“In the woods, we return to reason and faith. There I feel that nothing can befall me in life—no disgrace, no calamity, which nature cannot repair.” ~ Ralph Waldo Emerson
THE GOOD AND THE BEAUTIFUL PRODUCTS USED FOR HIGH SCHOOL COURSES 1–4

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

THE GOOD AND THE BEAUTIFUL PRODUCTS USED FOR HIGH SCHOOL 1 ONLY

- High School 1 Unit Booklets
- Required “Clean Classics” Books
  - *Just David* (by Eleanor H. Porter)
  - *Into the Unknown* (compilation)
  - *Up From Slavery* (by Booker T. Washington)
  - *Patterns on the Wall* (by Elizabeth Yates)
- Access to the course videos
  You will be directed to watch videos during the course on www.jennyphillips.com/hs1. No password is needed. Anyone can access and watch the videos, but they will mainly be helpful to those watching them as a part of this course.

ART SUPPLIES

- Drawing Set (eraser, graphite pencil, tortillion art blender)
  *Suggestions from Amazon.com: search for RSET-KCSS or 497BP*
- A watercolor set (dry cakes—not tubes, brushes,)
  *Suggestions from Amazon.com: search for JQ-124, JQ-118, H-P45*
- Paintbrushes and palette (or a white plate)
- Watercolor paper (9”x12”, at least 140 lb paper, at least 10 sheets)

Course Instructions

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

First Day:
Watch *How to Complete This Course* on www.jennyphillips.com/hs1 and organize your materials.

Completing the Course:

The student is guided through each of the 10 units through unit booklets.

1. When a unit booklet is completed, the student turns in the unit booklet to the parent or teacher with the unit’s accompanying writing or other assignment(s). The parent or teacher grades/checks the packet.

2. The parent or teacher administers a unit check for the unit and follows instructions on the unit check to have the student watch review videos for any concepts with which the student struggles. The student then begins the next unit packet.

Regular Path—Finish in One School Year

1. Decide if you are doing 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 + time spent on the High School 1 Reading Challenge (which you and your teacher determine). On the 12th day, you should 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 + time spent on the High School 1 Reading Challenge (which you and your teacher determine). On the 17th day, you should take the unit check.

The Good & the Beautiful

© Jenny Phillips

About the Course
Challenge (which you and your teacher determine). On the 15th day, you should take the unit check.

2. **Print and fill out the Year-at-a-Glance schedule available on www.jennyphillips.com/hs1. (Optional)**

3. **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.

4. **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 in #1 above. If you are a fast reader, have a good background in grammar, and tend to be focused, start with less time. If you are a slower reader, do not have a lot of experience with grammar, and 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 4-day school week, and it took you 13 days to complete the unit, plan on spending more time daily on the next unit.

**Honors Path—Finish in Less Than One Year and Complete One or More Honors Book Studies**

Choose a daily amount of time to spend on the course each day and do it consistently. (Note: if you are doing school four days a week, you should spend more daily time with the course.)

- If you are doing school four days a week, each unit should be completed in nine or fewer school days.
- If you are doing school five days a week, each unit should be completed in 12 or fewer school days.

If you are not able to finish units in that amount of time, either 1) choose to take the regular path OR 2) increase the daily time spent on the course.

Once you have finished the course, work on The Good and the Beautiful Honors Book Studies (completing as many studies as desired) or The Good and the Beautiful High School Creative Writing course before starting High School 2.

For more information, watch the video *How to Plan Your Units and Complete the Course* on www.jennyphillips.com/hs1.

**Course Reading Challenge**

In addition to the reading books integrated with the course, read books for the Course Reading Challenge found on www.jennyphillips.com/hs1. The Course Reading Challenge pushes you to read books of the highest moral and literary merit in several different genres.

1. Go to www.jennyphillips.com/hs1. Download and print out the High School 1 Course Reading Challenge.

2. Choose and gather the books you would like to read.

3. Parents or teachers and the student should decide how much time is spent on the Course Reading Challenge during each unit. It is suggested that students spend at least 2–3 hours per unit on the Course Reading Challenge. However, slow readers, or those that need to get through the course quickly, may choose to skip the Course Reading Challenge altogether.

**High School Geography & Poetry Cards**

You will use these cards in conjunction with the “Memorization” section of each unit. Watch the video *How to Practice Memorization* on www.jennyphillips.com/hs1.
Spelling Dictation

Each unit contains a sheet for spelling dictation.

1. You will listen to six sentences at www.jennyphillips.com/hs1 and write them down on the sheet. You may listen to each sentence as many times as needed.

2. After the six sentences are written down, correct them using the answer key available at the same web page. Circle what you got wrong, including spelling, capitalization, and punctuation. Evaluate the errors using the tips and rules listed after the sentence. Practice the words you misspelled. Cross out any sentences that contained no mistakes at all. You will not need to complete those sentences again.

3. On a second day, repeat Steps 1–2 for any sentence that you did not get 100% correct the last time.

4. On a third day, repeat Steps 1–2 for any sentence that you did not get 100% correct the last time.

Unit Checks

After you complete and turn in each unit, your parent or teacher should administer to you the unit check. The answer key of the unit check suggests you watch certain videos for areas in which you need help. Watch these videos before starting the next unit.

Creative Writing

High School Language Arts 1–4 covers minimal fiction, personal narrative, and poetry writing. Students especially interested in fiction writing should consider taking The Good and the Beautiful course titled High School Creative Writing.

Art and Geography

Art history and geography are thorough and designed to not need supplementation. One art project is included for each unit, for a total of 10 art projects during each course. Students interested in pursuing more than basic art skills will likely want to supplement with extra art courses.
Unit 1
Grading Sheet

To be filled out by the 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, 150 points = 75% complete,

_____/50       Insights Journal Entry

The grading sheet is in the booklet.

_____/+5 Extra Credit—Unit Completed with Neat Handwriting

Items that should be turned in with this unit:

• Two maps on tracing paper
• Insights Journal Entry

Spelling dictation sentences can be listened to at www.jennyphillips.com/hs1.

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 1 - Language Arts

MEMORIZATION

Complete anytime during the unit.

- Watch the video How to Practice Memorization at www.jennyphillips.com/hs1.
- Year 1 Greek & Latin Roots (Practice for 5-10 minutes on two different days.)
- Poetry Memorization (Practice for at least 10 minutes on three different days.)
- Geography: New England (Practice until mastered.)

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

LANGUAGE ARTS/LITERATURE

- Read Why We Study Language Arts, Geography, and Art.

Why We Study Language Arts, Geography, and Art

A Message from Jenny Phillips

You may be wondering how important language arts, art appreciation, and geography are to you. Maybe you are planning to be an engineer, a nurse, or a math teacher, so how do you benefit from studying these subjects?

Pause for a moment and explore the details and beauty of the painting below.

This painting is of a scene in Russia long ago. I will never get to visit that scene. I will never be an artist. So how does it benefit me to learn about this painting?
**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 sentences. Refer to “Terms to Know” on page 1 of your Grammar and Writing Guide. Need help? Watch the video Unit 1—Vocabulary Exercise on www.jennyphillips.com/hs1.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition &amp; Example Sentence(s)</th>
<th>Part of Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>ardent</td>
<td>with passionate feeling &quot;Cassandra’s ardent love of reading is admirable.&quot;</td>
<td></td>
</tr>
<tr>
<td>perceptible</td>
<td>capable of being perceived (recognized, understood) &quot;Light specks of snow fell, so small as to be scarcely perceptible.&quot;</td>
<td></td>
</tr>
<tr>
<td>demur</td>
<td>to oppose, object, or delay &quot;That’s too extravagant,” demurred Mr. Lopez. Fred demurred his answer for as long as possible.</td>
<td></td>
</tr>
<tr>
<td>inert</td>
<td>unable to move or act; lethargic She had never seen Marilla sit inertly like that.</td>
<td></td>
</tr>
<tr>
<td>tremulously</td>
<td>with trembling, quivering, or shaking “Who—who is there?” he quavered tremulously.</td>
<td></td>
</tr>
<tr>
<td>tersely</td>
<td>abruptly concise “Well, Susan, this time you’ve done it,” he declared tersely.</td>
<td></td>
</tr>
<tr>
<td>sundry</td>
<td>various, miscellaneous He made sundry visits to the Alps whenever his busy schedule allowed.</td>
<td></td>
</tr>
<tr>
<td>veritable</td>
<td>truly called, real, genuine It was a veritable feast.</td>
<td></td>
</tr>
<tr>
<td>plaintively</td>
<td>with sorrow, mournfully “I do wish you wouldn’t all say such sarcastic things to each other,” said poor Cecily plaintively.</td>
<td></td>
</tr>
<tr>
<td>remonstrated</td>
<td>said with protest, reproof “Why did you do that, Sue?” remonstrated her mother.</td>
<td></td>
</tr>
<tr>
<td>consternation</td>
<td>feeling alarm or dismay He stared at the bill with consternation, having no idea how he would pay it.</td>
<td></td>
</tr>
<tr>
<td>incredulous</td>
<td>disbelieving A murmur of incredulous amazement was heard.</td>
<td></td>
</tr>
<tr>
<td>mollify</td>
<td>to soothe or soften Your apology will mollify Miguel’s hurt feelings.</td>
<td></td>
</tr>
<tr>
<td>dilapidated</td>
<td>in a state of neglect or disrepair The dilapidated house next door is going to be torn down.</td>
<td></td>
</tr>
</tbody>
</table>

On www.jennyphillips.com/hs1, listen to the audio recording titled Vocabulary—Unit 1.
Effective Writing Practice

- Read **Varying Sentence Structure and First Words** on page 92 of your Grammar and Writing Guide.

- Rewrite the sentence in the box three different ways so it does not start with the article THE.

  - The sun went down.

  1. ______________________________________

  2. ______________________________________

  3. ______________________________________

- Rewrite the paragraph in the box, improving it through varying sentence lengths, sentence structures, and altering the first words of sentences.

  Caesar felt the sun on his face. He awoke. He remembered it was his first day of work as a forest ranger. He realized he had overslept. He jumped out of bed.

  ______________________________________

  ______________________________________

  ______________________________________

- Rewrite the paragraph in the box, improving it through varying sentence lengths, sentence structures, and altering first words of sentences.

  Massachusetts is in New England. Massachusetts is known for its significant Colonial history. The Pilgrims first settled in Massachusetts. The Boston Tea Party took place in Massachusetts. Paul Revere’s famous ride was in Massachusetts.

  ______________________________________

  ______________________________________

  ______________________________________

  ______________________________________
Parts of Speech

For each sentence, write the parts of speech on the blank lines.

Sentence #1: *Inside your little cottage, the man quietly sits in total contemplation.*

Concrete Noun(s) ________________ Abstract Noun(s)__________________________

Adjective(s) __________________ Adverb(s) ___________________ Pronoun(s) ______________

Verb(s)__________________ Article(s) ___________ Preposition(s) __________________________

Sentence #2: *A man just played his violin with great mastery.*

Concrete Noun(s) _________________________ Abstract Noun(s)____________________________

Adjective(s) __________________ Adverb(s) ___________________ Pronoun(s) ______________

Verb(s)__________________ Article(s) ___________ Preposition(s) __________________________

Sentence #3: *I always enjoy hard work in the garden.*

Concrete Noun(s) _________________________ Abstract Noun(s)____________________________

Adjective(s) __________________ Adverb(s) ___________________ Pronoun(s) ______________

Verb(s)__________________ Article(s) ___________ Preposition(s) __________________________

Sentence #4: *Mercy really is an important principle.*

Concrete Noun(s) _________________________ Abstract Noun(s)____________________________

Adjective(s) __________________ Adverb(s) ___________________ Pronoun(s) ______________

Verb(s)__________________ Article(s) ___________ Preposition(s) __________________________
Beginning Sentence Diagramming

Diagram each sentence. The lines are given to you for the first six sentences.
(Tip: Those who are familiar with sentence diagramming might find they need a review of just Step 11 (predicate adjectives) and can watch a video about Step 11 at www.jennyphillips.com/videos.)

My aunt writes lovely poetry.             The wind gently sighed.

The bees busily work.                   I really need your help now.

The yellow apple is very sweet.         Those little flowers smell very wonderful.

The busy bees hum gently.              Maria seems very happy today.
Read Annotating & Summarizing Difficult Texts on page 65–66 of your Grammar and Writing Guide.

Read the following sections titled Ralph Waldo Emerson and The Poetry of Ralph Waldo Emerson.

Ralph Waldo Emerson

Adapted from The American Scholar, 1893 and writings by Mary Stoyell Stimpson

Ralph Waldo Emerson, essayist, poet, and philosopher, was born in Boston on May 25, 1803. He was the second of five sons of Rev. William Emerson, minister of the First (Congregational) Church in Boston. His mother was Ruth Haskins, a woman of strong character and superior mental abilities. His ancestors, for eight generations, always had a minister either on the paternal or the maternal side. Thus, he inherited his spiritual and intellectual tendencies from a long line of distinguished progenitors.

When Emerson was eight years old, his father died of stomach cancer. His widowed mother was left to take care of eight children, the eldest just ten years old. The church members were kind to her; she took boarders, and sewed and mended with never a complaint, so long as the boys could go to the Latin School. They saw how tired she got and wished they could grow up faster, so they could earn money and let her rest.

When he was in college, Emerson won a prize of thirty dollars for a speech. He sent the money to his mother as fast as the mail could take it and asked her to buy a shawl for herself. But she had to take it to buy food for the smaller children! Ralph used to tell his brothers that he could not think of anything in this world that would make him so happy as to be able, someday, to buy a house for his dear mother and to see her living easily.

As they grew up, Emerson and his siblings helped their mother by chopping wood, washing dishes, and cleaning vegetables, while the other school boys played ball or swam or skated. There were no play hours for them. They had but one overcoat between them, so they took turns wearing it. Some of the mean, cruel boys at school used to taunt them about it, singing out, when they came in sight: “Well, who is wearing the coat today?”

A spinster aunt, Miss Mary Emerson, came to see the family often. She urged the boys to stand high in their classes and thought it would not hurt them to do without play. She read all the fine books aloud to them that she could borrow. Once, late at night, a caller found her telling the boys stories of great heroes so that they might forget that they had been without food for a day and a half! They were as poor as that!

Emerson’s aunt, a woman of rare intellectual attainments, exerted a remarkable influence over his development.

He began his studies at the public grammar school at the age of eight, and four years later he attended the Latin School. In 1817 he entered Harvard.

He worked hard in college, running errands and waiting tables to pay for his room and board. He was not distinguished for proficiency in the studies of the curriculum, but he was superior to most of his classmates in his knowledge of general literature. He was especially interested in the study
Insights Journal—Unit 1

- Read the section titled Insights Journal on pages 81–82 of your Grammar and 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. Include your journal entry with your unit when you submit it.

**Option #1:** Ralph Waldo Emerson and the character David in the book *Just David* both find joy and peace in nature. David declares that his walks in the woods help him “stay in tune.” Emerson said, “In the woods, we return to reason and faith. There I feel that nothing can befall me in life—no disgrace, no calamity, which nature cannot repair.” Based on what you learned from your assignment in this unit (of observing photographs of trees in New England), do you feel that taking time to observe nature, whether in art or in real life, brings peace, calm, and beauty to your life? If so, why?

**Option #2:** What does this quote by Ralph Waldo Emerson mean to you? “To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment.”

**Option #3:** What does this quote by Ralph Waldo Emerson mean to you? “Never lose an opportunity of seeing anything beautiful, for beauty is God’s handwriting.”

**Option #4:** What are the most important things to gain from an education?

**Option #5:** Write about an insight or insights you gained through a recent personal experience.

<table>
<thead>
<tr>
<th>Insights Journal—Unit 1</th>
<th>Filled out by Student</th>
<th>Points Filled out by Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is at least 300 words</strong> (Put the number of words here: _____) (Most word processing programs, including Google Docs, will count your words for you.)</td>
<td></td>
<td>_____ / 5 points</td>
</tr>
<tr>
<td><strong>Grabs the reader’s attention with the first sentence</strong> (You may use a thought-provoking question, vivid description, an interesting fact, a short story, an attention-grabbing statement, etc.)</td>
<td></td>
<td>_____ / 5 points</td>
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<tr>
<td><strong>Expresses meaningful, thoughtful insights and includes details and description</strong></td>
<td></td>
<td>_____ / 25 points</td>
</tr>
<tr>
<td><strong>Varies sentence structure and first words of sentences</strong> (See page 92 of your Grammar and Writing Guide.)</td>
<td></td>
<td>_____ / 5 points</td>
</tr>
<tr>
<td><strong>Orders information correctly and logically</strong> (one idea per paragraph; order of paragraphs makes sense)</td>
<td></td>
<td>_____ / 5 points</td>
</tr>
<tr>
<td><strong>Is edited carefully for proper grammar, punctuation, and usage</strong></td>
<td></td>
<td>_____ / 5 points</td>
</tr>
</tbody>
</table>

**Note to parents and teachers:** If needed, visit www.jennyphillips.com/hs1 to watch a video titled Tips for Grading Insights Journal Entries.
Step 3
Now start the process of shading. When you begin to shade your subject, make sure you know where your light source is. In this photo, the light source is coming from the top left, so your shadows will be heavier on the bottom right side of the leaf. If you are having a hard time picking out the shadows, you can squint your eyes and look for the darkest parts of the example leaf. Those are your main shadows. Make light, quick strokes to show the shadows.

Step 4
Look at the veins of the leaf. Toward the base they are thicker, and you can see a shaded side on the right where the light isn’t hitting that area. Start making slightly darker marks with your pencil to help that area of the leaf pop out.

Step 5
Now concentrate on the shadow that is being cast by the leaf, or in other words, the shadow underneath the leaf. Keep in mind where the light is. There is not a shadow underneath all sides of the leaf. The light is coming from the top left, so the cast shadow is on the bottom right of each part of the leaf. Make quick, darker markings to show this part of the shadows.

Step 6
Take your pencil and lightly go over the entire leaf with quick strokes.
“If sometime you are tempted to think it is not a beautiful world, just remember that you yourself can make it beautiful if you will.”
—Eleanor H. Porter from JUST DAVID
Memorization

Complete anytime during the unit.

- Year 1 Greek & Latin Roots (Practice for 5-10 minutes on two different days.)
- Poetry Memorization (Practice for at least 10 minutes on three different days.)
- Geography Cards: New England (Practice until mastered.)
- Geography Cards: Continents & Oceans (Practice until mastered.)

Art

- Read *The Art of Asher Brown Durand*.

*The Art of Asher Brown Durand* (1796–1886)

Moss, rocks, and weeds—we pass them every day. We might not think to stop and study these things, but a man named Asher Brown Durand did. The painting on this page is one of his many pieces of artwork that shows detailed portrayals of trees, rocks, and foliage.

Durand’s paintings are so loved and admired that, over 220 years after his death, his paintings are still studied by art students and are found in prestigious museums around the world, such as the Metropolitan Museum of Art and the Smithsonian.

Asher Brown Durand, "Rocky Cliff," c 1860
The Hudson Valley

By Jennifer D. Lerud

When Henry Hudson wanted to find the coveted Northwest Passage—an easier way to China—he didn’t realize he would stumble upon the beautiful Hudson Valley by accident.

He was sailing along North America’s northern Atlantic coast in 1609, thinking he had found what he was looking for, when he entered New York Bay and the river that is now named for him.

On a ship called the Half Moon, he and his crew of about twenty men sailed 150 miles up the river before realizing it would not take them where they wanted to go.

Hired by the Dutch East India Company, a Dutch trading company, Henry Hudson’s explorations resulted in the Hudson Bay area being settled first by the Dutch.

According to early maps and sailing journals, the land in the area was dangerous and hard to travel. There were wild animals, poisonous snakes, thick forests, and mountains that made travel difficult.

Even the river was treacherous for sailing. About 50 miles north of New York is a 15-mile stretch called the Hudson Highlands where 1,000 foot-high hills along the shores create fierce currents and strong winds. It was such a notorious area, it was dubbed “World’s End” and “Devil’s Horse Race” by the Dutch sailors.

During the 1600s, the area boomed with the influx of Dutch settlers. Named New Amsterdam at first, the British later took over and named it New York. The British subjects’ quest for independence led the Hudson River—and the Hudson Highlands—to play an important role during the Revolutionary War.

In 1807, when the years of military and economic importance for the river waned, the Hudson River became a place for leisurely steamboat travel, and there were about 150 steamboats on the river by 1850.

When the Erie Canal was finished in 1825, the Hudson River boomed with trade. It was one of the nation’s most important arteries, a gateway to the West, and many areas along its riverbanks grew with settlements.

That same year, 1825, an artist named Thomas Cole came to the Hudson Valley. He sketched the scenery as he traveled the river. His paintings inspired other artists to do the same. Their artistic style became known as the Hudson River School of Painting. This made the river popular with tourists.

In the mid-1800s, tuberculosis and other dangerous diseases began to spread in New York City. The Hudson Valley became a retreat for those seeking the therapeutic powers the valley was touted to hold. The fresh air, mountains, and evergreen forests were a perfect place for the sick to go and leave the smoke and dirt of the city behind.
Study the section **All Together/Altogether** on page 46 of your Grammar and Writing Guide. Then circle the correct word in each sentence.

1. Put your clothes (altogether | all together) in one pile, and I'll wash them for you.
2. The cowboy was an (altogether | all together) surly man.
3. The sonorous bells in the church steeple rang (all together | altogether).
4. The audacious explorers stood (all together | altogether) to make their plans.
5. The man's remarks were (all together | altogether) derisive, offending everyone in the room.
6. The dishonest rogue could not fool the people, so he took a different approach (all together | altogether).
7. Let's sing (all together | altogether) and see if we can get the austere man to smile.
8. I put the dogs (all together | altogether) in the backyard since Max has an aversion to big animals.
9. My incorrigible habit of biting my nails is (all together | altogether) driving Jesse crazy!
10. My jocular uncle gathered us (all together | altogether) to tell us humorous stories about his trip.
11. The enigmatic mystery has (all together | altogether) baffled me.
12. I wish I had an aversion to chocolate! I am (all together | altogether) too fond of it.
13. The rebellious little rogue hid the stolen articles (all together | altogether) in the shed.

**EDITING PRACTICE**

- **Watch For**
  - **ALL TOGETHER VS. ALTOGETHER**
  - missing apostrophes
  - misuse of **THERE** and **THEIR**
  - misuse of **IT'S** and **IT'S** (**IT'S** is a contraction of the words **IT IS**.)
  - using the article **AN** (instead of **A**) in front of words that start with a vowel
Choose one of the following options as the topic of your Unit 2 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: The best books do more than entertain—they teach, inspire, and/or give meaningful insights. Choose one of the passages below, from chapters 9-15 of Just David, and explain how the passage teaches you, inspires you, or gives you meaningful insights.

Passage 1: As to Farmer Holly—Farmer Holly himself awoke to some new experiences that Monday morning. One of them was the difficulty in successfully combating the cheerfully expressed opinion that weeds were so pretty growing that it was a pity to pull them up and let them all wither and die. Another was the equally great difficulty of keeping a small boy at useful labor of any sort in the face of the attractions displayed by a passing cloud, a blossoming shrub, or a bird singing on a tree branch.

Passage 2: It is to be expected that when one’s thoughts lead so persistently to a certain place, one’s feet will follow.

Option #2: The artist Asher Brown Durand—whom you studied in this unit—believed that painting nature was a way to worship God. What are some ways you can worship God in your own life, in addition to prayer and studying scripture?

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

Insights Journal–Unit 2

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Filled out by Student</th>
<th>Points Filled out by Teacher</th>
</tr>
</thead>
<tbody>
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<td>Expresses meaningful, thoughtful insights and includes details and description</td>
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<td>Orders information correctly and logically (Stick to one idea per paragraph. The order of paragraphs should make sense.)</td>
<td></td>
<td>_____ / 5 points</td>
</tr>
<tr>
<td>Is edited carefully for proper grammar, punctuation, and usage</td>
<td></td>
<td>_____ / 5 points</td>
</tr>
</tbody>
</table>

Note to parents and teachers: If needed, visit www.jennyphillips.com/hs1 to watch a video titled Tips for Grading Insights Journal Entries.
“Hope is the thing with feathers that perches in the soul.”
—Emily Dickinson
**Memorization**

**Complete anytime during the unit.**

- ☐ ☐ Year 1 Greek & Latin Roots (Practice for 5–10 minutes on two different days.)
- ☐ ☐ Poetry Memorization (Practice for at least 10 minutes on three different days.)
- ☐ Geography Cards: Major Rivers of the World Map (not key facts) (Practice until mastered.)

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

**Literature**

- ☐ Read *The Poetry of Emily Dickinson* and complete the instructions.

---

**Exploring Literature**

**The Poetry of Emily Dickinson**

In her lifetime, Emily Dickinson had only 11 of her poems published—none of which were attributed to her name. After she died in 1886, her sister Lavinia discovered forty hand-bound volumes containing nearly 1800 poems that Emily Dickinson had written. Lavinia determined that the poetry must be published. She later wrote, “I have had a ‘Joan of Arc’ feeling about [Emily’s] poems from the first.” (“Letter to Thomas Wentworth Higginson,” December, 1890)

Dickinson’s first volume of poetry, published in 1890, four years after her death, was a remarkable success. Eleven editions had to be printed in less than two years to keep up with demand. Now today, over 120 years after her death, Dickinson’s poetry is still sought after, studied, and loved; and she is regarded as one of the greatest poets in American history.

Decide for yourself what you think of Emily Dickinson’s works as you read and analyze her poetry. This unit will help you to better understand how a poem is written and received successfully by its readers.

*Note:* Dickinson rarely wrote titles for her poems, but often they are titled by the first line.
Definition Poems

Dickinson had a deep love for words and their meanings. She actually enjoyed reading Webster’s Dictionary like some would read a novel!

She often created poems based solely on defining a word. These “definition” poems describe something abstract (a thought or idea not having a physical existence) with something concrete (an actual thing).

In this section, explore some of Dickinson’s “definition” poems and how the word choices and literary devices within these poems affect the impact of the poem.

The dictionary defines “hope” as “to cherish a desire with anticipation.” Dickinson defined “hope” in the following poem.

**Hope is the Thing with Feathers**

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 chillest land,
And on the strangest sea;
Yet, never, in extremity,
It asked a crumb of me.

Watch the video or discuss the following questions with a group.

**Discussion Questions: “Hope is the Thing with Feathers”**

1. What is a metaphor? What is the metaphor Dickinson uses in this poem for “hope”?

2. Find where Dickinson uses the **juxtaposition** (two opposites being placed close together for contrasting effect) of words to build a strong contrast. (Hint: Most of the words are calm, positive, and simple words. Find two words in the poem that stick out as being jolting, negative, and complicated words. What do these two words mean?) How does this juxtaposition of words impact the poem?

3. Discuss how Dickinson defines the following things about hope through her choice of words and symbols:
   - Hope is delicate, but strong
   - Hope is constant
   - Hope is unselfish
   - Hope can be found in all places

4. To “perch” means to settle or rest. Discuss how using the word “perch” in the second line is more effective than saying, “Hope is the thing with feathers that is found within the soul.”

5. What does the line “And sweetest in the gale is heard” mean?
Discussion Questions: “Fame is a Bee”

_Fame is a Bee_

Fame is a bee.
It has a song—
It has a sting—
Ah, too, it has a wing.

1. By cleverly using a “bee” as a metaphor for “fame,” what does Dickinson say about fame?

2. Write down what you think each of the following lines means and then discuss each line: It has a song | It has a sting | Ah, too, it has a wing

3. Why do you think Dickinson used the words “Ah, too,” in the last line instead of just saying, “it also has a wing”? What is the effect?

4. **Anaphora**, a very old literary device used in the Biblical Psalms, is the repetition of a word or phrase at the beginning of sequential verses. Discuss the use of anaphora in “Fame is a Bee.” Does it help accomplish the purposes of anaphora listed below?
   - Creates a driving, catchy rhythm
   - Can intensify the emotion of the poem
   - Creates a kind of tension that is released into wisdom with a “punch” at the end.

---

POETRY WRITING

☐ Write a poem that accomplishes the following:
   - Defines a word (like Dickinson’s “definition poems”)
   - Includes at least one of the following: symbolism, alliteration, personification, or simile

---

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 sentences. Refer to the “Terms to Know” on pages 1–2 of your Grammar and Writing Guide, if needed. Need help? Watch the video Unit 3—Vocabulary Exercise on www.jennyphillips.com/hs1.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition &amp; Example Sentence</th>
<th>Part of Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>pert</td>
<td>bold in speech or manner; self-assured; saucy</td>
<td>adjective</td>
</tr>
<tr>
<td>relinquish</td>
<td>to give up, surrender, or desist (stop)</td>
<td>verb</td>
</tr>
<tr>
<td>impetuous</td>
<td>acting suddenly, impulsively, or spontaneously</td>
<td>adjective</td>
</tr>
</tbody>
</table>
Read *The Art of Robert Scott Duncanson*.

---

**The Art of Robert Scott Duncanson (1821–1872)**

While the Civil War was raging in the United States, an African American artist arrived at the home of England’s famous poet, Alfred Lord Tennyson, on the Isle of Wight, an island off the coast of England. Tennyson was delighted with an image created by the artist and said, “Your landscape is a land in which one loves to wander and linger.” This artist was Robert Scott Duncanson, a man who rose from humble house painter to renowned artist, who was part of the Hudson River School, and who traveled throughout Europe with his work.

Robert Scott Duncanson was born in New York in 1821 to a free African-American family that had members skilled in both carpentry and house painting. As a teenager, he took up the family trade, but he had higher dreams. Without the opportunity for formal art training, he taught himself to become an artist by copying prints and drawings.

Robert S. Duncanson, “Landscape with Family by Lake,” 1858
Complete the following activities:

1. Compare the use of color, light, and detail in the two paintings “Blue Hole, Little Miami River” and “Meeting by the River” by filling out the Venn diagram below.

2. Of all of Duncanson’s paintings in this unit, which is your favorite and why? (Be specific.)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
“The first great thing is to find yourself, and for that you need solitude and contemplation—at least sometimes. I can tell you that deliverance will not come from the rushing, noisy centers of civilization.” —Fridtjof Nansen (Norwegian Explorer)
Memorization

Complete anytime during the unit.

- Year 1 Greek & Latin Roots (Practice for 5–10 minutes on two different days.)
- Poetry Memorization (Practice for at least 10 minutes on three different days.)
- Geography Cards: Major Rivers of the World Key Facts (Information does not need to be memorized. Study the facts and have someone quiz you on them until you are familiar with all of the facts.)

Vocabulary

On www.jennyphillips.com/hs1, listen to the audio recording titled Vocabulary—Unit 4.

Make flashcards for the vocabulary words and definitions below. Practice them on seven different days for at least five minutes, marking a box each day you practice:

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>reconnoiter</td>
<td>to inspect, observe, or survey</td>
</tr>
<tr>
<td>procure</td>
<td>to obtain or bring about by diligent effort and care</td>
</tr>
<tr>
<td>inure</td>
<td>to acclimate or become accustomed to something difficult or undesirable</td>
</tr>
<tr>
<td>laconic</td>
<td>concise, using few words</td>
</tr>
<tr>
<td>magnanimous</td>
<td>generous and noble, with good intentions</td>
</tr>
<tr>
<td>recompense</td>
<td>to pay back or compensate</td>
</tr>
<tr>
<td>dexterity</td>
<td>with great skill or ability (this is almost always a reference to the use of hands)</td>
</tr>
<tr>
<td>genial</td>
<td>friendly, cheerful, and pleasant in manner</td>
</tr>
<tr>
<td>laurels</td>
<td>honors, awards, or achievements</td>
</tr>
<tr>
<td>implicit</td>
<td>something that is implied or understood without needing to be spoken</td>
</tr>
<tr>
<td>succinct</td>
<td>expressed in few words; concise</td>
</tr>
<tr>
<td>chagrin</td>
<td>humiliation, disappointment, or distress caused by failure</td>
</tr>
<tr>
<td>duly</td>
<td>properly, fittingly, or punctually</td>
</tr>
<tr>
<td>don</td>
<td>to dress, to put on</td>
</tr>
</tbody>
</table>
Read and complete the following section titled Emily Dickinson’s Nature Poems: Part I.

Exploring Literature

Emily Dickinson's Nature Poems: Part 1

Emily Dickinson’s poetry often shows a child-like fascination with nature. Gardening was one of Dickinson’s favorite interests, and she spent much of her time observing nature in her indoor and outdoor gardens. Her father built a greenhouse, and Emily turned it into a beautiful year-round garden with feathered ferns and the sweet perfume of many different kinds of flowers. Emily also loved to take many “rambles” in the woods.

Ferris Jabrway wrote the following:

In her youth, [Emily] began composing a book—not of poems, but of plants. She meticulously dried and flattened a wide range of species—chestnut, dogwood, poppies, lilac, nasturtiums, even a couple of algae—and artfully fixed them to paper, christening many with the appropriate Latin names.

“In her youth, [Emily] began composing a book—not of poems, but of plants. She meticulously dried and flattened a wide range of species—chestnut, dogwood, poppies, lilac, nasturtiums, even a couple of algae—and artfully fixed them to paper, christening many with the appropriate Latin names.” (New York Times, May 2016)

In her poems Dickinson wrote about the type of nature prevalent in the countryside of New England where she lived: meadows, forests, hills, birds, butterflies, flowers, and small creatures. She made many references to things such as lightning, storms, wind, trees, and insects.

Many of her poems are strictly about nature, but Dickinson also often incorporated nature in her poems on other subjects such as love and death.

Dickinson wrote this poem that shows her love and appreciation for nature.

dabolink=a small blackbird | impotent=helpless

Nature is What We See

“Nature” is what we see—
The Hill—the Afternoon—
Squirrel—Eclipse—the Bumble bee—
Nay—Nature is Heaven—
Nature is what we hear—
The Bobolink—the Sea—
Thunder—the Cricket—
Nay—Nature is Harmony—
Nature is what we know—
Yet have no art to say—
So impotent Our Wisdom is
To her Simplicity.
In your Grammar and Writing Guide, read **Avoiding Wordiness & Redundancy** on page 68. Then rewrite the paragraph in the box so that it is more concise.

Emily Dickinson was better known as a gardener than as a poet. She was known better as a gardener at least during her lifetime. She was known, while living, to spend much time in the gardens, but her poetry was not known until after her death. Having a big impact on her poetry, plants and flowers significantly influenced her writing.

---

**Geography**

You are reading about the explorer Fridtjof Nansen in the book, *Into the Unknown*. He was from Norway, which is a part of Scandinavia. Research online and write a definition of Scandinavia below, including how there are conflicting views on which countries are a part of Scandinavia.

---
Read Conjunctions on pages 23–24 of your Grammar and Writing Guide. Complete the exercises.

**Exercise 1:** Write the seven coordinating conjunctions: _____ _____ _____ _____ _____ _____ _____

**Exercise 2:** For each sentence, circle the coordinating conjunction. Then indicate if the conjunction is joining together two independent clauses or two verb phrases by underlining the correct choice. 

**Example:** I am weighed down with sorrow and beset with trials.

*What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES*

1. The genial girl picked flowers and presented them to her mother.

*What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES*

2. The genial girl picked flowers, and she presented them to her mother.

*What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES*

3. Growing apples allows us to procure fresh fruit for our own family and earn money at the market.

*What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES*

4. I cannot inure myself to bad manners nor be comfortable with them.

*What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES*

5. I cannot inure myself to bad manners, nor can I be comfortable with them.

*What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES*

6. He was in a magnanimous mood, so he paid for everyone’s dinners.

*What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES*

7. She used to knit a new sweater each week, but she has less dexterity in her old age.

*What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES*

8. He did not speak a word, but the way he felt was implicit by the look on his face.

*What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES*
Read the section titled Thesis Statements on pages 73–74 of your Grammar and Writing Guide. Then complete the following exercises in preparation for writing a persuasive essay. One way to form a thesis statement for a persuasive essay is to ask a question, declare your answer to the question, and give the main reasons for your declaration. Then use that information to create a thesis statement. Here is an example:

**Ask a Question**

Is it important to connect with nature?

**Declare Your Answer**

Yes. There are many benefits to connecting with nature.

Sometimes your reasons are already in your answer. This is because the answer sometimes lists the supporting points and sometimes it does not.

**Give Your Reasons (supporting points)**

- Nature helps improve mood and mental health.
- Nature helps improve physical health.
- Nature improves academics and behavior.

**Write Your Thesis Statement**

Taking the time and effort to connect with nature is worthwhile. OR

Connecting with nature improves mood, mental health, physical health, academics, and behavior.
Part 2: Painting

Review tips and instructions on creating watercolor washes: When painting with watercolor, you are essentially painting in built up layers of washes. A wash is watercolor paint mixed with water. Water dilutes the paint and makes it so your layers are semi-transparent. The more water you apply, the lighter the wash will be. It is good to start out light and add layers. Added layers will make your painting darker and darker.

When mixing colors on your palette, if you need to dull or darken any color, avoid using black, which can be really strong and overpowering. A good way to dull or darken a color is to mix it with a small amount of its opposite. Here are each color’s opposites:

- Red–Green
- Yellow–Purple
- Blue–Orange

1. First layer wash: When painting the following areas, use your medium flat brushes on bigger areas, and your small round brush for smaller, tighter areas.
   - **Clouds:** Mix blue and green with a little red until you have what looks like a dark gray for the clouds.
   - **Sky:** Look at the original painting and try to copy the colors of the sky—there are light blues, pinks, and yellows.
   - **Wall of clouds:** Mix some of your dark gray with blue and violet to paint a wash for the wall of clouds above the horizon.
   - **Blue hills in the distance:** Paint a blue wash.
   - **Green pasture:** Mix blue and green and apply as a wash.
   - **Foreground:** Mix green, brown, and blue together to make a wash for the foreground.

2. Second layer wash:
   - **Clouds:** Mix more dark gray (blue, green, red) and add another layer where the clouds are the darkest.
   - **Sky, wall of clouds, blue hills, and green pasture:** For each of these sections, add another layer of colors to darken these areas.
   - **Foreground:** When looking at the original, the foreground looks like a greenish-brown color, but if you look closely, there are many undertone colors in the foreground too: yellow, green, blue, brown, red, etc. On this next layer wash, add some of these colors in, and allow your paintbrush strokes to show a little texture by using less water on your paintbrush so that you achieve a subtle look of a rocky terrain.
“The earth laughs in flowers.”
—Ralph Waldo Emerson
The river Rhine is sometimes known as the “heroic Rhine” for its fairy tale scenery. It is lined with fairy tale-like castles, terraced vineyards, and it is also lined with dramatic cliffs. It flows from the mountains of Switzerland, where it starts, through Western Germany to the North Sea where it ends. The Rhine is centrally located. The Rhine’s central location has caused it to be fought over. And it has also been used as the border of countries since Roman times. Today, it is a popular tourist destination. Its stunning scenery makes it a popular place for people to visit.

Practice line art drawing by copying the illustration above in the box below.
- In your Grammar and Writing Guide, read Body Paragraphs and The Conclusion on pages 76 and 77.

- Read the page titled Citing Sources Part 2 on page 70 of your Grammar and Writing Guide and/or watch the video titled Citing Sources: Part 2 at www.jennyphillips.com/videos.

- Watch the video titled Unit 5—How to Write a Persuasive Essay at www.jennyphillips.com/hs1.

- Finish the persuasive essay you started in the last unit, for which you have already written an opening paragraph. Complete all of the items on the chart below. This is a major project and will likely take more than one school day to complete. Use the chart on the next page to help you. Include your essay with this unit when you turn it in.

### Persuasive Essay

<table>
<thead>
<tr>
<th>Filled out by Student</th>
<th>Points Filled out by Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Is at least 1,000 words (Put the number of words here: _____)**
*(If your essay is less than 1,000 words, it should be lengthened before you turn it in. Parents or teachers should not accept essays under 1,000 words. If your essay is too short, do more research on the topic or add another supporting point.)*

Note: Most word processing programs, including Google Docs, will count your words for you.

**Includes an opening paragraph, one section for each supporting point (which may or may not be more than one paragraph), and a conclusion (If your essay does not include all of these sections, it should be revised before turning in your paper.)*

**Expresses meaningful, thoughtful insights**

_____ / 40 points

**Cites sources as described on pages 69–71 of the Grammar and Writing Guide and includes a Works Cited page**

_____ / 10 points

**Orders information correctly and logically (The order of paragraphs should make sense. A topic sentence should be at or near the beginning of each section. Each section should stick to the idea(s) of the topic sentence.)*

_____ / 30 points

**Varies sentence structure and first words of sentences (see page 92 of your Grammar and Writing Guide.)*

_____ / 10 points

**Is edited carefully for proper grammar, punctuation, and usage**

_____ / 10 points

© Jenny Phillips
POETRY WRITING

- Write an Emily Dickinson style nature poem. Use the boxes below to get you started. Include your poem with this unit when you turn it in.

**Brainstorm Possible Topics for a Nature Poem—Be Specific**
Examples: “The morning after a blizzard” or “The first bird of spring”

Circle one of the topics above. Brainstorm descriptive words and phrases about the topic.

Write the poem. Remember that the poem should be “Emily Dickinson Style.” Her poems contained rhymes, but did not always have a perfectly consistent rhyme scheme. Also, her poems mainly followed a consistent meter, but not always.
Jenny Phillips wrote: “Much of the art in the neo-romantic period was beautiful. However, I find some art during this movement and in the abstract art movement neither good nor beautiful. Although an artist may be talented, the art may not be good because of the subject, the meaning, or the spirit that attends it. How art affects the mind and spirit is more important than the talent of the artist. It is up to you to use the principles in the Bible and the Holy Spirit to discern for yourself what is and is not good in art. The Bible teaches that the human body is sacred (1 Corinthians 13:16). Genesis 1 says, “God created man in his own image.” Some art distorts and deforms the human body to great extremes or depicts the body in ways that are unholy or unvirtuous. As you study art, pay attention to the way it makes you feel and seek only art that leads you closer to God. Good and beautiful art respects the human body and the principles of virtue, holiness, and beauty.”

Nikolai Astrup (1880–1928)

In 1928, at age 47, Norwegian artist Nikolai Astrup died. His art had never been displayed outside of Norway. Norwegians loved his art; they hung his paintings in schools, homes, and public buildings. But it was not until 2016, 88 years after his death, that his art had its first major exhibition outside of Norway. Astrup lived during the Neo-Romanticism period. Although he did not paint with as much realism as Romantic artists like Dahl, Astrup did not turn toward modern art styles—he held to his own style.

Art historian Maryanne Stevens said of Astrup, “He is not just a naturalistic landscape painter. He was fully aware of what was happening in contemporary art, the work of the neo-impressionists, the expressionists and the cubists, but he decided to turn his back on it and devote his life to painting Norway.” (The Guardian, 24 Jan. 2016)

Compare the painting on the next page by Norwegian romantic painter Johan Christian Dahl to the painting by Norwegian neo-romantic painter Nikolai Astrup. How are they similar and different? Which one makes greater use of light and shadow? Which one has more detail? What do you like about each of them?

Study the paintings on the last pages of this section by Nikolai Astrup, all of which show scenes in and around the area where he lived in Norway.

Astrupnet Museum

Imagine visiting Jølster, Norway, with a gorgeous lake, glaciers, green valleys, and majestic mountains. It has a population of just 3,049 people and a population density of 4.9 inhabitants per square kilometer. It’s a beautiful, peaceful place, no doubt, but visiting this village might mean more to you after this lesson. Deep in the gorgeous, sleepy, green mountains lies the home in which Nikolai Astrup once lived almost 100 years ago. His home and gardens—hanging on the steep, fertile mountainside—are now a quiet museum. Several of Astrup’s paintings depict this home and his gardens, and most of them depict the areas around which he lived. In his home you see his art studio and how his family lived. In his old, restored barn is a gallery where 51 original paintings by Astrup are displayed. Would you like to visit this place? If you did, how much more interesting would it be to you after studying the life and art of Astrup first? The more knowledge we gain, the more interesting things become.
Nikolai Astrup, "Grain Poles," undated

Neo-Romantic

Johan Christian Dahl, "View from Stalheim," 1842

Romantic
**Spelling Practice**

**Read and complete:**

Say the sentence below (in bold) 10 times, emphasizing the words in all caps and thinking of the spelling with EI in your mind each time you say the word. Check a box each time you say the sentence.

**EI:** I bought CAFFEINE and PROTEIN on a WEIRD LEISURE trip to a FOREIGN country, but I RECEIVED a COUNTERFEIT RECEIPT.

- ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Write the sentence:

___________________________

___________________________

___________________________

___________________________

___________________________

Have someone quiz you on the following words:

- caffeine
- protein
- weird
- foreign
- received
- counterfeit
- receipt
- leisure

**Read and complete:**

We usually make a noun plural by adding S. But we add ES to words that end with SH, CH, Z, X, or S. We drop the Y and add IES to words that end with a consonant + Y. (Example: library - libraries)

Write the plural form of each of the following words:

- paradox: ______________________
- brooch: ______________________
- cockroach: ______________________
- waltz: ______________________
- tax: ______________________
- quiz (needs 2 Zs): ______________________
- process: ______________________
- wristwatch: ______________________
- success: ______________________
- mattress: ______________________

When the word ends with a consonant + Y, change the Y to I before adding NESS or a suffix starting with a vowel.

Write the prefix or suffix + the word combined:

- scary + er: ______________________
- windy + est: ______________________
- lovely + est: ______________________
- pretty + est: ______________________
- holy + er: ______________________
- tiny + ist: ______________________

Write the following sentence, which contains some of the most commonly misspelled words:

I believe I lost my license at the government library last Wednesday.

___________________________

___________________________

___________________________

___________________________

___________________________

___________________________
10. You are almost done! Keep adding little details to your flowers and any additional depth to your grasses that you feel like your piece needs. After your painting has dried, you can remove the masking tape to reveal that crisp white edge.
“There are persons whose lives are so much like that of Christ’s, who have so much genuine Christianity in them, that we cannot come in contact with them, we cannot even steal a glance at their faces, without being made stronger and better.” —Booker T. Washington
consternation | feeling alarm or dismay  
He stared at the bill with consternation, having no idea how he would pay it.

incredulous | disbelieving  
A murmur of incredulous amazement was heard.

mollify | to soothe or soften  
Your apology will mollify Miguel’s hurt feelings.

dilapidated | in a state of neglect or disrepair  
The dilapidated house next door is going to be torn down.

NEW VOCABULARY WORDS

☐ For each vocabulary word below, read the sample sentences to help you determine the definition of the word. Then write the definition on the blank line.

- a strong feeling of dislike, opposition, or anger
- strongly encourage or urge
- excessive greed for wealth
- unpleasantly damp or humid
- cleverly skillful, resourceful, or ingenious
- cheerful willingness, eagerness

exhort: ____________________________________________________

The candidate exhorted her audience to get out and vote.
The preacher exhorted the congregation to follow the example of Jesus Christ.

dank: ____________________________________________________

The children were terrified of the dank basement.
“This cavern is dark and dank,” observed Miguel.

avarice: __________________________________________________

It was avarice that led her to a life of crime.
Charity is the antidote to avarice.

adroit: __________________________________________________

An adroit presenter can always capture the audience’s attention.
The children were entranced as the adroit potter transformed the clay.

alacrity: __________________________________________________

Shantel accepted her mother’s suggestion with alacrity.
Because he loved her, he completed the tasks with alacrity.

antipathy: __________________________________________________

The antipathy of the rival teams was almost palpable.
Suzanne’s antipathy was the result of a misunderstanding years ago.

☐ On www.jennyphillips.com/hs1, listen to the audio recording titled Vocabulary—Unit 6.
Introduction to *Up From Slavery*

“I would permit no man, no matter what his color might be, to narrow and degrade my soul by making me hate him.” —Booker T. Washington

These words, written by Booker T. Washington, are an example of the powerful messages brought to the world by this famous author, educator, orator, and civil rights leader.

Born as a slave in 1856, Washington lived with his family in a one-room shack on a plantation in Virginia. He slept on the dirt floor and began working for his master at age five. When the Civil War ended, soldiers arrived at the plantation with the news that all slaves were free. Washington was nine years old. But being freed did not mean life was easy. Washington was soon experiencing hard work in the coal mines. Determined to receive an education, Washington set out on a journey that would change not only his life, but bring blessings to many people.

In 1901, Washington’s autobiography, *Up From Slavery*, was published. Although some—even other African Americans—criticized his views, his book was a best-seller and has remained in print for over 100 years. In 1998, the Modern Library ranked the book number three of the 100 best nonfiction books of the 20th century. One year later, it was listed by the *Intercollegiate Review* as one of the “50 Best Books of the Twentieth Century” (Intercollegiate Studies Institute, *Intercollegiate Review*, “The 50 Best Books of the Twentieth Century”). Washington wrote several more books, spoke in every state, received numerous honors, was invited to dinner by the king of Denmark, and became an advisor to US President Theodore Roosevelt on race politics. He spent a large part of his life building the Tuskegee Institute—a school for African Americans—into a major university.

**Quotes by Booker T. Washington**

“Those who are happiest are those who do the most for others.”

“I have begun everything with the idea that I could succeed, and I never had much patience with the multitudes of people who are always ready to explain why one cannot succeed.”

“Great men cultivate love, and only little men cherish a spirit of hatred.”

“In my contact with people, I find that, as a rule, it is only the little, narrow people who live for themselves, who never read good books, who do not travel, who never open up their souls in a way to permit them to come into contact with other souls—with the great outside world.”

“I pity from the bottom of my heart any individual who is so unfortunate as to get into the habit of holding race prejudice.”
READING ASSIGNMENTS

☐ Spend ____ hours or more on your course reading challenge. (Time is determined by your teacher.)

☐ Read Chapters 1–6 of Up From Slavery by Booker T. Washington. (Note: If at all possible, have a parent, friend, sibling, or other relative read this book as well. In Unit 8, you will create discussion questions about the book and be asked to use those questions to have a discussion with someone who has recently read the book.)

☐ ▼ Answer the “Digging Deeper” questions.

1. In Chapter 2, Booker T. Washington writes the following: “. . . mere connection with what is regarded as an inferior race will not finally hold an individual back if he possesses intrinsic, individual merit. Every persecuted individual and race should get much consolation out of the great human law, which is universal and eternal, that merit, no matter under what skin found, is, in the long run, recognized and rewarded.” It was extremely hard for newly freed slaves to receive an education and improve their lives. How did Booker T. Washington do so, despite his difficult circumstances? (Make sure to give an insightful, thorough answer with specific examples.)

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2. What did Chapters 1–6 of Up From Slavery teach you about the “dignity of labor”?

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The Good & the Beautiful 7  Unit 6
Read **Comma Splices** on page 21 of your Grammar and Writing Guide. Then complete the exercise. Need help? Watch the video **Unit 6—Exercise 1** on www.jennyphillips.com/hs1.

**Exercise 1:** Cross out all the sentences that are comma splices.

<table>
<thead>
<tr>
<th>1. A mentor will exhort you, I will encourage you.</th>
<th>2. The walls were dank, the ceilings dripped with water.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A mentor will exhort you; I will encourage you.</td>
<td>The walls were dank, and the ceilings dripped with water.</td>
</tr>
<tr>
<td>A mentor will exhort you, and I will encourage you.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. There’s no avarice in doing good; there is avarice in being greedy.</th>
<th>4. The submarine was smelly and dank, there was no part that was not.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There’s no avarice in doing good, there is avarice in being greedy.</td>
<td>In the dank submarine, nothing smelled good.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. We were exhorted to do good, we followed the exhortation.</th>
<th>6. Her constant alacrity was a joy, her constant assistance was a blessing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>When we were exhorted to do good, we followed the exhortation.</td>
<td>Her constant alacrity was a joy, and her constant assistance was a blessing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. The queen wanted to abdicate the throne, but the people wanted her to stay.</th>
<th>8. When the anger in the room abated, it was a refreshing change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Although the queen wanted to abdicate the throne, the people wanted her to stay.</td>
<td>I felt the anger in the room abate, it was a refreshing change.</td>
</tr>
<tr>
<td>The queen wanted to abdicate the throne, the people wanted her to stay.</td>
<td>I felt the anger in the room abate, and it was a refreshing change.</td>
</tr>
</tbody>
</table>

**Exercise 2:** Rewrite each sentence in bold two times, following the instructions on how to fix the comma splice.

**The gymnast was adroit in body, the physicist was adroit in mind.**

Fix with a comma and coordinating conjunction: __________________________________________

_______________________________________________________________________________________

Fix with a semicolon: ____________________________________________________________________

_______________________________________________________________________________________

**The storm finally abated, we survived.**

Fix with a period: _____________________________________________________________________

_______________________________________________________________________________________
Read the poem and the example literary analysis essay. This will help you understand better how to create your own literary analysis essay.

The Wind Begun to Rock the Grass

The wind begun to rock the grass
With threatening tunes and low,
He flung a menace at the earth,
A menace at the sky.

The leaves unhooked themselves from trees
And started all abroad;
The dust did scoop itself like hands
And threw away the road.

The wagons quickened on the streets,
The thunder hurried slow;
The lightning showed a yellow beak,
And then a livid claw.

The birds put up the bars to nests,
The cattle fled to barns;
There came one drop of giant rain,
And then, as if the hands
That held the dams had parted hold,
The waters wrecked the sky,
But overlooked my father’s house,
Just quartering a tree.

Analysis of “The Wind Begun to Rock the Grass”

Everyone has experienced the wonder of a thunderstorm, but not everyone can put it into words like we find in Emily Dickinson’s poem “The Wind Begun to Rock the Grass.” Dickinson uses a clever interplay of techniques in this poem to describe the power and feeling of a thunderstorm in a unique and vivid way.

While some of Dickinson’s poems vary from a strict meter, this poem actually sticks to the common meter form of an eight-syllable line alternating with a six-syllable line. This strict meter combined with absolutely no consistent rhyme scheme is the method Dickinson skillfully employs to create familiar and dependable structure while also avoiding predictability.

Dickinson’s powerful imagery is also effectual as she uses vividly monstrous words such as “menace,” “wrecked,” and “livid claw.” She also uses beautiful personification when describing the wind, the dust, and the leaves. For example, she creates the image of the dust scooping up the earth like hands.

Additionally, Dickinson builds the tension of peril in the poem by starting with the storm simply rocking the grass and “threatening” with the wind’s low musical tunes. But then events, such as “the wagons quickened on the streets” and “the cattle fled to barns,” give the poem the feeling of urgency and move it forward until the storm finally breaks and “wrecks the sky.”

Emily Dickinson’s poem about the brutal weather does much more than describe the rain and thunder during a storm. It describes things such as dust and leaves and fleeing cattle in a way that makes the scene come alive in our minds.
Words that end with a CONSONANT + Y must have the Y changed to an I before adding a suffix:

Example: happy + ness = happiness (not happyness)

Write the word + suffix combined:

plenty + ful: ________________________________
busy + ness: ________________________________
duty + ful: ________________________________
luxury + ous: ________________________________
fancy + ful: ________________________________
envy + ous: ________________________________
vary + ance: ________________________________
mercy + less: ________________________________
pity + ful: ________________________________
bury + al: ________________________________
defy + ance: ________________________________

The words TO (I'm going to school), TOO (I'm too old. I helped, too.), and TWO (I have two hands) are often misused, even by teenagers and adults. Practice using these words correctly by filling in the blanks.

I am ________ tired to go ________ the lake today. I hope ________ go in ________ days. Will you come, ________? I would like ________ bring ________ picnic baskets. I hope that's not ________ much food.

EI: I bought CAFFEINE and PROTEIN on a WEIRD LEISURE trip to a FOREIGN country, but I RECEIVED a COUNTERFEIT RECEIPT.

Read the sentence above aloud 10 times, emphasizing the words in all caps and thinking of the spelling with EI in your mind each time you say the word. Check a box each time you say the sentence.

Write the sentence again:

Write the sentence again:

Have someone quiz you on spelling the following words aloud:

Use the words WHO’S (contraction of WHO + IS or WHO + HAS) correctly in a sentence:

Note: BUSY + NESS is an exception to the rule. Do not change the Y to I when adding NESS to BUSY. “Busyness” means a state of being busy as opposed to the word business which means commerce or a job.
As you complete the following review exercises, enjoy more artwork by Nikolai Astrup, the Norwegian artist you studied in the last unit.

☐ For the following sentences, underline the absolute phrase and insert commas where needed. Remember, unlike a normal modifier that just modifies a word in a sentence, an absolute phrase modifies a whole sentence. Review page 11 in your Grammar and Writing Guide if you need help.

1. We’ll pick rhubarb tomorrow weather permitting.
2. The sun having risen we go into the garden.
3. The bird its voice floating through the air sat and watched the mother and son work.
4. The mother her heart pounding loves working.
5. The boy fingers working carefully helps pull weeds.
6. Rhubarb picked they left the garden.
7. Pie baking in the oven they couldn’t wait to eat.
8. The boy hands digging in the dirt enjoys the morning.

☐ For each pair of sentences below, underline the sentence that avoids a faulty comparison.

1. A. The hills behind my house are more beautiful.
   B. The hills behind my house are more beautiful in the evening than at midday.
2. A. I like the countryside more than Jill does.
   B. I like the countryside more than Jill.
3. A. The air here is cooler than Paris.
   B. The air here is cooler than the air in Paris.
4. A. Nikolai Astrup is my favorite.
   B. Nikolai Astrup is my favorite artist.
5. A. Norway is longer than any country in Europe.
   B. Norway is the longest country in Europe.
“Blest land of Judea! Thrice hallowed of song, Where the holiest of memories pilgrim-like throng; In the shade of thy palms, by the shores of thy sea, On the hills of thy beauty, my heart is with thee.”
—John Greenleaf Whittier
Memorization

Complete anytime during the unit.

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

- Geography Cards: The Middle East (Practice until mastered.)
- Geography Cards: The Southern United States (Practice until mastered.)

Vocabulary

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

- On www.jennyphillips.com/h51, listen to the audio recording titled Vocabulary—Unit 7.
- Make flashcards for the vocabulary words and definitions below. Practice them on seven different days for at least five minutes, marking a box each day you practice: ☐ ☐ ☐ ☐ ☐ ☐ ☐

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>abate</td>
<td>to become less strong or intense; diminish or lessen</td>
</tr>
<tr>
<td>abdicate</td>
<td>to renounce or relinquish a throne, right, power, claim, responsibility</td>
</tr>
<tr>
<td>amicable</td>
<td>characterized by friendly goodwill, peaceable</td>
</tr>
<tr>
<td>ambivalent</td>
<td>having mixed or contradictory feelings</td>
</tr>
<tr>
<td>cajole</td>
<td>to persuade with gentle urging or flattery, to coax</td>
</tr>
<tr>
<td>copious</td>
<td>abundant, very plentiful</td>
</tr>
<tr>
<td>culpable</td>
<td>deserving blame, responsible for something wrong or bad</td>
</tr>
<tr>
<td>brazen</td>
<td>bold, without shame</td>
</tr>
</tbody>
</table>

Reading Assignments

- Spend _____ hours or more on your course reading challenge. (Time is determined by your teacher.)
- Read Chapters 7–14 of Up From Slavery by Booker T. Washington.
- Read Chapters 1–5 of The Story of John Greenleaf Whittier by Frances E. Cooke.
The region called the Middle East—located at the crossroads of Africa, Asia, and Europe—has been a place of great change and conflict for thousands of years and still is today. You will be studying this fascinating area of the world in this unit and in upcoming units.

Defining the Middle East is difficult as there is not one agreed-upon definition of the region. Some consider the Middle East a part of Asia, while others consider it a part of both Asia and North Africa. The Middle East always refers to the countries of Lebanon, Iran, Syria, Jordan, Iraq, Kuwait, Bahrain, Qatar, UAE (United Arabs Emirates), Oman, Yemen, Saudi Arabia, and the disputed territories of Israel and Palestine. Sometimes the following countries are also grouped with the Middle East: Turkey, Cyprus, Egypt, and occasionally Pakistan.

Many of the world’s religions began in the Middle East, including Islam, Christianity, and Judaism.

Both the land and the people of the Middle East are diverse. Most of the region is very dry and contains many deserts. However, there are also fertile grasslands and wet coastal areas. Some of the countries in the region are rich and modern—considered industrial nations. Others are poor and do not enjoy many modern technologies or ideas—considered developing nations. The majority of people in the region are Muslim, but there are also many Jews, Christians, and people of other religious groups. A large number of Arabs live in the region, but many other ethnic groups do as well.

Palestine

Palestine is a word that has changed throughout time and means different things to different people. Palestine is often thought of as “The Holy Land.” It often refers to the land of modern Israel and the West Bank. It has been ruled by many groups of people, including Hebrews, Egyptians, Romans, Arabs, and Turks. After 1920, Britain administered the area under a League of Nations mandate. In 1948, under the auspices of the United Nations’ resolution dividing the land between Israelite and other Palestinian natives, Israel declared its independence. Jordan and Egypt then occupied
Trace the map and label all the countries and the Persian Gulf. Then research the **United Arab Emirates** online and write important and interesting facts around your map. Take time to explore and learn about the country.

Include both maps with your unit when you submit it.

---

Trace the map and label all the countries and the Mediterranean Sea. Research **Syria** online and write important and interesting facts around your map. Take time to explore and learn about the country.
Study the following section, Middle East Terms, until you are familiar enough with the information to teach it to someone else. Then explain each term in your own words to someone else.

### Middle East Terms

**Oasis:** An oasis is a fertile spot in the desert where vegetation is found because water is available, usually from underground springs.

**Arid:** The word arid means dry. If land has an arid climate, it is usually a desert. Nearly 33% of the earth’s land has an arid climate.

**The Temple Mount/Haram esh-Sharif:**
The Temple Mount (known as Haram esh-Sharif by Muslims; pictured below) in Jerusalem is an extremely important and holy place to Christians, Muslims, and Jews. The Temple Mount is the walled, trapezoid-shaped area. These walls were built around the top of Mount Moriah, which is traditionally viewed as the place where Abraham went to offer his son Isaac as a sacrifice. Within this area are about 100 different structures from different time periods in history. Here King Solomon built a temple more than 800 years before Christ was born. It stood for over 400 years, but was destroyed by Nebuchadnezzar II in the Siege of Jerusalem. Seventy years later returning from exile, the Israelites built a second temple on the same site. At least the lower parts of the walls date back to this second temple. About 20 B.C. Herod built a fine temple upon the foundations of the old. This last temple was destroyed by Romans about 70 A.D. Later, Muslims conquered the area in the 7th century A.D. and built a house of prayer in the same place. The Temple Mount is also the place where Muslims believe Mohammed (the founder of Islam) had a very sacred experience.

The Muslims built the **Dome of the Rock** (the building pictured below with a gold dome) to enshrine [enclose, protect, keep holy] the rock, which they believe was the exact place Abraham took Isaac to be sacrificed.

**Zionist Movement (Zionism):** The Zionist Movement, or Zionism, is the effort to create a Jewish state in Palestine, “The Holy Land.” The way Jews were mistreated leading up to and during the Holocaust gave momentum to the Zionist Movement. Much conflict arose as large numbers of Jews immigrated into the region, and many Palestinian Arabs who already lived there were forced to leave their homes.

**The Western Wall:** For Jews, the Western Wall—the only remaining portion of the Second Temple—is the holiest site in Jerusalem. This wall is a place of prayer and pilgrimage in the Old City of Jerusalem. The Western Wall is also referred to as the Wailing Wall. Visitors write prayers and petitions on slips of papers and wedge them into the cracks between the stones. Study the painting of The
Frederic Edwin Church (1826–1900), “Jerusalem from the Mount of Olives,” 1870
“Palestine” by John Greenleaf Whittier

**Poetry Analysis:** Watch the video or discuss the poem with a group.

[video]

[link]

**Palestine**

Blest land of Judea! Thrice hallowed of song,
Where the holiest of memories pilgrim-like throng;
In the shade of thy palms, by the shores of thy sea,
On the hills of thy beauty, my heart is with thee.

With the eye of a spirit I look on that shore
Where pilgrim and prophet have lingered before;
With the glide of a spirit I traverse the sod
Made bright by the steps of the angels of God.

Blue sea of the hills! in my spirit I hear
Thy waters, Gennesaret, chime on my ear;
Where the Lowly and Just with the people sat down,
And thy spray on the dust of His sandals was thrown.

Beyond are Bethulia’s mountains of green,
And the desolate hills of the wild Gadarene;
And I pause on the goat-crags of Tabor to see
The gleam of thy waters, O dark Galilee!

Hark, a sound in the valley! where, swollen and strong,
Thy river, O Kishon, is sweeping along;
Where the Canaanite strove with Jehovah in vain,
And thy torrent grew dark with the blood of the slain.

There down from his mountains stern Zebulon came,
And Naphthali’s stag, with his eyeballs of flame,
And the chariots of Jabin rolled harmlessly on,
For the arm of the Lord was Abinoam’s son!
- Read **Comma Rule** 3 on page 19 of your *Grammar and Writing Guide*, focusing on the section “Interrupting Dependent Clauses.” Then complete the exercises. Need help? Watch the video Unit 7—Exercise 4 on www.jennyphillips.com/hs1.

**Exercise 4:** For each sentence, underline the dependent clause and insert commas where needed.

1. Manuel although I had already told him no tried to cajole me into taking him sailing.
2. Dad and I because the water had not yet abated used a boat to travel.
3. The student while she attended the class took copious notes—two notebooks full!
4. The meeting because my boss is so amicable turned out great; no one left feeling offended.
5. We left at 5:00 p.m. after the storm ended to find our dog.
6. She was not culpable even though she was at the scene so she was released.
7. I have made a choice although I have ambivalent feelings about it to take the job in Houston.
8. Priscilla even though I asked her not to made a brazen comment and upset everyone.
9. In an hour once I finish painting the gate I’ll help you.

**Exercise 5:** For each sentence underline the reasons that a comma or commas are used.

1. I love watching the seagulls sail across the sky, don’t you?
   - A. contrasting parts of a sentence  |  B. separating a statement from a question  |  C. interrupting dependent clause
2. Gracie and I, unless you tell us not to, are going to take a walk on the beach.
   - A. contrasting parts of a sentence  |  B. separating a statement from a question  |  C. interrupting dependent clause
3. I stayed on the beach, though the sun was setting, and watched the seagulls.
   - A. contrasting parts of a sentence  |  B. separating a statement from a question  |  C. interrupting dependent clause
4. I changed my strategy, not my goal, for using my time more wisely.
   - A. contrasting parts of a sentence  |  B. separating a statement from a question  |  C. interrupting dependent clause
5. Ellen said she would come and help, but only on her terms.
   - A. contrasting parts of a sentence  |  B. separating a statement from a question  |  C. interrupting dependent clause
6. You will help me carry these fish home, won’t you?
   - A. contrasting parts of a sentence  |  B. separating a statement from a question  |  C. interrupting dependent clause
7. Two life guards, rather than just one, made sure the swimmers were safe.
   - A. contrasting parts of a sentence  |  B. separating a statement from a question  |  C. interrupting dependent clause
Choose one of the following options as the topic of your Unit 7 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:** Matthew 22:37–39 says, “Jesus said unto him, Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, Thou shalt love thy neighbour as thyself.” What does this teach about the importance we should place on treating other people well? What causes many people today to fall short of this commandment, and how can we improve?

**Option #2:** Do you agree with this quote by Booker T. Washington: “The persons who live constantly in a fault-finding atmosphere, who see only the dark side of life, become negative characters. They are the people who never go forward”? Explain why you agree or disagree.

**Option #3:** Explain a noble quality that you see in someone you know. How does this person inspire you to be better?

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

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**Insights Journal--Unit 7**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Filled out by Student</th>
<th>Points Filled out by Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is at least 300 words</strong> (Put the number of words here: _____)</td>
<td></td>
<td>Total: ________/50</td>
</tr>
<tr>
<td><strong>Grabs the reader’s attention with the first sentence</strong> (You may use a thought-provoking question, vivid description, an interesting fact, a short story, an attention-grabbing statement, etc.)</td>
<td></td>
<td>_____ / 5 points</td>
</tr>
<tr>
<td><strong>Expresses meaningful, thoughtful insights and includes details and description</strong></td>
<td></td>
<td>_____ / 25 points</td>
</tr>
<tr>
<td><strong>Varies sentence structure and first words of sentences</strong> (See page 92 of your Grammar and Writing Guide.)</td>
<td></td>
<td>_____ / 5 points</td>
</tr>
<tr>
<td><strong>Orders information correctly and logically</strong> (Stick to one idea per paragraph; order of paragraphs should make sense.)</td>
<td></td>
<td>_____ / 5 points</td>
</tr>
<tr>
<td><strong>Is edited carefully for proper grammar, punctuation, and usage</strong></td>
<td></td>
<td>_____ / 5 points</td>
</tr>
</tbody>
</table>
DRAWING EYES AND NOSES

We experience life largely through our senses: sight, sound, taste, smell, and touch. **Sensory language** is language that appeals to the senses. Writing comes alive with well-crafted sensory language. Consider the following sentences from *Pollyanna* by Eleanor H. Porter (author of *Just David*), which appeal to sight, sound, and touch:

“Her windows faced the south and the west, so she could not see the sun yet; but she could see the hazy blue of the morning sky, and she knew that the day promised to be a fair one. The little room was cooler now, and the air blew in fresh and sweet. Outside, the birds were twittering joyously, and Pollyanna flew to the window to talk to them. She saw then that down in the garden her aunt was already out among the rosebushes. With rapid fingers, therefore, she made herself ready to join her. Down the attic stairs sped Pollyanna, leaving both doors wide open. Through the hall, down the next flight, then bang through the front screened-door and around to the garden, she ran.”

Enjoy this art project, in which you will draw an eye and noses—two parts of the body that have to do with the senses.

**Materials Needed**
- Graphite Drawing Pencil
- Eraser
- Paper
- Tortillon, Blending Stump, or a Small Brush

**Assignment**

Follow the visual steps below to draw the eye shown on this page and the noses on the next page.

When shading, start out with light strokes of your pencil. Gradually build up to the darker areas. Use a blending tool like a tortillon and/or a small brush to soften and blend your pencil strokes.
High School 1
UNIT 8

“Nothing ever comes to me, that is worth having, except as the result of hard work.”
—Booker T. Washington
For each vocabulary word below, read the sample sentences to help you determine the definition of the word. Then write the definition on the blank line.

**flagrant:**

The attack was a **flagrant** violation of the countries’ peace treaty.

**fastidious:**

The inspector searched the package with a **fastidious** attention to detail.

**spurious:**

Trent believed he was the target of **spurious** accusations because of his beliefs.

**opulent:**

It was unclear how Marie could afford such an **opulent** lifestyle.

**indolent:**

Cassandra’s **indolent** nephew watched television for three hours instead of mowing the lawn.

**inane:**

Amelia was tired of wasting her time watching such **inane** TV shows.

On www.jennyphillips.com/hs1, listen to the audio recording titled Vocabulary—Unit 8.
READING ASSIGNMENTS

☐ Spend _____ hours or more on your course reading challenge. (Time is determined by your teacher.)
☐ Finish reading *Up From Slavery* by Booker T. Washington (Chapters 15–17).
☐ Finish reading *The Story of John Greenleaf Whittier* by Frances E. Cooke (Chapters 6–11).

LITERATURE AND WRITING

☐ Read the following section titled Writing Discussion Questions.

*Writing Discussion Questions*

There are simple questions with yes or no answers, and there are discussion questions. Discussion questions make you think; they make you want to discover and explore deeper meanings, or to connect what you have read to something else you have read, or to just talk about a theme or character from the book in depth with someone else. Good discussion questions have these things in common:

- They are simple and clearly stated to avoid confusion about what is being asked.
- They require careful and thoughtful reading of the text.
- They invite responses that may not necessarily have just one correct answer.
- They make meaningful connections between two texts, the text and a person’s own life, or the text and the world.

Here are some words and phrases you might use to start a good discussion question:

- “Why . . .”
- “Do you agree with . . .”
- “What is the importance of . . .”
- “How does this apply to . . .”
- “What is learned from the . . .”
- “What was the motivation . . .”
- “How would you explain . . .”
- “Why did the author . . .”
- “What is the difference between . . .”
- “What is the similarity between . . .”

☐ Write five or more discussion questions for the book *Up From Slavery* that follow the points in blue listed above. Then discuss the questions with the parent or teacher who read the story with you. Include them with your unit when you submit it.
Read and complete the following section titled The Middle East: Straits and Canals.

**Exploring Geography**

**The Middle East: Straits and Canals**

To better understand the important role that straits and canals play in the Middle East—especially considering the shipment of oil—research and define the terms in the right column (on a separate sheet of paper). Also, study the map on this page, which shows the amount of oil each country produced in 2009 and the routes through which the oil could be shipped. Include the terms with your unit when you submit it.

- strait
- canal
- Bosphorus
- Suez Canal
- Strait of Hormuz
- Bab el-Mandab
- gulf

Note: B/D means how many millions of "barrels a day."
Grammar, Usage, & Punctuation

☐ Read Quotation Punctuation on page 39 of your Grammar and Writing Guide. Then complete the exercises. Need help? Watch the video Unit 8—Exercise 1 on www.jennyphillips.com/hs1.

Exercise 1: Insert commas where needed. Place triple underlines under words that should be capitalized. Use the mark ~ to indicate that a punctuation mark should change places with the quotation mark.

Example: Grant asked “have you heard Dad’s new song”?

1. “If you want to continue working on this sea horse study” said the professor “you cannot continue your indolent behavior. Everyone needs to work hard”.

2. “Did you know” asked Ron “that Carson was ejected from the game because of the flagrant foul he committed”?

3. The police officer said “your flagrant disregard for the speed limit is a problem”.

4. Lacey complained “my toddler is refusing to eat the squash. He has become such a fastidious eater”!

5. “This cavern is dark and dank” observed Miguel.

6. Paisley thinks the charges are “spurious and ridiculous”.

7. I asked “How does Marie afford such an opulent lifestyle”?

A quotation that is inside of another quotation is called a nested quotation and should be set off with single quotation marks.

Trent replied, “I heard Melanie say, ‘I’m the one responsible.’”

The preacher declared, “Jesus said to ‘love one another, as I have loved you’ when He was teaching His disciples.”

Maxim: a short statement expressing a general truth or rule of conduct

Exercise 2: Circle double quotes that should be single quotes.

1. Mr. Harris said, “My mother always used the maxim “cleanliness is next to godliness” when I was a boy.”

2. “When Dad said, “Faith will move mountains,” I could feel his trust in God,” said Aunt Katherine.

3. “My mother,” explained Elise, “said to me, “honesty is the best policy.””

4. Wendy smiled. “You always tell me that “laughter is the best medicine,” and you are right!”

5. “Mom always uses maxims,” I said. “For example, yesterday she said, “better late than never” when I told her I hadn’t cleaned my room.”
In this course, you have studied beautiful landscape art. Some of the paintings have not had any people in them, while others have, but the people were not the focus of the paintings—the landscape was.

The glory and majesty of God is seen and felt in the wide variety of nature—in the trees, the sky, the fields, the tiny flower, and so on. For example, consider the beauty in this photograph of a single rose:

Likewise, God’s grandeur is felt in another of his creations: people. The human body and the human soul are sacred. 1 Corinthians 3:16 says, “Know ye not that ye are the temple of God, and that the Spirit of God dwelleth in you?”

Can you feel the same kind of awe and beauty looking into a human face as you feel looking into a night sky full of stars?

Consider the magnificence and majesty of God’s great creation—people—as you study the photographs on this page. Don’t just glance at them, really study them.

Drawing of a Woman’s Face

In this course, you have studied beautiful landscape art. Some of the paintings have not had any people in them, while others have, but the people were not the focus of the paintings—the landscape was.

The glory and majesty of God is seen and felt in the wide variety of nature—in the trees, the sky, the fields, the tiny flower, and so on. For example, consider the beauty in this photograph of a single rose:

Likewise, God’s grandeur is felt in another of his creations: people. The human body and the human soul are sacred. 1 Corinthians 3:16 says, “Know ye not that ye are the temple of God, and that the Spirit of God dwelleth in you?”

Can you feel the same kind of awe and beauty looking into a human face as you feel looking into a night sky full of stars?

Consider the magnificence and majesty of God’s great creation—people—as you study the photographs on this page. Don’t just glance at them, really study them.
3. Continue to add details.

- Stay loose with your pencil strokes for your hair. You are just mapping out where everything sits and making sure proportions look accurate. Do not get too detailed at this stage of the drawing.

- Keep your sketching light so that corrections can be made easily.

- The top of the hair should sit slightly higher than the mark we made for the top of the head.

- As you add in the features of the face, you can start to erase the lines we made in the beginning.

4. Now that you have all the features placed, start getting more detailed.

- Starting with the eyes, mark where the pupil is. Before you darken the pupil, make sure you leave a highlight. This highlight is shown at the top right of the pupil. Begin lightly sketching from the pupil to the outer edge of the iris to show where the color of the iris is. The outer edge of the iris is darker than the center.

- Where the eyeball and the eyelid connect is darker, because the eyelid is on top of the eyeball. The eyeball will be slightly shaded underneath where you draw your eyelid. As you start shading around the eye, stay light, remembering from where the light source is coming. In this photo it is coming from the top right from your perspective (her left). So the left side will be darker in general. There is darker shading underneath the eye and lighter shading above the eye. The eye is a sphere.

Notice that your eyebrows sit on a bone which makes that area highlighted around the eyebrows. Use pencil strokes to imitate the hairs in the eyebrows.
“And make us happy in the happy bees,  
The swarm dilating round the perfect trees.”  
—Robert Frost
**READING ASSIGNMENTS**

- Spend _____ hours or more on your course reading challenge. (Time is determined by your teacher.)
- Read chapters 1–6 of *Patterns on the Wall* by Elizabeth Yates.

**EFFECTIVE WRITING**

- We can be so sloppy or in such a hurry when writing that we can easily misuse or misspell words that we likely know how to use and spell. Practice paying attention to details. In the passages below, cross out misspelled words and write the correct word above it.

The Middle Eastern region sits in western Asia, were Europe, Asia, and Africa come together. Their our quit afew countries grouped together two make up this region, including Egypt, Sudan, Saudi Arabia, Iran, Iraq, Syria, and many others. Too the west side off the Middle Eastern region, is the Mediterranean Sea, witch also borders it’s European and African neighbors. Through the middle of this region, they’re is the Red Sea, which is a inlet of the Indian Ocean and was the passageway for Moses too lead the Israelites out of Egypt and away form there army.

(Did you catch them all? There are 15 mistakes.)

Its sometimes quit hard to define witch countries are part of the Middle East as their are no clearly drawn boundaries. Pakistan borders Iran to the east, but it is sometimes considered too be part of South Asia because of it’s history with India. The countrys of Turkmenistan, Uzbekistan, Tajikistan, Kyrgyzstan, and Kazakhstan are sometimes included in the Central Asian region, were other times there included as part of the Middle East. Depending on who your talking to, the Middle East contains between 16 and 22 countries in it’s boundaries.

(Did you catch them all? There are 11 mistakes.)
Step #3:

Choose a family member with whom to improve your relationship. Your current relationship with that person can already be good, or it can be a relationship that needs help. A sibling, parent, or grandparent would work best. Write the person’s name here: _______________________________________________________. For the rest of this unit, and during Unit 10, work on the five items that you circled on the previous page. On five different days during this unit, fill out one of the following journal entries (or write them on a separate sheet of paper, or type them on a computer), explaining your efforts and thoughts about your efforts. You will fill out more journal entries in Unit 10 and write your process essay, using your experiences to help you write your paper.

Day #1: _________________________________________________________________________________
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Day #2: _________________________________________________________________________________
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Day #3: _________________________________________________________________________________
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Day #4: _________________________________________________________________________________
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Day #5: _________________________________________________________________________________
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Quote #3: “It has been truly said, that to desire to possess, without being burdened with the trouble of acquiring, is as much a sign of weakness, as to recognize that everything worth having is only to be got by paying its price, is the prime secret of practical strength. Even leisure cannot be enjoyed unless it is won by effort. If it has not been earned by work, the price has not been paid for it.”

1. Samuel Smiles thought it was important to balance life with leisure time.
2. In this life, the strong should take whatever they can get.
3. Buying things on sale is a sign of weakness.
4. All things in life worth having must be earned through the proper effort.

Grammar, Usage, & Punctuation

☐ Read Vertical Lists on page 45 of your Grammar and Writing Guide. Then complete the exercises.

Exercise 1: For each set, circle the vertical list or lists that do not contain errors. Need help? Watch the video Unit 9—Exercise 1 on www.jennyphillips.com/hs1.

A. I have been in a sullen mood this week because:
   • My best friend moved.
   • I broke my big toe.
   • Rainy days all week.

B. I have been in a sullen mood this week because:
   • My best friend moved.
   • I broke my big toe.
   • It rained all week.

C. I have been in a sullen mood this week because:
   • My best friend moved.
   • I broke my big toe.
   • It rained all week.

A. Courtroom decorum includes
   • Respecting the dignity of the court.
   • Appropriate attire.
   • Rising when the judge enters.

B. Courtroom decorum includes
   • Respecting the dignity of the court
   • appropriate attire
   • Rising when the judge enters

C. Courtroom decorum includes
   • Respecting the dignity of the court
   • Wearing appropriate attire
   • Rising when the judge enters

A. The following places remain enigmatic to us even today:
   • The Great Pyramids of Giza
   • Easter Island
   • Stonehenge

B. The following places remain enigmatic to us even today
   • The Great Pyramids of Giza
   • Easter Island
   • Stonehenge

C. The following places remain enigmatic to us even today:
   • The Great Pyramids of Giza
   • Easter Island
   • The mysteries of Stonehenge

A. We should never disparage someone's:
   • race
   • religion
   • physical appearance

B. We should never disparage someone's
   • race
   • their religion
   • their physical appearance

C. We should never disparage someone's
   • race
   • religion
   • physical appearance
Read The Poetry of Robert Frost and complete the instructions.

Exploring Literature
The Poetry of Robert Frost

“He has bequeathed his nation a body of imperishable verse from which Americans will forever gain joy and understanding.”
—President John F. Kennedy on Robert Frost

Can you imagine the stifling sweet air, bewildered butterflies, and purple-stemmed, wild raspberries of summer; the amethyst grapes, gentle mists, clustered fruit, worm-eaten apples, and withered weeds of autumn; the barren boughs, frozen swamps, gray days, and pelting snow of winter; and the buried flowers, peeping frogs, and bending birches of spring? Robert Frost skillfully penned such vivid descriptions that awaken the reader’s senses and transport one into his New England world, where life was less-complicated, yet more meaningful.

On March 26, 1874, in San Francisco, William Frost and Isabelle Moody welcomed a baby boy to their family. Perhaps in an act of defiance, William, a southerner, named his son after the famous Confederate Civil War general Robert E. Lee. Ironically, Robert Lee Frost would spend his childhood in California before moving to New England, where he would reside with “Yankees” for the majority of his life.

Sadly, William, a teacher and newspaper editor, died of tuberculosis when Robert was only 11 years old, leaving the family with only a meager eight dollars. At the request of William’s father, Isabelle took her two children, Robert and his sister Jeanie, to live with him in Massachusetts. He was the owner of a textile mill, and young Robert began working for him as a bobbin boy.

The family did not stay in Massachusetts for long, though. Robert’s grandfather was strict with the children and blamed Isabelle for William’s death. Isabelle soon moved again; this time to Salem, New Hampshire, where she took a job as a teacher, and Robert took a job as a cobbler to help pay the rent.

Robert attended the Salem school for three years and excelled at his studies, so his grandfather offered to pay the train fare for Robert to attend Lawrence High School. Robert became the class poet as well as the co-valedictorian of his class at Lawrence High (sharing the honor with his future wife Elinor White).

At his grandfather’s insistence, Robert then enrolled at Dartmouth College. But within two months, Robert found himself reading and writing poetry instead of...
Narrative Poetry

Most of Frost’s work falls in the category of narrative poetry. Poetry has generally been grouped into three forms or genres: narrative, dramatic, and lyrical. A narrative tells a story; a drama is written to be performed by actors representing characters; and a lyric generally expresses feelings about an experience or relationship.

Frost typically wrote narratives from the perspective of a persona (a narrator created by the author to share the story). Persona is a Latin term that originally referred to a mask (typically made of clay or bark) worn by an actor. It is the job of the reader to discern the persona’s personality and motivations, which may or may not align with those of the author. Thus, a reader of narrative poetry must not only search for the meaning of a poem, but also come to understand the author’s persona.

Poetry Analysis

Watch the video or discuss the poems with a group.

jennyphillips.com/hs1

Unit 9—Robert Frost: Part 1

The Road Not Taken

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.
Read and complete the following section titled Ethnic and Religious Groups in the Middle East.

**Ethnic and Religious Groups in the Middle East**

The *Arabs* are an Arabic speaking cultural and linguistic group that inhabit the Middle East, North Africa, the Horn of Africa, and the western Indian Ocean islands, though they are also found scattered in groups worldwide. Arabs constitute the majority of the people in all of the Middle East states except Iran, Israel, and Turkey.

The word Arab was used as early as the ninth century B.C. to refer to the largely nomadic tribes of the Arabian Peninsula (although some established settlements along the rich trade routes of the region). However, the Arab conquests in the seventh and eight century A.D. spread the Arabic language across the Middle East, Northern Africa, and even the Iberian peninsula. Large parts of the native populations in these regions soon adopted Arab culture, and today Arab refers to any native speaker of Arabic, regardless of their original ancestry.

It is important to understand the difference between *ethnic groups*—people sharing a common and distinctive culture and language—and *religious groups*—people sharing the same religion. Thus, Arab identity is separate from religion. Although the majority of Arabs are Muslim, many Arabs have historically followed paganism, Christianity, and other religions, and significant Christian and other religious communities exist today throughout the Arab world.

Some of the major groups in the Middle East are: Arabs, Jews, Turks, Kurds, Armenians, and Persians. Some of the major religions in the Middle East are Islam, Christianity, and Judaism. Study the pie charts on this page and the next.
“What can you do to promote world peace? Go home and love your family.”
—Mother Teresa
Read the following section titled *Preparation for Writing a Process Essay: Part 2* and complete the instructions.

### Preparation for Writing a Process Essay: Part 2

As you learned in Unit 9, a process essay gives instructive steps on how to accomplish a certain task. In the last unit, you started preparing to write a process essay on this topic: “How to Improve Your Relationship with a Family Member.” You chose a family member with whom to improve your relationship, wrote down certain ways to accomplish this, worked on it, and recorded your experiences in short journal entries.

To continue the process for this essay, complete the following steps.

**Step #1:**

Family Life Professor Stephen F. Duncan wrote:

*There is now widespread agreement among professionals about the characteristics of strong, healthy families. The research has identified the following nine characteristics: caring and appreciation, time together, encouragement, commitment, adaptive ability, spirituality, communication, family time, clear responsibilities (“Practices for Building Marriage and Family Strengths,” *Strengthening our Families*, 2000).*

Evaluate the items you chose to work on in the last unit. Were some items more effective than others? Evaluate the nine characteristics of strong, healthy families above. Decide on 4–5 items to work on for the next several days to continue improving your relationship with the family member you have chosen. Write the items in the box below.

**Step #2:**

For the next several days, work on the items you wrote in the box above. On three different days during this unit, fill out one of the journal entries on the following page (or write on a separate sheet of paper, or type on a computer), explaining your efforts and any thoughts you have about your efforts.
Writing and Rewriting a Process Essay

- In your Grammar and Writing Guide read Developing and Outlining an Essay, starting on page 78, or watch the video titled Creating an Essay Outline at www.jennyphillips.com/videos.

- Watch the video titled How to Write Your Unit 10 Process Essay at www.jennyphillips.com/hs1.

- Write your essay, following the criteria given in the chart on this page.

- In your Grammar and Writing Guide read Revising, starting on page 85, or watch the video titled Revising at www.jennyphillips.com/videos.

- Read your essay aloud to yourself. Pause and make notes about changes when needed. Remember, reading your paper aloud can help you locate weak places in your writing. Pretend you are in front of an audience and pay attention to areas that may start to sound repetitive, boring, lengthy, wordy, or unclear.

- Follow the methods you learned for revising by having someone else review your paper. Print an “Essay Feedback Form” from www.jennyphillips.com/hs1 to give to the person reviewing your paper. Use the reviewer’s comments to revise your paper.

- Edit your paper carefully for grammar, punctuation, and usage. Print and include your process essay with your unit when you submit it.

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<table>
<thead>
<tr>
<th>Process Essay</th>
<th>Filled out by Student</th>
<th>Points Filled out by Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is at least 1,000 words</strong> (Put the number of words here: _____) (If your essay is less than 1,000 words, it should be lengthened before you turn it in.)</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td><strong>Includes an attention-grabbing opening paragraph, one section for each supporting point (which may or may not be more than one paragraph), and a conclusion</strong> (If your essay does not include all of these sections, it should be revised before turning in your paper.)</td>
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<tr>
<td><strong>Gives interesting, insightful instructions with specific examples</strong></td>
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<td><strong>Orders information correctly and logically</strong> (The order of paragraphs makes sense; a topic sentence is at or near the beginning of the paragraph; and the paragraph sticks to the idea(s) of the topic sentence.)</td>
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<tr>
<td><strong>Uses appropriate transitional words and phrases</strong> (See page 90 of your Grammar and Writing Guide.)</td>
<td></td>
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<tr>
<td><strong>Is edited carefully for proper grammar, punctuation, and usage</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read and complete the following section titled Landforms and Bodies of Water in the Middle East.

Exploring Geography

Landforms and Bodies of Water in the Middle East

To better understand landforms and bodies of water in the Middle East, research and define the terms listed on this page. Include the definitions with your unit when you submit it. Additionally, study the photographs in this section, which feature landforms in the Middle East.

- Arabian Desert
- Asir & Hejaz Mountains
- Hindu Kush
- Taurus Mountains
- Zagros Mountains
- Anatolian Plateau
- Kara Kum Desert
- Red Sea
- Dead Sea
- Persian Gulf
- Black Sea
- Caspian Sea
Trace the map and label all the countries and the seas. Then research **Turkey** online and write important and interesting facts around your map. Take time to explore and learn about the country.
PATTERNS ON THE WALL

By Elizabeth Yates
Things are not easy for Jared Austin, but with hard work and indomitable perseverance, he turns his life into something beautiful, just like the walls that he stencils. This historical fiction novel features fascinating character development, an engaging and unpredictable plot, and wonderful insights into life in New England during the early 1800s, including the “frozen year” of 1816. Elizabeth Yates has woven in moving messages of kindness, gratitude to God, faith, appreciation of nature, hard work, love of learning, self-improvement, optimism, humility, long-suffering, and patience.

"The best books are ones that not only entertain, but also teach you and inspire you. This book does just those things! You won’t view your trials or your enemies the same after reading PATTERNS ON THE WALL!" — Jenny Phillips
David was raised in an isolated mountain cabin by a devoted father who taught David to love beauty, nature, and music. When David's father becomes seriously ill, he decides to take David to relatives that the boy has never met. But partway into the journey, his father dies. David does not know the names of his relatives or even the name of his father, which his father had a reason for not telling him. This story is not just about what happens to David, but also what happens to all those who enter his life after this tragic event.

“This is literature at its very best: beautifully written, completely wholesome, delightfully engaging, and intensely inspiring.” —Jenny Phillips
INTO THE UNKNOWN

by Matthew A. Henson, Jacob Bull, and Bernadine Bailey
They had all gone on before, and I was standing and pushing at the upstanders of my sledge, when the block of ice I was using as a support slipped from underneath my feet, and before I knew it, the sledge was out of my grasp, and I was floundering in the water. I did the best I could. I tore my hood from off my head and struggled frantically. My hands were gloved, and I could not take hold of the ice.

The adventures of three Arctic explorers—Fridtjof Nansen, Robert Edwin Peary, and Matthew A. Henson—are told in this compilation of biographical and autobiographical stories. These fascinating and inspiring accounts are packed with excitement and educational value. Why will the explorers die if they eat the snow when they are thirsty? Why was it sometimes necessary to blow up the ice to save their lives? What explorer lost all of his toes except for one due to frostbite?
THE STORY OF

JOHN

GREENLEAF

WHITTIER

BY FRANCIS E. COOKE

THE GOOD AND THE BEAUTIFUL LIBRARY
John Greenleaf Whittier worked tirelessly on his father's farm, making sure he finished the day's work before allowing himself to pen the lines of poetry that filled his mind. Eventually, though a difficult choice, John Greenleaf Whittier risked his budding career as a successful poet, editor, and politician—and his life—to join the unpopular anti-slavery movement. As difficult as the decision was, Whittier knew that "the right must win and that duty must be done at all costs." He dedicated the majority of his life to fighting slavery, and as a result, he lived in poverty most of his life and struggled to care for those he loved. Little did he know the poetry and legacy he left behind would touch the lives of thousands of people for decades after his death.

"This book, with its vivid description and engaging writing style, transported me back to New England in the 1800s. There, I followed the story of a simple farm boy who grew into a courageous and noble man. This book is 'good and beautiful' literature at its best and is not to be missed!" — Jenny Phillips
UP FROM SLAVERY

BOOKER T. WASHINGTON
Booker T. Washington’s story begins in a Virginia slave hut and ends with worldwide recognition and a life of incredible accomplishments. In this fascinating autobiography, Booker T. Washington tells his own story with skillful, engaging writing. Not only does the book give insights into a remarkable man, but it also shares profound messages about persistence, education, hard work, humility, strength, service, and sacrifice.

This very worthy autobiography should be on the reading list of every teenager and adult. Booker T. Washington rose from difficult circumstances, and through hard work and perseverance he accomplished more during his lifetime than many people accomplish in three lifetimes.
Written by Jenny Phillips
with contributions from Jennifer D. Lerud and Mary Beyer

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Commonly Confused Words

Accept/Except ................................................................. 46
Allowed/Aloud ............................................................... 46
All Together/Altogether ............................................... 46
Allusion/Illusion ............................................................ 46
Already/All Ready .......................................................... 47
Altar/Alter ....................................................................... 47
Among/Between ............................................................ 47
Anyone/Any One ........................................................... 47
Appraise/Apprise ............................................................ 48
Ascent/Assent ................................................................. 48
A While/Awhile .............................................................. 48
Bad/Badly ........................................................................ 48
Belief/Believe ................................................................. 49
Bi/Semi ........................................................................... 49
Biannual/Biennial .......................................................... 49
Born/Borne ..................................................................... 49
Canvas/Canvass ............................................................ 50
Capitol/Capital ............................................................... 50
Chord/Cord ..................................................................... 50
Clench/Clinch ................................................................. 50
Complement/Compliment ............................................. 51
Composed of/Comprised of .......................................... 51
Concurrent/Consecutive ............................................... 51
Council/Counsel ............................................................ 51
Defuse/Diffuse ............................................................... 52
Desert/Dessert ............................................................... 52
Disinterested/Uninterested ............................................ 52
Dual/Duel ...................................................................... 52
e.g./i.e. ......................................................................... 52
Effect/Affect .................................................................. 53
Emigrate/Immigrate ...................................................... 53
Endemic/Epidemic/Pandemic ........................................ 53
Ensure/Insure ................................................................. 54
Everyday/Every Day ....................................................... 54
Every One/Everyone ..................................................... 54
Farther/Further ............................................................. 54
Fewer/Less ..................................................................... 55
Flout/Flaunt .................................................................. 55
Good/Well ....................................................................... 55
Grisly/Grizzly ................................................................. 56
Historic/Historical ......................................................... 56
If/Whether ...................................................................... 56
Immoral/Amoral ............................................................ 56
Imply/Infer ..................................................................... 57
In To/Into ....................................................................... 57
Ingenious/Ingenuous ..................................................... 57
Its/It's .............................................................................. 57
Lay/Lie ........................................................................... 58
Loath/Loathe ................................................................. 59
Loose/Lose ..................................................................... 59
May Be/Maybe .............................................................. 59
Of/Have .......................................................................... 59
Perspective/Prospective ............................................... 60
Pour/Pore ......................................................................... 60
Precede/Proceed ............................................................ 60
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescribe/Proscribe</td>
<td>60</td>
</tr>
<tr>
<td>Quit/Quiet/Quite</td>
<td>61</td>
</tr>
<tr>
<td>Raising/Rising</td>
<td>61</td>
</tr>
<tr>
<td>Regime/Regimen</td>
<td>61</td>
</tr>
<tr>
<td>Sale/Sell</td>
<td>61</td>
</tr>
<tr>
<td>Straight/Straight</td>
<td>62</td>
</tr>
<tr>
<td>Than/Then</td>
<td>62</td>
</tr>
<tr>
<td>That/Who/Which</td>
<td>62</td>
</tr>
<tr>
<td>They're/Their/There</td>
<td>63</td>
</tr>
<tr>
<td>Were/Where</td>
<td>63</td>
</tr>
<tr>
<td>Who/Whom</td>
<td>63</td>
</tr>
<tr>
<td>Whose/Who's</td>
<td>63</td>
</tr>
</tbody>
</table>

**Writing**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract vs. Descriptive Language</td>
<td>64</td>
</tr>
<tr>
<td>Annotating &amp; Summarizing Difficult Texts</td>
<td>65</td>
</tr>
<tr>
<td>Avoiding Plagiarism</td>
<td>67</td>
</tr>
<tr>
<td>Avoiding Wordiness &amp; Redundancy</td>
<td>68</td>
</tr>
<tr>
<td>Citing Sources: Part 1</td>
<td>69</td>
</tr>
<tr>
<td>Citing Sources: Part 2</td>
<td>70</td>
</tr>
<tr>
<td>Citing Sources: Part 3</td>
<td>71</td>
</tr>
<tr>
<td>Essay Writing: Thesis Statements</td>
<td>73</td>
</tr>
<tr>
<td>Essay Writing: Introductory Paragraphs</td>
<td>74</td>
</tr>
<tr>
<td>Essay Writing: Body Paragraphs</td>
<td>76</td>
</tr>
<tr>
<td>Essay Writing: The Conclusion</td>
<td>77</td>
</tr>
<tr>
<td>Essay Writing: Developing and Outlining an Essay</td>
<td>78</td>
</tr>
<tr>
<td>Essay Writing: Beyond the Five-Paragraph Essay</td>
<td>80</td>
</tr>
<tr>
<td>Insights Journal</td>
<td>81</td>
</tr>
<tr>
<td>Prewriting</td>
<td>83</td>
</tr>
<tr>
<td>Revising</td>
<td>85</td>
</tr>
<tr>
<td>Using Sensory Language</td>
<td>87</td>
</tr>
<tr>
<td>Using Strong Verbs</td>
<td>88</td>
</tr>
<tr>
<td>Using the Active Voice</td>
<td>89</td>
</tr>
<tr>
<td>Using Transitions</td>
<td>90</td>
</tr>
<tr>
<td>Varying Sentence Structure and First Words</td>
<td>92</td>
</tr>
</tbody>
</table>
### Grammar and Writing Guide

#### Terms to Know/Parts of Speech

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adjective</strong></td>
<td>a word that describes a noun or pronoun</td>
<td>The <em>pretty</em> bird sang.</td>
</tr>
<tr>
<td><strong>Adverb</strong></td>
<td>a word that describes verbs, adjectives, or other adverbs (not nouns)</td>
<td>He ran <em>quickly</em>. <em>(describes the verb &quot;ran&quot;)</em>&lt;br&gt;My sock is <em>very</em> wet. <em>(describes the adjective &quot;wet&quot;)</em>&lt;br&gt;He ran <em>so</em> quickly. <em>(describes the adverb &quot;quickly&quot;)</em></td>
</tr>
<tr>
<td><strong>Article</strong></td>
<td><em>the, a, an</em></td>
<td><em>The</em> horse ate an apple.</td>
</tr>
<tr>
<td><strong>Coordinating</strong></td>
<td><em>a word that connects words, phrases, and clauses</em> <em>(FANBOYS: for, and, nor, but, or, yet, so)</em></td>
<td>Dan and I made cookies, but they burned.</td>
</tr>
<tr>
<td><strong>Conjunction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Direct Object</strong></td>
<td>a noun or pronoun that receives the action of the action verb in a sentence</td>
<td>We kicked the <em>ball</em>.</td>
</tr>
<tr>
<td><strong>Interjection</strong></td>
<td>a word, phrase, or short clause that expresses strong emotion or surprise  <em>(help, hey, hi, wow, look, stop, great, yikes)</em></td>
<td><em>Help!</em> My foot is stuck.</td>
</tr>
<tr>
<td><strong>Noun</strong></td>
<td>a word for a person, place, or thing (concrete or abstract)</td>
<td>The <em>sunrise</em> gives the <em>girl</em> <em>joy</em>.</td>
</tr>
<tr>
<td><strong>Preposition</strong></td>
<td>a linking word, often shows position in time or space</td>
<td><em>After</em> lunch we walked <em>over</em> the bridge. The bouquet <em>of</em> flowers is <em>from</em> Dad.</td>
</tr>
</tbody>
</table>

- **Pronoun**<br>
  - There are eight types of pronouns. *(These examples are not complete lists.)*<br>
  - **personal** *(I, you, he, she, we, they, it)*<br>
  - **possessive** *(his, her, hers, their, theirs, our, ours, your, yours, its)*<br>
  - **demonstrative** *(that, this)*<br>
  - **adjective** *(that, this, which, what, any, each)*<br>
  - **relative** *(that, which, what, who)*<br>
  - **indefinite** *(another, any, each, either, none)*<br>
  - **interrogative** *(who, what, which)*<br>
  - **reciprocal** *(each other, one another)*<br>

*We* gave the book to *her*, and *she* loved it.*
### Terms to Know/Parts of Speech

**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. *(The subject can be a noun or a pronoun.)*  
| Miguel is nice. | The beautiful bird sang a song. |

**Subordinating Conjunction**  
a connecting word that comes at the beginning of a dependent clause  
(There are over 50 subordinating conjunctions, such as the following: because, when, since, while, after, even though.)  
| 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  
*(A "being verb" is a form of the verb "to be."*)  
| The boy jumped and laughed. | You are happy, and so am I. |

---

**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
<table>
<thead>
<tr>
<th>Literary Term</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegory</td>
<td>an extended metaphor that presents objects, events, or characters in a symbolic narrative</td>
<td>Christ's parables are examples of allegories.</td>
</tr>
<tr>
<td>Alliteration</td>
<td>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.)</td>
<td>The <strong>winter</strong> wind whispers outside the <strong>window</strong>.</td>
</tr>
<tr>
<td>Allusion</td>
<td>an indirect or passing reference to a well-known place, event, character, or literary work</td>
<td>Walking through your yard is like visiting Eden. That Scrooge grumbles about the holiday season.</td>
</tr>
<tr>
<td>Anaphora</td>
<td>the repetition of words or phrases at the beginning of sentences or clauses</td>
<td>We shall not fail. <strong>We shall go on. We shall prevail!</strong></td>
</tr>
<tr>
<td>Assonance</td>
<td>the repetition of vowel sounds within a phrase, sentence, or line of a poem</td>
<td>He hung the bright light right beside me.</td>
</tr>
<tr>
<td>Consonance</td>
<td>the repetition of consonant sounds within a phrase, sentence, or line of a poem</td>
<td>The tent they sent has a lot of lint and ants.</td>
</tr>
<tr>
<td>Hyperbole</td>
<td>an exaggerated statement or claim not meant to be taken literally; an obviously exaggerated statement</td>
<td>He walks slower than a snail creeps. These shoes are killing me.</td>
</tr>
<tr>
<td>Metaphor</td>
<td>a literary device in which a word or phrase is used to compare two things without using &quot;like&quot; or &quot;as&quot;</td>
<td>The snow was a white blanket. The lawn was a green carpet.</td>
</tr>
<tr>
<td>Onomatopoeia</td>
<td>the use of a word or words that imitate the sounds they represent</td>
<td>Tick-tock, Swish, Zoom, Bang! Boom!</td>
</tr>
<tr>
<td>Personification</td>
<td>a figure of speech in which non-human things are given human attributes</td>
<td>Rain pounded on the roof. The thunder grumbled across the sky.</td>
</tr>
<tr>
<td>Sensory Language</td>
<td>writing that appeals to the senses: touch, taste, sound, sight, smell</td>
<td>The clattering of hooves and the tinkling of bells filled the rose-scented air.</td>
</tr>
<tr>
<td>Simile</td>
<td>a literary device in which a word or phrase is used to compare two things using &quot;like&quot; or &quot;as&quot;</td>
<td>Gina is as gentle as a lamb. Seth sings like an angel.</td>
</tr>
</tbody>
</table>
## Editing Marks

<table>
<thead>
<tr>
<th>Action</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitalize</td>
<td>⇈</td>
</tr>
<tr>
<td>Add a Comma</td>
<td>∧</td>
</tr>
<tr>
<td>Add an Apostrophe</td>
<td>\</td>
</tr>
<tr>
<td>Add a Question Mark</td>
<td>↘</td>
</tr>
<tr>
<td>Add a Period</td>
<td>∧</td>
</tr>
<tr>
<td>Add an Exclamation Mark</td>
<td>↑</td>
</tr>
<tr>
<td>Add a Quotation Mark</td>
<td>&quot;</td>
</tr>
<tr>
<td>Add a Semicolon</td>
<td>∧</td>
</tr>
<tr>
<td>Make a Word Lowercase</td>
<td>lc or /</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italicize</td>
<td>___</td>
</tr>
<tr>
<td>Delete a Word or Letter</td>
<td>_ _</td>
</tr>
<tr>
<td>Start a New Paragraph</td>
<td>¶</td>
</tr>
<tr>
<td>Change the Order Of</td>
<td>~</td>
</tr>
<tr>
<td>Add a Space</td>
<td>#</td>
</tr>
<tr>
<td>Close Up Space</td>
<td>̀</td>
</tr>
<tr>
<td>Delete and Close Up Space</td>
<td>ˉ</td>
</tr>
<tr>
<td>Em Dash or En Dash</td>
<td>m n</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>wind</th>
<th>sighed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The</td>
<td>cool</td>
</tr>
<tr>
<td>AJ</td>
<td>AV</td>
</tr>
</tbody>
</table>

**Example:** Jared gently pets the soft kitten.

<table>
<thead>
<tr>
<th>Jared</th>
<th>pets</th>
<th>kitten</th>
</tr>
</thead>
<tbody>
<tr>
<td>gently</td>
<td>the</td>
<td>soft</td>
</tr>
<tr>
<td>AV</td>
<td>AV</td>
<td></td>
</tr>
<tr>
<td>AJ</td>
<td>AJ</td>
<td></td>
</tr>
</tbody>
</table>

**Example:** I just made a lovely cake.

<table>
<thead>
<tr>
<th>I</th>
<th>made</th>
<th>cake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just</td>
<td>a</td>
<td>lovely</td>
</tr>
<tr>
<td>AV</td>
<td>AJ</td>
<td></td>
</tr>
</tbody>
</table>

**Step 6: Commands**

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

**Example:** Open the window slowly.

<table>
<thead>
<tr>
<th>(you)</th>
<th>Open</th>
<th>window</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open</td>
<td>window</td>
<td></td>
</tr>
<tr>
<td>AV</td>
<td>AV</td>
<td></td>
</tr>
<tr>
<td>slowly</td>
<td>the</td>
<td></td>
</tr>
</tbody>
</table>

**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.
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.

<table>
<thead>
<tr>
<th>SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A <strong>subject</strong> shows who or what is doing or being.</td>
</tr>
<tr>
<td>The tall <strong>CACTI</strong> stand like sentinels.</td>
</tr>
<tr>
<td><strong>CACTI</strong> is the plural of cactus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>A <strong>verb</strong> shows what the subject does. A verb can be an <strong>ACTION</strong> verb or <strong>BEING</strong> verb.</td>
</tr>
<tr>
<td>A row of cacti <strong>LINES</strong> the mountain ridge.</td>
</tr>
<tr>
<td>There <strong>ARE</strong> around 2000 different species of cacti.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPLETE THOUGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>If more to come is indicated but not told, it is an <strong>incomplete</strong> thought.</td>
</tr>
<tr>
<td>Incomplete: When you visit the desert.</td>
</tr>
<tr>
<td>Incomplete: If you see a cactus.</td>
</tr>
<tr>
<td>Complete: If you see a cactus, take a picture.</td>
</tr>
</tbody>
</table>

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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.

- **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.

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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.

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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:

<table>
<thead>
<tr>
<th>simple past</th>
<th>simple present</th>
<th>simple future</th>
</tr>
</thead>
<tbody>
<tr>
<td>He walked in the garden.</td>
<td>He walks in the garden.</td>
<td>He will walk in the garden.</td>
</tr>
<tr>
<td>past continuous</td>
<td>present continuous</td>
<td>future continuous</td>
</tr>
<tr>
<td>He was walking in the garden.</td>
<td>He is walking in the garden.</td>
<td>He will be walking in the garden.</td>
</tr>
<tr>
<td>past perfect</td>
<td>present perfect</td>
<td>future perfect</td>
</tr>
<tr>
<td>He had walked in the garden.</td>
<td>He has walked in the garden since breakfast (and still is).</td>
<td>He will have walked in the garden.</td>
</tr>
<tr>
<td>past perfect continuous</td>
<td>present perfect continuous</td>
<td>future perfect continuous</td>
</tr>
<tr>
<td>He had been walking in the garden.</td>
<td>He has been walking in the garden all morning (and still is).</td>
<td>He will have been walking in the garden.</td>
</tr>
</tbody>
</table>

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.

**Type 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.

<table>
<thead>
<tr>
<th>Common Subordinating Conjunctions</th>
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<tr>
<td>after</td>
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<td>not matter</td>
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<tr>
<td>until</td>
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<tr>
<td>whether</td>
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<tr>
<td>whether or not</td>
</tr>
</tbody>
</table>

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

I don't mind whether you or I go first.
It is such a hot day that I want to go swimming.
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 hyphening 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.

Infinite 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
- used as a subject
- used as a direct object
- used as an adjective
- used as an adverb
- used as a predicate nominative

My toe, to be honest, really hurts.
To read ten books is my goal.
I hope to practice soccer tomorrow.
She is the contestant to watch.
To grow a garden, ask Grandpa for help.
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.)*

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.

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Participial Phrases
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

<table>
<thead>
<tr>
<th>about</th>
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<th>instead of</th>
<th>regarding</th>
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<td>above</td>
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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.

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.

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:** 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.

   **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.

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**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.

**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.

**Improved Sentence:** 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.
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.

I read a **book** that made me cry.

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.

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.

For more help: [www.jennyphillips.com/videos](http://www.jennyphillips.com/videos)  
Relative Clauses and Commas AND Relative Clauses Rule 1

For more help: [www.jennyphillips.com/videos](http://www.jennyphillips.com/videos)  
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.

---

**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.

---

**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.

---

**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.
**Commonly Confused Words**

### 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.

**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.

**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.

**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 dueled 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.

**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.

**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.

**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.

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

<table>
<thead>
<tr>
<th></th>
<th>Simple Present</th>
<th>Simple Past</th>
<th>Past Participle</th>
<th>Present Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lay</strong></td>
<td>lay</td>
<td>laid</td>
<td>laid</td>
<td>laying</td>
</tr>
<tr>
<td></td>
<td>Lay the book on the table.</td>
<td>I laid the book on the table.</td>
<td>The book was laid on the table.</td>
<td>I am laying a book on each desk.</td>
</tr>
<tr>
<td><strong>Lie</strong></td>
<td>lie(s)</td>
<td>lay</td>
<td>lain</td>
<td>lying</td>
</tr>
<tr>
<td></td>
<td>I lie on the floor.</td>
<td>Yesterday, I lay in bed all morning.</td>
<td>I have lain on the couch every day.</td>
<td>I am lying on the hammock.</td>
</tr>
</tbody>
</table>

**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.

(If 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.

---

**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.

---

**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.

---

**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.
*Examples:*  
**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.

---

**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:*  
**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.

*Examples:*  
**Correct:** The picture, which was on the wall, had been torn.
**Incorrect:** 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*:

<table>
<thead>
<tr>
<th>Abstract</th>
<th>Descriptive</th>
</tr>
</thead>
<tbody>
<tr>
<td>He was tired.</td>
<td>His eyelids sagged.</td>
</tr>
<tr>
<td>Nat was nervous.</td>
<td>Nat’s knees began to shake.</td>
</tr>
<tr>
<td>Nat was worried.</td>
<td>Nat felt a cold lump in his stomach.</td>
</tr>
<tr>
<td>Nat had a hard time eating.</td>
<td>Nat couldn’t seem to swallow. He chewed and chewed each bite until it somehow went away.</td>
</tr>
<tr>
<td>The fire burned.</td>
<td>The fire sputtered out in red tongues.</td>
</tr>
<tr>
<td>Father came up the stairs.</td>
<td>Father tramped up the steep stairs, bending his dark head where the roof slanted.</td>
</tr>
<tr>
<td>They stopped in front of a house.</td>
<td>They stopped in front of a weather-beaten little cottage in a weed-grown yard.</td>
</tr>
<tr>
<td>That evening it stormed.</td>
<td>That evening, just after supper, the wind rose, and the rain fell down the wide chimney and hissed in the fire.</td>
</tr>
<tr>
<td>He looked at the sky.</td>
<td>He stared out the window and watched the April breeze chase clouds across the stars.</td>
</tr>
<tr>
<td>It was hot.</td>
<td>The decks of the Putnam oozed tar.</td>
</tr>
</tbody>
</table>
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.

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.
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.

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).
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.

Follow these guidelines when citing a source:

<table>
<thead>
<tr>
<th>ITALICIZE THESE TITLES</th>
<th>WRITE MONTHS AS_follows</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>Magazines</td>
</tr>
<tr>
<td>Websites</td>
<td>Plays</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FORMAT DATES AS follows</th>
<th>Put THESE TITLES IN QUOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>day month year</td>
<td>Articles</td>
</tr>
<tr>
<td></td>
<td>Speeches</td>
</tr>
</tbody>
</table>

Examples:

<table>
<thead>
<tr>
<th>Books</th>
<th>Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen, James, As a Man Thinketh, 1910.</td>
<td>Smith, Adam, Wealth of Nations, 1776.</td>
</tr>
</tbody>
</table>

Example:


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]

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.
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:

Emily Dickinson has been described as a poet who “freely ignored the usual rules of versification and even of grammar” (www.emilydickinsonmuseum.org).


Bibliography


Rogers, James, The Life of Emily Dickinson, 1910.

Smith, Ronald, Emily Dickinson’s Childhood, 1943.
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”).
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.
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.*
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 . . .

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.
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.
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.

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Example Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADDITIONAL INFORMATION</strong></td>
<td>and, also, moreover, furthermore, in addition, likewise, similarly, equally as important, additionally, besides, indeed</td>
</tr>
<tr>
<td><strong>EXPLAINING OR EMPHASIZING</strong></td>
<td>in fact, in other words, actually, namely, even, indeed, more importantly</td>
</tr>
<tr>
<td><strong>CONTRASTING INFORMATION</strong></td>
<td>but, however, nevertheless, in spite of, on the other hand, nonetheless, notwithstanding, in contrast, still, yet, instead, although, even though, despite the fact</td>
</tr>
<tr>
<td><strong>ORDER/SEQUENCE</strong></td>
<td>first, second, next, finally, meanwhile, after, then</td>
</tr>
<tr>
<td><strong>GIVING EXAMPLES</strong></td>
<td>in fact, in other words, actually, namely, for example, for instance, specifically, in particular</td>
</tr>
<tr>
<td><strong>CAUSE AND EFFECT</strong></td>
<td>consequently, so, therefore, as a result, as a consequence</td>
</tr>
<tr>
<td><strong>CONCLUSION OR SUMMARY</strong></td>
<td>finally, in summary, on the whole, in conclusion</td>
</tr>
</tbody>
</table>
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:** 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.
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.
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.
Western Africa—Practice
Say the name of each country.

Central Africa—Practice
Say the name of each country.
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.
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.
**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.
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.
Poetry Memorization

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.

Wood Farm
by Jesse Stuart

The genius of this spot is one who loves
The sound of loons at night, and heifer bells
Loves bobolinks and swallows, and the smells
Of hot small strawberries mixed with meadow flowers.

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:
And taking the other, less travel’d path,
And that has made all the difference.
Poetry Memorization

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 chillest 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.
**Stoping 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  
His wonders to perform;  
He plants his footsteps in the sea,  
And rides upon the storm.  
Deep in unfathomable mines  
Of never-failing skill,  
He treasures up his bright designs,  
And works his sovereign will.  
Ye fearful saints, fresh courage take,  
The clouds ye so much dread  
Are big with mercy, and shall break  
In blessings on your head.

Judge not the Lord by feeble sense,  
But trust him for his grace:  
Behind a frowning providence  
He hides a smiling face.  
His purposes will ripen fast,  
Unfolding every hour;  
The bud may have a bitter taste,  
But sweet will be the flower.  
Blind unbelief is sure to err,  
And scan his work in vain:  
God is his own interpreter,  
And he will make it plain.

---

**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.

---

**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 ____ 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
His _____ to perform;
He _____ his ______ in the sea,
And rides upon the _____.
_____ in unfathomable mines
Of never-failing ____,
He treasures up his _____ _____,
And _____ his sovereign will.
Ye _____ _____, fresh courage take,
The clouds ye so much ____
Are ___ with mercy, and shall _____
In ______ on your head.

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

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>spect</td>
<td>to look</td>
<td>inspection, spectator</td>
</tr>
<tr>
<td>struct</td>
<td>to build</td>
<td>construction, instruct</td>
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<td>homo</td>
<td>same</td>
<td>homonym, homophone</td>
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<tr>
<td>morph</td>
<td>shape, form</td>
<td>morphology, metamorphosis</td>
</tr>
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<td>phon</td>
<td>sound</td>
<td>phoneme, symphony</td>
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<td>heat</td>
<td>thermometer, thermal</td>
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<td>join</td>
<td>juncture, conjunction</td>
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<td>heteronym, heterogeneous</td>
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<td>polygon, polytheism</td>
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<td>do</td>
<td>transact, action, react</td>
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<td>hemi, semi</td>
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### Greek & Latin Roots - Year 2

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<td>aquarium, aquamarine, hydrant</td>
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<td>to write</td>
<td>inscription, scribble</td>
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<td>to cut</td>
<td>bisect, section</td>
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