary" ("Studies in Scale," www.poetryfoundation.org).

A study by the Gorilla Foundation shows a steady decline in the amount of wild gorillas from 1990-2000 (*The Encyclopedia of Britannica*, 1997, Volume 7, "Gorillas," pg 12).

Center heading.

Alphabetize list by author's last names or by title when a work has no author.

Include author, book or article name, and publication date (if available).

Use double spacing.

Quotes Under Four Lines

Short quotes (usually under four lines) are placed in the body of the text and must be inside quotation marks, as in this example:

Ronald Reagan once said, “Welfare’s purpose should be to eliminate, as far as possible, the need for its own existence” (“Interview,” *Los Angeles Times*, 7 Jan. 1970).

Quotes Over Four Lines

Quotes over four lines must be put into a block quotation which starts on a new line, does not have quotation marks, and is indented a half inch from the main body of text.

James Allen wrote:

Man is made or unmade by himself. In the armory of thought he forges the weapons by which he destroys himself. He also fashions the tools with which he builds for himself heavenly mansions of joy and strength and peace. By the right choice and true application of thought, man ascends to the divine perfection. By the abuse and wrong application of thought he descends below the level of the beast. Between these two extremes are all the grades of character, and man is their maker and master (*As a Man Thinketh*, 1910).

Paraphrasing

When paraphrasing information, you must cite the source as in this example:

Responsibility for our children’s education should not be in the hands of the federal government. Supporting this idea, Ronald Reagan explained that education does not begin with Washington, but in the home where education is both a parental right and responsibility (“Remarks to the National Catholic Educational Association”).

Essay Writing



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[Thesis Statements](#)

Thesis Statements

An essay builds upon a **thesis statement**, which is composed of one or two sentences near the beginning of an essay (usually at the end of the introductory paragraph). The thesis statement indicates the focus or argument of an essay, helps the reader know what to expect, and helps the writer focus and avoid wandering from the main idea.

There are two kinds of thesis statements:

An informative thesis statement declares the focus of an essay that is based on fact, not opinion. In an essay with this type of thesis statement, a stance is not taken and opinions are not given; facts are simply stated.

Examples:

#1: Fridtjof Nansen accomplished much as an explorer, scientist, diplomat, and humanitarian. (You would then expect the essay to provide factual information explaining the work Nansen did in those fields.)

#2: The US national obesity rate, in both adults and children, has been rising for decades. (You would then expect the essay to give factual information on this topic.)

A persuasive thesis statement declares the focus of an essay that is based on opinion. Writers use their own thoughts and ideas, along with facts or quotes by others, to support their opinion.



Examples:

#1: Fridtjof Nansen was not just a great explorer, he was also a great man who showed character traits I would like to emulate. (Expect the essay to focus on Nansen's work as an explorer and the writer's thoughts and opinions of Nansen's character.)

#2: It is the parent's responsibility to do something about the national obesity rate, which has been rising for decades. (Expect the essay to explain how the obesity rate has risen and present an argument about why parents should do something about it.)

What Makes a Good Thesis Statement?

- **It should not be too narrow nor too broad.** Every paragraph in an essay must point to the thesis statement, so the thesis statement should be broad enough to cover everything you want to cover. On the other hand, make sure you are not trying to say too much in one essay. Essays are easier to write if a thesis statement is narrowed down to a few specific aspects of the topic.
- **Do not use worn-out, weak phrases.** Don't use phrases like "I believe," or "In my opinion," or "In this paper I will be discussing."
Weak: In this paper I will discuss the problem of rising obesity and the need to do something about it.
Stronger: Obesity is a rising problem—a problem that requires our serious attention and action.

Essay Writing

Should Your Thesis List the Main Supporting Ideas?

Your thesis statement should have supporting ideas, which will be discussed in the different sections of your essay. You should decide what those supporting points are before beginning your essay. Whether or not your thesis should state the main supporting ideas you are going to discuss depends on the style of the essay you are writing and your own personal preference.

Listing the main points in your thesis helps your reader know exactly where the essay is going, which may make your reader interested in learning more. However, in some cases, telling the reader exactly where the essay is going may make it predictable and repetitive. You may not want to reveal the main points of the essay at the beginning, but instead entice the reader to continue reading in order to discover your argument.

Introductory Paragraphs

First impressions are important. You do not want to start an essay by flatly stating what you are going to be writing about. Think of your first sentence as a hook that grabs your audience's attention and interest. Be creative and show your personal style.

Eight Ways to Start an Introductory Paragraph

1. A thought-provoking question

Would you like to improve your health, sleep better at night, and experience something beautiful?

Note: Avoid overused phrases such as "Did you know . . ."

2. An interesting fact or surprising statistic

In 2007, almost 30 million Americans participated in hiking.

3. A short personal experience

Last summer my friend invited me to go hiking . . .

4. A short but interesting and applicable quote

Margaret Young said, "Climbing is as close as we can come to flying."

5. An attention-grabbing statement

If I could be anywhere in the world, I would be on the side of a mountain.

6. A short, interesting story

After his wife died, Paul Stutzman took a remarkable 2,176-mile hike in search of peace.

7. Historical background

The idea of taking a walk through the countryside for pleasure developed in the 18th century.

8. Vivid description

The 15,781-foot, snow-peaked mountain looms above as the trail dips down into the green valley.



Essay Writing

Body Paragraphs

The body is the “meat” of an essay. Each paragraph in the body of your essay should be limited to one main idea that supports your thesis. However, one main idea may be explored in more than one paragraph if needed. Each body paragraph will usually follow the following format:

1. **Explain your topic sentence.**
2. **Give your evidence.** Evidence may be quotes, statistics, personal examples, or facts.
3. **Discuss or analyze your evidence.** Do not give evidence without analyzing or discussing it afterwards. A good analysis will answer questions. How does the evidence prove the point? Why does it matter? What are your opinions and insights about the evidence?
4. **Close your paragraph.**

Topic Sentence

Body paragraphs in formal essays usually include a topic sentence that defines the main idea of the paragraph. Just as a thesis statement keeps the main ideas focused throughout the essay, a topic sentence helps a paragraph stay focused on the main idea of the paragraph.

Topic sentences are usually placed at the beginning of the paragraph. Look at the following paragraph, in which the topic sentence is underlined:

There is a growing trend in literature to present parents as absent and uninvolved, to display families as dysfunctional and unhappy, and to create child characters that act disrespectfully to parents. According to Nielsen BookScan, which tracks roughly 80% of print sales, the highest selling book in 2013 in the United States was *Diary of a Wimpy Kid: Hard Luck*, selling an astonishing 1.8 million copies. The very first paragraph of the book begins by making fun of family . . .

Sometimes a transitional sentence or two will come before a topic sentence, such as in the paragraph below.

A recent report in *Education News* states that homeschooling is growing seven times faster than the number of children enrolling in grades K-12 every year, and a continued surge is expected. Why? **One of the top reasons is concern about the moral decline of education.** For example . . . (the rest of the paragraph is then about the moral decline of education).

Your topic sentence will be more effective if it does not use exact wording from your thesis. Try to be more subtle, and write your topic sentence with different wording that moves the essay forward one more step.

When a paragraph continues to develop the same point as in the previous paragraph, a new topic sentence is not needed. And sometimes the evidence in your paragraph makes your point so effectively that your topic sentence can be implied rather than stated outright.

When to Begin a New Paragraph

- to introduce a new point
- to expand on a point already made by giving new evidence or examples
- to break up long paragraphs into manageable pieces

Closing Sentence

Your paragraph (or paragraphs if one idea is spread across multiple paragraphs) usually ends with a concluding statement that summarizes or pulls together the main idea of the paragraph. This closing sentence provides a definite ending point for the paragraph while leaving a final statement of the paragraph’s main idea. The closing sentence should not introduce another idea that is not covered in the paragraph.

Essay Writing

The Conclusion

The concluding paragraph of your essay brings all of your main points together and closes the essay. Conclusions may be more than one paragraph in longer essays.

A good conclusion does not simply restate your thesis statement, as that would be redundant. Instead, show in summary how it has been proved.

If your essay is short, you especially want to avoid restating your full thesis statement. However, if the essay is longer, or if you feel it is helpful to remind the reader of the original thesis statement, you may rephrase your thesis with different and fresh wording, as illustrated in this example:

Thesis in introductory paragraph: I have found that the three best ways to find happiness are being grateful, giving service, and being obedient.

Rephrased thesis in concluding paragraph: Being grateful, giving service, and being obedient are definitely keys to happiness that are easy to find if you are willing to put in the effort.

Tips for Writing a Successful Conclusion

- Your closing paragraph should help the reader feel a sense of closure.
- Try to avoid starting your concluding paragraph with overused phrases such as “in conclusion,” “in closing,” or “as shown in the essay.”
- Do not give specific examples or additional evidence in your concluding paragraph. Those things belong in the body paragraphs.
- Keep your conclusion short. The concluding paragraph is typically shorter than the introductory paragraph.

The “Clincher”

In an effective essay, the last sentence (or sentences) should be “the

clincher,” meaning it should give the main idea a final, powerful punch and leave the reader with something to think about. You can use some of the same techniques for your clincher as can be used to grab your reader’s attention at the beginning of an essay:

- Complete the story you started in the introduction.
- Ask a final, thought-provoking question.
- Use a new quotation or refer back to the opening quotation, but make sure it is not too long.
- Encourage your reader to action.
- Make a suggestion or give a warning or prediction.

Examples of Concluding Paragraphs

Original Thesis: The best ways to find happiness are by being grateful, giving service, and building family relationships.

Weak Example: In conclusion, being grateful, giving service, and building family relationships are the best ways to find happiness. I have learned this through the experiences I shared in this essay. We should all seek for happiness through these things.

Strong Example: Truly, happiness is the central desire of every person’s heart. We all search for it, but often in all the wrong ways. But if you know the right ways to find happiness—through being grateful, giving service, and building family relationships—happiness is actually easy to obtain. The true question is not, “How can I *find* happiness?” The question is, “Am I willing to *do* the things that truly bring happiness?”

Essay Writing

Developing and Outlining an Essay

Once you have used the prewriting process to establish your topic (see the section titled [Prewriting](#)), it is time to start developing your idea and come up with a solid thesis statement.

Gathering More Information

Before you can write your thesis, you may need to gather more information—especially if you are not exactly sure where you stand on the issue. You may need to do some research on what experts and others say on the topic and decide with which points you agree or disagree.

Developing Your Thesis and Supporting Ideas

Once you can answer the question, “What is my position and why?”, then you can write your thesis. For example, if you selected the topic of “children borrowing against their allowance” and decided that your view on borrowing against allowance is never permissible, you may write a thesis like this:

If parents want to teach their children to avoid debt when they are grown, then they should never allow their children to borrow against their allowance. **This practice will help children cement the idea of no debt in their lives, and it will help them learn to save and plan ahead for unforeseen needs or wants.**

The sentence in bold contains the main supporting ideas, which do not have to be included as part of the thesis or introduction—it is up to you. However, written or not written in your thesis, you do need main supporting points. Everything you write in your essay will need to fall under one of these main supporting points. The required length of your paper will help determine how many supporting points you should have. If you can not come up with enough supporting points, you might need a new thesis that you can better support.

Outlining your Essay

Once you have developed your thesis (or the first draft of your thesis—it may change as you continue the organizing and writing process), you will write a simple outline for your essay. A short essay does not require an extensive outline. Include the following to create a simple outline:

I. INTRODUCTION

- Starts with an attention-getting opener
- States your thesis
- Possibly includes the specific points you plan to cover

II. BODY

- Body paragraphs explore the supporting points of your thesis.
- The body paragraphs provide evidence for each of your supporting points followed by your own commentary about the evidence.
- Each paragraph focuses on one specific supporting point unless that point takes more than one paragraph.

III. CONCLUSION

- Summarizes your main points and brings them together
- Refers back to the main points of your thesis in some way

Creating an outline may seem tedious, but it is an important step in creating an effective essay. Do not skip outlining, but also do not feel restricted to following your outline exactly when writing your essay. You may find that your outline needs to change during the writing process. Your outline is simply your plan, and plans often change as you delve deeper into the writing process.

Essay Writing

Beyond the Five-Paragraph Essay

Many courses, including this one, teach an essay pattern called a "Five-Paragraph essay" that is organized like this:

Introduction: State thesis and three main points.

Body Paragraph One: Discuss point one.

Body Paragraph Two: Discuss point two.

Body Paragraph Three: Discuss point three.

Conclusion: Summarize and restate your thesis.

This format provides a simple organizational structure, is easy to teach and grade, and can be a great starting point for younger or struggling students. The Five-Paragraph essay can also be a useful strategy for some essay exam questions.

However, the Five-Paragraph organization can be a restrictive format that does not allow for creativity or produce effective writing. Five-Paragraph essays can easily become repetitive, predictable, and boring. Most newspapers, college essays, magazine articles, and scholarly articles do not use this method.

This course teaches you this basic pattern and also the foundational principles of effective essay writing. You are then encouraged to determine the best structure and format for your specific topic and your personal style.

- Sometimes your introduction might be more than one paragraph long.
- Sometimes you might include a paragraph after the introduction that gives background information before digging into your main points.

- Sometimes you might just follow the Five-Paragraph model.

The important things are that

- your introduction pulls the reader into your essay
- you stick to your thesis and support it with main ideas
- your conclusion wraps everything up
- your essay is logically organized
- your writing is compelling, interesting, and grammatically correct

If you are taught only the five-paragraph essay format, it could be hard for you to be creative and expressive with your essays now and in the future. However, if you are trained well in the foundational principles of effective essay writing, you would easily be able to write a Five-Paragraph essay if ever needed.



Using Sensory Language

If you can imagine being in a scene without emotions, sounds, colors, textures, and smells, then you get an idea of what writing is like without sensory details. Smells, sights, sounds, tastes, and feelings bring writing to life, helping readers experience sensations and emotions as they engage in a story. An author who can skillfully appeal to his reader's senses will create impressionable writing.



As you read the excerpt below from *Carry On, Mr. Bowditch*, can you feel the cold and damp? Can you smell the stench? Can you imagine the exhaustion?

The rest of that night, and for six days and nights that followed, Nat found out what men meant by the Roaring Forties of the North Atlantic. Numb with weariness, he lived in wet clothes and ate cold food. It was bad enough on deck; it was worse below deck. The hatchways had to be closed, and below deck the air grew so foul that the very lanterns burned dim. Whenever Nat had to go below, the stench grabbed at his throat and turned his stomach. Why, he wondered, had he ever wanted to come to sea? Why did any man choose this life?

Jean Lee Latham did not tell us there was a pretty bad storm that lasted

six days; she showed us the miserable conditions by using phrases such as “numb with weariness,” “wet clothes,” “cold food,” “the air grew so foul that the very lanterns burned dim,” and “the stench grabbed at his throat and turned his stomach.”

The Five Senses

A skilled author writes to engage all five senses: sight, sound, taste, touch, and smell. The more expansive your vocabulary, the greater your ability to accomplish this, and the more complex and interesting your writing will become. Sensory detail can be added through adjectives, adverbs, strong verbs and nouns, and figurative language (similes, metaphors, personification).

ADJECTIVES

If something is cold, you could use adjectives such as chilly, freezing, icy, or frosty.

ADVERBS

If a bell is ringing, you could use adverbs such as shrilly, musically, or merrily.

STRONG VERBS

If a character is tasting something, you could use verbs such as nibble, crunch, relish, or savor.

STRONG NOUNS

Instead of writing “a smell,” you could use a stronger noun such as stink, stench, odor, scent, or fragrance.

FIGURATIVE LANGUAGE

Instead of writing “her voice sounded pretty,” you could use a simile such as “her voice was like a flute.”

Using Transitions

Transitions help establish logical connections between sentences, paragraphs, and sections of your papers.

Signs that You Need to Work on Transitions

- Your paper feels choppy.
- Your paragraphs or sections do not flow smoothly from one idea, example, or point to another.
- Your train of thought is hard to follow.
- Your paper jumps from idea to idea without showing how the ideas are connected.

Tips for Terrific Transitions

TIP: Organize Sections Logically

Organize your sentences, paragraphs, and sections in a logical way. Do the main ideas of each paragraph flow in the right sequence? If the main ideas of your paragraphs do not make sense together, transitional words or techniques are not going to help.

TIP: Use Transitional Words and Phrases

Transitional words or phrases can help connect sentences and paragraphs. Try using words such as “likewise,” “on the other hand,” and “in addition.” Nevertheless, be careful not to overuse transitional phrases.

TIP: Use Transitional Sentences

Transitional sentences can connect ideas without using common transitional words or phrases by linking to the concepts in the previous paragraph or by moving ideas forward in sequential order.

Example That Ties to a Previous Paragraph

In her article “The Life of Emerson,” Edna Turpin wrote a paragraph about Emerson’s time as a minister. She then starts the next paragraph with this transitional sentence: “Emerson did not long remain a minister. In 1832 . . .” She then goes on to talk about another phase in Emerson’s life.

Examples That Move Text Forward in Sequential Order

In *The World’s Great Men of Music*, author Harriette Brower uses the following transitional sentences to start new paragraphs, moving the story forward in logical or chronological order:

Not long after this, the boy’s father passed away, and . . .

Handel **now** turned his attention to opera . . .

Not long after this, Handel was appointed Chapel master to the Duke of Chandos . . .

Now began a long season of hard work . . .

As brighter days dawned, Haydn . . .

In 1790 Haydn lost the master to whom he was so devotedly attached . . .



Transitional Words and Phrases	
ADDITIONAL INFORMATION	and, also, moreover, furthermore, in addition, likewise, similarly, equally as important, additionally, besides, indeed
EXPLAINING OR EMPHASIZING	in fact, in other words, actually, namely, even, indeed, more importantly
CONTRASTING INFORMATION	but, however, nevertheless, in spite of, on the other hand, nonetheless, notwithstanding, in contrast, still, yet, instead, although, even though, despite the fact
ORDER/SEQUENCE	first, second, next, finally, meanwhile, after, then
GIVING EXAMPLES	in fact, in other words, actually, namely, for example, for instance, specifically, in particular
CAUSE AND EFFECT	consequently, so, therefore, as a result, as a consequence
CONCLUSION OR SUMMARY	finally, in summary, on the whole, in conclusion

Varying Sentence Structure and First Words

When a paragraph is composed of sentences that are similar in length, structure, and first words, the writing can be ineffective and uninteresting. For example, read this paragraph, which is composed of sentences with the same structure and similar length:

Bab raced on. Betty went in the opposite direction. They went around the house. They met with a crash. The thief did not appear.

Now read the following paragraph the way Louisa May Alcott wrote it:

Away they went, Bab racing straight on, and bewildered Betty turning obediently round to trot in the opposite direction as fast as she could, with the water splashing all over her as she ran, for she had forgotten to put down her pail. Round the house they went and met with a crash at the back door, but no sign of the thief appeared.

Both paragraphs contain the same main events, but the second paragraph displays more effective and appealing writing. Why? When sentences are the same length, are the same type of sentence structures, are stripped of descriptive language, and start with the same words, the writing becomes predictable, simplistic, choppy, and boring.

Here are some ways to vary sentence structures and first words:

Combine sentences with a Comma and a Coordinating Conjunction

Choppy Sentences: It started to rain. Abe closed the windows.

Improved Sentence: It started to rain, so Abe closed the windows.

Start with a Dependent Clause

Choppy Sentences: It started to rain. Abe closed the windows.

Improved Sentence: When it started to rain, Abe closed the windows.

Start with an Introductory Word or Phrase and/or Combine Sentences

Choppy Sentences: It started to rain. Abe closed the windows.

Improved Sentences: Suddenly, it started to rain. Abe quickly closed the windows.

Add a Prepositional Phrase

Choppy Sentences: It started to rain. Abe closed the windows.

Improved Sentences: Out of the dark sky, torrents of rain began to fall. In just three seconds, Abe shut the windows and secured the shutters.

Start with a Participial Phrase

Choppy Sentences: It started to rain. Abe closed the windows.

Improved Sentences: It started to rain. Working quickly, Abe shut the windows and secured the shutters.

Start with an Infinitive Phrase

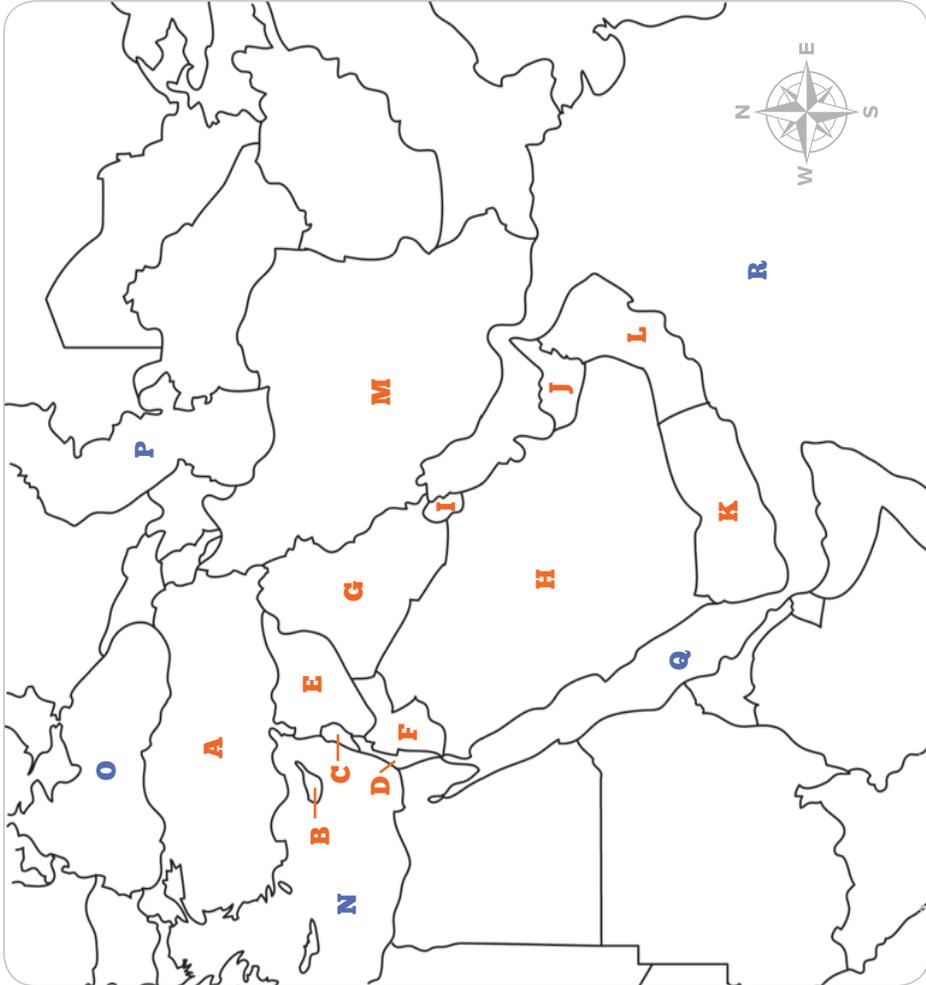
Choppy Sentences: It started to rain. Abe closed the windows.

Improved Sentences: To everyone's great surprise, it suddenly started to rain. Abe quickly closed the windows.



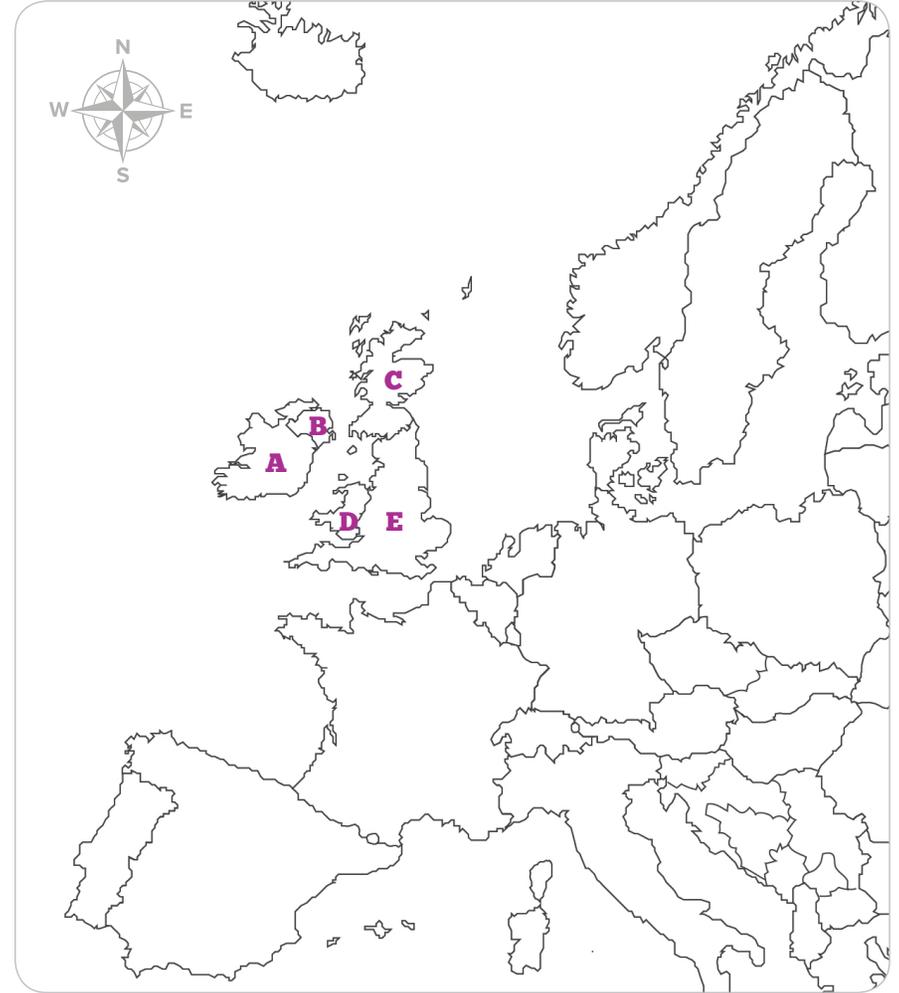
The Middle East-Practice

Say the name of each country and sea.

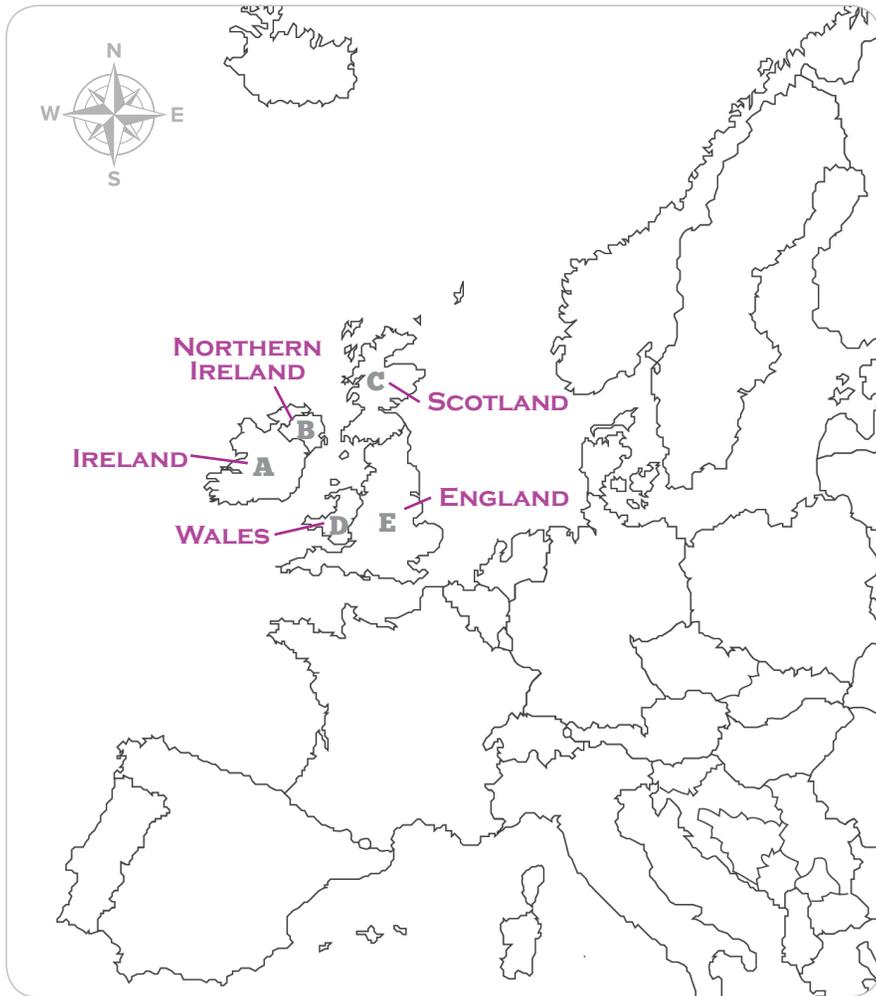


British Isles-Practice

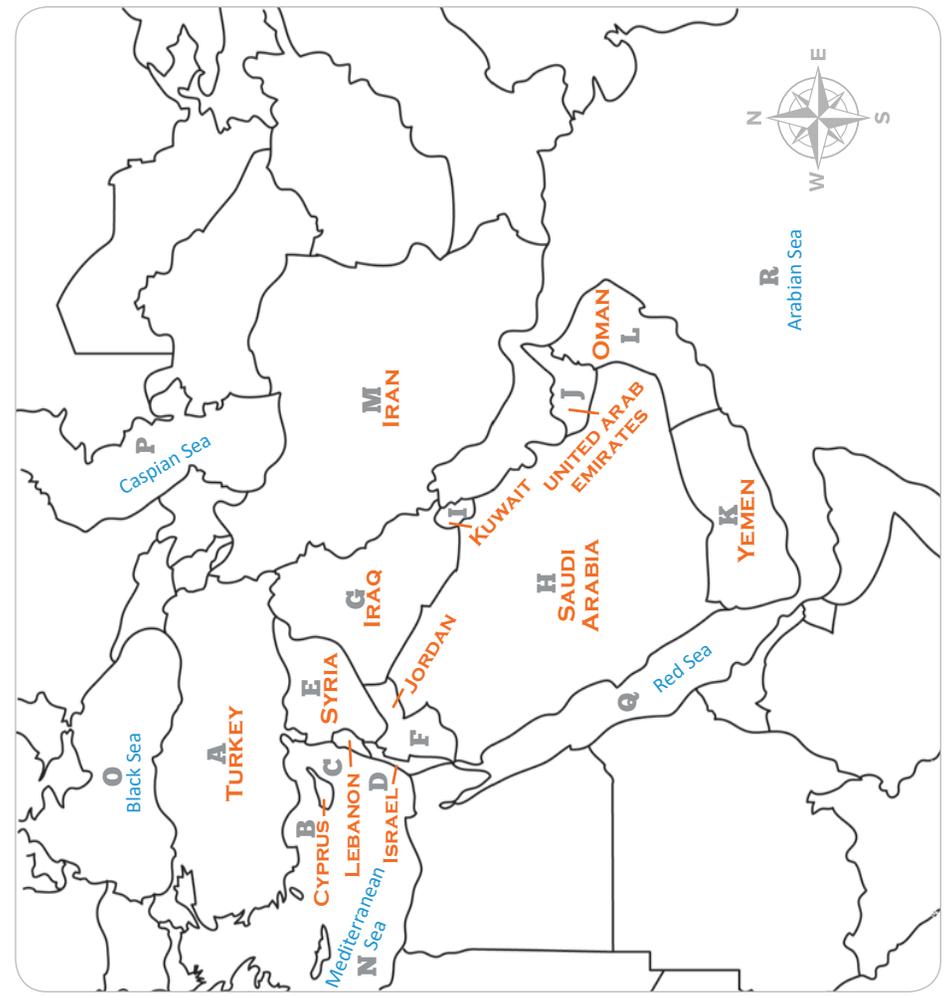
Say the name of each country.



British Isles-Key

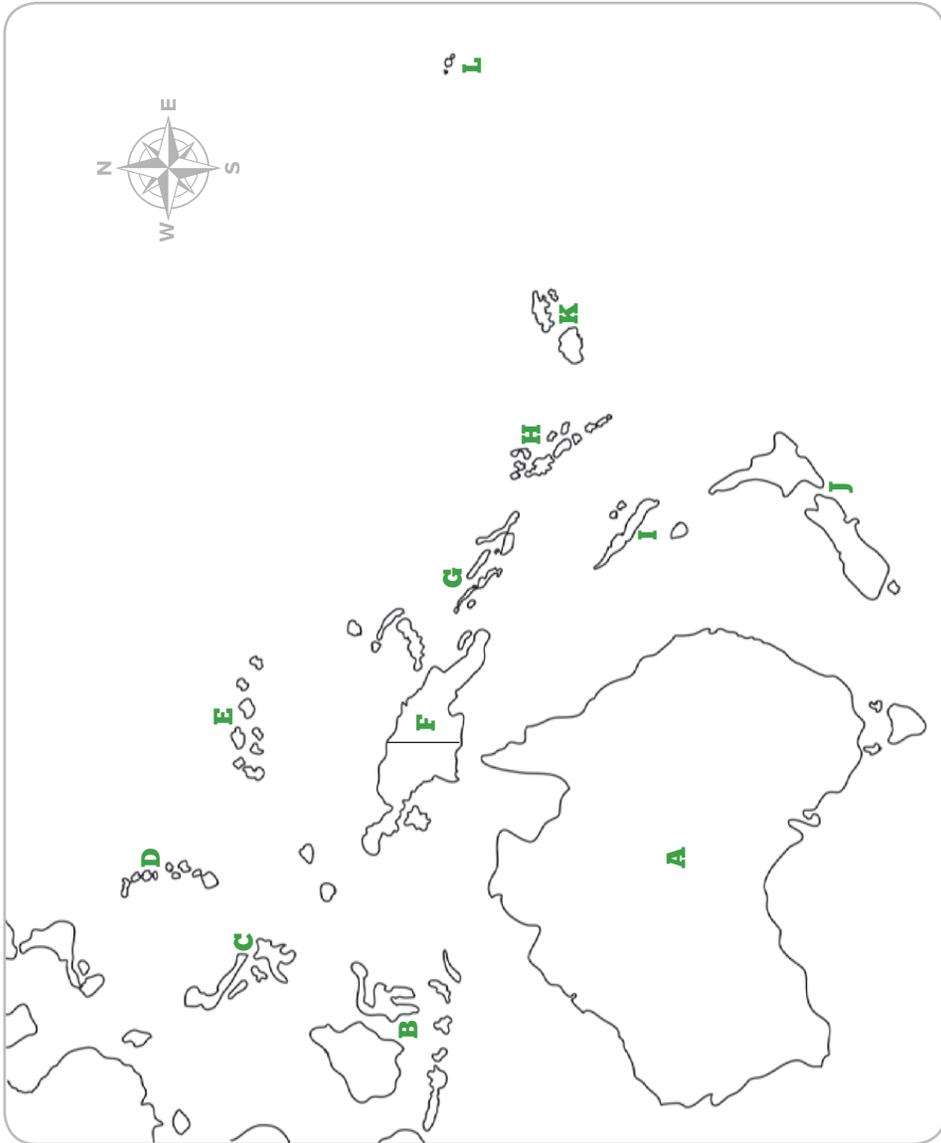


The Middle East-Key



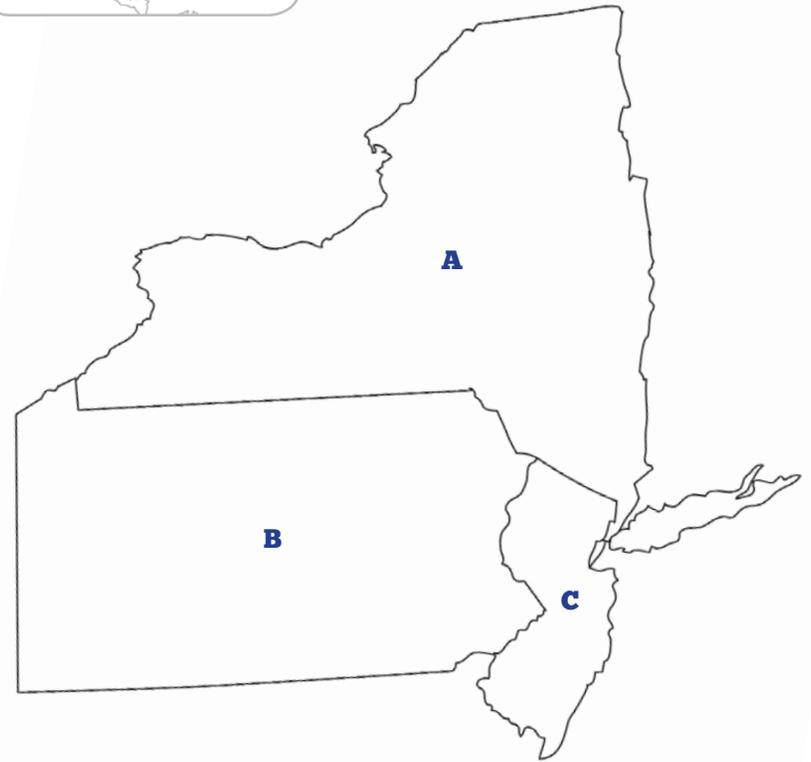
South Pacific-Practice

Say the name of each country or island chain.



Mid-Atlantic United States-Practice

Say the name of each state and capital city.



Mid-Atlantic United States-Key

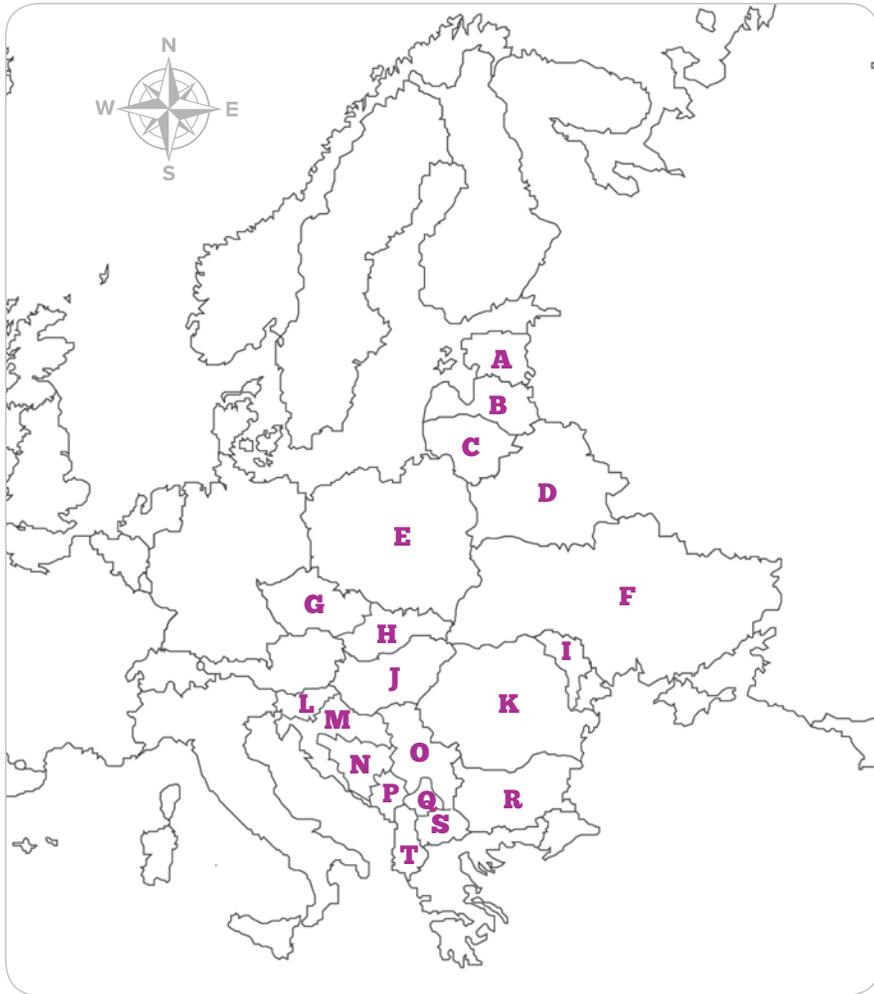


South Pacific-Key



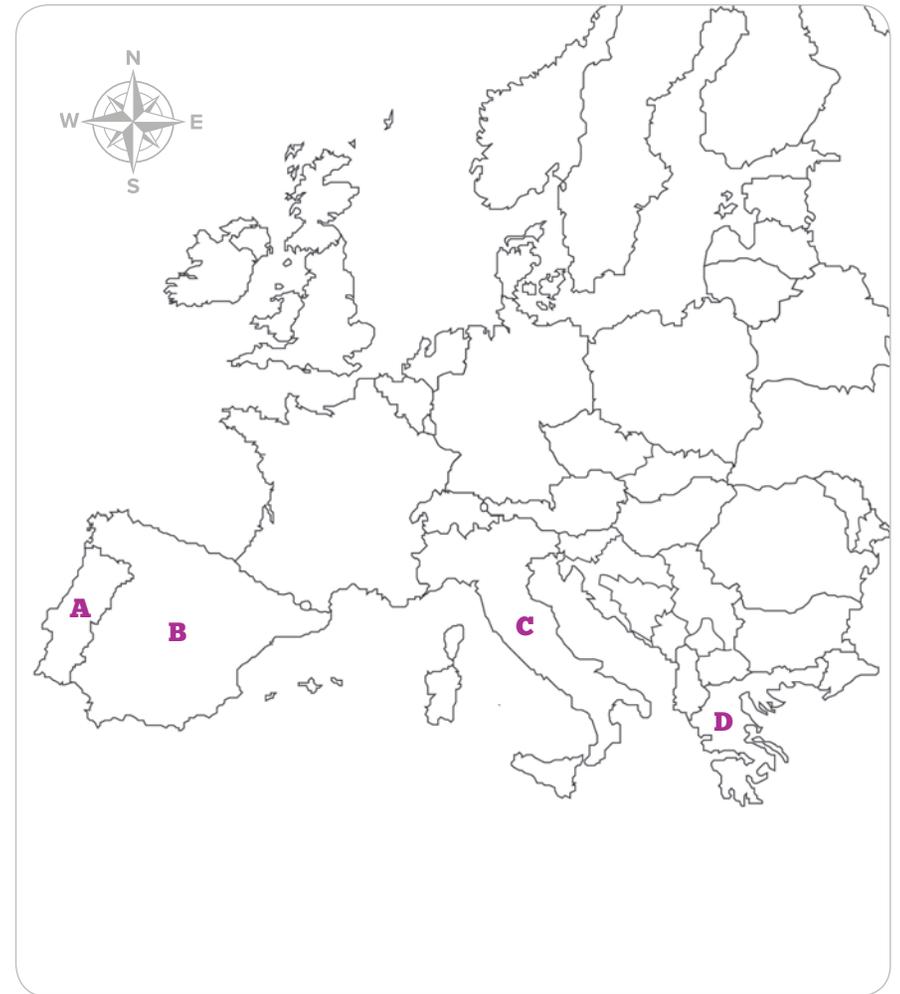
Eastern Europe-Practice

Say the name of each country.



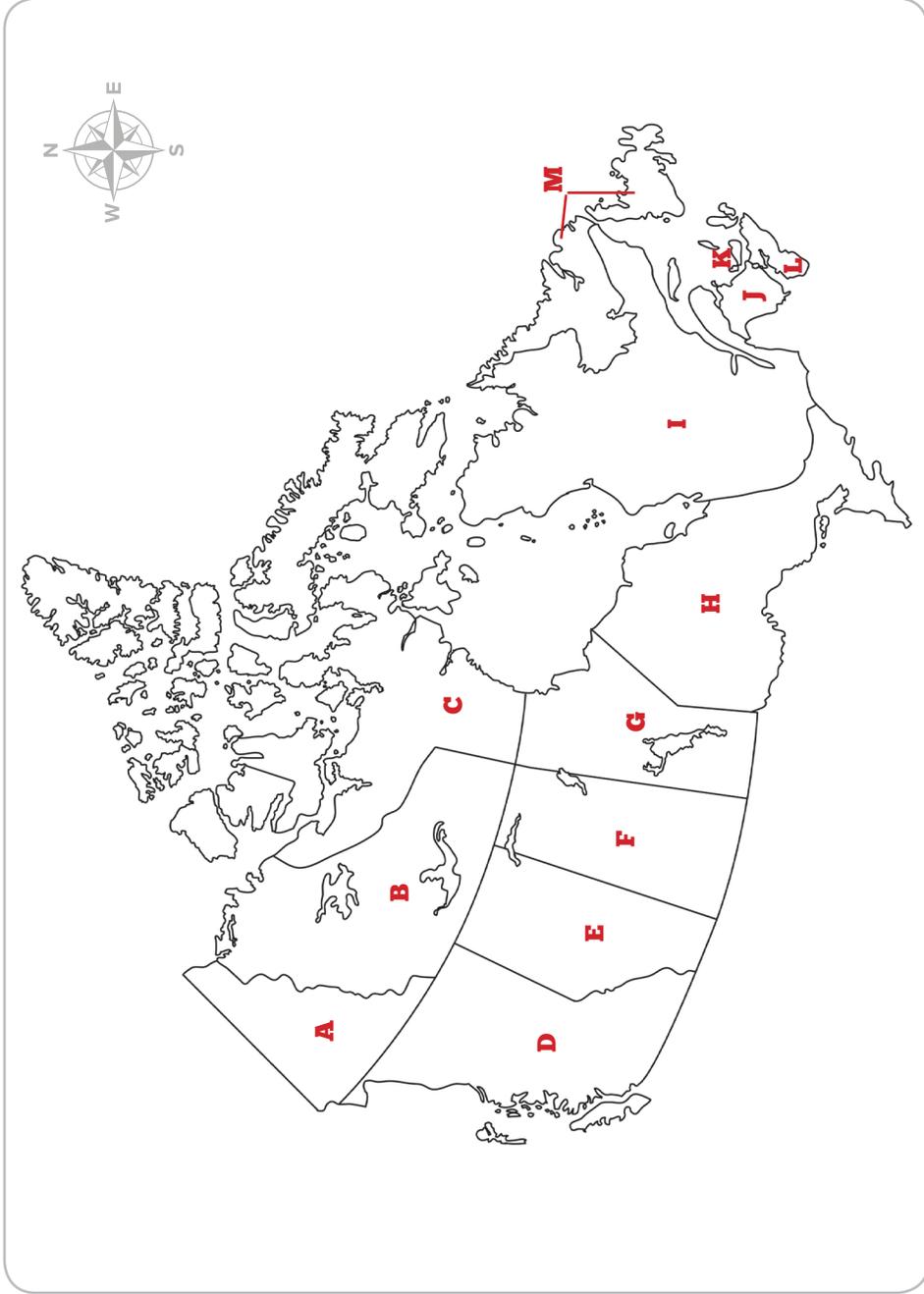
Southern Europe-Practice

Say the name of each country.



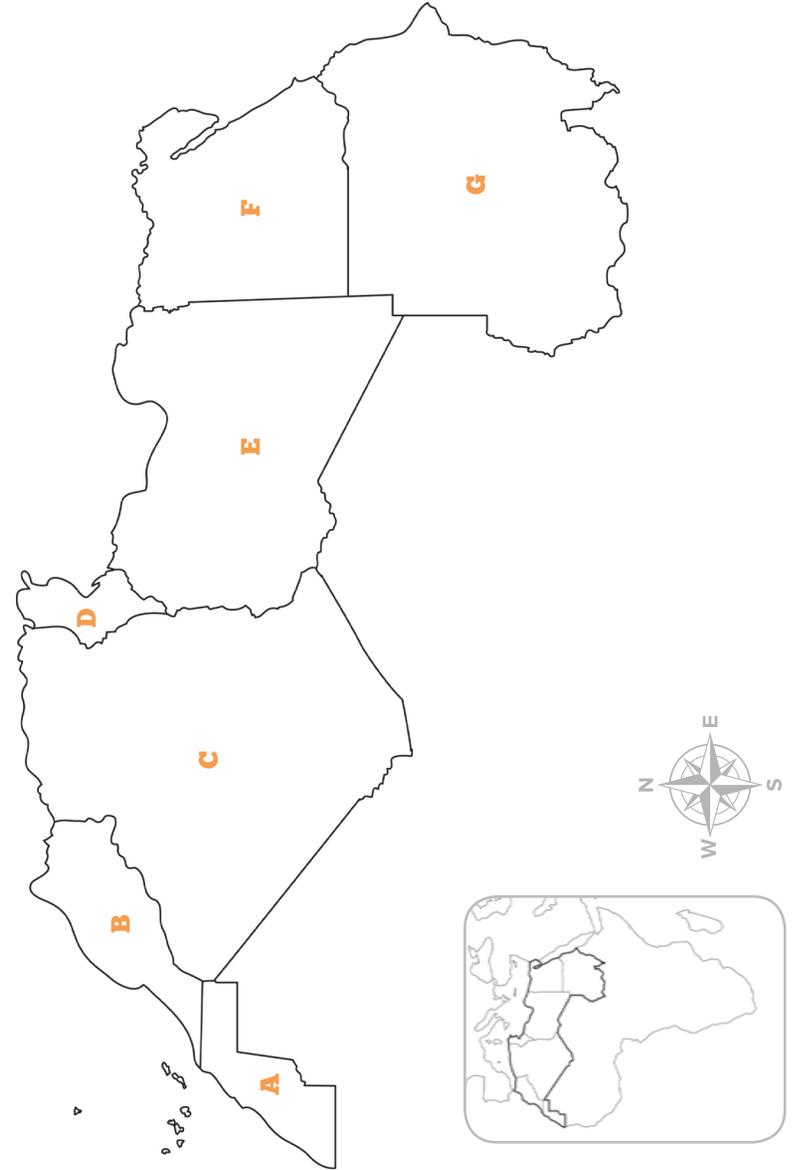
Canada-Practice

Say the name of each province and territory.

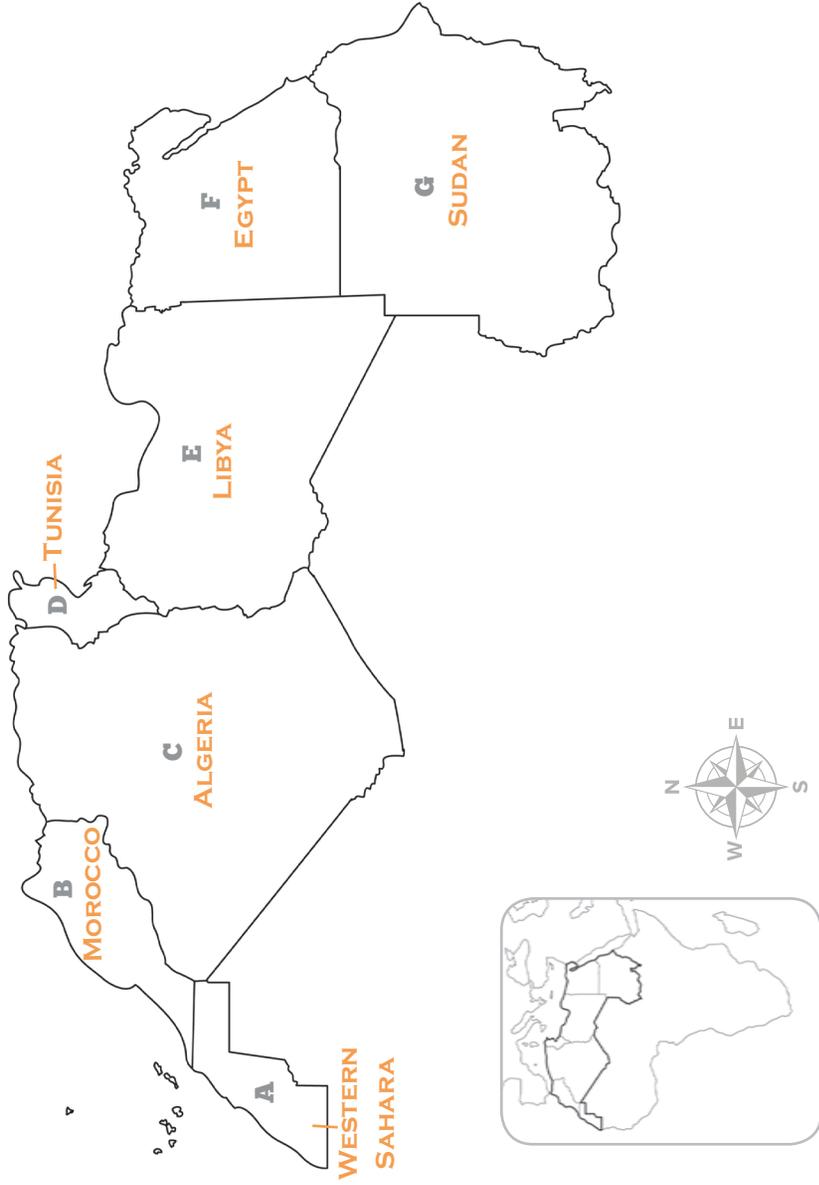


Northern Africa-Practice

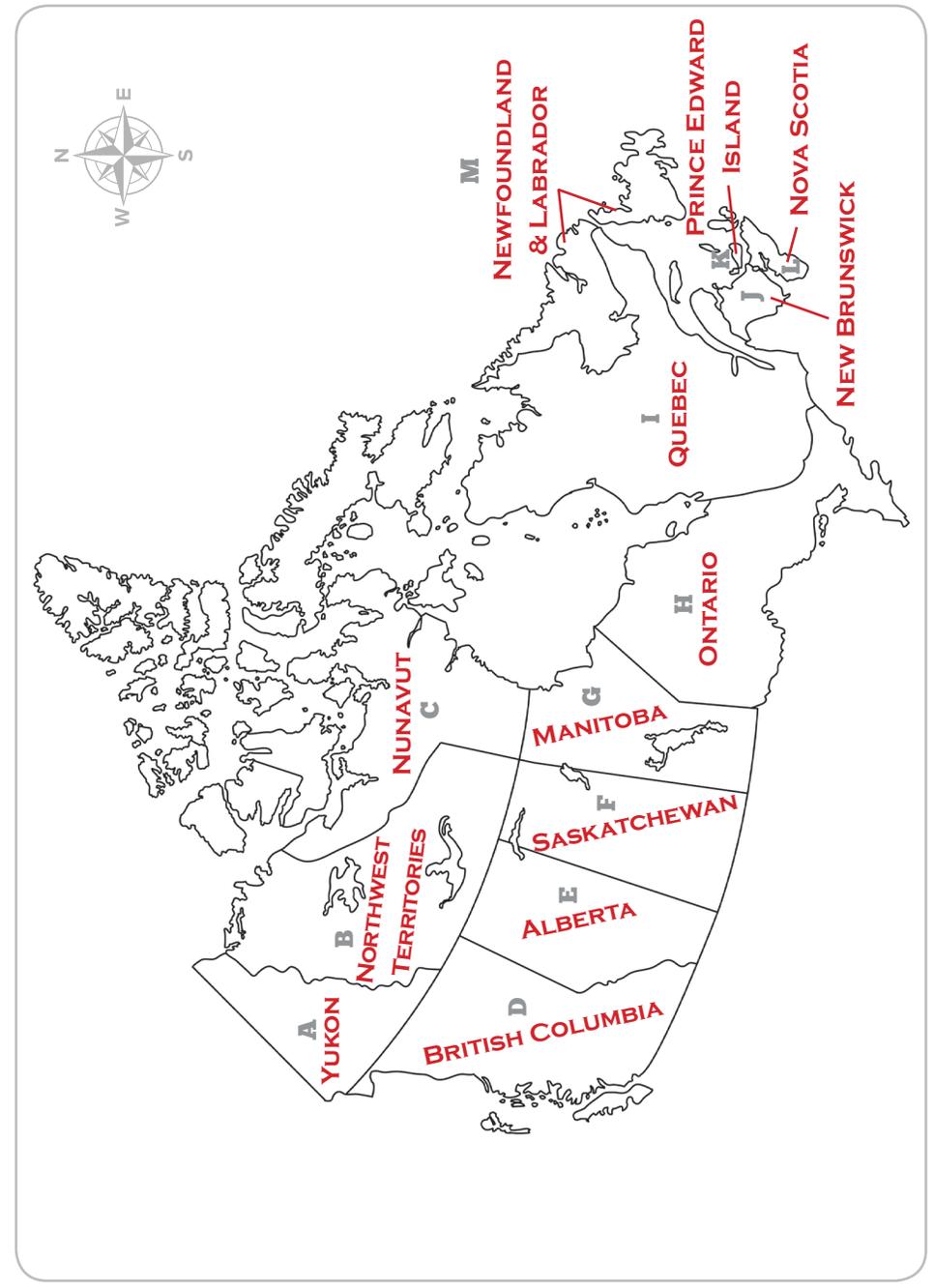
Say the name of each country.



Northern Africa-Key

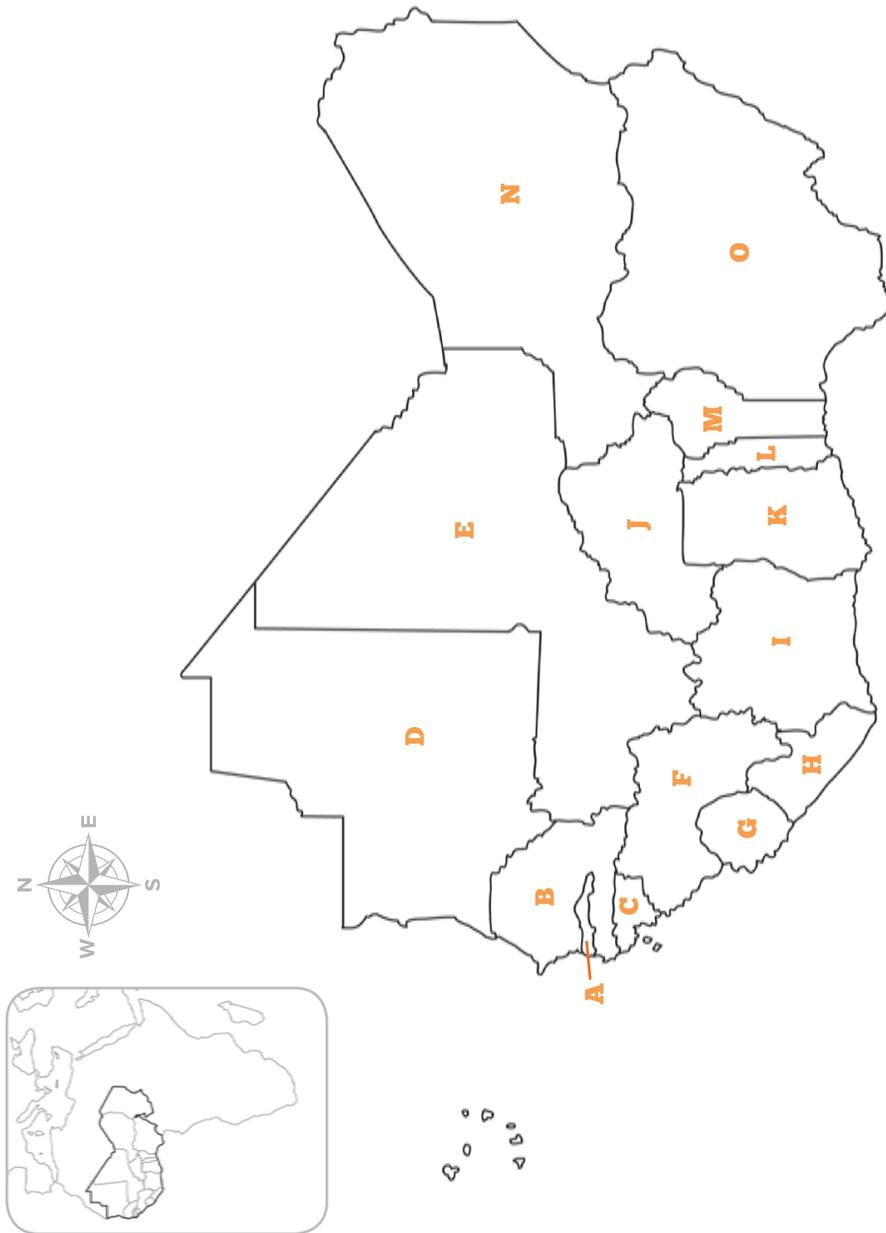


Canada-Key



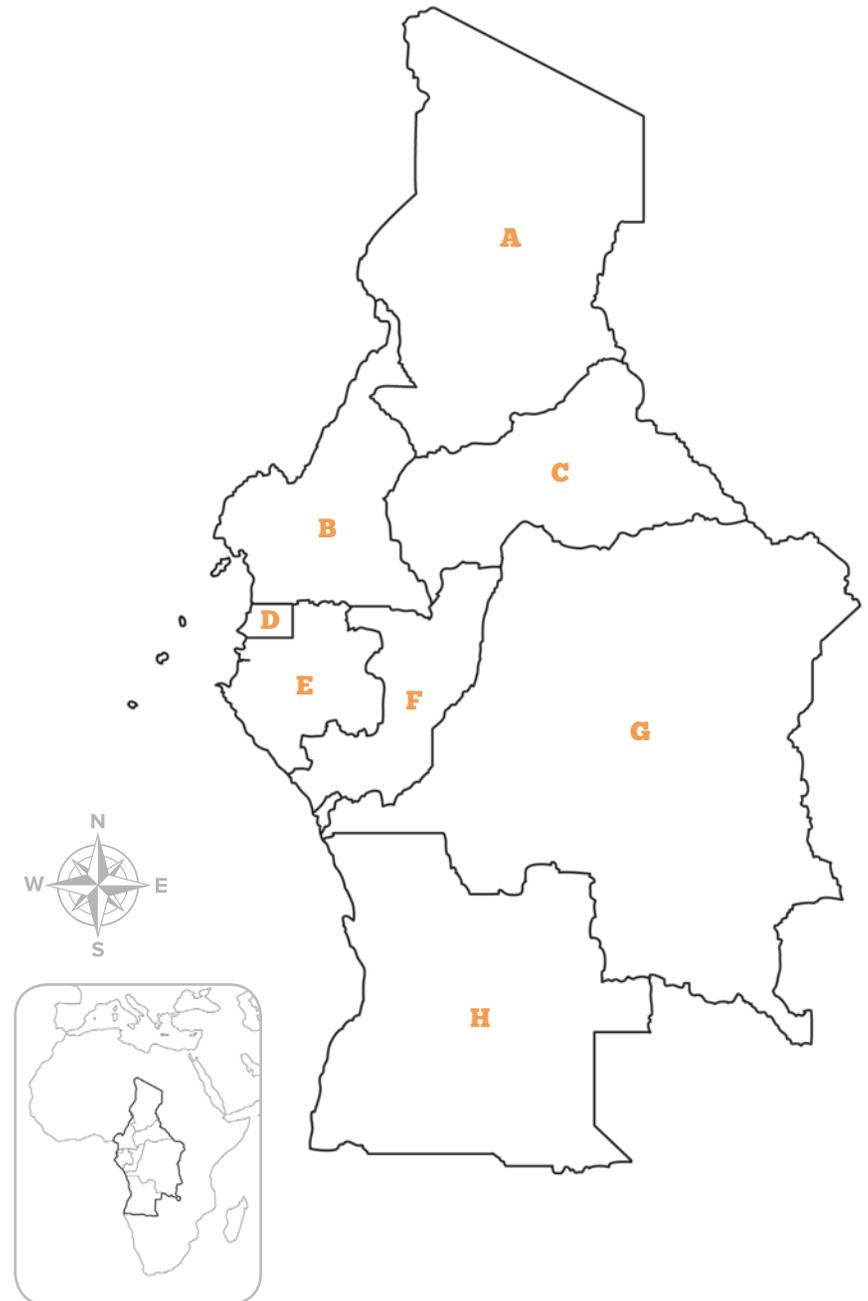
Western Africa-Practice

Say the name of each country.

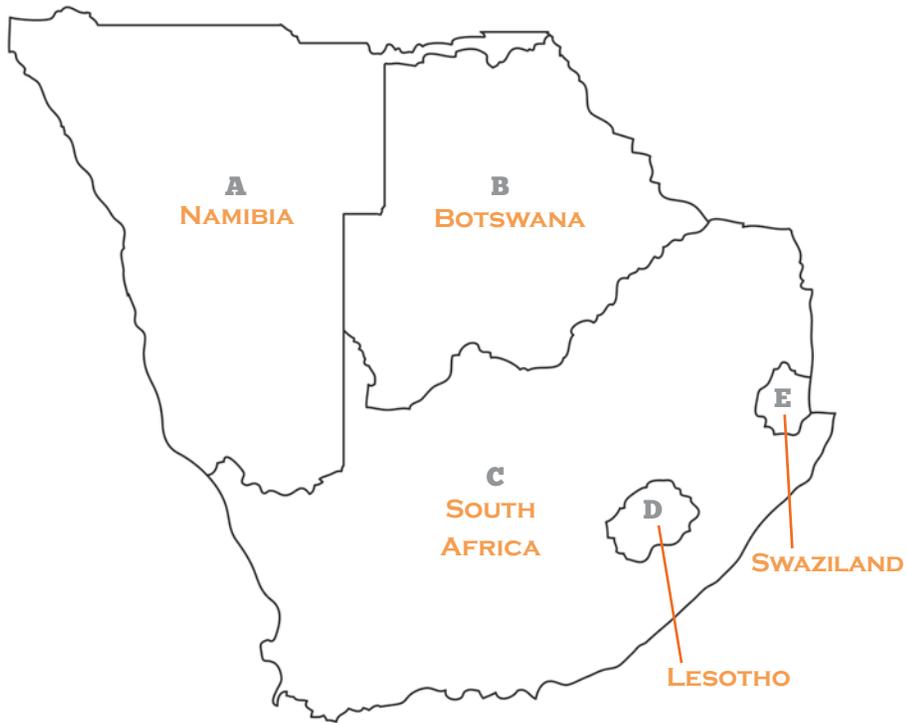


Central Africa-Practice

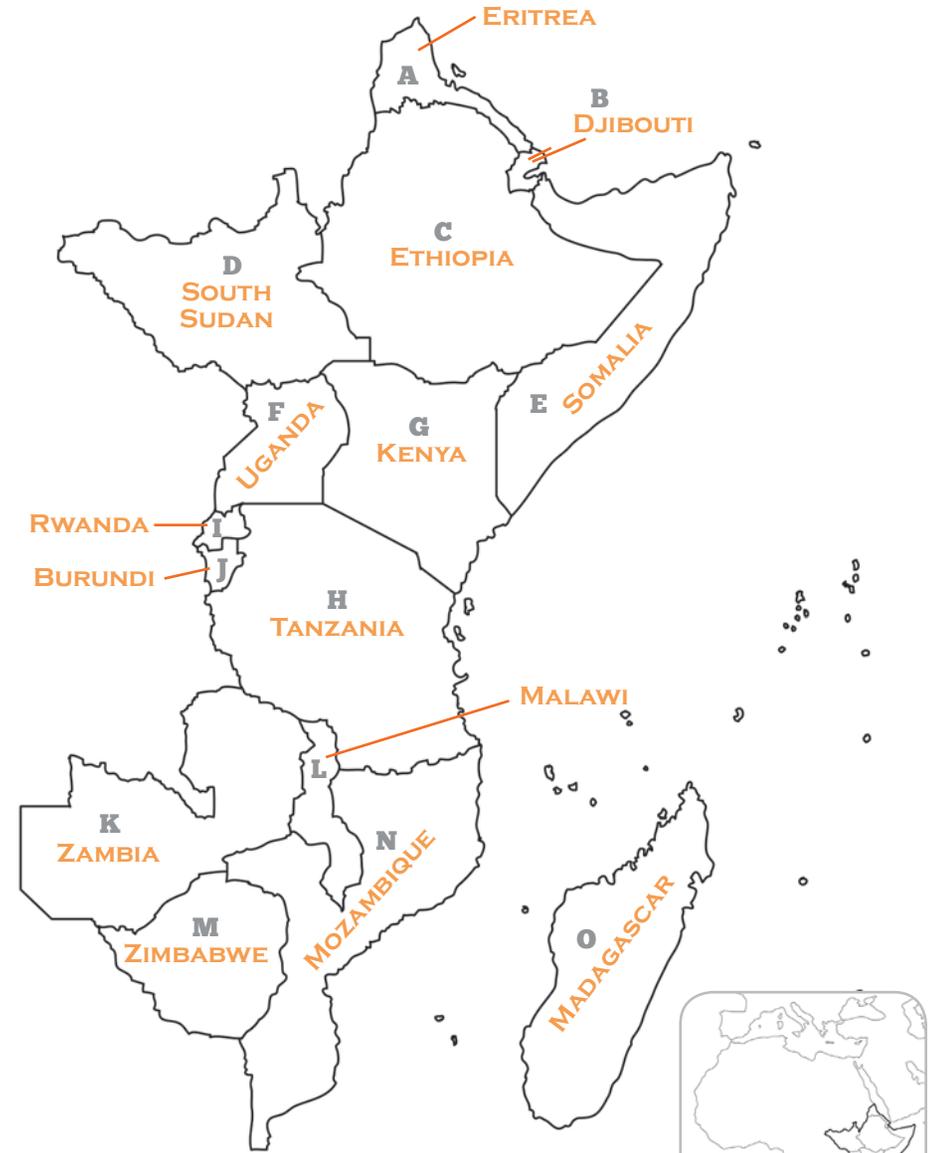
Say the name of each country.



Southern Africa-Key

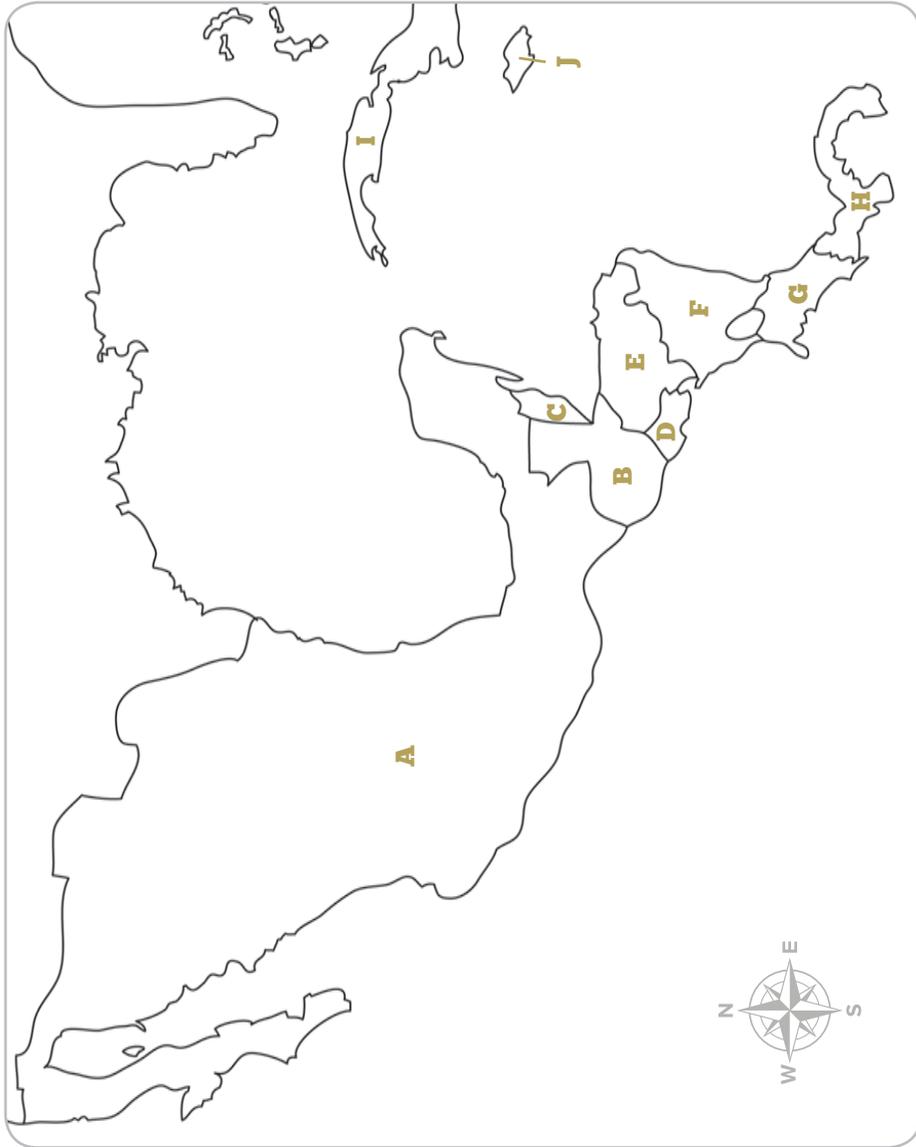


Eastern Africa-Key



Central America–Practice

Say the name of each country.



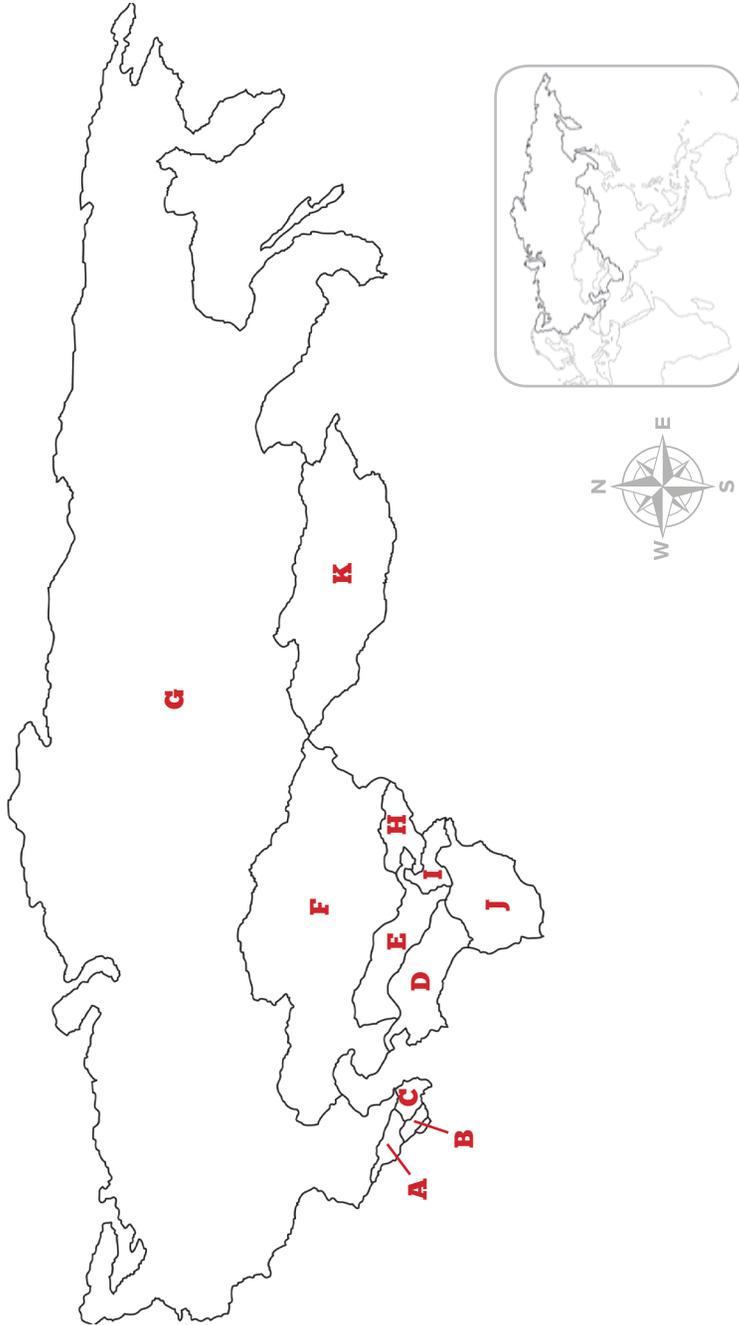
South America–Practice

Say the name of each country.



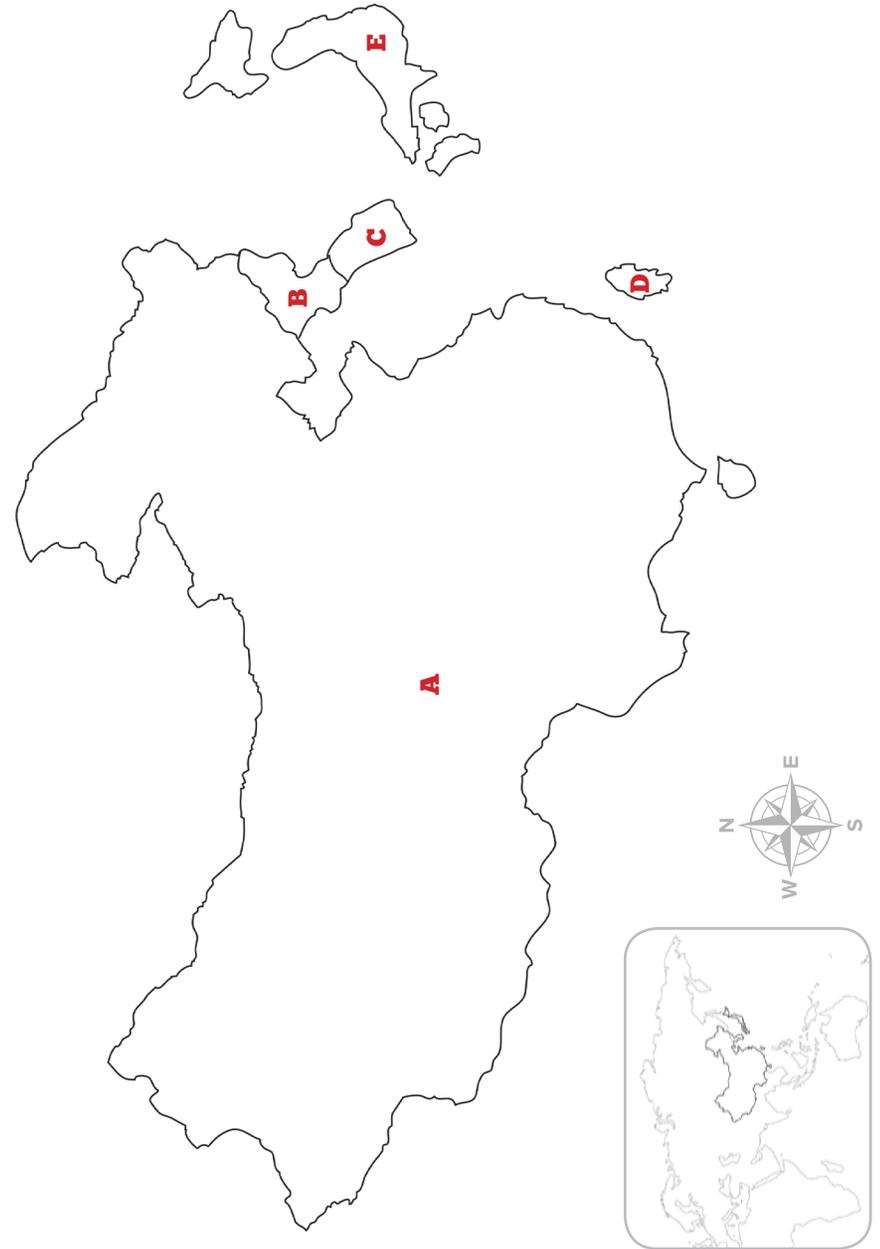
Russia and Central Asia-Practice

Say the name of each country.



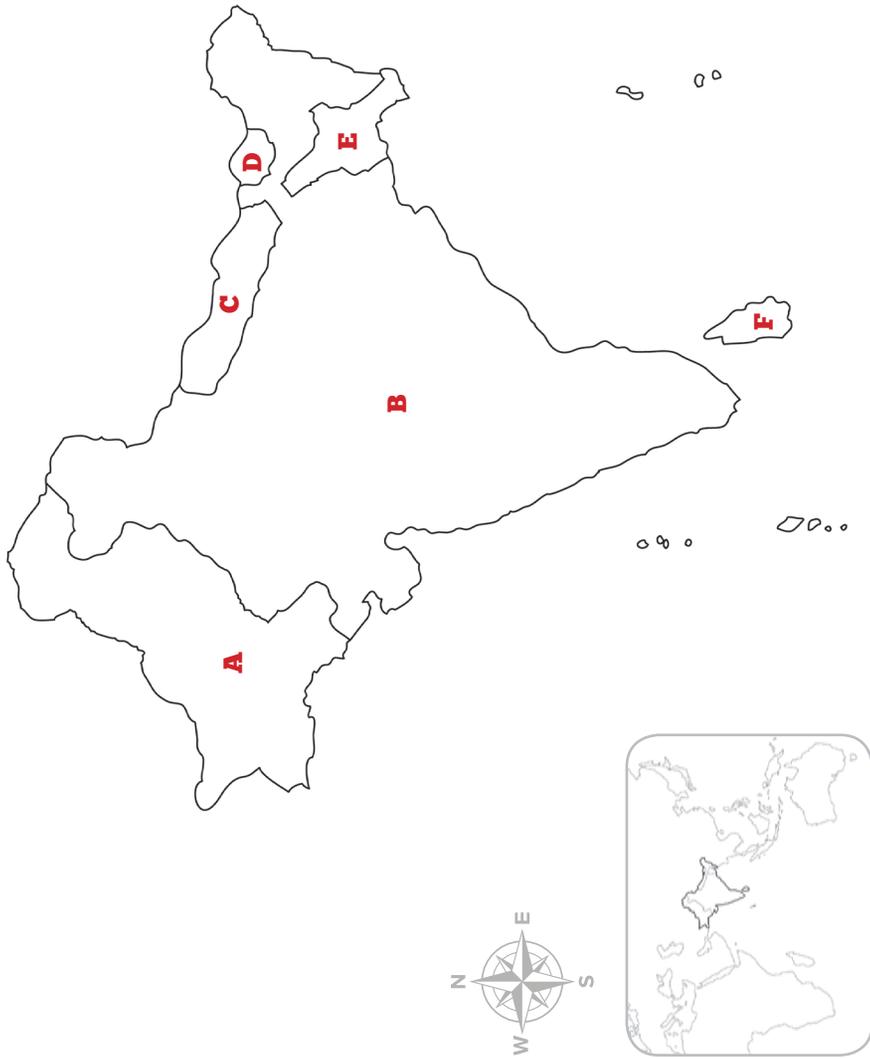
East Asia-Practice

Say the name of each country.



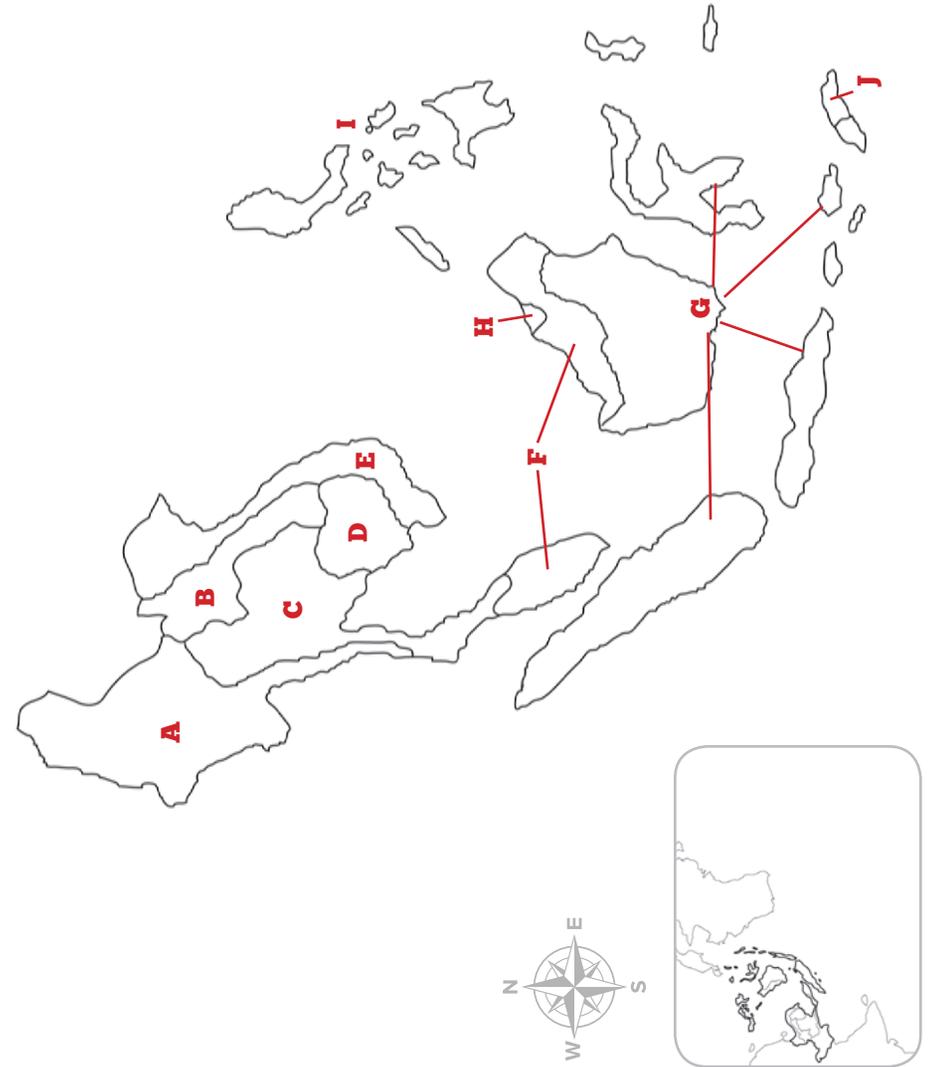
South Asia-Practice

Say the name of each country.

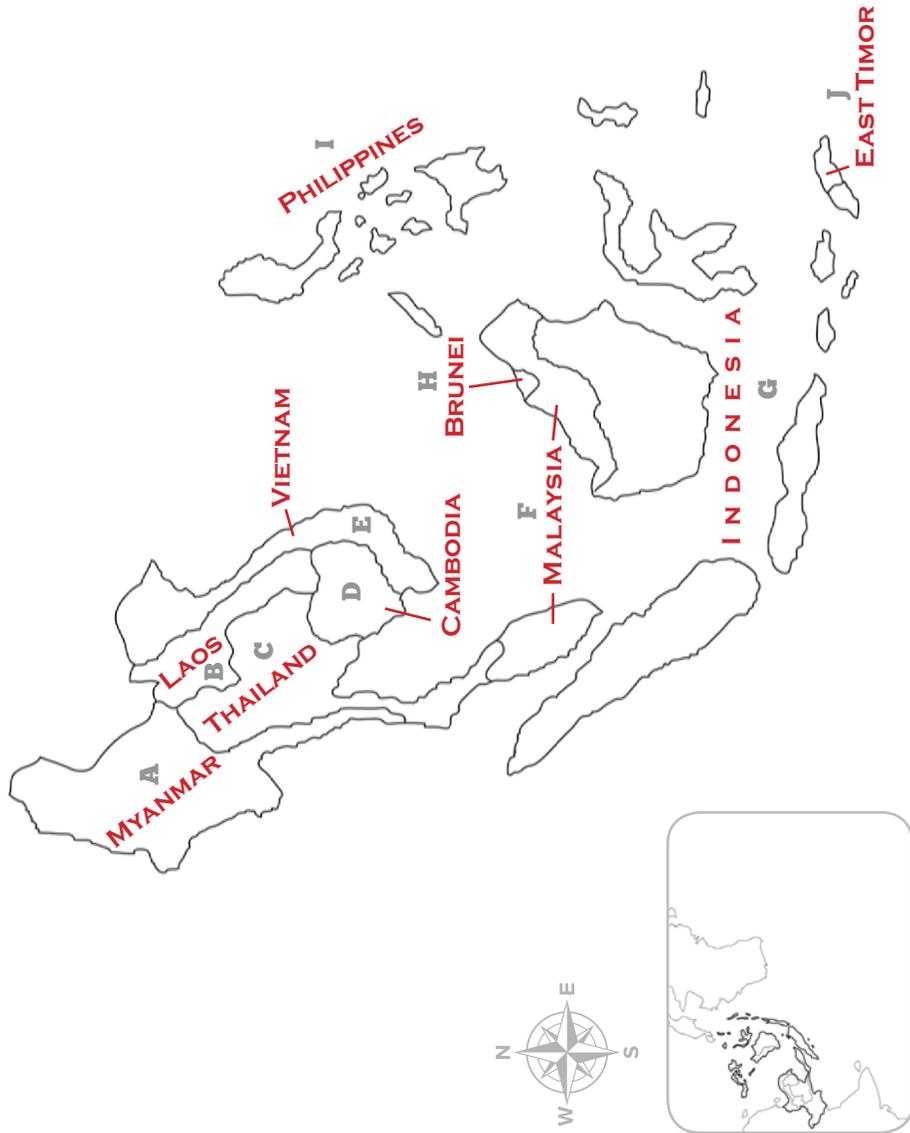


Southeast Asia-Practice

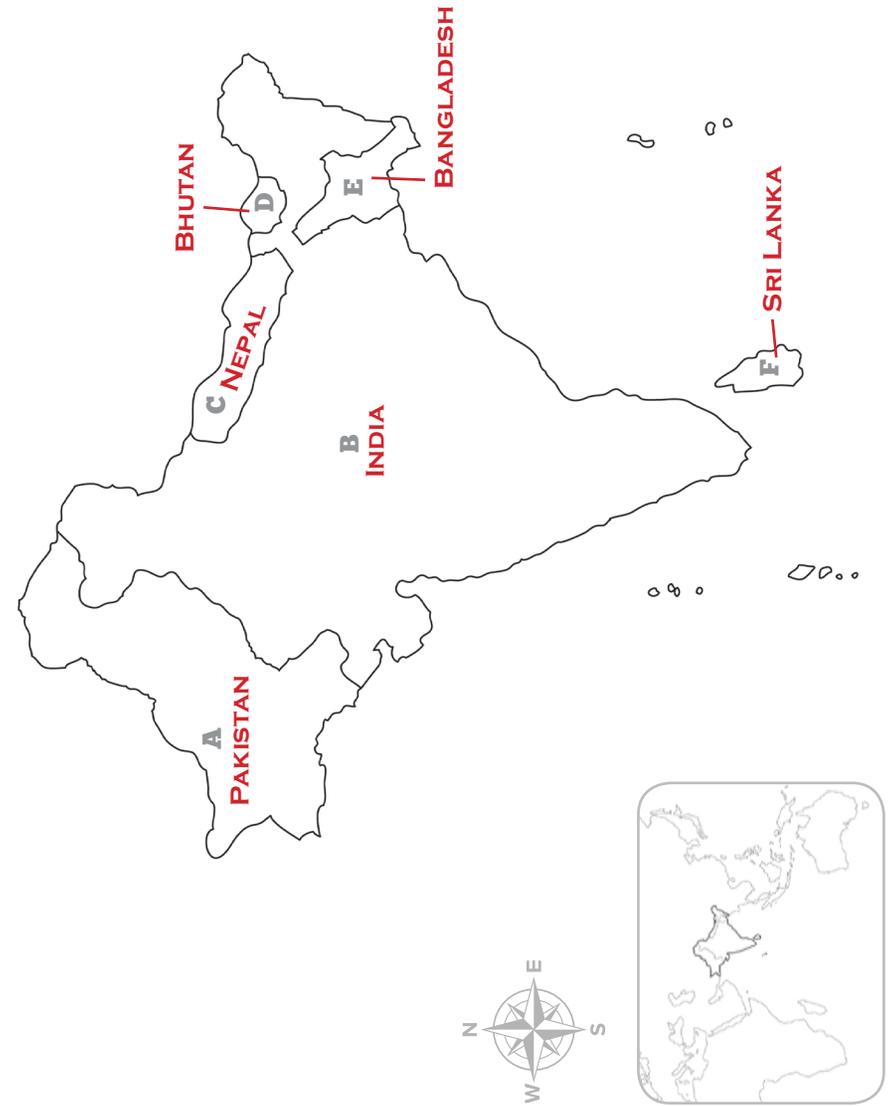
Say the name of each country.



Southeast Asia-Key

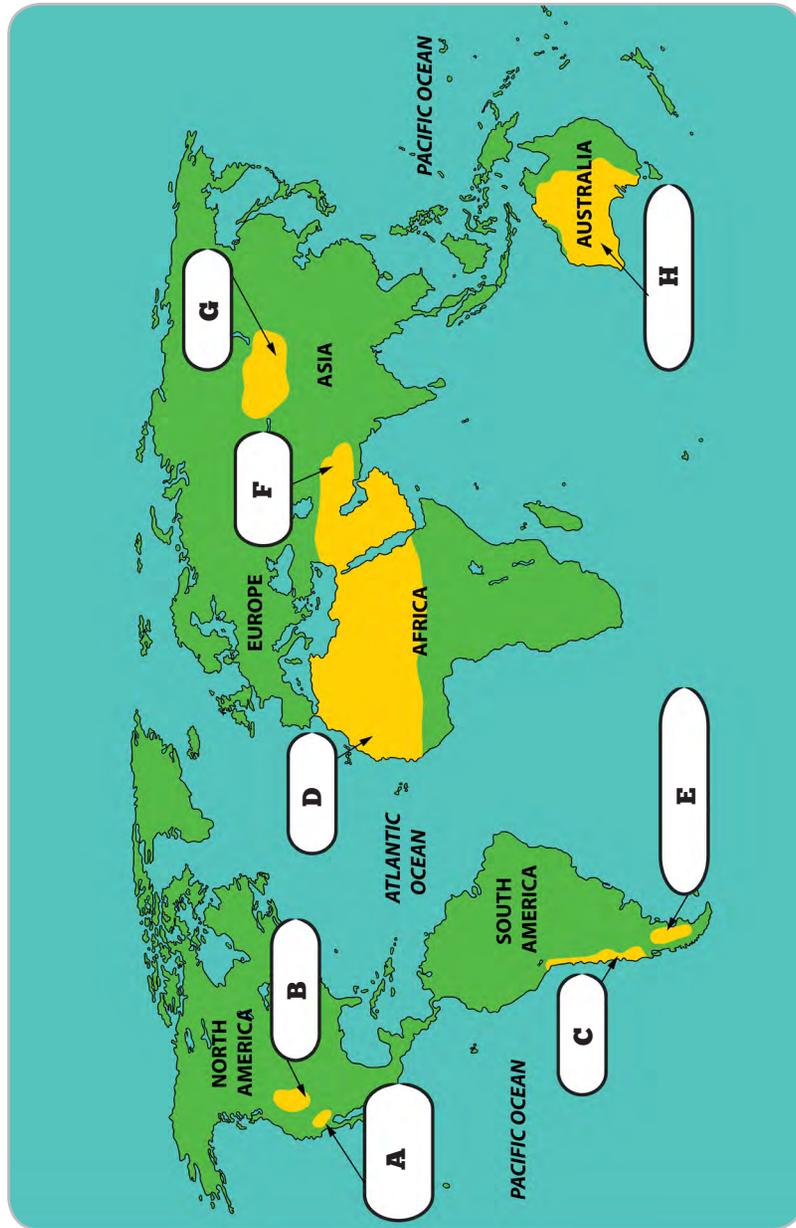


South Asia-Key



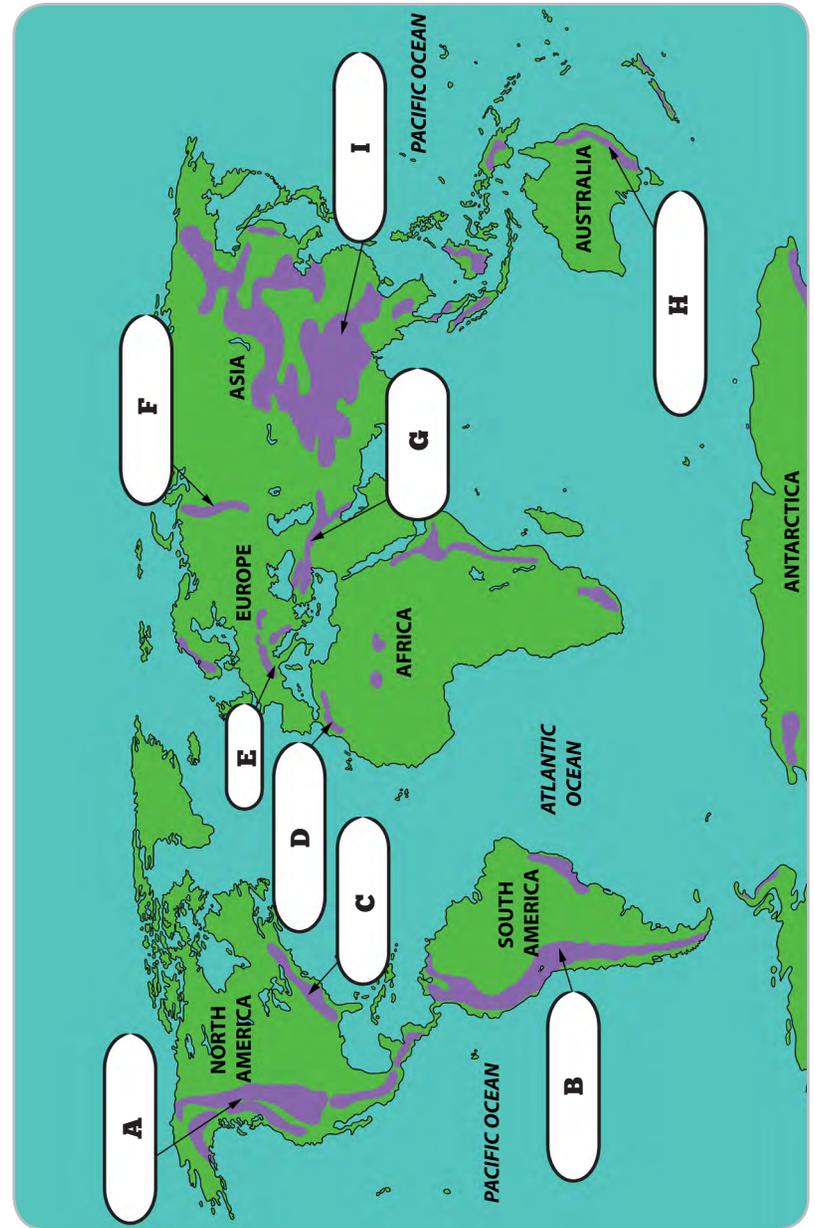
Major Deserts of the World-Practice

Say the name of each desert.



Major Mountain Chains of the World-Practice

Say the name of each mountain chain.



Major Rivers of the World–Fact Card

The Amazon is South America’s longest river. Covering over 4,000 miles, it winds through six countries and three time zones. With depths of up to 300 feet, it holds about one-fifth of the world’s fresh running water and supports an abundance of flora and fauna.

The Mississippi is the second longest river in North America. It is contained within the United States, beginning at Lake Itasca in Minnesota and flowing south to New Orleans and into the Gulf of Mexico. Its tributaries come from 31 states and two Canadian provinces.

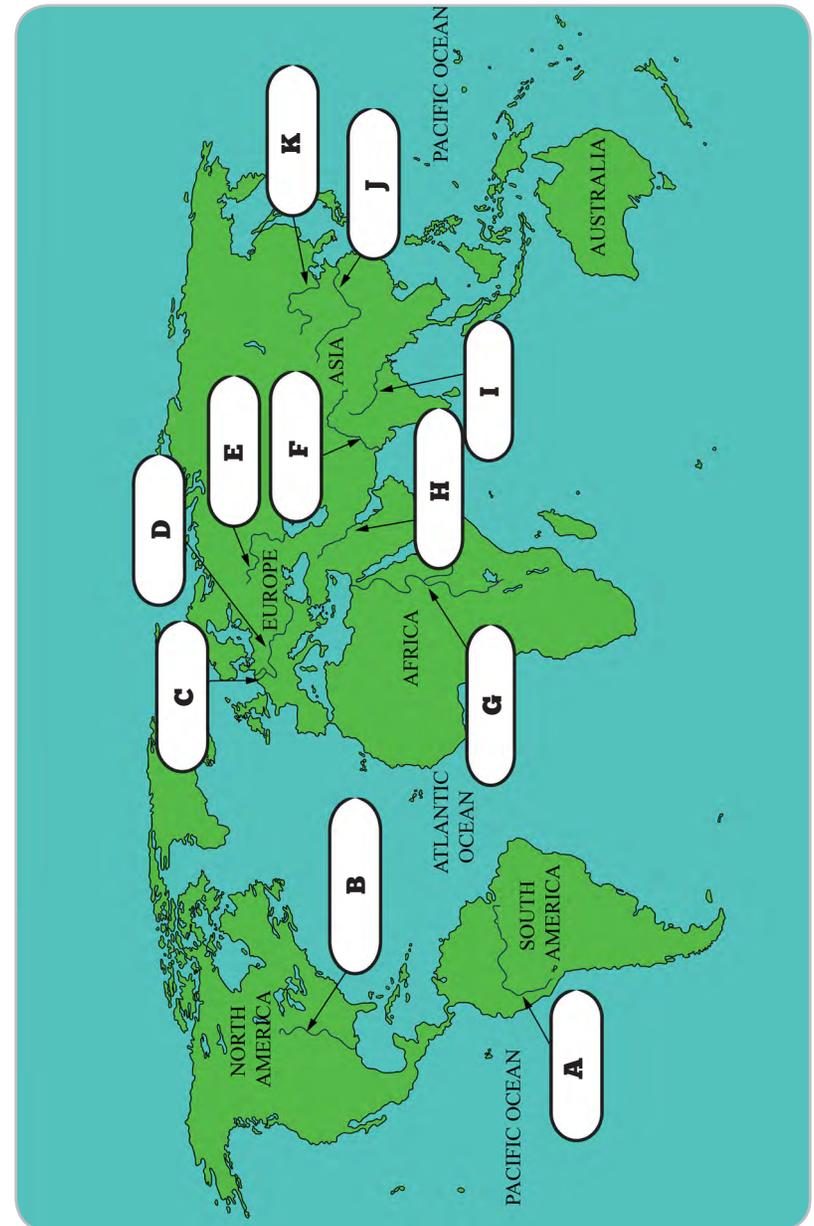
The Rhine is the longest river in western Europe, flowing from the Alps in Switzerland through six countries before emptying into the North Sea. Because it creates a natural boundary for Germany, Switzerland, France, Liechtenstein, and Austria, it has always been a historically and culturally important river.

The Danube is Europe’s second longest river. It was the ancient frontier of the Roman Empire. It starts in modern-day Germany and flows through 10 countries, more than any other river in the world. It shares its basin with 19 countries, making it the world’s most international river basin.

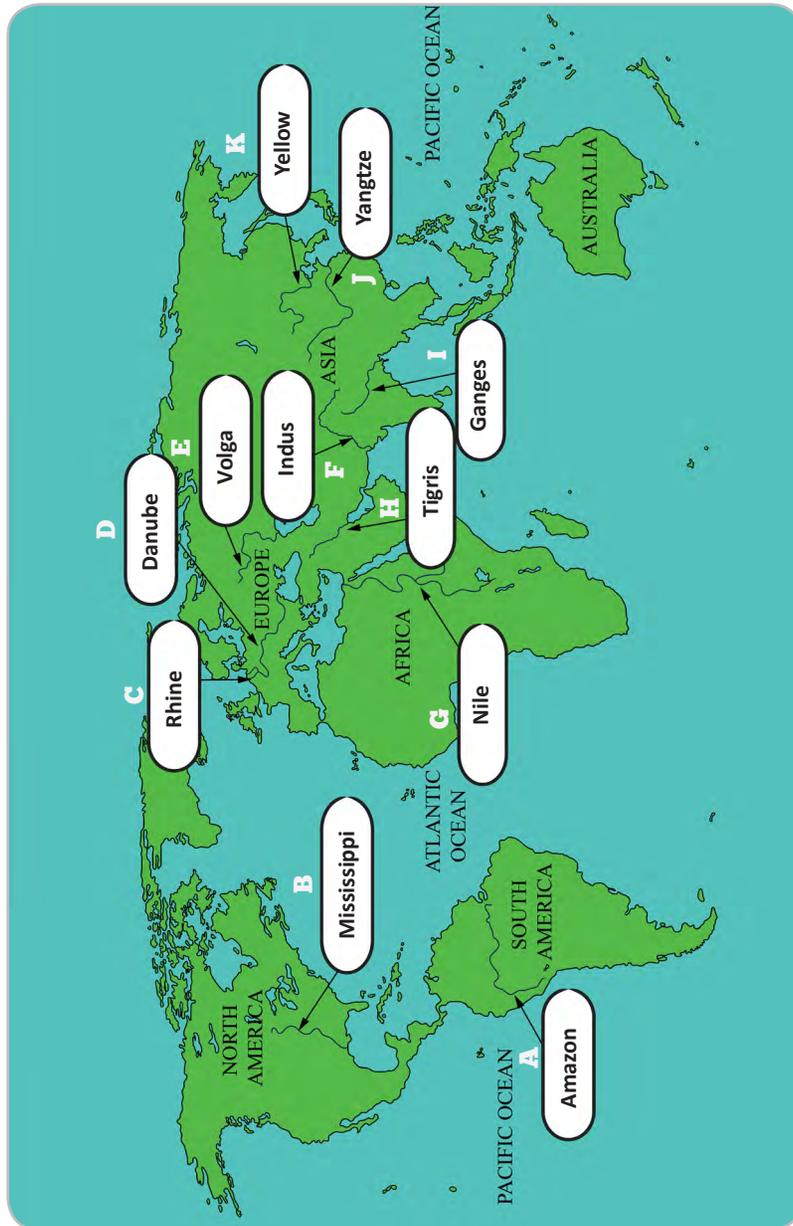
The Volga is Europe’s longest river and is considered the national river of Russia. Eleven of Russia’s 20 largest cities, including the capital city of Moscow, depend on the Volga’s drainage basin. The Volga River is vitally important to Russia’s inland shipping and transportation industries.

Major Rivers of the World–Practice

Say the name of each river.



Major Rivers of the World-Key



Major Rivers of the World-Fact Card

Beginning in Tibet, **the Indus River** flows through China, India, and Pakistan. It is one of the longest rivers in Asia and the longest in Pakistan. It is one of the SEVEN sacred rivers of the Hindus and was the birthplace of the early Indus Valley civilization.

The Nile is the longest river in Africa, winding northward for over 4,000 miles. The Nile and its tributaries flow through 11 northeast African countries. In Egypt, the Nile creates a fertile green valley across the desert, providing life to one of the oldest civilizations in the world.

The Tigris River, together with the Euphrates, has shaped the culture and boundaries of Western Asia for centuries. The Tigris River flows south from the mountains of Turkey, through Iraq, and into the Persian Gulf. Its basin is shared by Iran, Iraq, Syria, and Turkey.

The Ganges River begins in an ice cave in the Himalayas called Gaumukh (the Cow's Mouth), found five miles from the border of Tibet. Known as the "Ganga" in Hindi and other Indian languages, it has always been the holy river of Hinduism.

The Yangtze is the longest river in Asia and the third longest river in the world. It is the longest river to flow through only one country—China. The Yangtze River's source is at a higher altitude than any other river's source—in the mountains of Tibet.

The Yellow River is known as the "mother river of China." It is the country's second longest river. The yellow color comes from loess sediment, which is a mixture of sand and silt. The Yellow River has the highest amount of silt of any large river. It runs through nine provinces to the Bohai Sea.

New Every Morning

by Susan Coolidge

Every day is a fresh beginning,
 Listen my soul to the glad refrain.
 And, spite of old sorrows
 And older sinning,
 Troubles forecasted
 And possible pain,
 Take heart with the day and begin again.

Song

by Jesse Stuart

What would a woman sing but love?
 It is her cloak to keep her warm,
 The scarlet hood about her head
 That shelters her from storm.

It is the ribbon on her dress,
 The book in which her fate is read,
 The ring of gold upon her hand
 The dish from which her heart is fed.

Wood Farm

by Jesse Stuart

The genius of this spot is one who loves
 The sound of loons at night, and heifer bells
 In the rock pastures chiming in the dark,
 Loves bobolinks and swallows, and the smells
 Of hot small strawberries mixed with meadow flowers,
 And winds that ruffle slopes of hay, and bright
 Large clouds reflected transparent water,
 And apples falling in the dead of night.

The Road Not Taken

by Robert Frost

Two roads diverged in a yellow wood,
 And sorry I could not travel both
 And be one traveler, long I stood
 And looked down one as far as I could
 To where it bent in the undergrowth;

Then took the other, as just as fair,
 And having perhaps the better claim,
 Because it was grassy and wanted wear;
 Though as for that the passing there
 Had worn them really about the same,

And both that morning equally lay
 In leaves no step had trodden black.
 Oh, I kept the first for another day!
 Yet knowing how way leads on to way,
 I doubted if I should ever come back.

I shall be telling this with a sigh
 Somewhere ages and ages hence:
 Two roads diverged in a wood, and I—
 I took the one less traveled by,
 And that has made all the difference.

The Road Not Taken

by Robert Frost

Two _____ in a yellow _____,
 And _____ I could not _____ both
 And be one _____, long I _____
 And _____ down one as _____ as I could
 To where it bent in the _____;

Then took the _____, as just as _____,
 And _____ perhaps the _____ claim,
 Because it was _____ and wanted _____;
 Though as for that the _____
 Had _____ them _____ the same,

And _____ that _____ lay
 In _____ no step had trodden _____.
 _____, I kept the _____ for another day!
 Yet _____ how way leads on to _____,
 I _____ if I should ever _____.

I shall be _____ this with a _____
 _____ ages and _____ hence:
 _____ in a _____, and I—
 I took the _____ less _____,
 And _____ has made all the _____.

New Every Morning

by Susan Coolidge

Every _____ is a _____,
 Listen my _____ to the _____ refrain.
 And, spite of _____
 And _____ sinning,
 _____ forecasted
 And _____ pain,
 Take _____ with the day and _____.

Song

by Jesse Stuart

_____ would a _____ sing but love?
 It is her _____ to keep her warm,
 The _____ about her head
 That _____ her from _____.

It is the _____ on her dress,
 The _____ in which her _____ is read,
 The _____ of _____ her _____
 The dish _____ her heart is fed.

Wood Farm

by Jesse Stuart

The _____ of this _____ is one who loves
 The sound of _____ at _____, and _____ bells
 _____ the _____ chiming in the dark,
 Loves _____ and _____, and the _____
 Of hot small _____ mixed with meadow _____,
 And _____ that ruffle _____ of _____, and bright
 Large _____ reflected _____,
 And apples falling in the _____ of _____.

No Time for God

by Norman L. Trott

No time for God?
 What fools we are, to clutter up
 Our lives with common things
 And leave without heart's gate
 The Lord of life and Life itself—
 Our God.

No time for God?
 As soon to say, no time
 To eat or sleep or love or die.
 Take time for God
 Or you shall dwarf your soul,
 And when the angel death
 Comes knocking at your door,
 A poor misshapen thing you'll be
 To step into eternity.

By the Stream

by Paul Laurence Dunbar

By the stream I dream in calm delight, and watch as in a glass,
 How the clouds like crowds of snowy-hued and white-robed maidens pass,
 And the water into ripples breaks and sparkles as it spreads,
 Like a host of armored knights with silver helmets on their heads.
 And I deem the stream an emblem fit of human life may go,
 For I find a mind may sparkle much and yet but shallows show,
 And a soul may glow with myriad lights and wondrous mysteries,
 When it only lies a dormant thing and mirrors what it sees.

A Little Kingdom I Possess

by Louisa May Alcott

A little kingdom I possess,
 Where thoughts and feelings dwell,
 And very hard I find the task
 Of governing it well;
 For passion tempts and troubles me,
 A wayward will misleads,
 And selfishness its shadow casts,
 On all my will and deeds.
 How can I learn to rule myself,
 To be the child I should,
 Honest and brave, nor ever tire
 Of trying to be good?
 How can I keep a sunny soul
 To shine along life's way?
 How can I tune my little heart,
 To sweetly sing all day?
 Dear Father, help me with the love
 That castest out my fear!
 Teach me to lean on Thee and feel
 That thou art very near.
 That no temptation is unseen,
 No childish grief too small,
 Since Thou, with patience infinite,
 Dost soothe and comfort all.
 I do not ask for any crown
 But that which all may win;
 Nor try to conquer any world
 Except the one within.
 Be Thou my guide until I find,
 Led by a tender hand,
 Thy happy kingdom in myself
 And dare to take command.

A Little Kingdom I Possess

by Louisa May Alcott

A _____ I possess,
 Where _____ and feelings dwell,
 And _____ I find the _____
 Of governing it _____;
 _____ tempts and _____ me,
 A wayward will _____,
 And selfishness its _____,
 _____ all my _____ and deeds.
 How can I learn to _____,
 To be the _____ I should,
 _____ and brave, nor ever tire
 Of _____ to be _____?
 How can I keep a _____
 To _____ along life's way?
 _____ can I tune my _____,
 To _____ sing all day?
 _____, help me with the love
 That _____ my fear!
 _____ me to _____ on Thee and feel
 That thou art _____.
 That no temptation _____,
 No _____ grief too small,
 Since Thou, with _____ infinite,
 Dost soothe and comfort all.
 I do not _____ for any _____
 But _____ which _____ may win;
 Nor try to _____ any world
 _____ the one within.
 Be Thou my _____ until I find,
 _____ by a tender _____,
 Thy _____ in myself
 And _____ to take command.

No Time for God

by Norman L. Trott

No _____ for _____?
 What _____ we are, to clutter up
 _____ with common things
 And leave without _____
 The Lord of _____ and Life itself—
 Our _____.

No _____ for _____?
 As soon to say, no _____
 To _____ or _____ or love or _____.
 Take _____ for God
 Or you shall dwarf your _____,
 And when the _____
 Comes _____ at your door,
 A _____ misshapen thing you'll be
 To _____ into _____.

By the Stream

by Paul Laurence Dunbar

By the _____ I _____ in calm delight, and _____ as in a glass,
 _____ the clouds like _____ of snowy-hued and white-robed _____,
 And the water into _____ breaks and _____ as it _____,
 Like a _____ of armored _____ with silver _____ on their heads.
 And I deem the _____ an _____ fit of _____ may go,
 For I find a mind may _____ and yet but _____,
 And a _____ may glow with myriad _____ and wondrous mysteries,
 When it only lies a _____ thing and mirrors _____.

Hope is the Thing with Feathers

by Emily Dickinson

Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words,
And never stops at all,

And sweetest in the gale is heard;
And sore must be the storm
That could abash the little bird
That kept so many warm.

I've heard it in the chilliest land,
And on the strangest sea;
Yet, never, in extremity,
It asked a crumb of me.

Trees

by Sergeant Joyce Kilmer

I think that I shall never see
A poem lovely as a tree.
A tree whose hungry mouth is pressed
Against the earth's sweet flowing breast;
A tree that looks at God all day,
And lifts her leafy arms to pray;
A tree that may in Summer wear
A nest of robins in her hair:
Upon whose bosom snow has lain;
Who intimately lives with rain.
Poems are made by fools like me,
But only God can make a tree.

Stopping by Woods on a Snowy Evening

by Robert Frost

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

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.

Stopping by Woods on a Snowy Evening

by Robert Frost

Whose _____ these are I _____ I know.
 His house is in the _____ ;
 He will not _____ me stopping here
 To _____ his woods fill up with snow.

My _____ must think it queer
 To stop without a _____ near
 _____ the woods and _____
 The darkest _____ of the _____ .

He gives his _____ a shake
 To _____ if there is some mistake.
 The only other sound's the _____
 Of _____ and downy flake.

The woods are _____ , _____ and _____ ,
 But I have _____ to keep,
 And _____ to go before I sleep,
 And miles to go _____ I _____ .

Silence

by Edgar Guest

I did not _____ with _____ ,
 It seemed a waste of _____ .
 He _____ to chance the wondrous plan
 That gave _____ to birds.

He gave to force the _____
 That _____ the honeybee,
 And made the _____
 _____ beautiful to see.

Hope is the Thing with Feathers

by Emily Dickinson

_____ is the thing with _____
 That _____ in the soul,
 And sings the _____ the _____ ,
 And never stops at all,

And _____ in the gale is _____ ;
 And sore must be the storm
 That could _____ the _____
 That _____ so many warm.

I've heard it in the _____ land,
 And on the _____ ;
 Yet, _____ , in extremity,
 It asked a _____ of me.

Trees

by Sergeant Joyce Kilmer

I _____ that I shall _____ see
 A poem lovely as a _____ .
 A tree whose _____ is pressed
 Against the _____ sweet flowing _____ ;
 _____ that _____ at God all day,
 And lifts her _____ arms to _____ ;
 A _____ that may in Summer wear
 A _____ of _____ in her hair:
 Upon whose bosom _____ has _____ ;
 _____ intimately lives with rain.
 Poems are _____ by _____ like _____ ,
 But only _____ can _____ a tree.

Light Shining Out of Darkness

by William Cowper

God moves in a mysterious way	Judge not the Lord by feeble sense,
His wonders to perform;	But trust him for his grace:
He plants his footsteps in the sea,	Behind a frowning providence
And rides upon the storm.	He hides a smiling face.
Deep in unfathomable mines	His purposes will ripen fast,
Of never-failing skill,	Unfolding every hour;
He treasures up his bright designs,	The bud may have a bitter taste,
And works his sovereign will.	But sweet will be the flower.
Ye fearful saints, fresh courage take,	Blind unbelief is sure to err,
The clouds ye so much dread	And scan his work in vain:
Are big with mercy, and shall break	God is his own interpreter,
In blessings on your head.	And he will make it plain.

Three Gates of Gold

by Beth Day

If you are tempted to reveal
 A tale to you someone has told
 About another, make it pass,
 Before you speak, three gates of gold;
 These narrow gates: First, "Is it true?"
 Then, "Is it needful?" In your mind
 Give truthful answer. And the next
 Is last and narrowest. "Is it kind?"
 And if to reach your lips at last
 It passes through these gateways, three,
 Then you may tell the tale, nor fear
 What the result of speech may be.

Snow-flakes

by Henry Wadsworth Longfellow

Out of the bosom of the Air,
 Out of the cloud-folds of her garments shaken,
 Over the woodlands brown and bare,
 Over the harvest-fields forsaken,
 Silent, and soft, and slow
 Descends the snow.

Even as our cloudy fancies take
 Suddenly shape in some divine expression,
 Even as the troubled heart doth make
 In the white countenance confession,
 The troubled sky reveals
 The grief it feels.

This is the poem of the air,
 Slowly in silent syllables recorded;
 This is the secret of despair,
 Long in its cloudy bosom hoarded,
 Now whispered and revealed
 To wood and field.

Snow-flakes

by Henry Wadsworth Longfellow

Out of the _____ of the Air,
 _____ of the cloud-folds of her _____ ,
 Over the woodlands _____ and bare,
 _____ the harvest-fields forsaken,
 _____ , and _____ , and _____
 Descends the snow.

_____ as our _____ fancies take
 Suddenly shape in some _____ ,
 Even as the _____ doth make
 In the _____ countenance confession,
 The troubled sky _____
 The _____ it feels.

This is the _____ of the air,
 _____ in _____ syllables recorded;
 This is the secret of _____ ,
 Long in its _____ bosom hoarded,
 _____ whispered and revealed
 To wood and _____ .

Light Shining Out of Darkness

by William Cowper

God moves in a _____ way	_____ not the Lord by _____ sense,
His _____ to perform;	But _____ him for his _____ :
He _____ his _____ in the sea,	_____ a frowning providence
And rides upon the _____ .	He hides a _____ face.
_____ in unfathomable mines	His purposes will ripen _____ ,
Of never-failing _____ ,	Unfolding _____ hour;
He treasures up his _____ ,	The bud may have a _____ taste,
And _____ his sovereign will.	But _____ will be the _____ .
Ye _____ , fresh courage take,	_____ unbelief is sure to err,
The clouds ye so much _____	And _____ his _____ in vain:
Are _____ with mercy, and shall _____	God is his own _____ ,
In _____ on your head.	_____ he will make it plain.

Three Gates of Gold

by Beth Day

If you are _____ to _____
 A _____ to you someone has told
 About another, _____ it _____ ,
 _____ you speak, three _____ of _____ ;
 These narrow gates: First, “ _____ ?”
 Then, “ _____ ?” In your mind
 _____ truthful answer. And the next
 Is last and narrowest. “ _____ ?”
 And if to _____ your lips at last
 It _____ through these gateways, _____ ,
 Then you may _____ the _____ , nor fear
 What the result of _____ may be.

Greek & Latin Roots - Year 3

Root	Meaning	Examples
spect	to look	inspection, spectator
struct	to build	construction, instruct
homo	same	homonym, homophone
morph	shape, form	morphology, metamorphosis
phon	sound	phone, symphonic
therm	heat	thermometer, thermal
aero	air	aerodynamics, aerate
bio	life	biography, biology
junct	join	juncture, conjunction
hetero	different	heteronym, heterogeneous
agri	related to the land	agriculture
poly	many	polygon, polytheism
act	do	transact, action, actor, react
cracy	type of government	theocracy, democracy
hemi, semi	half	hemisphere, semisweet

Greek & Latin Roots - Year 2

Root	Meaning	Examples
aqua/hydra	water	aquarium, aquamarine, hydrant
bene	good	benefactor, benevolent
cent	one hundred	century, percent
contra/counter	against	contradict, counterclockwise
mater/pater	mother/father	maternal, paternal, matriarch, patriarch, matron
mort	death	mortal, morgue, mortician
port	to carry	portable, transportation
rupt	to break	bankrupt, disruption
sub	under, below	subconscious, submerge, subway
trans	across, through	transatlantic, transfer, transparent
tri	three	triangle, triathlon, trio, trilingual
un	not, none	uncertain, unexpected, untidy, unwise
uni	one	unicorn, unicycle, unique
scrib/scribe	to write	inscription, scribble
sect/sec	to cut	bisect, section