

High School 1

Course Instructions +
UNIT 1

“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

HIGH SCHOOL 1 UNIT BOOKLETS

1ST EDITION

Written by Jenny Phillips

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A special thanks to artist Kate Hall and Cascia Lutes
for their art lessons.



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ITEMS NEEDED

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**
The following “Clean Classics” books are integrated with the course:
–*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](http://www.jennyphillips.com/hs1) 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 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.

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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

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



If needed, watch [How to Complete Spelling Dictation](#) on 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](http://www.jennyphillips.com/hs1) 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](#).

Painting below: Lev Lagorio (1828–1905) “A Caucasian Gorge,” 1893

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](http://www.jennyphillips.com/hs1) on www.jennyphillips.com/hs1.

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

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

- On www.jennyphillips.com/hs1, listen to the audio recording titled [Vocabulary—Unit 1](http://www.jennyphillips.com/hs1).

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.



- _____
- _____
- _____

- 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.

LANGUAGE ARTS/LITERATURE

- 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.

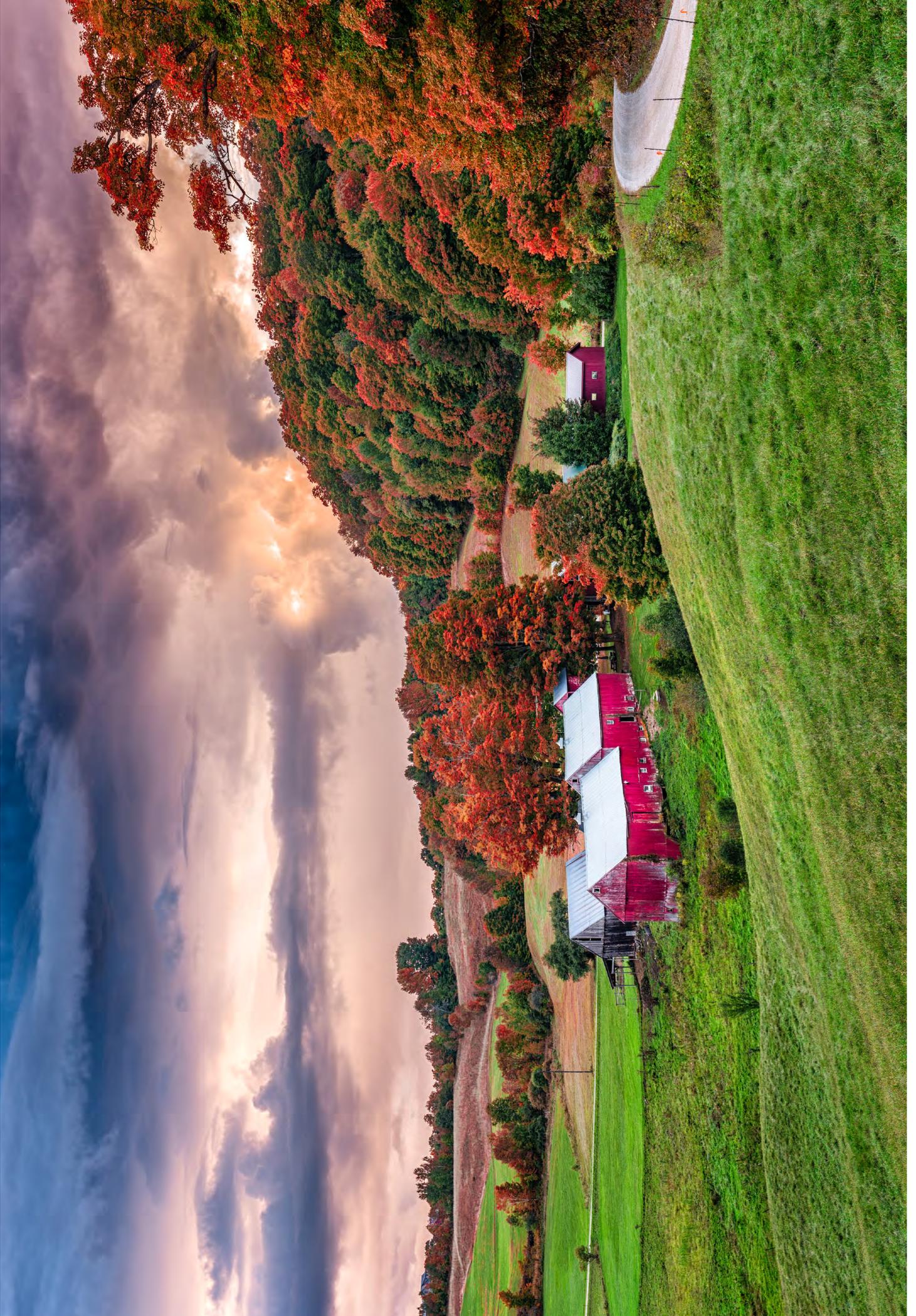
As they grew up, Emerson and his siblings helped their mother by chopping wood, washing dishes, and cleaning vegetables, while the other school boys played ball or swam or skated. There were no play hours for them. They had but one overcoat between them, so they took turns wearing it. Some of the mean, 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

- 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.

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

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.



High School 1

UNIT 2

“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



UNIT 2

High School 1 - Language Arts



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

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

- Read The Art of Asher Brown Durand.

The Art of Asher Brown Durand (1796–1886)

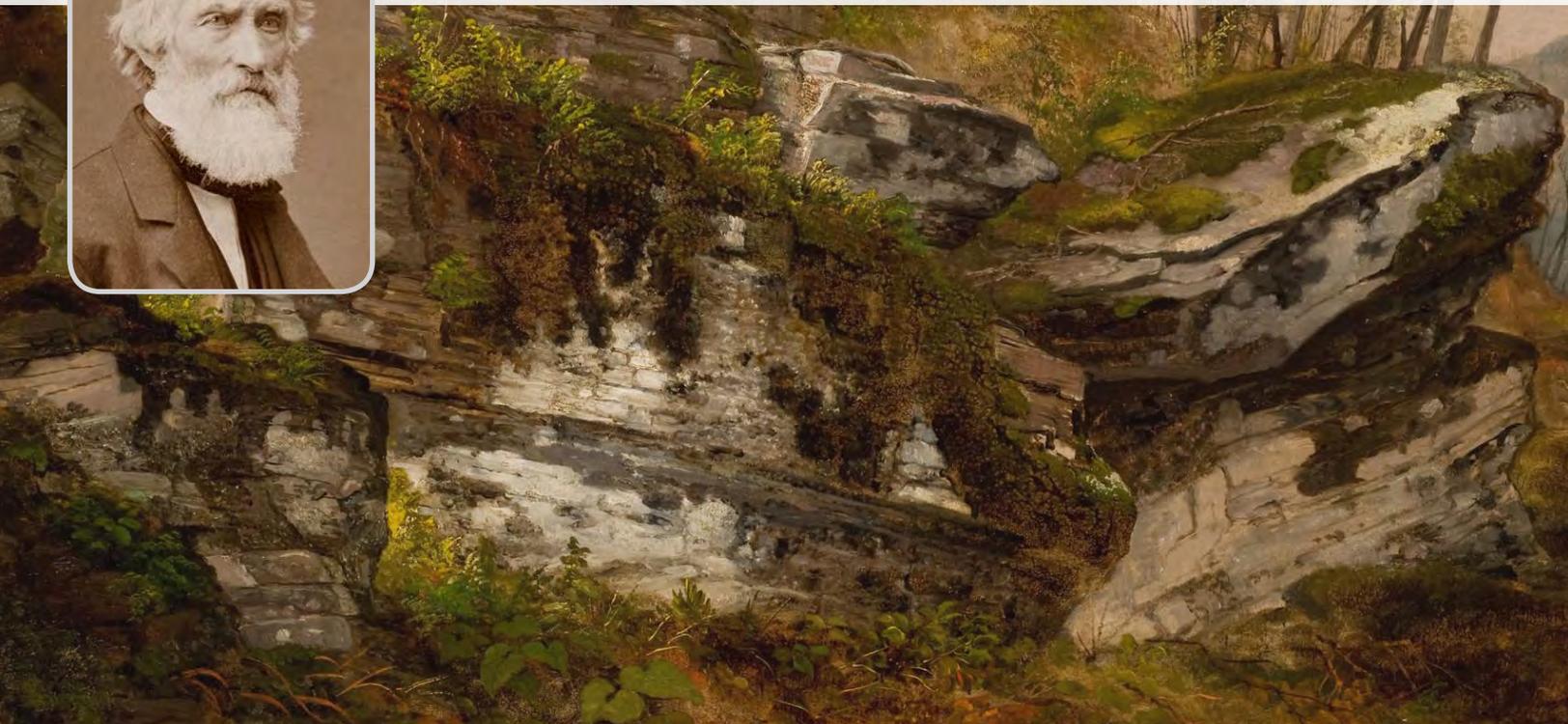
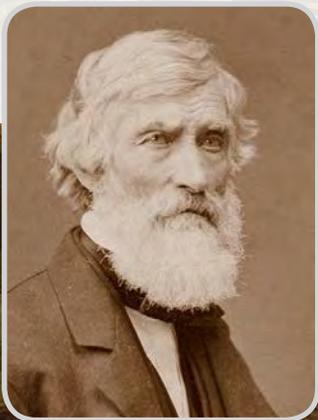
Moss, rocks, and weeds—we pass them every day. We might not think to stop and study these things, but a man named Asher Brown Durand did.

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 Beeches," 1845

GEOGRAPHY

- Read [The Hudson Valley](#) and [The Hudson River](#), and study the paintings in this section.

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

EDITING PRACTICE

- Edit the following sentences (by Elizabeth Coatsworth) using the marks on page 4 of your *Grammar and Writing Guide*.
- Yes, ive realized that rest is all together more profound after work. (3 mistakes)
 - Its important that we have an spirit of peace when were all together. (3 mistakes)
 - There work is all together a waste of time! (2 mistakes)
 - Well look for birds as we take an walk all together. (2 mistakes)
 - There mothers smile is all together charming! (3 mistakes)
 - Their uncle loaned me a altogether amazing book. (1 mistake)
 - Its time to plant flowers in my grandmothers' garden. (2 mistakes)
 - I didnt realize that an bird is building it's nest in our apple tree. (3 mistakes)

Watch For



- ALL TOGETHER VS. ALTOGETHER
- missing apostrophes
- misuse of THERE and THEIR
- misuse of ITS 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

INSIGHTS JOURNAL

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

Note to parents and teachers: If needed, visit www.jennyphillips.com/hs1 to watch a video titled [Tips for Grading Insights Journal Entries](#).

High School 1

UNIT 3

"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

- Watch the video titled [The Power of Literary Devices](http://www.jennyphillips.com/hs1) on www.jennyphillips.com/hs1.
- 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)



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.

Dickinson’s first volume of poetry, published in 1890, four years after her death, was a remarkable

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 chilliest 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.



jennyphillips.com/hs1

"Unit 3—Introduction to Emily Dickinson"

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.

Word	Definition & Example Sentence	Part of Speech
pert	bold in speech or manner; self-assured; saucy <i>The <u>pert</u> young lady was not afraid to say what was on her mind.</i>	
relinquish	to give up, surrender, or desist (stop) <i>After being relentlessly pelted by snowballs, I <u>relinquished</u> the fort to my brothers.</i>	
impetuous	acting suddenly, impulsively, or spontaneously He was now regretting his <u>impetuous</u> decision to enter the hot dog eating contest.	

ART

- Read [The Art of Robert Scott Duncanson](#).

The Art of Robert Scott Duncanson (1821–1872)

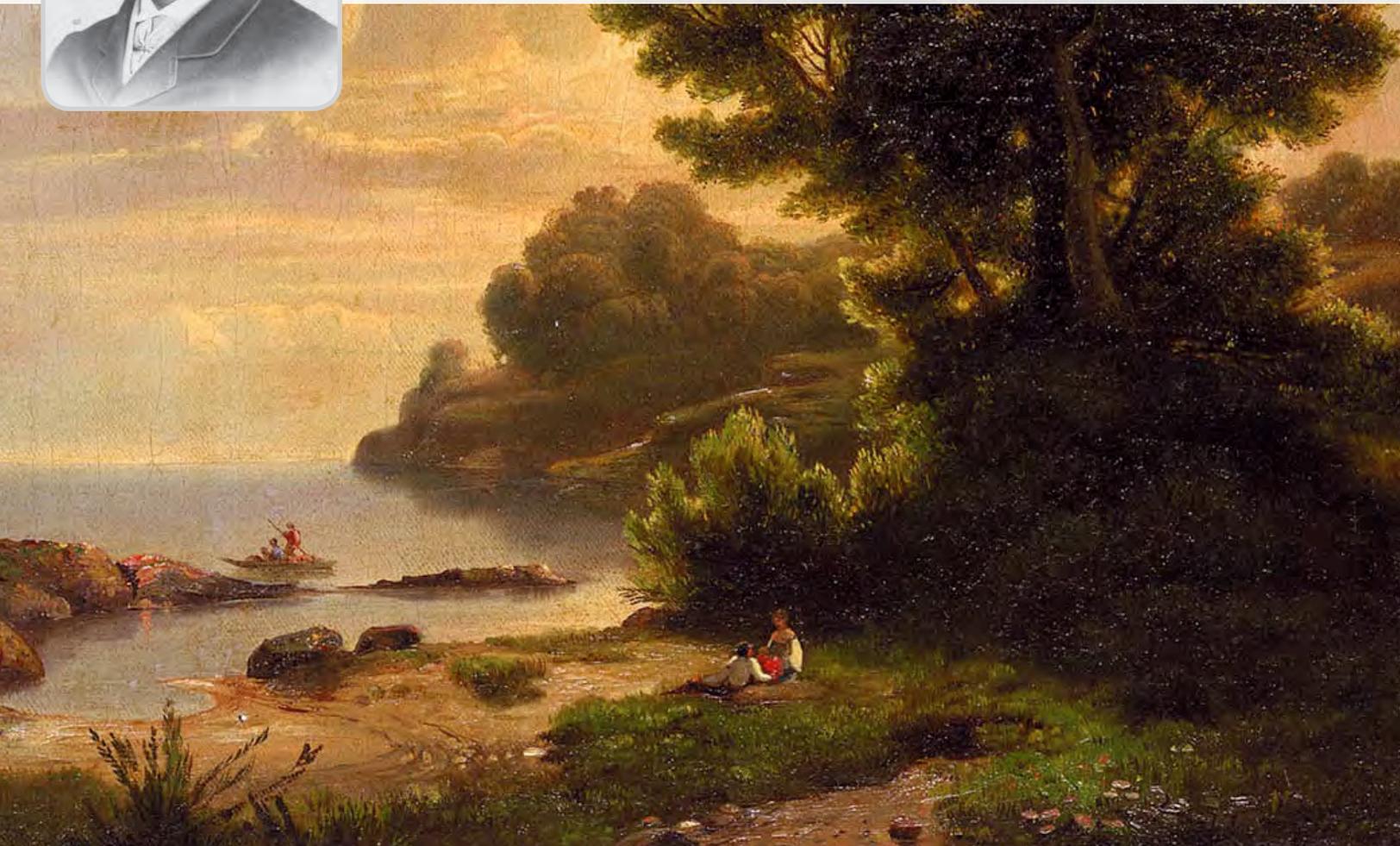
While the Civil War was raging in the United States, an African American artist arrived at the home of England's famous poet, Alfred Lord Tennyson, on the Isle of Wight, an island off the coast of England. Tennyson was delighted with an image created by the artist and said, "Your landscape is a land 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

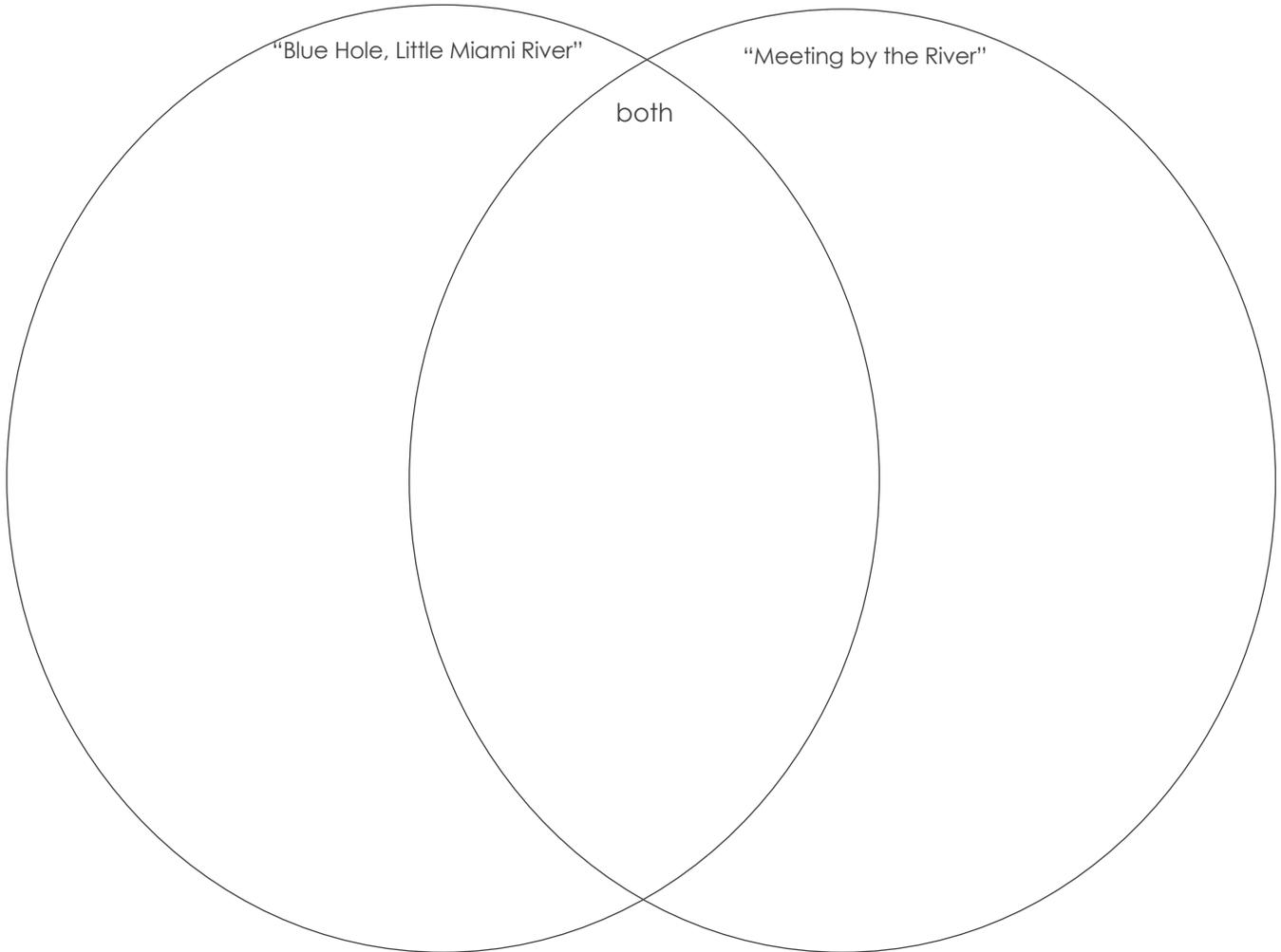


Robert S. Duncanson, "Valley Pasture," 1857



□ 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.)

High School 1

UNIT 4

“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)



UNIT 4

High School 1 - Language Arts



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



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

- 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:

Word	Definition
reconnoiter	to inspect, observe, or survey
procure	to obtain or bring about by diligent effort and care
inure	to acclimate or become accustomed to something difficult or undesirable
laconic	concise, using few words
magnanimous	generous and noble, with good intentions
recompense	to pay back or compensate
dexterity	with great skill or ability (this is almost always a reference to the use of hands)
genial	friendly, cheerful, and pleasant in manner
laurels	honors, awards, or achievements
implicit	something that is implied or understood without needing to be spoken
succinct	expressed in few words; concise
chagrin	humiliation, disappointment, or distress caused by failure
duly	properly, fittingly, or punctually
don	to dress, to put on

LITERATURE

- 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.



chrysanthemums, marigolds, peonies, bleeding heart, and lilies." (*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.

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.

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.

bobolink=a small blackbird | impotent=helpless

Nature is What We See

“Have you made an herbarium yet?” she wrote to her friend Abiah Root. “I hope you will if you have not, it would be such a treasure to you.” Eventually, her collection contained more than 400 plants. Around the same time, while at Amherst Academy, Dickinson studied botany.

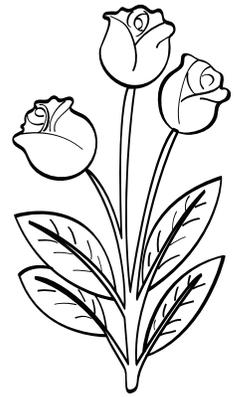
From her 30s on, Dickinson spent most of her time in and around her family’s sizable property, where she could wander over several acres of meadow, admire pines, oaks and elms, and help tend the orchard. Martha Dickinson Bianchi, the poet’s niece, recalled grape trellises, honeysuckle arbors, a summerhouse thatched with roses, and long flower beds with “a mass of meandering blooms”—daffodils, hyacinths,

“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.

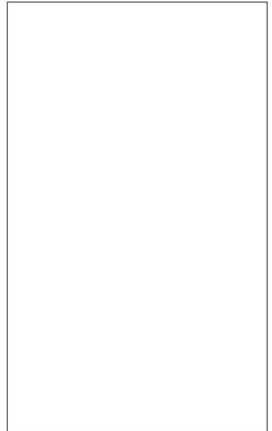
EFFECTIVE WRITING PRACTICE

- 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.



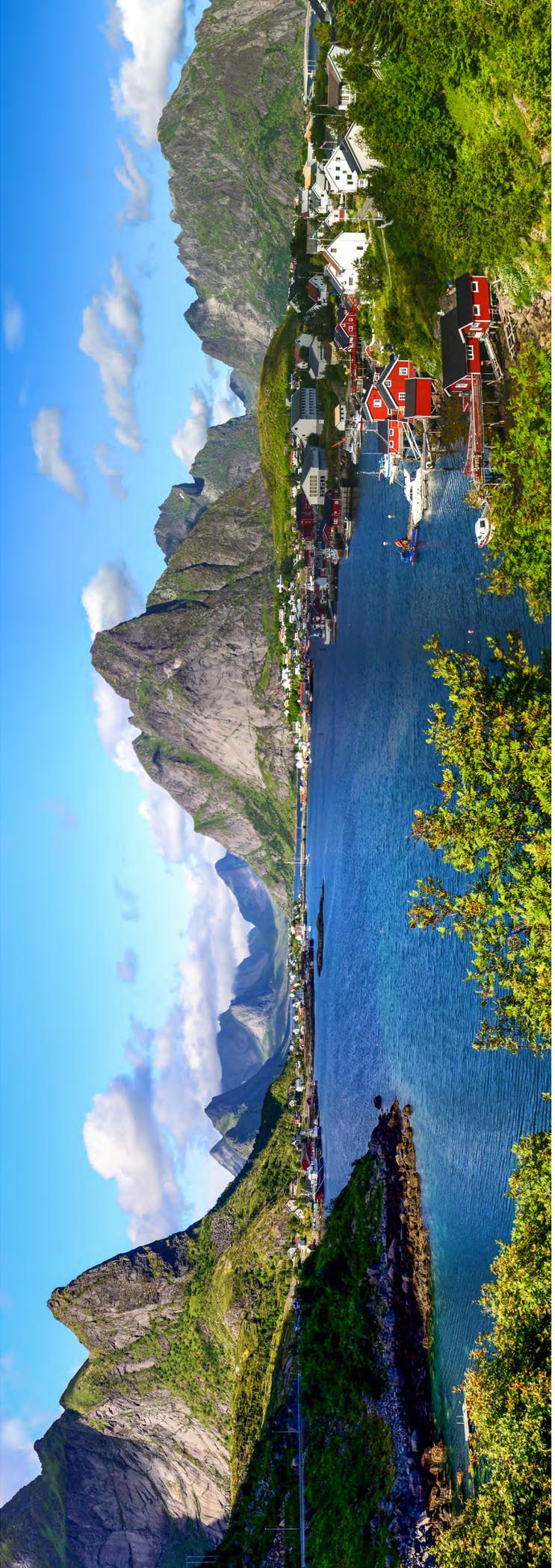
Practice line art drawing by copying the flowers above in the box below.



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.





GRAMMAR, USAGE, & PUNCTUATION

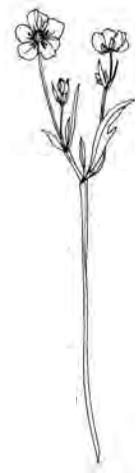
□ Read Conjunctions on pages 23–24 of your *Grammar and Writing Guide*. Complete the exercises.

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. *Need help?* Watch the video Unit 4—Exercise 2 on www.jennyphillips.com/hs1.

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



WRITING

- 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?



Sometimes you need to research before giving your answer and the reasons.

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.

First layer



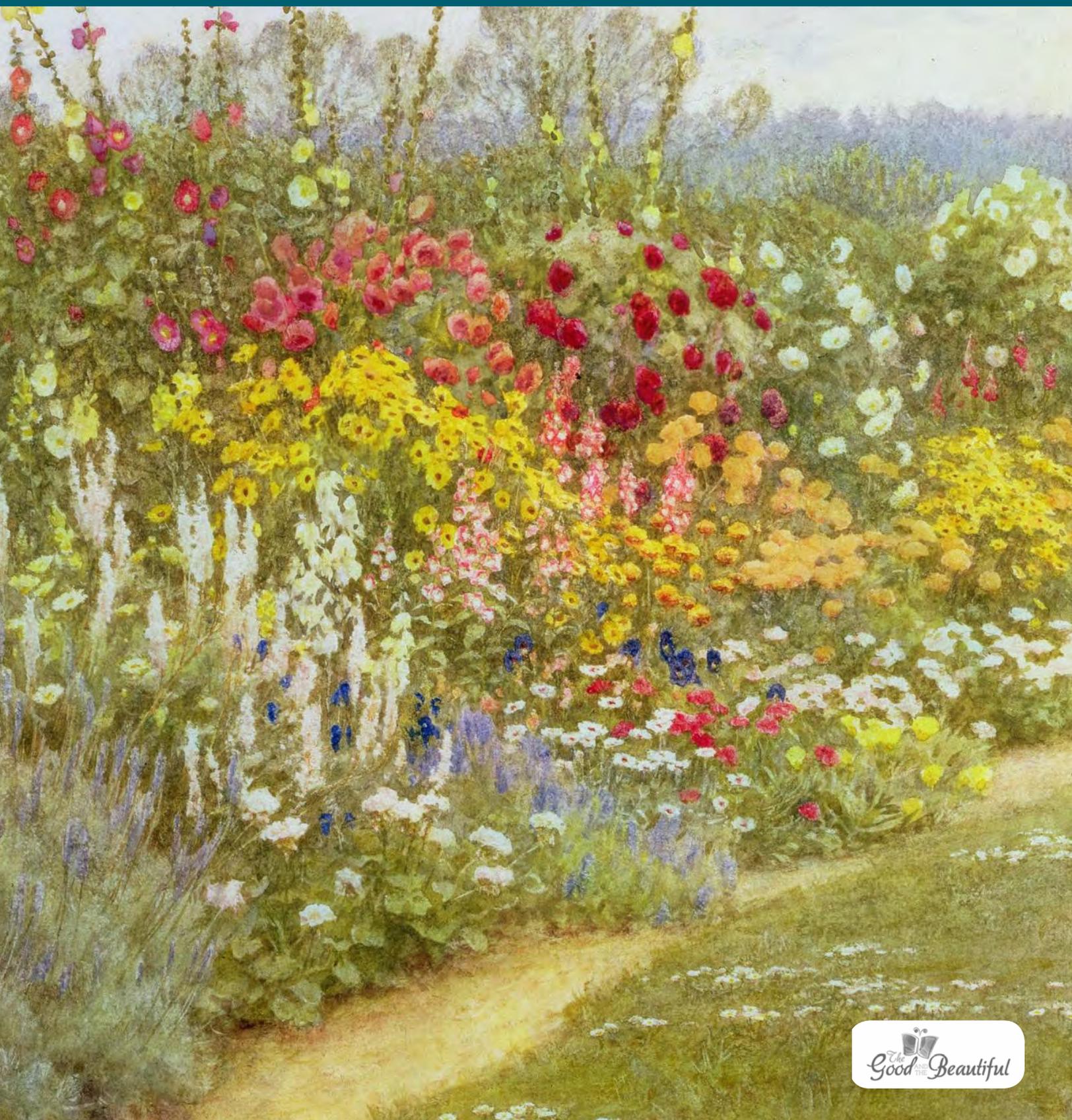
Second layer



High School 1

UNIT 5

“The earth laughs in flowers.”
—Ralph Waldo Emerson



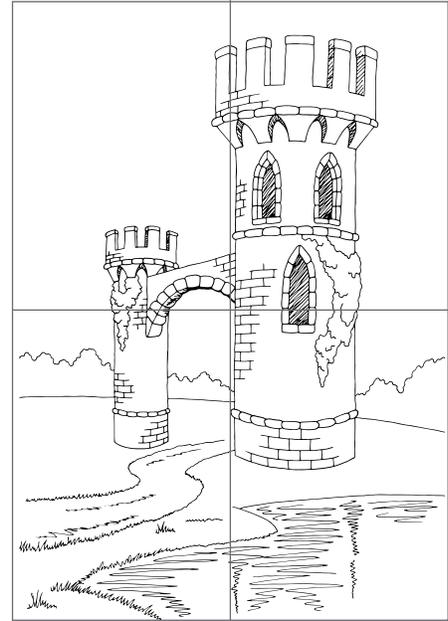
READING ASSIGNMENTS

- Spend ____ hours or more on your course reading challenge. (Time is determined by your teacher.)
- Finish reading *Into the Unknown* (Chapters 2 and 3).

WRITING

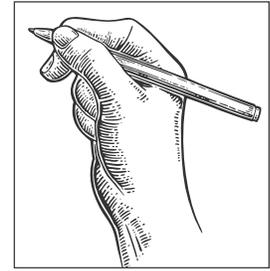
- Rewrite the paragraph in the box so that it contains the same facts but is more concise. If needed, review *Avoiding Wordiness & Redundancy* on page 68 of your *Grammar and Writing Guide*.

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.

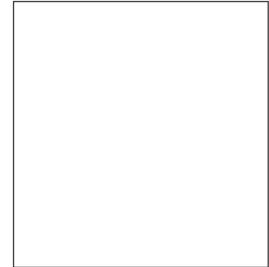


Practice line art drawing by copying the illustration above in the box below.

- ❑ 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.



Copy the picture.



<h2>Persuasive Essay</h2>	Filled out by Student		Points Filled out by Teacher
	Yes	No	Total: _____/100
<p>Is at least 1,000 words (Put the number of words here: _____) <i>(If your essay is less than 1,000 words, it should be lengthened before your 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.)</i></p> <p>Note: Most word processing programs, including Google Docs, will count your words for you.</p>			Return to student if under 1,000 words.
<p>Includes an opening paragraph, one section for each supporting point (which may or may not be more than one paragraph), and a conclusion <i>(If your essay does not include all of these sections, it should be revised before turning in your paper.)</i></p>			Return to student if the essay does not meet these requirements.
<p>Expresses meaningful, thoughtful insights</p>			____ / 40 points
<p>Cites sources as described on pages 69–71 of the <i>Grammar and Writing Guide</i> and includes a Works Cited page</p>			____ / 10 points
<p>Orders information correctly and logically <i>(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.)</i></p>			____ / 30 points
<p>Varies sentence structure and first words of sentences <i>(see page 92 of your <i>Grammar and Writing Guide</i>.)</i></p>			____ / 10 points
<p>Is edited carefully for proper grammar, punctuation, and usage</p>			____ / 10 points

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.

[Large empty rectangular box for brainstorming descriptive words and phrases about a chosen 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.

ASTRUP TUNET 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.



ROMANTIC Johan Christian Dahl, "View from Stalheim," 1842



NEO-ROMANTIC Nikolai Astrup, "Grain Poles," undated



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.



High School 1 UNIT 6

“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 <i>He stared at the bill with <u>consternation</u>, having no idea how he would pay it.</i>
incredulous	disbelieving <i>A murmur of <u>incredulous</u> amazement was heard.</i>
mollify	to soothe or soften <i>Your apology will <u>mollify</u> Miguel's hurt feelings.</i>
dilapidated	in a state of neglect or disrepair <i>The <u>dilapidated</u> house next door is going to be torn down.</i>

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	–unpleasantly damp or humid
–strongly encourage or urge	–cleverly skillful, resourceful, or ingenious
–excessive greed for wealth	–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.

LANGUAGE ARTS/LITERATURE

- Read *Introduction to Up From Slavery*.

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.”

GRAMMAR, USAGE, & PUNCTUATION

- 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.

<p>1. A mentor will exhort you, I will encourage you. A mentor will exhort you; I will encourage you. A mentor will exhort you, and I will encourage you.</p>	<p>2. The walls were dank, the ceilings dripped with water. The walls were dank, and the ceilings dripped with water.</p>
<p>3. There’s no avarice in doing good; there is avarice in being greedy. There’s no avarice in doing good, there is avarice in being greedy.</p>	<p>4. The submarine was smelly and dank, there was no part that was not. In the dank submarine, nothing smelled good.</p>
<p>5. We were exhorted to do good, we followed the exhortation. When we were exhorted to do good, we followed the exhortation.</p>	<p>6. Her constant alacrity was a joy, her constant assistance was a blessing. Her constant alacrity was a joy, and her constant assistance was a blessing.</p>
<p>7. The queen wanted to abdicate the throne, but the people wanted her to stay. Although the queen wanted to abdicate the throne, the people wanted her to stay. The queen wanted to abdicate the throne, the people wanted her to stay.</p>	<p>8. When the anger in the room abated, it was a refreshing change. I felt the anger in the room abate, it was a refreshing change. I felt the anger in the room abate, and it was a refreshing change.</p>

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:



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.

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

- 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.

- Read and complete:

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: _____

Say the sentence 10 more 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: _____

Have someone quiz you on spelling the following words aloud:

caffeine protein weird leisure

foreign received counterfeit receipt

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

REVIEW

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.



"Rhubarb" 1911-1912

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.

"Marsh Marigold Night," c 1920



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.

High School 1

UNIT 7

“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



UNIT 7

High School 1 - Language Arts



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.)**



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

VOCABULARY

- On www.jennyphillips.com/hs1, 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:

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

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.

GEOGRAPHY, LITERATURE, AND ART

- Read the following section titled Introduction to the Middle East.

Exploring Geography, Art, and Literature

Introduction to the Middle East

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.



○ 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.



Include both maps with your unit when you submit it.

- 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.



jennyphillips.com/hs1

[Unit 7—“Palestine” by John Greenleaf Whittier.](#)

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.

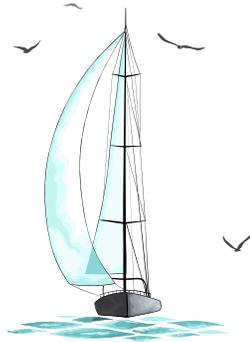
Beyond are Bethulia’s mountains of green,
And the desolate hills of the wild Gadarene;
And I pause on the goat-craggs of Tabor to see
The gleam of thy waters, O dark Galilee!

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.



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 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.

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



INSIGHTS JOURNAL

- 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.

Insights Journal—Unit 7	Filled out by Student		Points Filled out by Teacher
	Yes	No	Total: _____/50
Is at least 300 words (Put the number of words here: _____)			_____/ 5 points
Grabs the reader’s attention with the first sentence (You may use a thought-provoking question, vivid description, an interesting fact, a short story, an attention-grabbing statement, etc.)			_____/ 5 points
Expresses meaningful, thoughtful insights and includes details and description			_____/ 25 points
Varies sentence structure and first words of sentences (See page 92 of your Grammar and Writing Guide.)			_____/ 5 points
Orders information correctly and logically (Stick to one idea per paragraph; order of paragraphs should make sense.)			_____/ 5 points
Is edited carefully for proper grammar, punctuation, and usage			_____/ 5 points

OPTIONAL ART PROJECT

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.

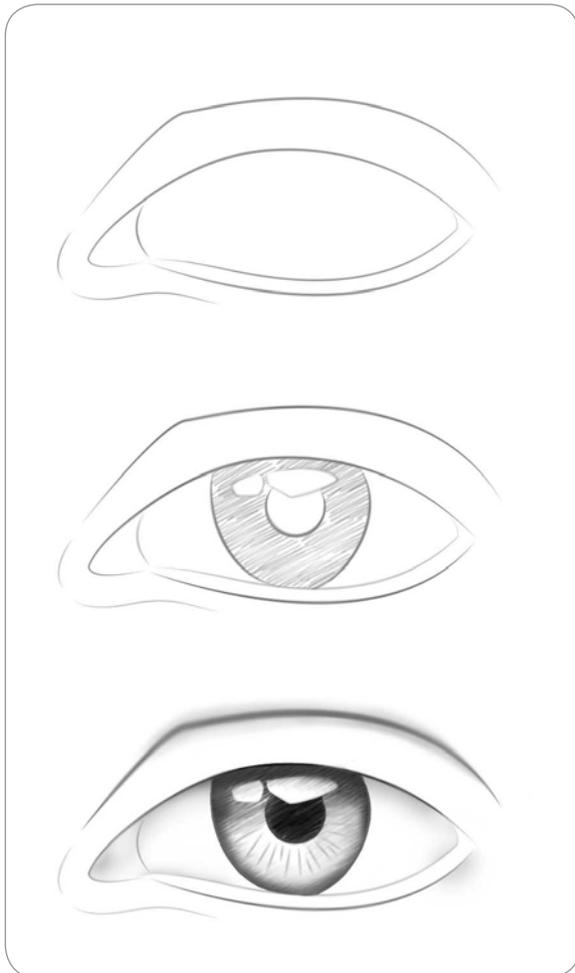
Materials Needed

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



UNIT 8

High School 1 - Language Arts



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: The Middle East (Practice until mastered.)**

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

VOCABULARY

- 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.

–wanting to avoid exertion; lazy

–obviously wrong or offensive

–very wealthy, luxurious, lavish

–excessively particular, critical, or demanding; hard to please

–seeming to be genuine, but actually false, deceitful

–lacking significance or meaning; empty, silly

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.

GEOGRAPHY

□ Read and complete the following section titled The Middle East: Straits and Canals.

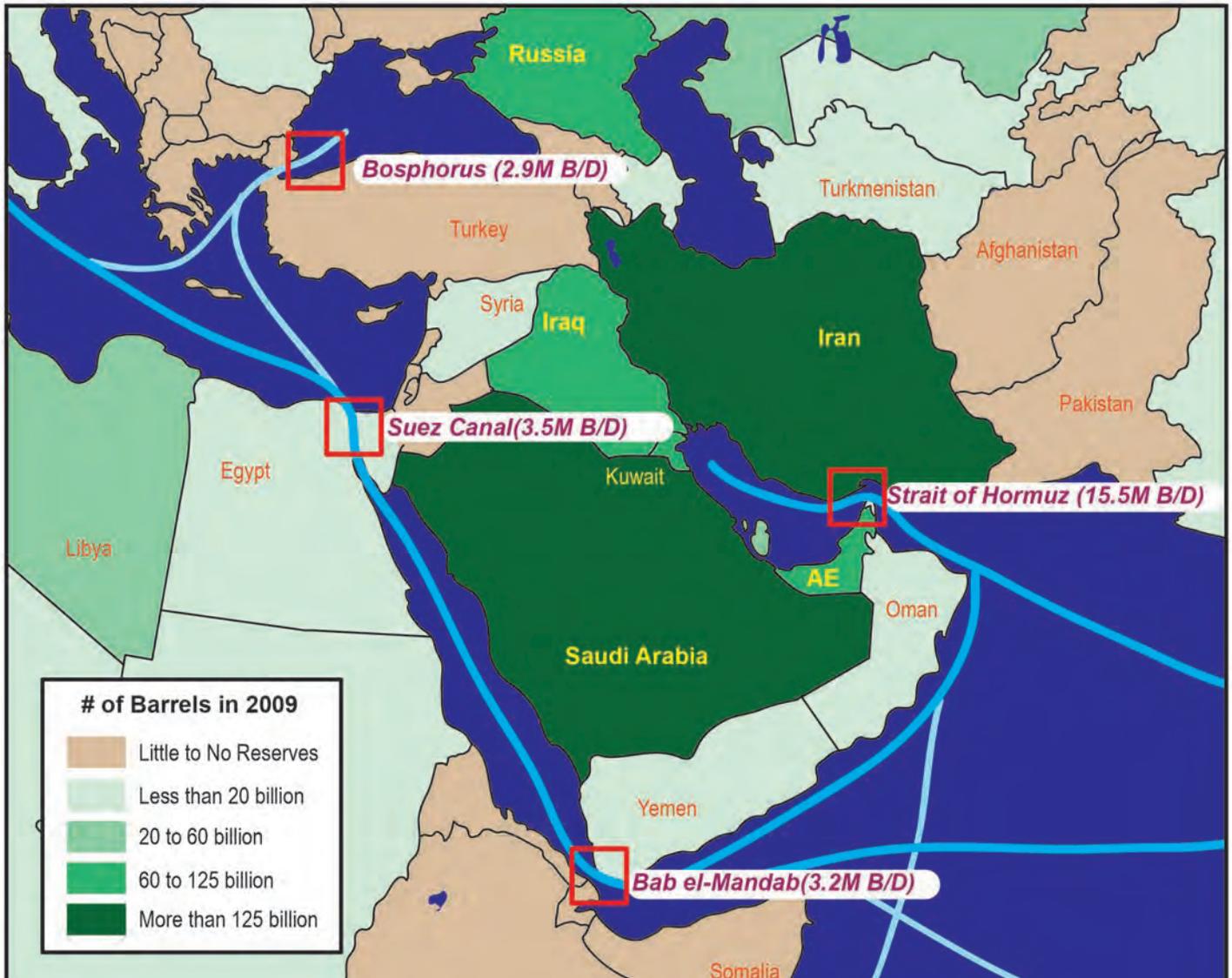
Exploring Geography

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.”

OPTIONAL ART PROJECT

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.



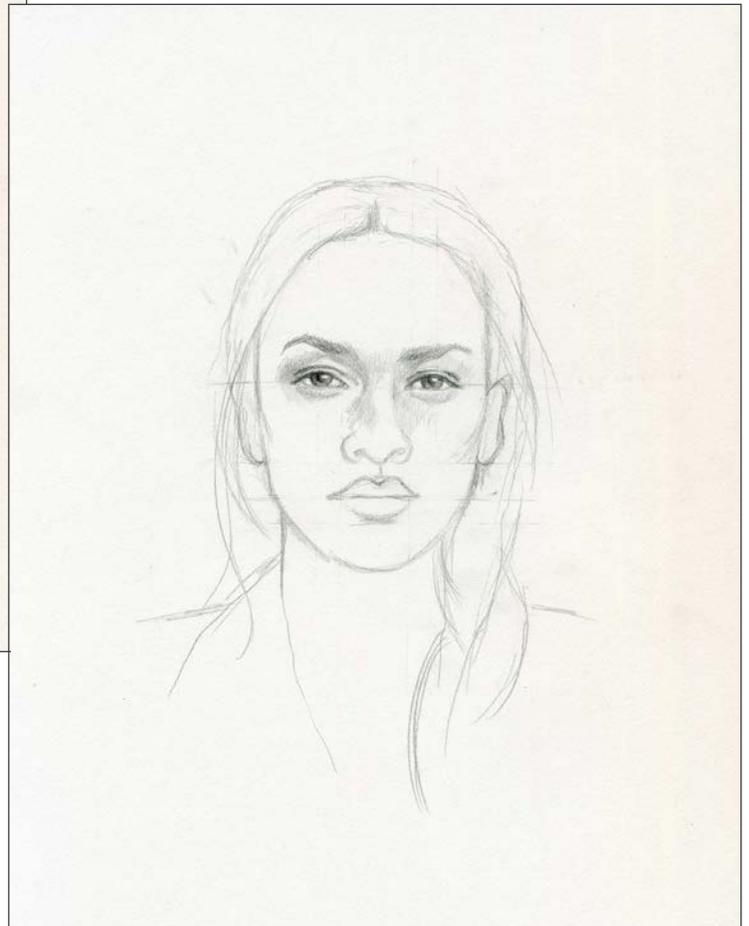
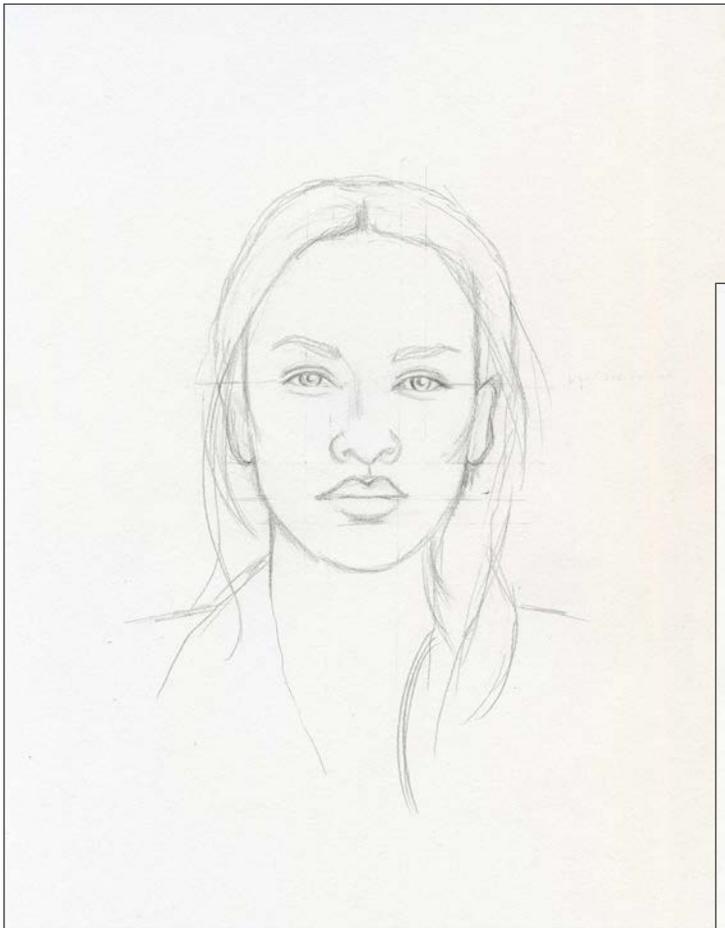
3. Continue to add details.

- 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.

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.



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

High School 1 UNIT 9

“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: _____

Day #2: _____

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

LITERATURE

- Read The Poetry of Robert Frost and complete the instructions.

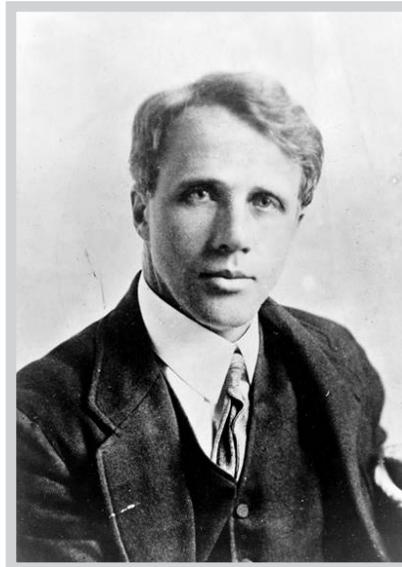
Exploring Literature

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.



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

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

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.



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[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.



GEOGRAPHY

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

*Ethnic and Religious Groups
in the Middle East*

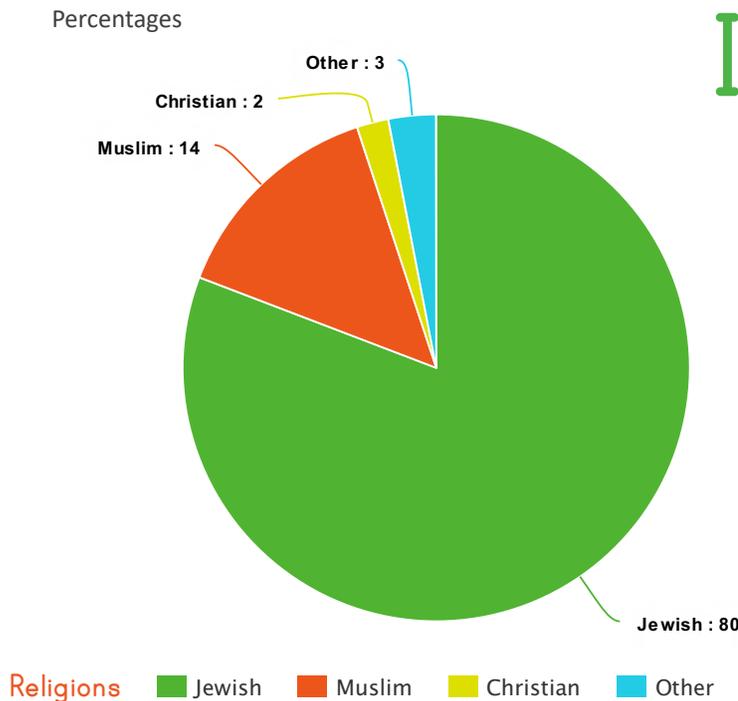
The **Arabs** are an Arabic speaking cultural and linguistic group that inhabit the Middle East, North Africa, the Horn of Africa, and the western Indian Ocean islands, though they are also found scattered in groups worldwide. Arabs constitute the majority of the people in all of the Middle East states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



Israel

High School 1

UNIT 10

“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.

<i>Process Essay</i>	Filled out by Student		Points Filled out by Teacher
	Yes	No	Total: _____/100
Is at least 1,000 words (Put the number of words here: _____) <i>(If your essay is less than 1,000 words, it should be lengthened before you turn it in.)</i>			Return to student if less than 1,000 words.
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 <i>(If your essay does not include all of these sections, it should be revised before turning in your paper.)</i>			____ / 25 points
Gives interesting, insightful instructions with specific examples			____ / 25 points
Orders information correctly and logically <i>(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.)</i>			____ / 25 points
Uses appropriate transitional words and phrases <i>(See page 90 of your Grammar and Writing Guide.)</i>			____ / 15 points
Is edited carefully for proper grammar, punctuation, and usage			____ / 10 points

GEOGRAPHY

- 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

**HINDU
KUSH
REGION**



ARABIAN DESERT



CAPPADOCIA, TURKEY



**SOCOTRA
ISLAND
ON YEMEN**



○ 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.

