



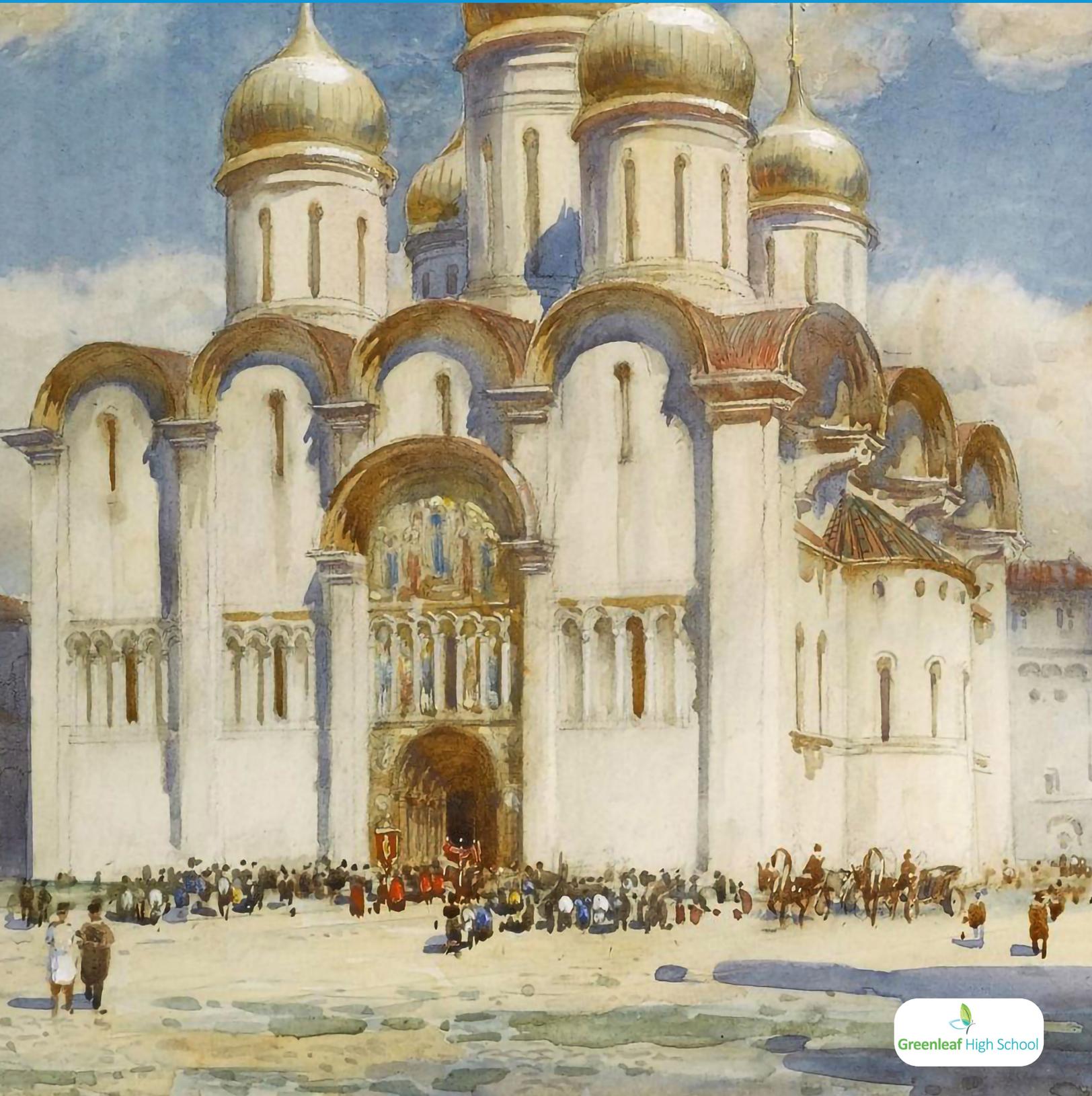
High School 3

Course Instructions +

UNIT 1

“During the clear, calm days and years . . . we ought to be laying by, as it were; storing up light and strength and happiness for the dark days when we may so deeply need them.”

—from *THREE MARGARETS* by Laura E. Richards



HIGH SCHOOL 3 UNIT BOOKLETS

1ST EDITION

Created by Jenny Phillips, Maurianne Baker, Heather Wiseman, and Breckyn Wood
with contributions from The Good and the Beautiful Team



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Cover image: "Assumption Cathedral of the Moscow Kremlin" by Henry Charles Brewer (1866–1950), date unknown

ITEMS NEEDED

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

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

THE GOOD AND THE BEAUTIFUL PRODUCTS USED ONLY FOR THE HIGH SCHOOL 3 COURSE

- **High School 3 Unit Booklets**
- **Required Books from The Good and the Beautiful Library**
 - Florence Nightingale: The Angel of the Crimea* by Laura E. Richards
 - The Little Duke* by Charlotte M. Yonge
 - The Good and the Beautiful Short Story Collection* by various authors
 - The Call of the Woods: An Edgar Guest Collection* written and compiled by Jenny Phillips
- **Additional Books for the Course Reading Challenge**
- **Access to the Course Videos**

All course videos can be viewed at goodandbeautiful.com/hs3 (no password needed).

ART SUPPLIES

- **Drawing Pencils (#2 pencil)**
- **Sketch Paper**
- **Kneaded Eraser**

COURSE INSTRUCTIONS

To help prepare you, the student, for higher learning and more responsibility, the high school language arts courses are not broken down into individual lessons.

Rather, there are 10 units to complete. You are urged to use a calendar or planner to create a schedule for completing each unit.

COMPLETING THE COURSE

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

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

Choose either a four- or five-day school week

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

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

Use a weekly planner

In your planner, mark when you plan to start and end a unit. Also, plan an additional day at the end of the unit to take the Unit Check.

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

For your first unit, decide how much time to spend each day based on the average times given above. Be sure to schedule enough time to work at a pace

that is comfortable for you. See how long the first unit takes you to complete, and then adjust accordingly for the following units. For example, if you are doing a four-day school week, and it took you 13 days to complete the unit, plan to spend more time each day on the next unit.

COURSE COMPONENTS

Course Reading Challenge

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

1. Choose books you would like to read from the list on the *High School 3* course web page (goodandbeautiful.com/hs3).
2. Your parent or teacher should help you determine how much time to spend on the Course Reading Challenge during each unit. It is suggested that you spend at least 2–3 hours per unit on the Course Reading Challenge. However, those who need to get through the course quickly may choose to skip the Course Reading Challenge altogether.

Spelling Dictation

1. Each unit contains a sheet for spelling dictation that can be completed on any three days during the unit. You will listen to six sentences and write them down on the sheet. You may listen to each sentence as many times as needed. You can find audio recordings of the sentences on the *High School 3* course web page at goodandbeautiful.com/hs3, or a parent or teacher may read the sentences to you.

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

Memorization

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

Art & Geography

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

Creative Writing

The High School 1–3 Language Arts courses cover minimal fiction writing. If you are especially interested in fiction writing, you may consider taking *The Good and the Beautiful's Creative Writing Course* after it is released (anticipated 2021 or 2022).

Unit 1 COVER SHEET

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

Student Name: _____

Unit Total: _____/250

Unit Percentage: _____

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

_____/200 Unit Completed

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

_____/50 Insights Journal

The grading rubric is on page 22.

_____/+5 Extra Credit

Unit completed with neat handwriting.

Items that should be turned in with this unit:

- Insights Journal
- Eastern European Country Research Project (page 16)
- Map of Eastern Europe

SPELLING DICTATION



If needed, watch [How to Complete Spelling Dictation](https://www.goodandbeautiful.com/hs3) at [goodandbeautiful.com/hs3](https://www.goodandbeautiful.com/hs3).

1st Day

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

2nd Day

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

3rd Day

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

GEOGRAPHY

- Read the following section titled Eastern Europe. Refer to the map on page 17 as you read.

Eastern Europe

“The real voyage of discovery consists not in seeking new landscapes but in having new eyes.”
—Marcel Proust

Eastern Europe is a beautiful, unique, and long-hidden area of our world. Much of it was part of the former Soviet Union and held behind the “Iron Curtain” that fell between 1989 and 1991. It is only in the past few decades that its wonders have been available for people to explore, appreciate, and marvel at more freely. While there is no consensus on the boundaries of Eastern Europe, it is generally stated that it flows from the Baltic Sea in the north, along the Ural Mountains on their eastern side in Russia, to the Black and Adriatic Seas, which form the southern border. The western border contains glaciated plains and is often considered to fall roughly at the eastern borders of Germany and Austria. Approximately 10–12 nations make up the entirety of Eastern Europe, depending on how the region is delineated. Geographic features and the marvelous wonders of Russia, Ukraine, Turkey, Romania, Hungary, Poland, Belarus, Bulgaria, and the Czech Republic highlight some of the majesty and beauty of this spectacular region of the world.

Moscow Kremlin and St. Basil’s Cathedral on the Red Square



Volga River and Rybinsk, Russia



Russia

The Russian Federation is a great and mysterious transcontinental nation that stretches across much of Asia and Europe. The western section of Russia, including its capital city of Moscow, is situated within Eastern Europe.

- Russia’s official national language is Russian, but 35 other languages are also spoken in various regions.
- Russian Orthodox Christianity is the most widely practiced religion.
- Western Russia makes up the largest portion of one of the great lowland areas of the world: the Russian Plain, which is also known as the East European Plain. The highest point of this plain is found in the Valdai Hills, and it is here that the Volga River, the longest river in Europe, originates.
- The Ural Mountains, another distinct geographic feature of Russia, are among the most mineral-rich in the world and form a narrow spine that runs north to south through western Russia. Many beautiful and deep lakes are found in the Ural Mountains.



Castles of Slovakia

RESEARCH PROJECT

- ❑ For 15 minutes, read online or in a book about one of the other Eastern European countries not discussed in this section. Some options include the following: Albania, Belarus, Bosnia and Herzegovina, Croatia, the Czech Republic, Estonia, Kosovo, Latvia, Lithuania, Macedonia, Moldova, Montenegro, Serbia, Slovakia, and Slovenia.
- ❑ Answer the following questions based on your reading.



Country: _____

1. National symbols: _____

2. What things would you want to visit there?

3. Was this country once part of another country? If yes, which one? When did it become independent?

4. Other interesting facts about the country:

5. Draw the flag of the country here:

6. What do the colors, shapes, or images on the flag symbolize or represent?

7. What are some of the local foods or pastimes?



- Using your Eastern Europe geography card for reference, trace only the Eastern European countries on the map, and then label the following geographic features: Carpathian Mountains, Balkan Mountains, Dnieper River, Black Sea, Lake Ladoga, and Danube River.
- Then label the following countries and their capital cities: Kiev, Ukraine; Moscow, Russia; Bucharest, Romania; Warsaw, Poland; Budapest, Hungary; and Sofia, Bulgaria. Submit your map with your unit booklet.

COMMONLY CONFUSED WORDS

□ Study these Commonly Confused Words on pages 54–55 of your *Grammar & Writing Guide*.

Farther | Further

Fewer | Less

Flout | Flaunt

Exercise 1: Circle the correct word.

1. He offered no **farther** | **further** information, and Florence felt uncomfortable about asking for more.
2. Soldiers who flagrantly **flaunt** | **flout** the rules will be held liable for the consequences.
3. One little girl had **fewer** | **less** flowers than the rest, and Helen insisted on sharing hers.
4. The nearest house was much **farther** | **further** than she thought.
5. To avoid trouble, the nurses never **flaunted** | **flouted** anything valuable in public.
6. She was sleeping in **fewer** | **less** splendid quarters a few blocks away from the hospital.

Exercise 2: Match each word to its SYNONYMS.

FARTHER	inferior, lower, minor, smaller quantity, destitute of
FURTHER	scoff, jeer, sneer, show contempt, disregard a rule
FEWER	beyond, yonder, additional physical distance or degree
LESS	display, exhibit, expose, show off
FLOUT	beyond, a greater figurative degree or extent, moreover, promote
FLAUNT	a smaller number of, lesser, minimal, slight, low



GRAMMAR, USAGE, & PUNCTUATION

□ Read Comma Rule 8 on page 20 of your *Grammar & Writing Guide*, and then complete the exercises. If needed, watch the video titled “Comma Rule 8” at goodandbeautiful.com/videos.

Exercise 1: Underline the infinitive (TO + verb) or prepositional (TO + noun) phrases and circle which type they are.

- | | |
|---|----------------------------|
| 1. To reach the Crimea, Florence traveled farther than she ever had before. | INFINITIVE PREPOSITIONAL |
| 2. She spent less money because she did not go to the store this week. | INFINITIVE PREPOSITIONAL |
| 3. To be honest, the poor soldier had received fewer letters than the rest. | INFINITIVE PREPOSITIONAL |
| 4. To go further in life, one must be diligent in doing his or her duty. | INFINITIVE PREPOSITIONAL |
| 5. The rebels will surely be caught if they continue to flout the rules. | INFINITIVE PREPOSITIONAL |
| 6. Flaunting his new sports car, the young man raced to the finish line. | INFINITIVE PREPOSITIONAL |

INSIGHTS JOURNAL

- 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: The best books do more than entertain—they teach, inspire, and/or give meaningful insights. Choose one of the passages below, from chapters 1–5 of *Florence Nightingale: The Angel of the Crimea*, and explain how the passage teaches, inspires, and/or gives you meaningful insights. How can you apply what you’ve learned to your life?

- Quote #1: “Florence was busy in good and helpful work. At Christmastime she found her best pleasure in giving presents to young and old among the poor people about her, in getting up entertainments for the children, training them to sing, arranging treats for old people in the poorhouse” (pg. 17).
- Quote #2: “The friends of the institution were discouraged, but discouragement was a word not to be found in Miss Nightingale’s dictionary. There was no money? Well, there must be money! She went quietly to work . . . and soon, with no fuss or flourish of trumpets, the money was in hand” (pgs. 26–27).

Option #2: You have read about Florence’s education and special training as a young girl that helped her prepare for her work in the Crimean hospitals. You also read how influential people and experiences inspired her determination to become a nurse. How do the people in your life and your life experiences influence you?

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

Insights Journal	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 (Uses a thought-provoking question, a vivid description, an interesting fact, a short story, an attention-grabbing statement, etc.)			____/5 points
Expresses meaningful, thoughtful insights and includes details and description			____/25 points
Varies sentence structure and first words of sentences (See page 92 of your Grammar & Writing Guide.)			____/5 points
Orders information correctly and logically (Stick to one idea per paragraph. The order of paragraphs should make sense.)			____/5 points
Is edited carefully for proper grammar, punctuation, and usage			____/5 points

High School 3

UNIT 2

"I attribute my success to this: I never gave or took an excuse."

—Florence Nightingale



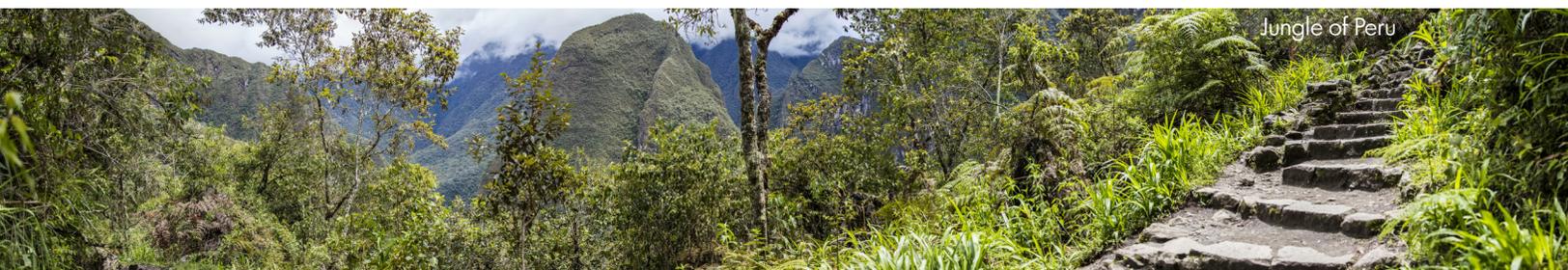
fetid [FEH-tid]	having a heavy offensive smell <i>Teddy wrinkled his nose at the <u>fetid</u> smell of the chicken processing plant.</i>	
liniment [LIN-uh-munt]	a liquid or semi-liquid preparation that is applied to the skin as an anodyne to soothe or comfort; counterirritant <i>The nurse concocted a <u>liniment</u> of witch hazel and chamomile to bring down the inflammation in my sprained ankle.</i>	
ponderous [PON-duh-rus]	of very great weight; unwieldy or clumsy because of weight or size <i>The <u>ponderous</u> rhinoceros plodded towards the watering hole.</i>	
self-abnegation [self ab-nih-GAY-shun]	denial of pleasures and necessities for oneself for the good of another <i>Florence Nightingale was a prominent example of <u>self-abnegation</u> while continuing to be patient and diligent.</i>	

Exercise 1: Fill in the blanks with the vocabulary words that best fit each sentence.

- As Polly watched the _____ of wagons cross the plains, she knew this would be a historic event.
- The nurse declared, "There is no _____ I could possibly concoct to heal that grisly wound."
- The _____ child, still recovering from the chicken pox, moaned, "I don't feel well."
- Hiking through the Amazon jungle in Peru would be an incredible but _____ journey.
- The small child, sniffing the _____ carton of rotten eggs, stated, "That does not smell good."
- The _____ librarian offered to assist me as she rifled through the historical newsletters from the Civil War era.

Exercise 2: Draw a line to match the vocabulary words to their **synonyms**.

ABATEMENT	EAGERNESS	ARDUOUS	SELF-SACRIFICE
CAVALCADE	GOOD-HEARTED	COUNTENANCE	EXHAUSTING
DROLL	OINTMENT	FETID	HEALING
LINIMENT	PROCESSION	PONDEROUS	EXPRESSION
ALACRITY	REDUCTION	CONVALESCENT	WEIGHTY
BENIGNANT	WHIMSICAL	SELF-ABNEGATION	STINKY



Jungle of Peru

READING ASSIGNMENTS

- Spend ____ minutes on the Course Reading Challenge. (Time is determined by your teacher.)
- Read Chapters 6–15 of *Florence Nightingale: The Angel of the Crimea* by Laura E. Richards.
- After reading the book, answer the following questions. Type your answers and submit them with this unit or discuss the questions for at least 30 minutes with a parent, teacher, or another student.

Reading Comprehension Questions

1. In Chapter 6, how does the phrase “fuss and feathers” and the metaphor of the bushel and the light help explain Florence Nightingale’s personality and manner of being?
2. In Chapter 8, the narrator does not spend a lot of time talking about Florence, but instead tells the reader the story of Constantinople and details some of the history of Scutari. Why do you think that is? What later purpose might this chapter have in the book?
3. In Chapter 9, the narrator includes many direct quotes from the journals and letters of the people who knew Florence Nightingale personally. How does the use of these primary sources enhance the story? Name one example and discuss how it helps the narrator paint a fuller picture of the heart-warming story of Florence Nightingale’s life.
4. The wealthy members of English society donated their finest bed linens and clothes to help the soldiers. Were these items useful to Florence and her hospital? Even though it may be well intentioned, it’s important to make sure donations are needed and not impeding the work that relief workers are trying to do. Describe a situation, such as a natural disaster (fire, earthquake, tornado), and discuss which donated items would actually be useful to those in need and which would not. Why would those items not be useful?
5. What does it take to be a good leader? Florence’s staff at Scutari initially did not want her there; they did not want a “woman ordering them about,” but soon became her devoted staff, who did as she asked the minute she asked. What principles of leadership did Florence follow? What did she do to inspire such devotion, admiration, and respect among her staff and patients?



“The Lady with the Lamp” by Henrietta Rae (1859–1928), 1891

WRITING & GEOGRAPHY

- Read the article titled Writing a Travel Article: The Wonders of Brazil, and then follow the instructions for writing a travel article. Plan on dedicating some time to work on one step each day for the rest of Unit 2. Some steps may require more than one day to complete.

Writing a Travel Article

The Wonders of Brazil

In this unit you will be writing a travel article for your final project. Before you begin you will read a travel article about Brazil that will model descriptive and persuasive writing designed to encourage the reader to visit the location.

Notice how the author accomplishes the following techniques and underline any sections of the article that are good examples of these points. The author

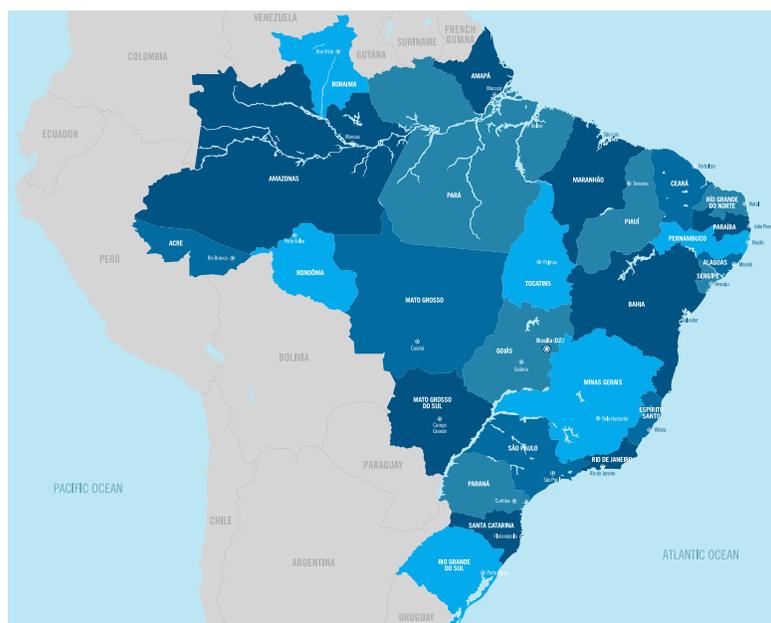
- grabs the reader’s attention with an interesting first sentence (also called a hook);
- uses descriptive language to bring the locations alive for the reader; and
- uses persuasive techniques that increase the reader’s desire to visit the location.

What if wonder, mystery, and celebration were part of daily life? What if you added golden beaches, misting waterfalls, and the beautiful and diverse Amazon rainforest? That’s Brazil. This expansive country, the fifth-largest nation in the world, offers all this plus first-rate sports, rare and diverse wildlife, and exciting music.

New Discoveries in the Brazilian Landscape

Visitors can take part in ecotourism, which is travel designed to highlight the natural wonders of a

region. Brazil’s ecosystems include wetlands, rainforests, mountains, and coral reef habitats. One of the largest wetland conservation areas in the world, the Pantanal Conservation Area, is an ideal place to spot Brazil’s fantastic wildlife, such as macaws, capybaras, and caimans. Additionally, visitors can experience the majestic Amazon rainforest—the largest tropical rainforest in the world—via river tours, guided treks, and overnight hiking trips. Finally, Brazil’s many coral barrier reefs are prime locations for snorkeling and boat tours that allow visitors to explore local wildlife. The Pantanal Conservation Area, Amazon rainforest, and the different barrier reefs all allow visitors to explore the diverse ecosystems found in the country.





"View of Rio de Janeiro" by Félix-Émile Taunay (1795–1881), before 1881

Brazil's Favorite Sport

Rio de Janeiro is also a fantastic place to experience one of Brazil's passions: *futebol* (known as soccer to those in the US). The nation is renowned for its world-class *futebol* and widely believed to have produced the greatest player ever known: Edson Arantes do Nascimento, also known as Pelé. *Futebol* is the most popular sport in the nation and a huge part of Brazil's identity. While the competition games are taken very seriously by spectators, *futebol* is also played recreationally by most Brazilians. Young people are often found playing in fields or on the beach and welcome others who wish to join in the fun.

Delectable Brazilian Treats

While in Rio de Janeiro, or anywhere in Brazil, visitors should be sure to sample the tasty meat pies called *empanadas*, toasted cheese bread known as *pão de queijo*, or the sweet chocolate truffle *brigadeiros*. In Rio de Janeiro, travelers can fill their eyes, ears, and stomachs with much that is uniquely Brazilian.

Travel through Brazil and delight in God's remarkable creativity and attention to detail. In Brazil, visitors can taste, see, and experience the goodness of God and see the wonders, mysteries, and celebrations in person.



Brazilian empanada (meat pie)

□ Answer the following questions or complete the tasks.

1. Underline the sentence with the hook and also the one with the main point of the article.

2. In the third paragraph of the article, circle the adjectives. Reread the paragraph, omitting the adjectives. Did you prefer the paragraph with or without the adjectives? _____

3. What categories did the author use to divide the article into paragraphs or sections? _____

4. After reading the reasons in the last paragraph, are you more or less interested in visiting Brazil? What are some persuasive phrases you noticed?

5. In the last paragraph, underline any phrases that are related to the hook and main point from the first paragraph. Which specific words does the author repeat from the first sentences? _____

Exercise 4: Use editing marks to insert hyphens where necessary and to correct the capitalization errors. Review Capitalization Rules on pages 16–17 of the *Grammar & Writing Guide* if needed.

- While my Peruvian American family speaks spanish, I never learned the language.
 - The Panama canal is a modern engineering marvel whose waterway extends eighty two kilometers between the Atlantic and Pacific oceans.
 - Let me give you a description of our visit to the newly discovered historic mayan ruins.
 - Everyone in my group was excited to see Angel Falls in Venezuela, but only three fourths were able to complete the arduous hike.
 - In a display of self abnegation, my sister stayed at the hotel so my parents could do some sightseeing.
 - It takes a lot of self control to eat just one delicious, meat filled *empanada* from argentina.
 - Quito, the capital city of Ecuador, has a world famous museum that contains many stunning examples of pre Columbian Archeology and art.
- Read the section titled Infinitive Phrases on pages 29–30 of the *Grammar & Writing Guide*. If needed, watch the video titled “Infinitive Phrases” at goodandbeautiful.com/videos.

Exercise 5: Split infinitives have adverbs placed between TO and the verb. First, underline the infinitive phrase(s). Then, circle “True” if the sentence contains a split infinitive or “False” if it does not.

- The teacher said to swiftly walk outside.
True False
- Farmers need to work hard each day.
True False
- To quietly sit and read is a daily pleasure.
True False
- To constantly indulge in self-abnegation can be arduous. True False
- To judge another human being is to risk being wrong. True False
- The cavalcade means to quickly divide the enemy.
True False
- Fetid meat is to quickly be tossed out.
True False
- Flowers and sunshine seem to beautifully calm your soul. True False

Exercise 6: Add commas as needed to set off the non-essential infinitive phrases in the following sentences. Not all sentences need commas added.

- There is nothing to be sure that is certain.
- To be clear I was never given any liniment.
- Paul to let you know I’m going to the fair tonight.
- I think to agree that some people are benignant.
- Perhaps to be fair this job is too arduous for children.
- A cavalcade of ships is to be sure quite impressive.
- To appeal food must look and smell good.



Review 6: Circle whether the infinitive (underlined) is acting as a subject, a direct object, or a predicate nominative. Remember, a predicate nominative restates what the subject is.

- | | | | |
|---|----------------|----------------------|-----------------------------|
| 1. Being good is <u>to be loving, honest, and hardworking</u> . | Subject | Direct Object | Predicate Nominative |
| 2. Florence Nightingale sought <u>to help convalescents</u> . | Subject | Direct Object | Predicate Nominative |
| 3. <u>To live in Brazil</u> would be lovely. | Subject | Direct Object | Predicate Nominative |
| 4. <u>To watch two grizzlies fight</u> would be grisly. | Subject | Direct Object | Predicate Nominative |
| 5. We all wish <u>to see the Amazon python exhibit</u> . | Subject | Direct Object | Predicate Nominative |
| 6. <u>To study historic events</u> in Brazil was her life’s desire. | Subject | Direct Object | Predicate Nominative |

Review 7: First, underline all the infinitive phrases that are subjects. Then, identify which sentences use an essential infinitive phrase and which do not by circling Essential or Nonessential. Finally, add any needed commas to the sentences with nonessential infinitive phrases.

- | | | |
|---|------------------|---------------------|
| 1. To excel would make me happy. | Essential | Nonessential |
| 2. She asks Mom to bring the birthday cake. | Essential | Nonessential |
| 3. To dance well takes a lot of practice. | Essential | Nonessential |
| 4. To be honest I think flowers are superb! | Essential | Nonessential |
| 5. To be well is one of the greatest gifts. | Essential | Nonessential |
| 6. Raphael wants to know everything! | Essential | Nonessential |
| 7. To climb Mt. Everest is a goal for most mountain climbers. | Essential | Nonessential |

Review Editing Marks on page 4 of the *Grammar & Writing Guide*.

Review 8: Read the excerpt from Chapter 9 of Florence Nightingale’s book *Notes on Nursing* and edit the passage. (10 errors)

It is the unqualified result of all my experience with the sick that second only to there need of fresh air is there need of light; that, after a close room, what hurts them most is a dark room. And that its not only light but direct sunlight they want. I had rather have the power of carrying my patient about after the Sun, according to the aspect of the rooms, if circumstances permit, than let him linger in a room when the sun is off. People think the affect is upon the spirits only. This is by no means the case. [...] Without going into any scientific exposition we must admit that lite has quite as real and tangible affects upon the human body. [...] The cheerfulness of a room and the usefulness of light in treating disease are all important.

Watch For



- missing commas or hyphens
- misspelled or incorrect words
- incorrect capitalization

OPTIONAL ART PROJECT

SKETCHING A MAYAN PYRAMID

This Mayan pyramid is based on El Castillo, the largest pyramid found in the pre-Columbian city of Chichén Itzá (in present-day Yucatán, Mexico). Many other unique and beautiful Mayan ruins can be found throughout Mesoamerica.

*Materials Needed*

- Drawing Pencils
- Sketch Paper
- Kneaded Eraser

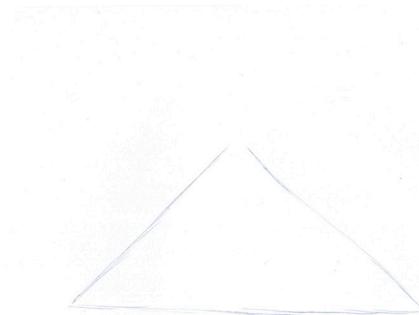
Instructions

Draw a large square on your sketch paper to help you scale the image appropriately. Then, draw the images as shown in each step, taking care to press lightly on the paper since you will need to erase certain elements as you progress through the steps.



El Castillo, Chichén Itzá, Yucatán, Mexico

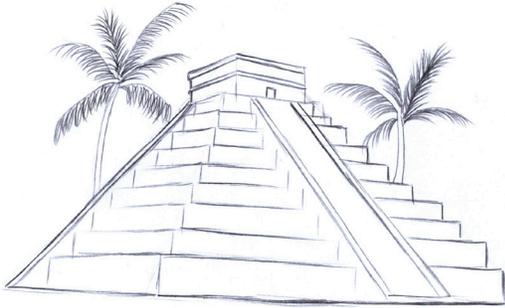
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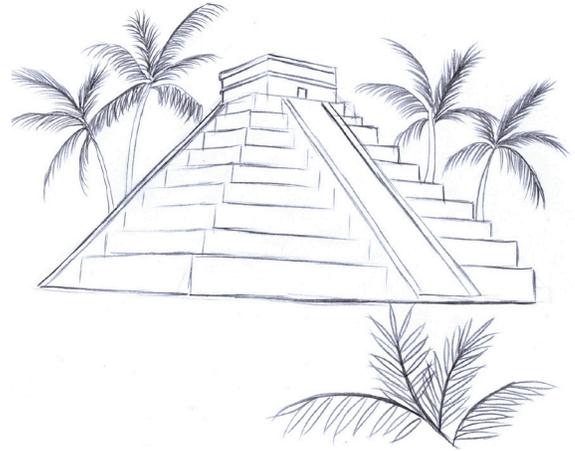
2



7



8



9



10



“Temple Five Floors” at Maya Edzna complex, Yucatán, Mexico



MAYAN PYRAMID



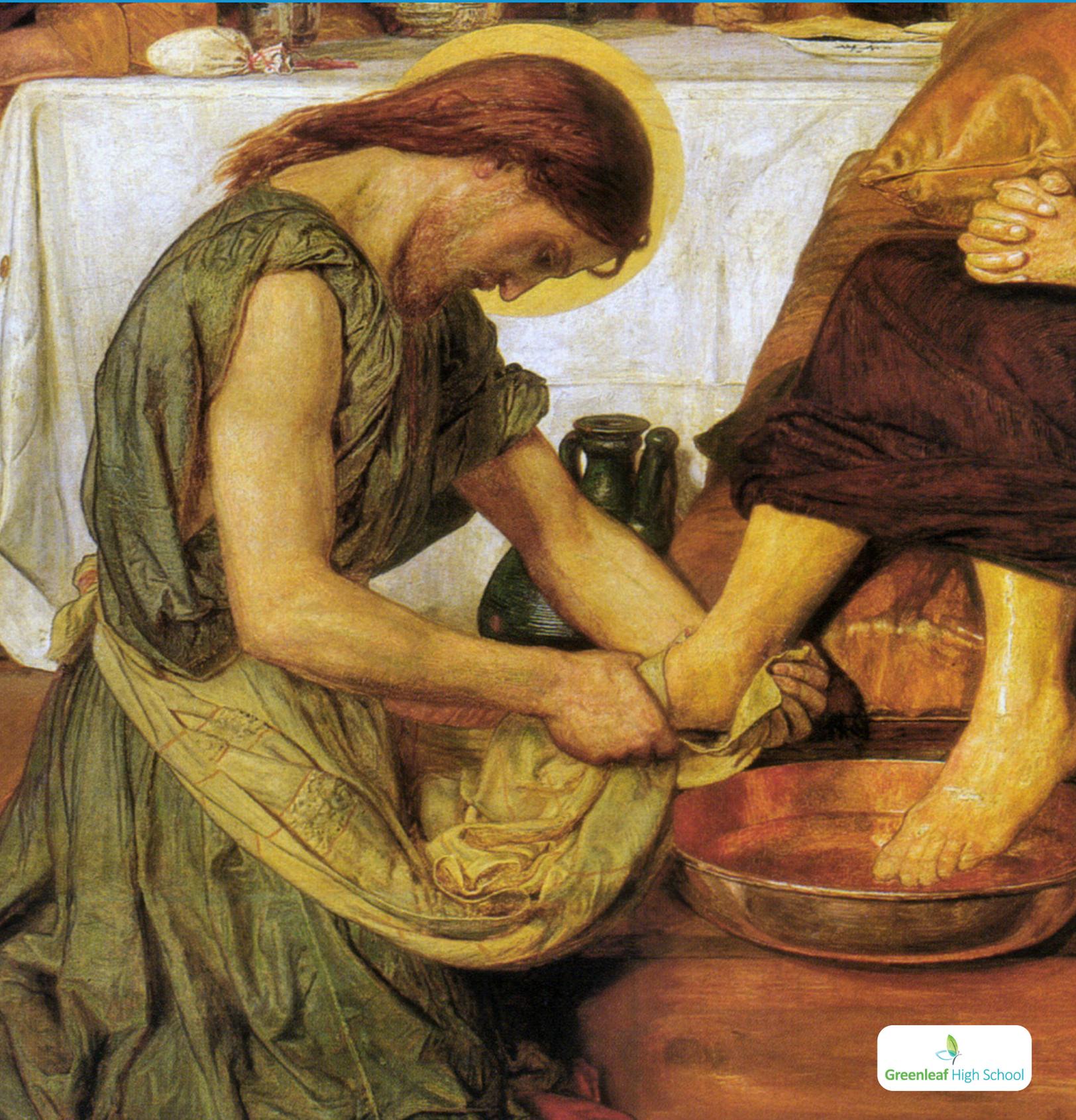
El Castillo, Chichén Itzá, Yucatán, Mexico



High School 3

UNIT 3

“Ah! But we must be kind to those who are unkind to us.”
The child rose on his elbow and looked into Richard’s face.
“No one ever told me so before.”
—from *THE LITTLE DUKE* by Charlotte Yonge



SPELLING DICTATION



If needed, watch How to Complete Spelling Dictation at goodandbeautiful.com/hs3.

1st Day

#1: _____

#2: _____

#3: _____

#4: _____

#5: _____

#6: _____

2nd Day

#1: _____

#2: _____

#3: _____

#4: _____

#5: _____

#6: _____

3rd Day

#1: _____

#2: _____

#3: _____

#4: _____

#5: _____

#6: _____

A Better Resurrection

by Christina Rossetti

I have no wit, no words, no tears;
My heart within me like a stone
Is numb'd too much for hopes or fears;
Look right, look left, I dwell alone;
I lift mine eyes, but dimm'd with grief
No everlasting hills I see;
My life is in the falling leaf:
O Jesus, quicken me.

My life is like a faded leaf,
My harvest dwindled to a husk:
Truly my life is void and brief
And tedious in the barren dusk;

My life is like a frozen thing,
No bud nor greenness can I see:
Yet rise it shall—the sap of Spring;
O Jesus, rise in me.

My life is like a broken bowl,
A broken bowl that cannot hold
One drop of water for my soul
Or cordial in the searching cold;
Cast in the fire the perish'd thing;
Melt and remould it, till it be
A royal cup for Him, my King:
O Jesus, drink of me.



“Portrait of Christina Rossetti” by Dante Gabriel Rossetti (1828–1882), 1866

□ Answer the questions and complete the exercises.

1. Put a box around an example of **alliteration**, underline an example of **assonance**, and circle an example of **simile**. See page 3 of the *Grammar & Writing Guide* for examples if needed.

2. What is one example of repetition in Rossetti’s poem? Why do you think she chose to repeat those words or ideas? _____

3. Rossetti uses similes to compare her life to three things: a faded leaf, a frozen thing, and a broken bowl. Are these positive or negative comparisons? What does she want Jesus to transform her life into? _____

POET STUDY

- Read the article about Elizabeth Barrett Browning.

Elizabeth Barrett Browning: Poetry, Perception, and Persistence



“Elizabeth Barrett Browning” by Macaire Havre, engraving by T.O. Barlow (1824–1889), 1859

IN AN AGE BEFORE television and the internet, the celebrities of the Victorian era were royalty and writers. People hung pictures of famous poets in their homes, wrote fan letters to beloved authors, and clambered for seats at public readings. Although Elizabeth Barrett Browning never sought the limelight, she became one of the best

poets of the Victorian era and received much of this celebrity attention, even from other famous writers. Robert Browning, himself a respected poet, wrote Elizabeth in 1845, saying, “I love your verses with all my heart, dear Miss Barrett.” Emily Dickinson had a framed portrait of Elizabeth on her wall, and Edgar Allan Poe praised her “poetic inspiration” as “the highest . . . Her sense of art is pure in itself.”

From a young age, Elizabeth Barrett Browning immersed herself in books and writing. At just six years old, her father dubbed her the “poet laureate of Hope End” (the name of their estate) and awarded her ten shillings for a poem on virtue she had written. An incredible autodidact, Elizabeth taught herself Latin, Greek, and Hebrew, with occasional help from a tutor who lived with them and whose main job was to prepare her brother Edward for entrance to boarding school. She read Shakespeare, Milton, Dante, Pope, and many of the ancient Greek and Roman writers,

all before the age of 12. Her study of political philosophers such as Thomas Paine, Voltaire, and Mary Wollstonecraft also lit a fire in her, a lifelong passion for justice and human rights that would emerge later in her adult poetry.

Sadly, much of Elizabeth’s life was marred by illness. In adolescence she developed headaches and spinal pain that would remain undiagnosed and uncured for the rest of her life. She used laudanum to treat the pain, but modern academics say her dependence on the drug likely contributed to her overall frail health. Browning became so ill in her 30s that her doctors and family decided to move her to a warmer climate. She spent three years living on the southern coast of England, with family members taking turns staying with her. Unfortunately, her time there did not improve her health, and when she returned home, she was confined to her room, where she persisted in her reading and writing, despite the pain.

Elizabeth’s life was not all sadness, though. That letter she received from Robert Browning in 1845 sparked a deep romance between the two. They exchanged letters for over a year, eventually marrying in 1846 and creating one of the most famous and touching unions in literary history. The couple produced some of their



“Portrait of Robert Browning” by Dante Gabriel Rossetti (1828–1882), 1855

The Autumn

by *Elizabeth Barrett Browning*

Go, sit upon the lofty hill,
And turn your eyes around,
Where waving woods and waters wild
Do hymn an autumn sound.

The summer sun is faint on them—
The summer flowers depart—
Sit still—as all transform'd to stone,
Except your musing heart.

How there you sat in summer-time,
May yet be in your mind;
And how you heard the green woods sing
Beneath the freshening wind.

Though the same wind now blows around,
You would its blast recall;
For every breath that stirs the trees,
Doth cause a leaf to fall.

Oh! like that wind, is all the mirth
That flesh and dust impart:
We cannot bear its visitings,

When change is on the heart.

Gay words and jests may make us smile,
When Sorrow is asleep;
But other things must make us smile,
When Sorrow bids us weep!

The dearest hands that clasp our hands,—
Their presence may be o'er;
The dearest voice that meets our ear,
That tone may come no more!

Youth fades; and then, the joys of youth,
Which once refresh'd our mind,
Shall come—as, on those sighing woods,
The chilling autumn wind.

Hear not the wind—view not the woods;
Look out o'er vale and hill—
In spring, the sky encircled them—
The sky is round them still.

Come autumn's scathe—come winter's cold—
Come change—and human fate!
Whatever prospect Heaven doth bound,
Can ne'er be desolate.



"Wooded Path in Autumn" by H.A. Brendekilde (1857-1942), 1902

INSIGHTS JOURNAL

- Choose one of the following options as the topic of your Unit 3 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 various characters in *The Little Duke* value different character traits. Some place a high value on things like strength and courage, while others highly value traits such as patience and forgiveness. What one or two character traits would you most like to cultivate within yourself, and why?

Option #2: On pages 28–29 of *The Little Duke*, we learn about Duke William’s “greatest treasure.” What was it, and why did he value those things so highly? What would you say your “greatest treasure” is, and why?

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

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

Mont-Saint-Michel, Normandy, France



REVIEW

- Review Capitalization Rules 1–4 on page 16 in your *Grammar & Writing Guide* if needed.

Review 1: Answer the following true or false questions about the capitalization rules. If the answer is false, then use editing marks to correct the examples so that they are capitalized (or not) correctly.

1. People’s names should be capitalized (Joanna Bridges), but pet names shouldn’t (spot, max, fluffy).

True **False**

2. Always capitalize school courses (Biology, History, Geography, English).

True **False**

3. Languages, races, and nationalities should always be capitalized (South American, French, Korean).

True **False**

4. Capitalize courtesy titles that come before a name (Dr. Johnson, Miss Smith) but not those that come after (John Moore jr., Owen Cushing sr.).

True **False**

5. Capitalize the names of important historic events and time periods but not the “the” that comes before them (the Great War, the Age of Exploration).

True **False**

6. Capitalize all calendar-related terms, including days of the week, months of the year, and the seasons.

True **False**

7. Capitalize the names of specific school courses (Latin American History 101, Economics 350).

True **False**

8. When capitalizing the names of geographic areas, do not capitalize generic terms such as lake, mount, canyon, etc. (the Pacific ocean, lake Superior, mount Everest).

True **False**

Review 2: Read the following excerpt from a letter written by Elizabeth Barrett to Robert Browning before their marriage. Use editing marks to correct the words that need to be capitalized.

Dear mr. Browning,

Our common friend, as I think he is, mr. horne, is often forced to entreat me into patience and coolness of purpose, though his only intercourse with me has been by letter. And, by the way, you will be sorry to hear that during his stay in germany he has been “headlong” . . . twice; once, in falling from the drachenfels [a famous hill in Germany], when he only just saved himself by catching at a vine; and once quite lately, at christmas, in a fall on the ice of the elbe [a river] in skating, when he dislocated his left shoulder in a very painful manner.

High School 3

UNIT 4

“He clasps the crag with crooked hands,”
—from “The Eagle” by Alfred, Lord Tennyson



UNIT 4

High School 3—Language Arts

MEMORIZATION

Complete memorization anytime during the unit.

- Poetry Memorization (Practice for at least 10 minutes on three different days.)
- Geography Cards: Nordic Europe, British Isles**
- Year 3 Latin & Greek Roots**



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



VOCABULARY

- Read the following words, definitions, and example sentences. Then, in the blank column, write whether the word is used as a verb, adjective, adverb, or noun in the example sentence. Practice saying each word aloud, as you will be tested on pronunciation.

Word	Definition & Example Sentence	Part of Speech
aloof [uh-LOOF]	keeping at a distance, either literally or figuratively <i>Patricia came to the party but remained <u>aloof</u>, hardly speaking to anyone.</i>	
boon [BOON]	a gift; a favor granted <i>The hefty donation was a great <u>boon</u> to the soup kitchen's fundraiser.</i>	
brook* [BRUK]	to bear, tolerate, or accept <i>The earl would <u>brook</u> no delay to his plans for a new hunting lodge.</i>	
commend [kuh-MEND]	to speak in favor of; to recommend <i>My boss will often <u>commend</u> me on my punctuality and positive attitude.</i>	
forbearance [for-BAYR-uhnts]	command of temper; restraint of passions <i>Martin Luther King's <u>forbearance</u> in the face of prejudice and persecution is highly admirable.</i>	
interspersed [in-tur-SPURST]	scattered or situated here and there among other things <i><u>Interspersed</u> among the thousands of white daisies was the occasional brightly colored bluebell.</i>	
latent [LAY-tunt]	hidden or secret; not apparent <i>Richard's <u>latent</u> talent for leadership fully emerged when he became king.</i>	
wily [WY-lee]	cunning; sly <i>The fox is a quick and <u>wily</u> creature, able to hide swiftly and silently to evade hunters.</i>	

* The more common use of BROOK—a small river or stream—is familiar to most people. In this unit you will learn the other less-common meaning of the word.

Isle of Wight, England

WRITING PROJECT

- Read the information provided about writing a response paper, and then complete the activities.

Writing a Response Paper in Five Parts

As the final writing assignment for this unit, you will write a response paper on *The Little Duke*. In preparation for that assignment, we will break down writing a response paper into five smaller steps.

First, what is a response paper? A response paper discusses your reaction to a text. It is your personal analysis and impression of what you have read and will reflect a close reading and proficient understanding of the text. Written from the first person point of view, response papers often include phrases such as “I believe” or “I feel.” Writing a response paper is a great exercise for subjective thinking, organization, and writing.

For your response paper, choose one of the following prompts:

1. **Forgiveness is a central theme throughout *The Little Duke*. Has there ever been a situation in your life when it was difficult to forgive? Using specific examples from the book, explain how Richard’s changed view of forgiveness could help you learn to forgive others.**
2. **Richard also learned to be kind to others, even when they did not treat him well. In your opinion, how can kindness help resolve challenging situations? Be sure to support your personal insights with details from the story.**

STEP ONE—PREWRITING

- Review Prewriting on pages 83–84 of your *Grammar & Writing Guide*.
- On a separate sheet of paper, freewrite, brainstorm, or list ideas about the prompt. Something to consider when writing about a novel is how the author presents the characters throughout the story. This is called *characterization*. Characters can be static (remaining the same throughout) or dynamic (developing and changing over time).

STEP TWO—THESIS & INTRODUCTORY PARAGRAPH

- Review Thesis Statements and Introductory Paragraphs on pages 73–75 of your *Grammar & Writing Guide*.
- In a word processing program, type a thesis statement in response to the prompt you chose. You will continue to add to this document as you work through each step.
- Review the eight attention-grabbing ways to start an introductory paragraph on page 74 of your *Grammar & Writing Guide*. You might consider using a quote on forgiveness or

redemption or using biographical information about Richard I that you learned in the book. Choose one option then type your introductory sentence. Finish writing the rest of your introduction, incorporating your thesis.

STEP THREE—BODY PARAGRAPHS

- Review Body Paragraphs on page 76 of your *Grammar & Writing Guide*.
- Based on your prewriting and thesis statement, write the body paragraphs about the prompt. Each body paragraph needs a topic sentence that focuses the paragraph on one main idea.

STEP FOUR—CONCLUSION

- Review The Conclusion on page 77 of your *Grammar & Writing Guide*.

- Rephrase your thesis in a new way that could be used in a concluding paragraph.
- Finally, write the rest of your conclusion based on your introductory sentence. Here are a few ideas to consider: If you asked a question, circle back to that question and provide a possible answer. If you used a quotation, reference that quote and discuss how its meaning applies to the ideas you've laid out in your body paragraph. If you chose to share a personal experience, briefly discuss how your reading of *The Little Duke* has changed your understanding of that experience.

STEP FIVE—REVISE

- Read through your paper and make revisions as needed before submitting your final draft.

<h1>Response Paper</h1>	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 shorter than 1,000 words, it should be lengthened before you turn it in.)</i>			____ /5 points
Includes an attention-grabbing introduction, one section for each supporting point, and a conclusion <i>(If your essay does not include all these sections, it should be revised before turning in your paper. Each section may be more than one paragraph long if needed.)</i>			____ /15 points
Shares a personal opinion and uses examples from the book to support the main points			____ /30 points
Orders information correctly and logically; has a clear thesis statement <i>(The order of paragraphs makes sense, a topic sentence is near the beginning of the paragraph, and the paragraph sticks to the idea(s) of the topic sentence.)</i>			____ /25 points
Uses appropriate transitional words and phrases <i>(See pages 90–91 of your Grammar & Writing Guide.)</i>			____ /10 points
Is edited carefully for proper grammar, punctuation, and usage			____ /15 points

- Review the vocabulary on page 3 of this unit, and then complete the exercises below.

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

ALOOF	disapprove, oppose, censure, criticize
BOON	indulgence, intemperance, impatience
BROOK	active, live, apparent
COMMEND	friendly, interested, warm
FORBEARANCE	collected, gathered
INTERSPERSED	loss, disadvantage, hurt
LATENT	forthright, honest, open
WILY	disallow, avoid, reject



Castle of Carcassonne, France

Review 5: Write two sentences that correctly use at least one vocabulary word in each one.

1. _____

2. _____

- Review Editing Marks on page 4 of the *Grammar & Writing Guide*.

Review 6: Read the following journal entry written by Queen Victoria about Alfred, Lord Tennyson. Use editing marks to correct capitalization, punctuation, and spelling errors. Watch for missing or extra hyphens. (8 errors)

Osborne, 7th Aug. 1883: After luncheon, [I] saw the great Poet Tennyson, who remained nearly an hour, and most interesting it was. He is grown very old, his eyesight, much impaired, and he is very shaky on his legs. But he was very kind, and his conversation was most agreeable. He spoke of the many friends he had lost and what it would be if we did not feel and know that their was another World where there would be no partings. [He spoke] of his horror of unbelievers and philosophers who would try to make one believe there was no other world—no immortality—who tried to explain every-thing away, in a miserable manner. We agreed that were such a thing possible, God, Who is Love, would be far more cruel than a human being. He quoted some well known lines of goethe, whom he so much admires. He asked after my grandchildren and spoke of the state of Ireland with abhorrence and the wickedness of ill using and maiming poor animals. “I am afraid I think the world is darkened, but I dare say it will be brighter again.”

High School 3 UNIT 5

“Seek on high bare trails
sky-reflecting violets . . .
Mountain-top jewels”

—Matsuo Bashō



LITERATURE

- Read the article and answer the question.

Exploring New Genres

Introduction to the Short Story

A short story is a form of fiction that usually runs between 5,000 and 10,000 words, though there is no required length. It resembles a novel in that it uses the same basic elements (character, setting, and plot) and many of the same literary techniques. However, the two forms differ in important ways. A short story is not just shorter than a novel; it also operates on a smaller scale. The plot is less complex, the setting is often limited to one location or time, and the characters are fewer and less fully developed. Despite this, the emotional impact of a short story has the potential to equal that of a novel through the use of many literary techniques.

Brief fictional tales—such as the myths of Babylon, Egypt, and India—have existed since the earliest civilizations. However, the short story first became a clearly defined literary form at the end of the fourteenth century when Geoffrey Chaucer wrote his famous collection of stories, *The Canterbury Tales*. In the eighteenth centuries, fewer short stories were written due to the immense popularity of the novel. In the nineteenth century, the short story reemerged in force and developed its modern form, championed by such famed authors as Edgar Allan Poe and O. Henry. Its popularity continued to grow in the twentieth century, with authors like Ernest Hemingway and William Faulkner becoming world-famous for their work.

Elements and Structure

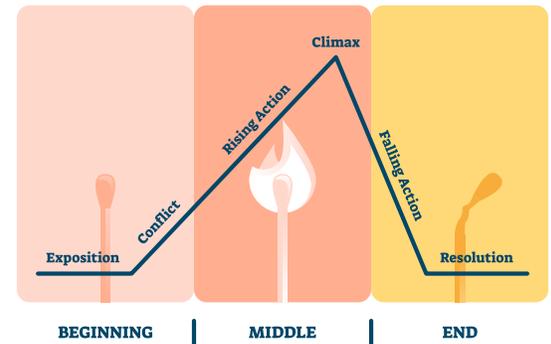
Most writers agree on three basic elements of a story: plot, setting, and character. **Plot** refers to the series of events that occur in a story, and most plots

follow a basic format. A story usually begins with the **exposition**, which serves to introduce the reader to the character(s) and setting. This is followed by a **conflict** or an **inciting incident**, which sets the plot in motion. A good example would be the beginning of Louisa May Alcott’s short story “The Cross on the Old Church Tower,” when the protagonist accidentally walks into Jamie’s apartment instead of his own. The inciting incident signals the start of the **rising action**, a series of events that gradually increases the tension of the story and usually makes up the majority of the story.

The rising action continues to build until it reaches its peak at the **climax** (also called the **turning point**) of a story. This is the most exciting part of the story and is marked by an action or decision that changes the direction of the story. This leads to the **falling action**, in which we see some of the consequences of the characters’ actions. Finally, the story ends with a **resolution**, which can be similar to the exposition in that it shows how the characters’ lives have changed as a result of the story. The falling action and resolution are also sometimes referred to as the **denouement**, a French word that means “untying.” Short story writers are adept at compressing the plot into as few words and events as possible, and the denouement of a short story often appears very briefly or is nearly absent.

The **setting** of a story refers to when and where the story takes place and serves to ground the reader and convince him or her that the story is real or could be real. Because of this, providing sensory detail is crucial when establishing the setting. Details and description

PLOT DIAGRAM



READING ASSIGNMENTS

- Read pages 1–42 and 82–88 of *The Good and the Beautiful Short Story Collection* (which includes biographies of and stories from the authors Matsuo Bashō, Charles Dickens, Louisa May Alcott, and James Baldwin).
- Spend ____ hours or more on your Course Reading Challenge. (Time is determined by your parent or teacher.) It is recommended that you read one of the novels by Louisa May Alcott during this unit.
- Discuss the following Reading Comprehension Questions with a parent, teacher, or other student after you finish reading each story and the author's biography. If you cannot discuss the questions aloud, you may write your answers and submit them with your completed unit instead.

Reading Comprehension Questions

MATSUO BASHŌ'S "THE AGED MOTHER"

1. What inspired you the most about the life of Matsuo Bashō?
2. In this story the protagonist chose to do what was moral (protecting the life of his mother) even though it was not legal. A situation like this could be called a moral dilemma. Have you ever been faced with a difficult decision that made it hard to do the right thing? How did you handle it?

CHARLES DICKENS' "THE CHILD'S STORY"

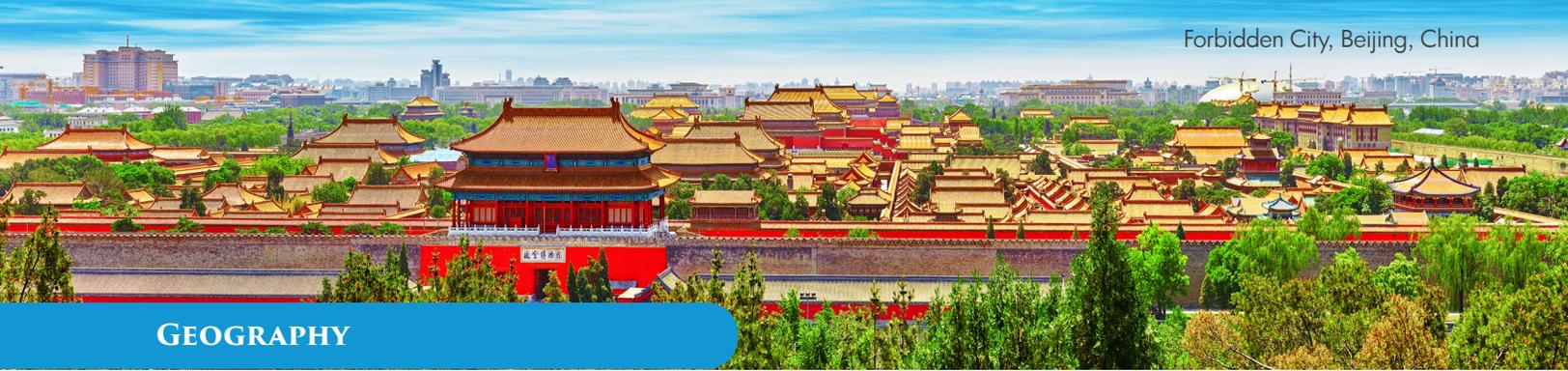
1. What was the most interesting thing you learned about Charles Dickens' life? Why was that interesting to you?
2. Who do you think the traveler represents in the story?
3. "The Child's Story" is an **allegory** (a symbolic narrative that conveys a meaning that is not explicitly stated in the story). What meaning or message do you gain from this story?

LOUISA MAY ALCOTT'S "THE CROSS ON THE OLD CHURCH TOWER"

1. How do you think Louisa May Alcott's childhood experiences influenced her stories?
2. Louisa May Alcott often creates **metafiction** (which means there are layers of stories within stories) in her writing. To write her most famous novel, *Little Women*, Alcott drew on her own childhood experiences with several sisters. In the novel itself, the main protagonist (who represents Alcott) also writes a novel about her childhood experiences with her sisters. Describe the use of metafiction in "The Cross on the Old Church Tower."

JAMES BALDWIN'S "THE KING AND HIS HAWK"

1. James Baldwin is credited with retelling many old stories and fables. Would you consider him to be an author? Why or why not?
2. What do you think is the moral or lesson of this story? How do you think reading stories with a moral teaching can influence your behavior and choices?



GEOGRAPHY

- Read the article about East Asia and answer a response question.

Astonishing Aspects of East Asia

East Asia—consisting of China (as well as China’s two special administrative regions, Hong Kong and Macau), Taiwan, Japan, South Korea, North Korea, and Mongolia—is home to some of the oldest and most unique cultures in the world. Though the area is very diverse, East Asian countries are broadly characterized by mountainous territory, often volcanic in origin, and cultures based on respect for elders and authority. Despite major differences between East Asian and Western societies, the modern era has seen East Asia begin to assimilate some aspects of Western culture, while Western countries have welcomed in East Asian art, media, and philosophy.

China

With a population of nearly 1.4 billion people within its 9.4 million square kilometers (3.7 million square miles), China is the world’s most populated country, containing a staggering third of the world’s total population. Geographically it is a country of extremes, home to the highest point on Earth (Mount Everest, at 8,844 meters or 29,016 feet) and the highest plateau in the world (the Plateau of Tibet, averaging 4,500 meters or 14,800 feet above sea level) as well as the lowest point in East Asia (Ayding Lake in the Turpan Depression, at 155 meters or 508 feet below sea level).

China remained largely closed off from the world until the nineteenth century, allowing its culture to develop with little to no influence from the rest of the world—aside from the Buddhist religion, which was

introduced by Indian travelers. Today China is officially atheist, although just under half of its citizens are religious. The two most common religions are folk religions and Buddhism, which coexist with small Christian and Muslim minorities. Historically, China has persecuted some religious groups. Today some religions are still outlawed, and those that are allowed are closely monitored and regulated.

Unlike Western countries that are mostly governed by some form of capitalist-based democracy or constitutional republic, China has been a Marxist-communist nation since 1949. This means the Chinese government owns and allots all of its resources and exerts a higher degree of control over its citizens. Over the years, after experiencing horrible financial failure, adjustments were made to allow for limited capitalism.

Although the vast majority of China’s people are ethnically Han (Chinese), many other ethnic groups make up the remainder of the population. Mandarin Chinese is spoken as a first language by more people than any other language. Much of China’s art was deliberately destroyed during its Cultural Revolution between 1966 and 1976. However, since then, Chinese art has made a resurgence, with the art of calligraphy being particularly recognizable. China is also known for several unique animal species, including the universally loved giant panda and the Chinese giant salamander, which is the largest salamander in the world and can reach lengths of nearly two meters (six feet)!

South Korea's population is almost entirely Korean, although it is home to small groups of Chinese, Japanese, and Americans. The American population includes a large number of military personnel stationed there in the event that North Korea should attack. South Korea's primary language is Korean, and it has no state religion; many people follow a blend of religions with elements of shamanism, Confucianism, and Buddhism. Additionally, about a quarter of the population is Christian. Like most East Asian countries, the culture places great emphasis on respect for elders and ancestors.

North Korea

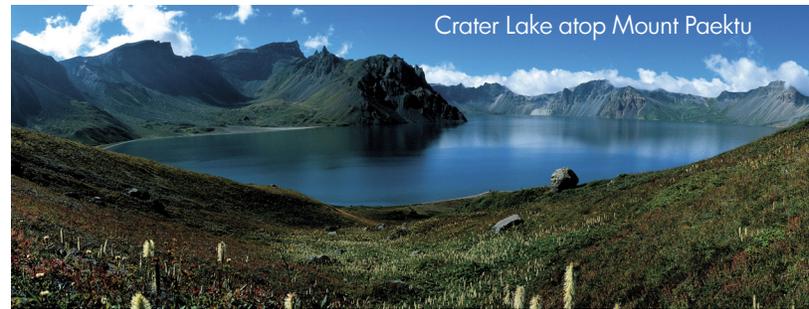
Directly north of South Korea lies North Korea, occupying a little over half of the Korean Peninsula. North Korea's landscape consists mainly of mountains and valleys, including Mount Paektu, an active volcano that marks the highest point on the Korean Peninsula and contains a beautiful lake in its crater. Winter temperatures are well below freezing, and the summers are cool, with average temperatures below 21°C (70°F). While there are tigers and leopards that live in North Korea, they are endangered. In fact, most large mammal species native to North Korea are endangered and are encountered only far from human settlements.

North Korea has historically been fiercely self-reliant and has attempted to maintain this policy by removing words from the Korean language that were borrowed from Chinese, English, and Japanese. Like China, North Korea has a communist government that exercises near-total control over its citizens. All media is censored, and all artists work for the government. Although North Korea claims to guarantee freedom of religion, in reality, religious activity is closely monitored and often suppressed by the government.

The population here is one of the least diverse in the world; its people are almost entirely Korean, with a tiny minority of ethnically Chinese people. Despite being larger than South Korea, North Korea has a population only half that of its southern neighbor's,

which may be partially due to its relatively high infant mortality rate. The most heavily inhabited part of the country is the capital city of Pyongyang and the surrounding area.

Today North Korea has poor relations with most other countries. The current supreme leader of North Korea, Kim Jong Un, is an unpredictable figure, appearing at times diplomatic and at other times threatening. In general, North Korea's nuclear capabilities, aggressive attitude toward other nations, and various human-rights issues have severely damaged its reputation in the international community.



Crater Lake atop Mount Paektu



□ Choose one of the East Asia response questions below. After researching the topic, type your response and submit your answers with your completed unit packet.

1. Research the differences in Chinese culture and daily life before, during, and after the transition to communism during Mao Zedong's rule. What were some of the biggest changes? Do you think the Chinese people overall had a better quality of life before or after the change? Why?
2. North Korea's government has a lot of control over its citizens' lives, from their religious practices to their entertainment and media. How much power do you think the government should have over its citizens?
3. Spend 10–15 minutes researching daily life in Japan. What factors do you think might account for Japan's high life expectancy?

INSIGHTS JOURNAL

- Choose one of the following options as the topic of your Unit 5 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: Respect for elders is an important aspect of many Asian cultures. In the story “The Aged Mother,” the wise advice of the elderly mother saves the village when her son heeds her words. Furthermore, the Bible teaches us, “Honour thy father and thy mother: that thy days may be long upon the land” (Exodus 20:12). Describe and discuss a time in your life when listening to or honoring the counsel of your elders (parents, grandparents, and trusted leaders) resulted in a positive outcome for you or those around you. What might have happened instead if you had not followed their advice?

Option #2: In *David Copperfield* Charles Dickens wrote, “Procrastination is the thief of time.” What do you think he meant in that quote? Has procrastination ever been a thief of your time? What can you do to avoid procrastination in your life?

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

Insights Journal	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 (Uses a thought-provoking question, a vivid description, an interesting fact, a short story, an attention-grabbing statement, etc.)			_____/5 points
Expresses meaningful, thoughtful insights and includes details and description			_____/25 points
Varies sentence structure and first words of sentences (See page 92 of your Grammar & Writing Guide.)			_____/5 points
Orders information correctly and logically (Stick to one idea per paragraph. The order of paragraphs should make sense.)			_____/5 points
Is edited carefully for proper grammar, punctuation, and usage			_____/5 points

Note to parents and teachers: If needed, visit goodandbeautiful.com/hs3 to watch a video titled Tips for Grading Insights Journal.

“Sumida River” from *One Hundred Famous Views of Edo* by Utagawa Hiroshige (1797–1858), c. 1856

Exercise 2: Cross out each incorrect pronoun and write the correct pronoun above it.

1. Each student should find their own chair in the auditorium.
2. Either Saki or Yuna must be willing to give up their part in the play. [Both are girls.]
3. Everyone drank their share of the water provided.
4. Kenji and Haru planned a backpacking trip across much of East Asia so that he could best appreciate the beautiful landscape. [Both are boys.]

Exercise 3: The antecedent (noun that comes before) to which a pronoun refers should be clear. In some of the following sentences, it is unclear which antecedent noun is being referred to by the pronoun (underlined). Circle the problem sentences, and then rewrite them so that they are no longer confusing.

1. When my elbow hit the board, it broke. _____
2. If Amaya and Kwan go to the store, he will buy candy. _____
3. The dog and cat ran with their tails up. _____
4. Tommy told Ana that he would be late. _____
5. When Asha arrives with Kalini, she will need help. _____
6. The man and lady went to his car. _____

Exercise 4: The pronoun **I** is a subject pronoun and is used when the pronoun is the subject of the sentence. The pronoun **ME** is an object pronoun and is used when the pronoun acts as a direct or indirect object in the sentence. Always place **I** or **ME** as the last noun or pronoun in the clause. Hint: To determine if **I** or **ME** should be used in a clause with another pronoun or noun, say the sentence without the other noun. Fill in the blanks with **I** or **ME**.

1. Can you and _____ go to the movies tonight?
2. The emperor, the president, and _____ had breakfast together.
3. The snow monkey chased my brother and _____ down the trail.
4. My family and _____ went to visit Nagasaki.
5. Osako taught Johnny and _____ how to bow properly.
6. Yuki gave my friend and _____ a gift when we arrived.



Review 5: The antecedent to which a pronoun refers should be clear. In some of the following sentences, it is unclear which antecedent noun is being referred to by the pronoun (underlined). Circle the problematic phrases, and then rewrite them so that they are no longer confusing.

1. When Jack and Jill fell down the hill, he got hurt.

2. When I moved the globe off the table, it became scratched. _____
3. The boy and the pony went to its stall. _____
4. The swimmers and boaters must stay in their correct areas. _____
5. When Ezra and Abram play together, he always gets sick. _____
6. Farmer Xing put his prize pig in the truck, then washed it. _____

Review the Commonly Confused Words on pages 59–60 of your *Grammar & Writing Guide*.

Review 6: Circle the correct word to complete each sentence.

1. My growling stomach tells me that it may **of | have** been a bad idea to skip dinner!
2. His meticulous fashion sense **may be | maybe** beyond reproach, but the same cannot be said of his manners.

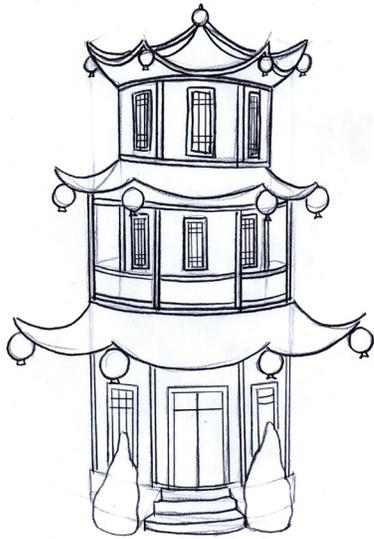
3. **May be | Maybe** we could start a book club to discuss some of Charles Dickens’ classic novels.
4. Be careful that you don’t **loose | lose** your temper and speak unintentional words of reproach.
5. After reading Charlotte Brontë’s biography, Louisa May Alcott had a new **perspective | prospective** on life.
6. Matsuo Bashō wrote many beautiful poems throughout his lifetime, but he is best known as the master **of | have** haiku.
7. **Perspective | Prospective** college students should take the time to carefully research the many available schools.
8. The **loose | lose** strings of the tapestry were mended with meticulous care.

Review Problems with Modifiers on page 37 of your *Grammar & Writing Guide*. A dangling modifier seems attached to the wrong noun because of a missing subject.

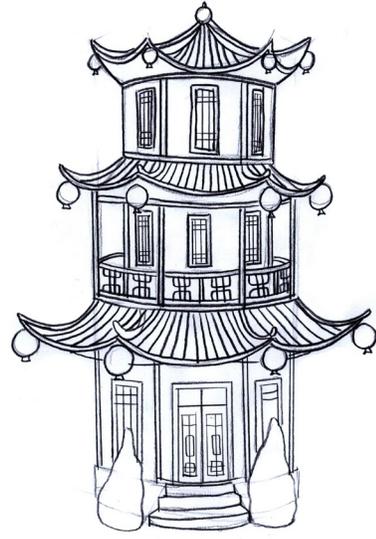
Review 7: Use the words in parentheses at the end of the sentence to eliminate the sentence’s dangling modifier. Use editing marks to insert the additional words and to add punctuation or change the verbs as needed.

1. Holding tightly to the railing, the water rushed madly past. (the man stood firm as)
2. Beeping the horn, the children ran out of the house. (Mom waited as)
3. Drifting quietly down, the campers were covered. (the leaves fell until)
4. Peeking over the mountain, the deer woke and rose. (the sun made)

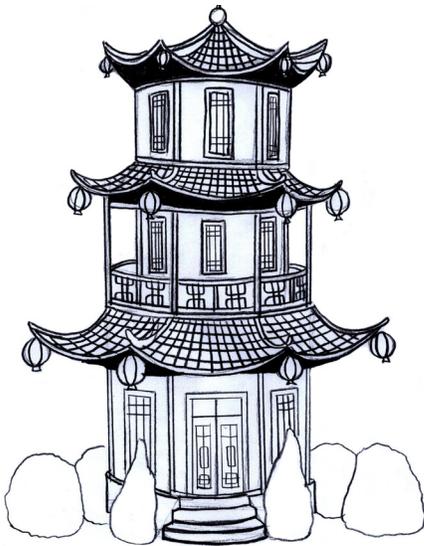
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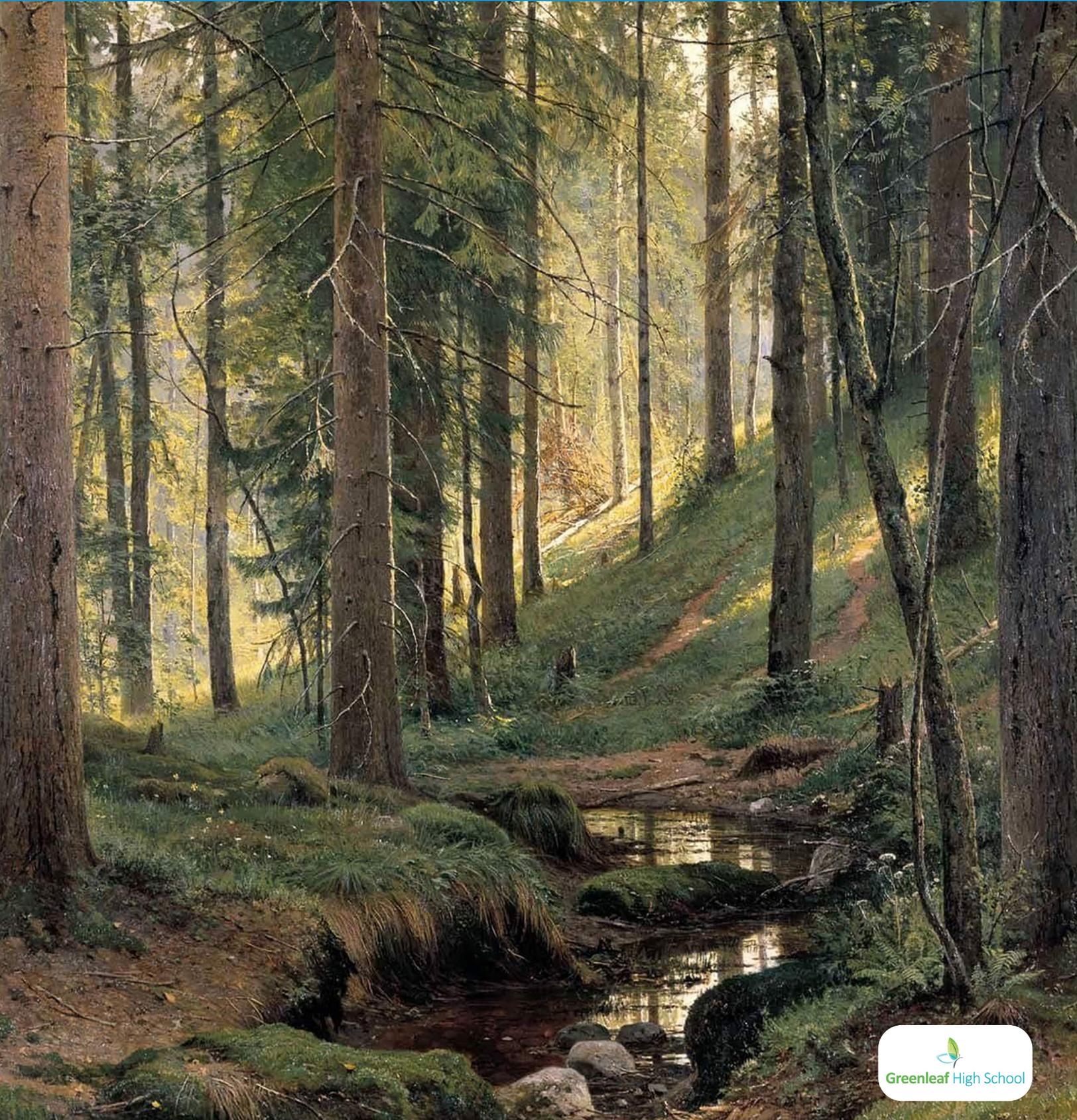
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High School 3

UNIT 6

“All his life [Shishkin] studied Russian, mainly the northern woods, Russian trees and Russian thickets. It is his empire, and here he has no contenders, he is unique.” –Vladimir Stasov



COMMONLY CONFUSED WORDS

□ Study these Commonly Confused Words on page 60 of your *Grammar & Writing Guide*.

Pore | Pour

Precede | Proceed

Prescribe | Proscribe

Exercise 1: Fill in the blanks with the correct word from the list above.

- Liquid will _____ right through a sieve.
- Rain will usually _____ a rainbow.
- My guess is that Dr. Ahmadi will _____ rest, nourishing food, and medicine for Abdul’s illness.
- After reading “The Gift of the Magi,” the students will _____ to read other short stories by O. Henry.
- Igor will _____ over anything written by his favorite author, Leo Tolstoy.
- During a famine in his country in 1891–92, Leo Tolstoy hoped the Russian government would regulate grain and _____ any hoarding of flour.
- Khulan will _____ some soapy water on his face, hoping to clean out the _____ that became infected after shaving.



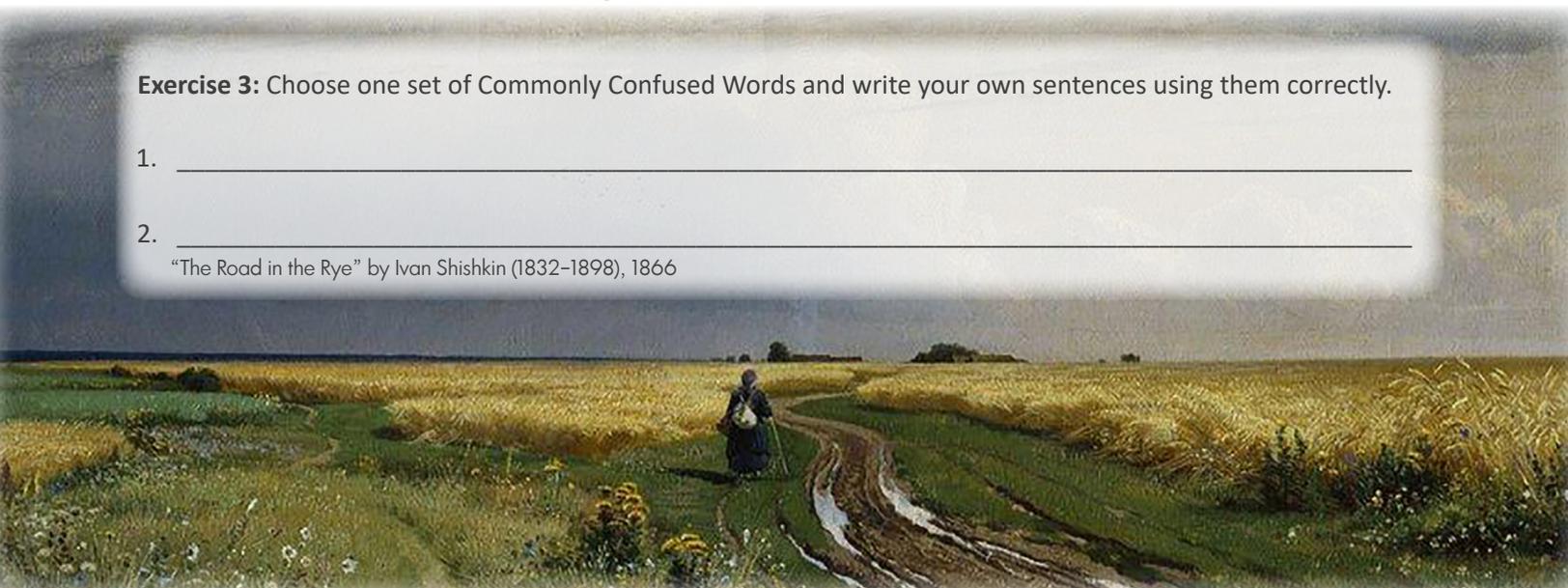
Exercise 2: Draw a line to match the vocabulary word on the left to its correct definition.

POUR	to direct authoritatively
PORE	to move forward from one point to another
PRECEDE	to condemn as unworthy
PROCEED	to study with persevering attention
PRESCRIBE	to dispense or move in continued succession
PROSCRIBE	to go before

Exercise 3: Choose one set of Commonly Confused Words and write your own sentences using them correctly.

- _____
- _____

“The Road in the Rye” by Ivan Shishkin (1832–1898), 1866



WRITING PROJECT

Creative Writing: Short Story Project

STEP ONE—DEVELOP YOUR PROTAGONIST

In this unit you will write a short story! Storytelling is a wonderful opportunity to be creative. Don't worry about what happens in the story just yet. First, figure out who the story is going to be about—in other words, who your main character, or *protagonist*, will be.

When creating any character, the most important thing to remember is that he or she must be believable. That doesn't mean your character can't do amazing things—like run a 4-minute mile, paint a masterpiece, or write a best-selling novel—but it does mean he or she has to act like a real person and react to things in a natural way. The best way to make a character believable is to get to know him or her personally, and one way you can do this is by writing down a list of characteristics. Start with obvious things, like how he or she looks, and then add more personal things, like goals, fears, interests, and flaws. What are his or her hobbies? What types of people is he or she friends with?

You should do this for your protagonist as well as your other characters. Keep in mind that you won't

make a list of a character's qualities in the actual story. Instead, you'll sprinkle little details here and there—you probably won't include in your story all the information you know about a character. However, it still matters that you know it. For instance, while you might never state a character's greatest fear in the story, your knowledge of it will influence how the character reacts in certain situations.

You may notice this article refers to characters almost as if they were real people instead of figments of your imagination. Lots of writers talk about characters this way. They don't really believe their characters exist in real life, but a writer's job is to convince readers that the characters are real people, so it helps to think about them that way, too. Some writers may ask themselves, "What do I want my character to do here?" Instead, when they're stuck on a tricky scene, they should ask, "What would my character do here?" If you've gotten to know him or her well enough, you should be able to answer this. If not, you may need to spend more time learning about your character.

Describe your character. Include physical appearance, personality traits, likes and dislikes, strengths and weaknesses, and anything else you find important. Draw a picture, if desired.

STEP THREE—DEVELOP THE SETTING

Finally, you need to create the **setting**, or where the story takes place. For a short story, you will often need only a single location, and you certainly shouldn't have more than two or three. As with a character, you should provide just enough detail to convince your reader that the story is occurring in a real place. For example, if your story takes place in a kitchen, describe the color of the counter, the paint on the cabinets, the type of flooring—and take note of little things: scratches left by the dog's claws, faint

purple stains on the ceiling from the time the blender exploded, that one cabinet door that doesn't close right unless you jiggle it just so. Once again, you won't put a long list of descriptive imagery in your story but rather add details throughout. Remember, places are lived in, and these little details and imperfections ground your reader in the setting and bring the world of the story to life. Limit details to those that either help move the conflict along or provide the needed atmosphere and information.

Describe your setting. Draw a picture of it, if desired.

STEP FOUR—DISCOVER THE PLOT

You may notice one important element seems to have been left out: **plot**, which you studied in Unit 5. This is because plot, though one of the most fundamental elements of a short story, isn't something you have to plan every detail of—in fact, focusing too much on the plot can get in the way of your story. Instead, the details of the plot can arise naturally from the characters' reactions to the obstacles in their way, although it is important to have a general idea of what will happen before starting.

There are many types of plots, though some people

say there are only one or two. It depends on how you break them up. A few plot types include rescue, escape, romance, pursuit, adventure, rivalry, and quest. To figure out what kind of plot your story will have, start by finding the question your story will answer. A romance plot's question is easy to figure out: "Will the couple be together in the end?" The answer is usually the expected "yes," despite the setbacks that keep them apart. The question for a rescue plot might be: "Will Jimmy be able to get his dog out of the well before it's too late?" Hopefully, the answer is "yes!" But if this were your story, you would add obstacles to keep Jimmy from getting his dog out easily, making the reader uncertain how the story will end.

Not every short story has a plot with a question that must be answered, however. Some use a *slice-of-life plot*, which shows an incident that impacts the main character’s life, understanding, or emotions. Whatever you do, don’t make the plot too complicated. Short stories must be short!

STEP FIVE—JUMP INTO WRITING

As you start writing your short story, there are a few more things to keep in mind. First, you should not worry if your first draft feels messy. Right now, the important thing is to get it on paper (or a computer screen); you can clean it up later, once you actually have a story written down. However, when you do reach the revision stage, remember that your writing style can make or break the story. Use strong verbs, rather than adverbs (e.g., “he dashed” rather than “he ran quickly”), and lots of descriptive adjectives. A refrigerator-sized, square-jawed, granite-faced security guard

wearing a stiff black suit and a scowl is much more interesting than a big, angry-looking security guard.

If your story gets off track and changes into something different from your original idea, you can always keep writing and see where it takes you. You might find that you end up with a better story than you first imagined! If that doesn’t happen, though, figure out where the story veered away from the plan and continue writing from there to get it back on track.

Finally, figure out what makes the story matter to you. Why should anyone bother reading it after you’ve written it? In fact, why should you write it at all? If the story doesn’t matter to you, it won’t matter to the reader, so write about something you care about. As long as you stay true to the “emotional core” of the story—the thing that makes it tick, that makes the reader care about what happens—you’re going in the right direction.

- Write a short story following the steps described above. This project will likely take several days. Plan to work on your story for 15–20 minutes each day until you finish. Submit the final version with your unit booklet. Read the grading rubric below for the requirements.

Creative Writing: Short Story	Filled Out by Student		Points Filled Out by Teacher
	YES	NO	TOTAL: ____/100
Is at least 750 words (Put the number of words here: ____)			____/5 points
Grabs the reader’s attention with the first sentence (Uses a thought-provoking question, a vivid description, an interesting fact, an attention-grabbing statement, etc.)			____/10 points
Includes a believable protagonist, conflict/antagonist, rising action, climax, and brief conclusion			____/30 points
Uses sensory language to bring the story to life (adjectives, adverbs, and descriptive verbs)			____/25 points
Varies sentence structure and first words of sentences (See page 92 of your Grammar & Writing Guide.)			____/20 points
Is edited carefully for proper grammar, punctuation, and usage			____/10 points

ART

- Read the following article and study the paintings throughout the unit booklet.

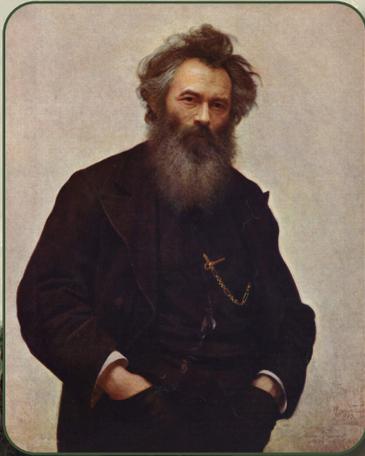
The Art of Ivan Shishkin (1832–1898)

Before Ivan Shishkin’s realistic landscape paintings were embraced, Russian art did not pay homage to its native lands. There were no landscape masterpieces depicting pristine woods, golden rye fields, or snow-laden pines, all common sights in the Russian countryside. Discouraged from

taking up landscape painting by his art professors at the Imperial Academy of Arts in St. Petersburg, Shishkin nevertheless studied nature with a passion that

allowed him to depict every blade of grass and the quality of sunlight realistically. As a result, his monumental works gained huge popularity and instilled pride in Russian hearts for their homeland.

Shishkin was keen on drawing from a young age, but his parents expected him to take up his father’s grain trade. To hide his artistic hopes, he drew at night by candlelight. Later, his classmates at the School of Painting, Sculpture, and Architecture in Moscow called him “the Bear” for his awkward social habits (such as eating only bread and molasses for weeks), but they ended up envying him. He was so proficient at painting the outdoors that he could do the work of several



“Rain in an Oak Forest” by Ivan Shishkin (1832–1898), 1891

□ Review Restrictive and Nonrestrictive Clauses on page 40 of your *Grammar & Writing Guide* if needed.

Review 10: Circle the restrictive clauses and underline the nonrestrictive clauses.

1. Tolstoy, who served in Russia's military, had his first works published while on active duty.
2. The Crimean War, which inspired British poet Lord Tennyson's "Charge of the Light Brigade," inspired Tennyson's contemporary Leo Tolstoy to articulate his views about Russia's side of the disastrous fight.
3. Tolstoy, who was a soldier, fought hard for Russia during the Crimean War.
4. The renowned Florence Nightingale worked hard to nurse the wounded British soldiers, who were Tolstoy's enemies, back to health.
5. The upper-class society that Tolstoy was raised in made an impression on him, and he was able to convincingly write about five upper-class families in *War and Peace*.
6. During Tolstoy's time, the credit for war victories that happened due to many people's efforts was always given to one individual "hero."
7. The turbulent life that taught Tolstoy so much led him to one important conclusion: it was best to serve God instead of oneself.

8. Tolstoy's radical views on religion, which became a provocation to the Orthodox Church, caused him much strife.

Review 11: Insert commas around nonrestrictive clauses where needed.

1. Leo Tolstoy who was born in 1828 is considered by some to be the greatest novelist of all time.
2. Russia also called the Russian Federation celebrates its independence day on June 12.
3. L.M. Montgomery who went by Maud grew up on Prince Edward Island.
4. Tolstoy created many different works including several short stories that are still read today.
5. Genghis Khan who had a meager beginning ended up being one of the most renowned conquerors in history.
6. L.M. Montgomery wrote at least 20 novels including *Anne of Green Gables*.
7. After the tumultuous storm, the townspeople who were mostly elderly found it difficult to articulate what they had just been through.

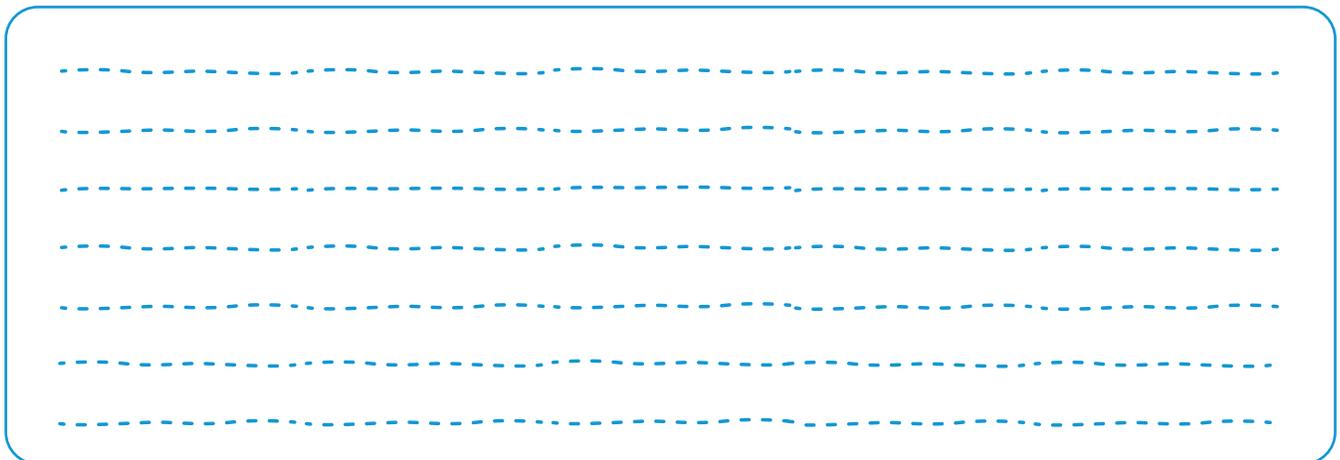
"Noon in the Neighborhood of Moscow" by Ivan Shishkin (1832-1898), 1869



- Annotate and summarize the following excerpt from the short story “What Men Live By” by Leo Tolstoy. Review pages 65–66 of your *Grammar & Writing Guide* for instructions on how to annotate.

Simon approached the stranger, looked at him, and saw that he was a young man, fit, with no bruises on his body, only evidently freezing and frightened, and he sat there leaning back without looking up at Simon, as if too faint to lift his eyes. Simon went close to him, and then the man seemed to wake up. Turning his head, he opened his eyes and looked into Simon’s face. That one look was enough to make Simon fond of the man. He threw the felt boots on the ground, undid his sash, laid it on the boots, and took off his cloth coat.

“It’s not a time for talking,” said he. “Come, put this coat on at once!” And Simon took the man by the elbows and helped him to rise. As he stood there, Simon saw that his body was clean and in good condition, his hands and feet shapely, and his face good and kind. He threw his coat over the man’s shoulders, but the latter could not find the sleeves. Simon guided his arms into them, and drawing the coat well on, wrapped it closely about him, tying the sash round the man’s waist.



High School 3

UNIT 7

“But mercy is above this sceptred sway,
It is enthroned in the hearts of kings,
It is an attribute to God himself.”
—William Shakespeare



LITERATURE

- Read the following introduction to William Shakespeare's writings.

Introduction to Shakespeare's Writings

Shakespeare's Timelessness

William Shakespeare's writing has inspired readers and actors throughout the world for more than 400 years. His writings have influenced modern-day philosophy, literature, theater, and culture in countless ways.

The timelessness of Shakespeare's writing comes from his keen observational skills. While he wrote of situations and people relevant to his era, he portrayed the weaknesses and strengths of humanity that defy time.

Shakespeare's Vocabulary

We credit Shakespeare with creating many words and phrases now common in the English language. In fact, he introduced somewhere between 1,700 and 3,000 new words in to the English language. His extensive vocabulary of 17,000 words was about four times the vocabulary size of an average well-educated English speaker of the time.

Lyrical Prose

Shakespeare wanted his writings to be read aloud, so he often wrote in a form of poetry called **iambic pentameter**, even in his plays. An iamb is a set of one short, unstressed syllable and one long, stressed syllable. Pentameter means each line (or meter) contains five iambs. Here's an example from one of the passages you'll read later in the unit. The **v** represents a short, unstressed syllable, and the **/** represents a long, stressed syllable:

v / v / v / v / v /
The wind sits in the shoulder of your sail,

Watch for this style of writing as you read passages of Shakespeare's work.

Satire

Through **satire** Shakespeare inspires his readers to be better people. In general, satire uses humor and wit with an air of condemnation to inspire people to live a better life. Satire often presents a model for people to follow. Here are some examples of inspirational satire from Shakespeare's plays:

- *Othello* shows how jealousy can cloud our judgment of otherwise good people and situations. Desdemona, Othello's wife, is the perfect example of virtue, honesty, and goodness. By contrasting these two characters, Shakespeare encourages readers to avoid jealousy and shows the negative consequences of allowing jealousy to consume us. Shakespeare provides Desdemona as an inspirational model for readers to follow.
- At the tragic end of *Romeo and Juliet*, numerous characters decry the sad results of two families who held grudges for many years. The families mend their quarrels and vow to forgive each other. In showing the sad and extreme results of these feuding families, Shakespeare cautions readers against allowing grudges to last too long. Shakespeare uses the scene at the end as a model for how individuals and families should mend quarrels.
- In *King Lear*, Cordelia portrays what real and unconditional love looks like. She is the model for readers to follow. Unlike Cordelia, her sisters, who seek love through manipulation or deceit, are used by Shakespeare to discourage readers from seeking affection through deceit.

Monologues

Shakespeare frequently uses **monologues** in his plays. A monologue is a speech given by someone who directs his or her speech to at least one other person.

- Read the following passages, watch the video, and answer two of the Reading Comprehension Questions below.

Reading Comprehension Questions

Watch the video [Shakespeare's Poetry](http://goodandbeautiful.com/videos) at goodandbeautiful.com/videos for an analysis of the following passages from Shakespeare. Take notes on the video, and then answer two of the following questions. Be sure to include your answers when you turn in this unit.

1. What do we learn about real love from “Sonnet 116” on page 11? What are some positive ways we can treat those we love, according to this sonnet?
2. “Sonnet 30” describes how the author feels as he reminisces about the past. What brings him sadness? In the end, what brings him joy?
3. What does Portia’s monologue from *The Merchant of Venice* tell us about her character?
4. In Polonius’ monologue from *Hamlet*, he advises his son “to thine own self be true.” What does it mean to be true to “thine own self”? What can you do to be more true to your own self?



First published collection of Shakespeare's plays, 1623

Sonnet 30 by William Shakespeare

When to the sessions of sweet silent thought
I summon up remembrance of things past,
I sigh the lack of many a thing I sought,
And with old woes new wail my dear Time's waste.
Then can I drown an eye, unused to flow,
For precious friends hid in death's dateless night,
And weep afresh love's long since canceled woe,
And moan th' expense of many a vanished sight;
Then can I grieve at grievances foregone,
And heavily from woe to woe tell o'er
The sad account of fore-bemoanèd moan,
Which I new pay as if not paid before.
But if the while I think on thee, dear friend,
All losses are restored and sorrows end.

Sonnet 24 by William Shakespeare

Mine eye hath played the painter and hath stell'd,
Thy beauty's form in table of my heart;
My body is the frame wherein 'tis held,
And perspective it is best painter's art.
For through the painter must you see his skill,
To find where your true image pictur'd lies,
Which in my bosom's shop is hanging still,
That hath his windows glazed with thine eyes.
Now see what good turns eyes for eyes have done:
Mine eyes have drawn thy shape, and thine for me
Are windows to my breast, wherethrough the sun
Delights to peep, to gaze therein on thee.
Yet eyes this cunning want to grace their art,
They draw but what they see, know not the heart.

Portia's Monologue from The Merchant of Venice
by William Shakespeare

The quality of mercy is not strain'd
It droppeth as the gentle rain from heaven
Upon the place beneath. It is twice blest:
It blesseth him that gives and him that takes.
'Tis mightiest in the mightiest, it becomes
The throned monarch better than his crown.
His sceptre shows the force of temporal power,
The attribute to awe and majesty,
Wherein doth sit the dread and fear of kings;
But mercy is above this sceptred sway,
It is enthroned in the hearts of kings,
It is an attribute to God himself;

And earthly power doth then show likest God's
When mercy seasons justice. Therefore, Jew,
Though justice by thy plea, consider this,
That in the course of justice, none of us
Should see salvation. We do pray for mercy,
And that same prayer doth teach us all to
render
The deeds of mercy. I have spoke thus much
To mitigate the justice of thy plea.
Which if thou follow, this strict court of Venice
Must needs give sentence 'gainst the merchant
there.

Context

The Merchant of Venice is a complex play with many interesting characters and themes. The play takes place in Italy. Shylock is a moneylender who demands justice when Antonio, a man who has received a loan from Shylock, can't pay back the loan. Antonio sought the loan to help his friend, Bassanio, win over Portia

and convince Portia's father to let Bassanio marry her.

When Antonio can't pay the loan, Portia makes this speech in court while she is disguised as a lawyer to convince Shylock (the Jew referred to in her monologue) to have mercy on Antonio (the merchant referred to in her monologue).

Shylock refuses, but then Portia tricks Shylock so he has no choice but to provide mercy to Antonio. She fails to follow her own pleading for mercy and enacts a harsh punishment on Shylock.

Theme

Mercy plays a major role in this play, as Portia describes in her monologue. While Portia is portrayed as a protagonist and Shylock as an antagonist, neither character is completely good or completely bad.

Even though Portia pleads for mercy toward Antonio, she pushes for harsh treatment of Shylock when the tables are turned. It's a powerful satire that urges the reader to reconsider what mercy means. While Portia gives this beautiful description of mercy, she doesn't apply true mercy in her actions.

As a satire, this play urges the readers to expand their view of mercy and to increase the mercy they offer others, even when it's inconvenient or difficult.



"Portia" by John Everett Millais (1829–1896), 1886

GEOGRAPHY & WRITING

- Read the following research paper on the major deserts of the world and take note of the various elements of a research paper throughout.

Deserts of the World

Starts with an attention-grabbing opening, such as a question, quote, or an interesting statement

When you hear the word “desert,” you probably imagine a vast expanse of featureless sand, empty of plants and animals, mercilessly baked by the beating sun. In fact, many deserts are neither sandy nor hot, though they are dry; to be considered a desert, an area must receive less than 250 mm (10 in) of precipitation per year (*Dorling Kindersley* 62). This means Antarctica is actually classified as a desert, despite being the coldest continent on the earth. Though few humans live in deserts, these wild places are anything but lifeless; God designed an incredibly diverse array of unique plants and animals to survive in these harsh climates. Deserts also have a significance in Christianity as places of spiritual struggle and enlightenment. Jesus Himself spent 40 days in the desert after His baptism, and many holy men and women have followed His example. The earth contains many deserts, all of which exemplify God’s incredible handiwork, but we will focus on just eight.

Transitions to the thesis statement

Thesis statement

THE GREAT BASIN

The Great Basin, located in the United States of America, covers most of the state of Nevada and extends into Utah, Idaho, California, and Oregon (“The Great Basin”). It is an example of a rain-shadow desert; these types of deserts form when bordering mountains block rain, preventing moisture from making it into the desert (*Dorling Kindersley* 62). The Great Basin’s terrain consists of many long mountain ranges, which run north to south, separated by desert valleys. This striking landscape has been described as looking “like a group of caterpillars all crawling irregularly forward” (“Great Basin”), and many unique animal species inhabit its isolated peaks. The Great Salt Lake of Utah is also located here.

MOJAVE DESERT

South of the Great Basin lies the Mojave Desert, which occupies a large swath of southeast California and extends into Nevada, Arizona, and Utah. Near the boundary between the two deserts lies Death Valley, the location of the hottest natural air temperature ever recorded on the earth: 56.7 °C (134 °F) (“Hottest Recorded Temperature”). The rest of the Mojave is not as hot as Death Valley, though; in fact, the climate varies seasonally, with frost appearing during the winter. Though many deserts are largely uninhabited by humans, the Mojave is home to Las Vegas, one of the United States’ best-known cities (“Mojave Desert”).

ATACAMA DESERT

Moving to South America, we encounter the Atacama Desert, located



The Great Basin



Mojave Desert



Atacama Desert

on the coast of northern Chile. The Atacama is widely considered the driest place on the earth—parts of the desert appear to have received no rain for 400 years, between 1570 and 1971 (Gaff 6). In general, however, the region is not particularly hot, and even summer temperatures average only 18–19 °C (65–66 °F). Though some sand dunes can be found in its eastern region, the Atacama Desert’s terrain consists mainly of rugged mountains and flat salt pans to the west and vast plains of pebbles to the east (“Atacama Desert”).

Uses proper in-text citations

PATAGONIAN DESERT

Occupying the extreme southern tip of South America and including about a third of Argentina, the Patagonian Desert is a very cold desert, averaging around 3 °C (37 °F). Though summer temperatures in warmer regions can reach as high as 31 °C (88 °F), colder temperatures are more common, as winter in the Patagonian Desert lasts for about seven months—and frost often occurs even in the summer (“Patagonian Desert”). The desert is mostly uninhabited by humans but houses many animals such as cougars, geckos, falcons, and the rare guanaco (similar to a llama) (Dellafiore, “Southern South America”).

SAHARA DESERT

Uses headings at the beginning of subtopics

The Sahara Desert takes up almost the entirety of northern Africa, making it the second-largest desert in the world (after Antarctica), with an area around 8,600,000 square kilometers (3,320,000 square miles)—nearly as large as the entire United States of America (Peel & Gritzner). Unlike the Great Basin, the Sahara is a continental desert. Continental deserts form in inland areas too far from the sea to receive rain; coastal winds carrying moisture inland dry out long before they reach the Sahara (*Dorling Kindersley* 62). Though the Sahara is known for its huge, undisturbed sand seas and rolling dunes, sand covers only about a quarter of the Sahara’s enormous area. The rest is gravel plains, rocky plateaus, and mountains. Many animals make their homes here, including species of reptiles, birds, mammals, and insects, but very few people live in its harsh environment. Those who do are mostly nomadic, as permanent settlements are only possible near oases (Peel & Gritzner).

ARABIAN DESERT

Uses transitions

Just to the east of the Sahara lies the Arabian Desert, which covers nearly all of Asia’s Arabian Peninsula. Sand dunes make up about a third of the desert—unlike the Sahara, the Arabian Desert has very few flat sand plains—and volcanic fields and plateaus cover much of the remaining terrain. Summer temperatures in the Arabian Desert are among the highest in the world, but thankfully there is almost always a breeze. Scorpions, snakes, and the bizarre solpugid (or “camel spider”) live here, along with gazelles, eagles, and many others. The Arabian Desert is also the original home of both the prized Arabian horse and the dromedary, a species of camel used by the nomadic Bedouin tribes for travel (Holm et al.).



Patagonian Desert



Sahara Desert



Arabian Desert



WRITE A RESEARCH PAPER

- Read the information provided about writing a research paper. Then brainstorm some topics, write a thesis statement, and begin your research.

Writing a Research Paper

You've just received a wonderful overview of the major deserts of the world, but wouldn't you love to know more? Now's your chance! You're going to write a research paper about a desert you want to learn more about. If writing an entire research paper feels daunting, don't worry—we'll break it down into steps and walk you through the process.

STEPS TO WRITING A RESEARCH PAPER

Here are the six steps you'll work through to write your paper:

1. Choose a topic
2. Write your thesis statement
3. Begin research and revise your thesis statement
4. Outline your research paper
5. Write your first draft
6. Revise and finalize your paper

You'll go through each step during this unit and Unit 8.

RESEARCH PAPER REQUIREMENTS

Sometimes it's nice to know the end goal before you get started on a large project, so here's an outline of what your research paper will look like:

- I. Introductory paragraph with thesis statement
- II. Three subtopics that support your thesis statement
- III. Conclusion paragraph

IV. Bibliography page with **at least three sources**

Your paper will also have **at least 1,200 words**. You'll learn more about this structure when you outline your research paper in step 4. For now, let's start by choosing a topic.

STEP ONE—CHOOSE A TOPIC

First, choose a desert-related topic that interests you. Here are some tips to get you started:

- Be specific in choosing a topic.

Consider the length of your paper when choosing a topic. If you choose something broad like "Animals That Live in Deserts," and you have a short paper, you won't have room to dig into many interesting or specific details. A more specific topic like "Animals Living in the Mojave Desert" will allow you, in a short paper, to explore the topic more deeply.

- Start with a question, and then turn it into a statement.

What questions do you have about deserts? Write down those questions, and then turn them into statements for your topic. Here is an example:

Question: Why do cacti thrive in deserts?

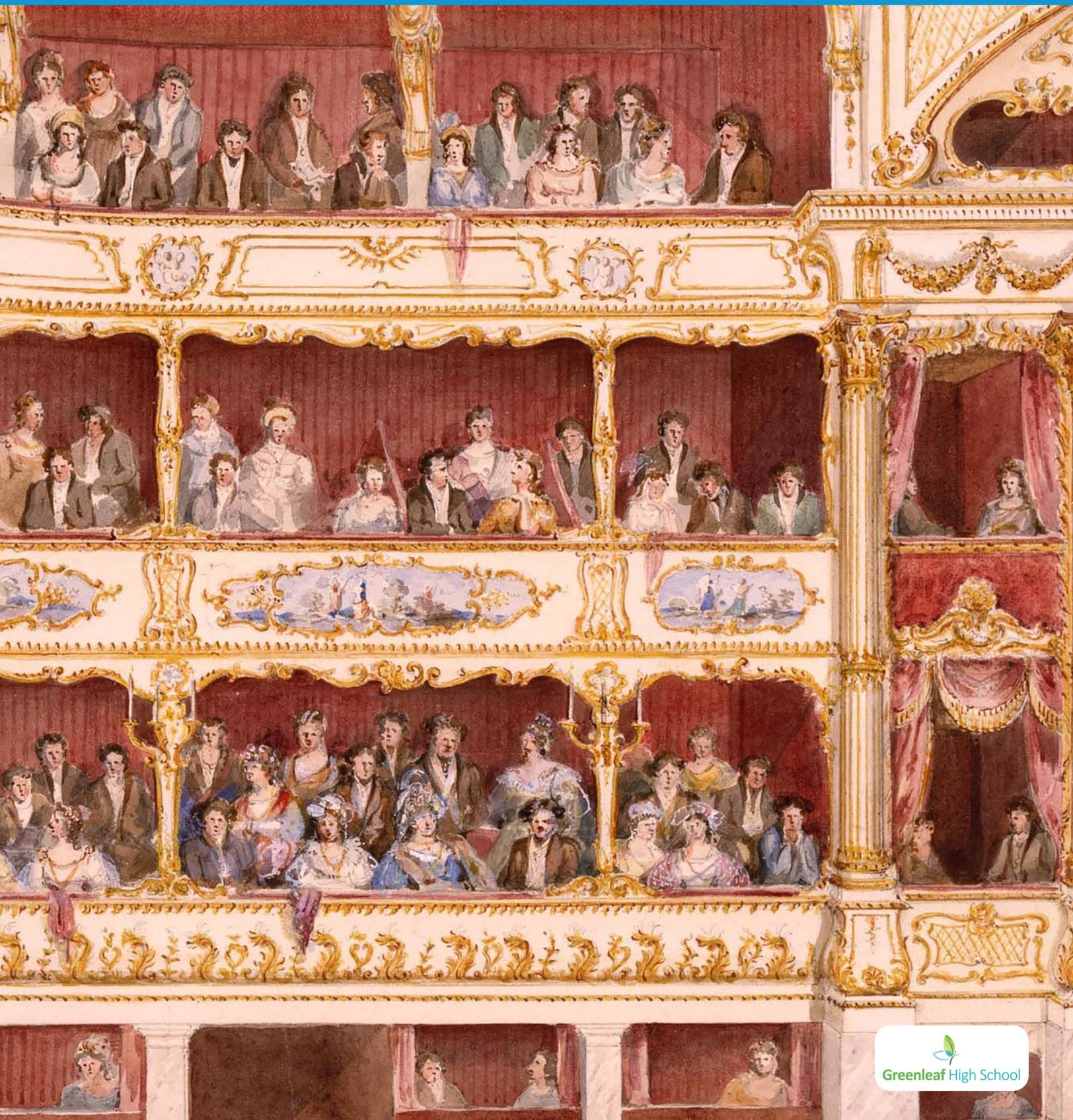
Topic: How cacti thrive in deserts

High School 3

UNIT 8

“[Drama] is one of the closest literary forms to life itself.”

—Chris Boudreault



READING ASSIGNMENT

- Read the following play.

Jean Valjean's Transformation: *A One-Act Play* *Adapted from Les Misérables by Victor Hugo*

by Jennifer D. Lerud

CAST

Jean Valjean 38-year-old ex-convict
Bishop Myriel elderly monseigneur of church
Madame Magloire church's old servant woman
Brigadier of Gendarmes
Gendarme #1
Gendarme #2
Guests (optional)

SCENE 1

INT.—TWO BEDROOMS—NIGHT

Each bedroom has a bed, a small nightstand with a candle, and a large window above each bed. Moonlight streams through the windows onto the beds. A wall and door separate the two rooms, giving more room onstage for the bedroom STAGE LEFT, which also holds a large cupboard, STAGE LEFT of the bed, its key on top.

JEAN VALJEAN sleeps uneasily, tossing and turning on the bed STAGE RIGHT, his knapsack clutched in his hand; BISHOP MYRIEL sleeps soundly on the bed STAGE LEFT. Both are fully clothed under their bedding.

A clock strikes two. JEAN VALJEAN tosses aside his bedding and sits up, hunched over and facing the wall between rooms, his head in his hands, his ragged-clothed body illuminated by the moonlight.

JEAN VALJEAN

(mutters angrily) I have been robbed!

One hundred and nine francs and fifteen sous—that

is all the prison gave me at my release. One hundred and nine francs and fifteen sous! They are greater robbers than I ever was. Did I not count every day, every hour, every sous I had earned in that filthy, miserable prison? It should have been one hundred and seventy-one francs! I know it should have been; I counted every sous the prison owed me for my labor. Eighty francs they stole from me!

JEAN VALJEAN raises his head, turns his face toward the audience.

And yet, a little bread was all I stole! Bread to feed my starving sister and her family. Five years of suffering in prison for that? For stealing bread?

Leaving his knapsack on the bed, he lights the candle on the nightstand, then begins to slowly pace.

And then, of course, those five years turned into more, for how could I bear that wretched place, the chains, the lash, the long dismal hours of grueling work I was forced to do in the galley each day? I could not! How many times I tried to escape. How many was it?—I cannot recall—too many times. And what did I get for my efforts? Fourteen years more of hard labor in that festering place. Nineteen years of my life lost!

(groans)

I am getting to be an old man—an angry old man. Anger seems to be the sole force that keeps me moving these days. In the galley, freedom spurred me on. Freedom and survival. How naïve I was, believing that if only I could survive long enough to be free

BISHOP MYRIEL

(to Valjean)

Ah! There you are! I am glad to see you again, my friend.

BRIGADIER OF GENDARMES holds out Jean Valjean's knapsack. BISHOP MYRIEL looks inside.

BISHOP MYRIEL

Well, but how is this? I gave you the candlesticks too, which are of silver like the rest and for which you can certainly get two hundred francs. Why did you not carry them away with your forks and spoons?

JEAN VALJEAN looks at the bishop in shock.

BRIGADIER OF GENDARMES

Monseigneur, so what this man said is true, then? We came across him walking like a man who is running away. We stopped him to look into the matter. He had this silver—

BISHOP MYRIEL

And he told you that it had been given to him by a kind old fellow of a priest with whom he had passed the night? And so you have brought him here for correction? I see how the matter stands. It is a mistake.

BISHOP MYRIEL hands the knapsack to JEAN VALJEAN.

BRIGADIER OF GENDARMES

In that case, we can let him go?

BISHOP MYRIEL

Certainly.

The BRIGADIER OF GENDARMES motions for his men to release JEAN VALJEAN. They let him go, and JEAN VALJEAN recoils from them. While JEAN VALJEAN speaks next, BISHOP MYRIEL goes to the table and fetches the candlesticks.

JEAN VALJEAN

(dazed, to Gendarme #1)

Is it true that I am to be released?

GENDARME #1

Yes, thou art released. Dost thou not understand?

BISHOP MYRIEL

(to Valjean)

My friend, before you go, here are your candlesticks. Take them.

BISHOP MYRIEL hands the candlesticks to Jean Valjean. MADAME MAGLOIRE looks on silently, her face stoic as she plays along with the bishop. JEAN VALJEAN takes the candlesticks, trembling, bewildered.

BISHOP MYRIEL

(to Valjean)

Now, go in peace. By the way, when you return, my friend, it is not necessary to pass through the garden. The street door is never fastened with anything but a latch, day or night.

(to the gendarmes)

You may retire, gentlemen.

The gendarmes leave, wishing the bishop a good day. JEAN VALJEAN remains, speechless, motionless but trembling. BISHOP MYRIEL stands before him.

BISHOP MYRIEL

(kindly)

Do not forget—never forget—that you have promised to use this money in becoming an honest man.

JEAN VALJEAN remains speechless, motionless.

BISHOP MYRIEL

(continuing)

Jean Valjean, my brother, you no longer belong to evil, but to good. It is your soul that I buy from you. I withdraw it from the black thoughts and the spirit of perdition, and I give it to God.



LITERATURE CONNECTION

- Read the following information on literary devices in *Jean Valjean's Transformation* and then answer the questions on the next page.

Literary Devices in *Jean Valjean's Transformation*

Victor Hugo's *Les Misérables* has become a classic through its themes of love, forgiveness, and charity. As with other classic works, Hugo uses various literary devices to create a powerful and lasting message.

In this play adaptation of a short portion of Hugo's book, you've seen instances of **pathos**, **ethos**, **paradox**, and strong **characterization**.

Pathos is an ancient device originating in Greek tragedy and is defined as any element of literature that leads the reader or viewer to experience an emotional response, especially pity, tenderness, or sorrow.

Jean Valjean's Transformation uses pathos when Valjean talks about his imprisonment. We pity him when we learn he has spent nineteen years in prison for stealing bread to feed his family. Later, his display of emotion in response to the bishop's kindness makes us feel tenderness toward him. Both of these instances help us to care about and feel connected to Jean Valjean.

Like pathos, **ethos** originates from ancient Greece. It refers to any element of literature that establishes the credibility or believability of the narrator or speaker.

An example of ethos in this play is when Bishop Myriel tells the gendarmes that he gave Jean Valjean the silver, even though Valjean really stole it. The gendarmes consider him trustworthy because of his position as a bishop, and no one would expect him to

lie to protect a thief. Because of this, the gendarmes believe him, and Valjean is saved from prison.

A **paradox** in literature is a statement that sounds contradictory but makes sense upon further consideration. This is different from a logical paradox, which is a statement that actually does contradict itself.

For example, at the beginning of the play, Valjean says, "Liberty is not deliverance." At first this seems contradictory, but when we consider the phrase more carefully, we understand that although Valjean is no longer in prison, he is still not free to live the life he desires because of how people treat him for his past crimes.

Finally, **characterization** refers to elements of a story that help us get to know a character. Characterization can be direct (when the narrator directly tells us something about a character) or indirect (when we learn about a character through his or her actions or words).

Jean Valjean's Transformation uses mainly indirect characterization. For example, Bishop Myriel's reaction to learning Valjean has stolen his silver displays his kindness. Not only does he forgive Valjean, but he also protects him by telling the gendarmes that the stolen silver was a gift. Although we are never directly told that the bishop is a kind man, we can tell from his actions.

Exercise 1: Answer the following questions about literary devices.

1. What literary device focuses on establishing a speaker’s credibility?
a) pathos b) ethos c) paradox d) characterization
2. What literary device is a contradictory statement that may actually be true?
a) pathos b) ethos c) paradox d) characterization
3. What literary device focuses on an emotional response, such as pity?
a) pathos b) ethos c) paradox d) characterization
4. What literary device refers to elements in a story that help us get to know a character?
a) pathos b) ethos c) paradox d) characterization

GRAMMAR, USAGE, & PUNCTUATION

□ Read Sentence Structures on page 43 of your *Grammar & Writing Guide*. Then complete the exercise.

Exercise 1: Identify each sentence below as either simple, compound, complex, or compound-complex, and circle the correct sentence structure.

1. Before Peter and Andrew became disciples, they were fishermen.
simple | compound | complex | compound-complex
2. Erica ran her fastest mile ever at the track meet last week.
simple | compound | complex | compound-complex
3. She remained stoic, but when more hardship came, she found it hard to stay calm.
simple | compound | complex | compound-complex
4. Jean Valjean stole the silver, but Bishop Myriel later gave it to him freely.
simple | compound | complex | compound-complex
5. The small town avowed their sovereignty from government oversight.
simple | compound | complex | compound-complex
6. Before Jean Valjean turned his life around, he was a thief.
simple | compound | complex | compound-complex
7. There are two cardinals and three chickadees in that tree.
simple | compound | complex | compound-complex
8. He ran as fast as he could, but by the time he arrived, they had already left.
simple | compound | complex | compound-complex

WRITE A RESEARCH PAPER

- Read the information about Steps four and five of writing a research paper and complete your outline and first draft. Submit the outline and draft with your completed unit.

Research Paper Outline and Draft

In the last unit, you began your research paper by brainstorming, writing a thesis, and beginning your research. Now it's time to outline and write your first draft.

STEP FOUR—OUTLINE YOUR RESEARCH PAPER

Now that you have collected some resources and begun your research, it's time to organize your thoughts into a research paper outline.

On a sheet of paper, write your thesis at the top of the page, and then write your three supporting topics below the thesis. Leave some space for writing subtopics below each topic. Using your compiled resources, list subtopics beneath your three main topics. At the bottom of the page, summarize your conclusion. You can see a sample outline to the right.

STEP FIVE—WRITE YOUR FIRST DRAFT

Using your outline, thesis, and research, begin writing the first draft of your research paper. Refer to the sample research paper in Unit 7 and start by writing your introductory paragraph. Be sure it includes all the elements mentioned in Unit 7. Then write your body paragraphs and consider using headings to separate your main topics. Your conclusion should summarize your thesis and remind readers of the topics you wrote about. See the rubric on page 23 for other details about completing your research paper.

I. Thesis: Joshua trees, which are unique to the Mojave Desert, have many interesting characteristics.

II. Topic 1: Joshua trees name

- A. Pioneer settlers finding desert
- B. Named for Joshua in the Bible

III. Topic 2: Joshua trees structure

- A. Yucca
- B. Age
- C. Flowers and leaves

IV. Topic 3: Uses for Joshua trees

- A. Native American uses
- B. Animal uses

V. Conclusion: Joshua trees are biologically unique and beautiful.

Citing Sources

As you include facts and quotes from your research, be sure to include in-text citations. For more information about including in-text citations, read [Citing Sources: Part 1](#) on page 69 in your *Grammar & Writing Guide*.

Bibliography

Your bibliography page needs to include all sources you cited in your research paper. Read [Citing Sources: Part 2](#) on page 70 of your *Grammar & Writing Guide*. Remember to include **at least three sources**.

WRITE A RESEARCH PAPER

- Read pages 85–86 of your *Grammar & Writing Guide*, and read the following information about Step 6 of writing a research paper. Then revise and complete the final draft of your research paper and submit it with your completed unit.

Revise and Finalize Your Research Paper

STEP SIX—REVISE AND FINALIZE YOUR PAPER

You’ve almost completed your research paper! Now that you’ve written the first draft of your research paper, the hardest part is over! However, the revision process is crucial to writing anything of quality, and it is particularly useful when you’ve been in the details of research for so long.

As you revise, be sure to follow the steps and guidance from your *Grammar & Writing Guide* and

reference the rubric below to know what needs to be included in your final draft. If your paper is missing any of the items listed in the rubric, revise until it includes everything.

If you want to refresh your memory about the elements of a research paper, see the information on pages 17–23 of Unit 7 and page 17 of this unit.

Congratulations—you’re now an expert on writing research papers!

Research Paper	Filled Out by Student		Points Filled Out by Teacher
	YES	NO	TOTAL: ____/100
Includes a thesis statement			____/15 points
Includes at least three subtopics			____/10 points
Includes in-text citations			____/10 points
Includes a bibliography page and at least three sources			____/20 points
Is at least 1,200 words long			____/20 points
Uses strong verbs (See page 88 of your <i>Grammar & Writing Guide</i> .)			____/10 points
Is edited carefully for proper grammar, punctuation, and usage			____/15 points

OPTIONAL ART PROJECT

SKETCHING CANDLESTICKS

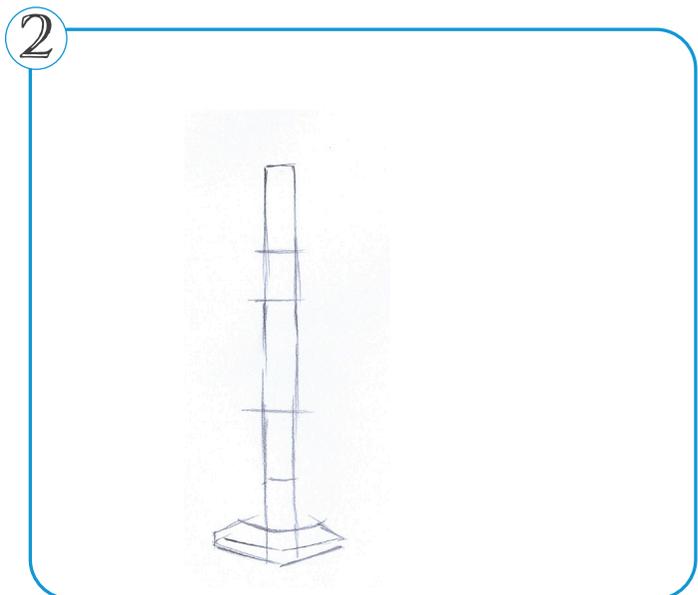
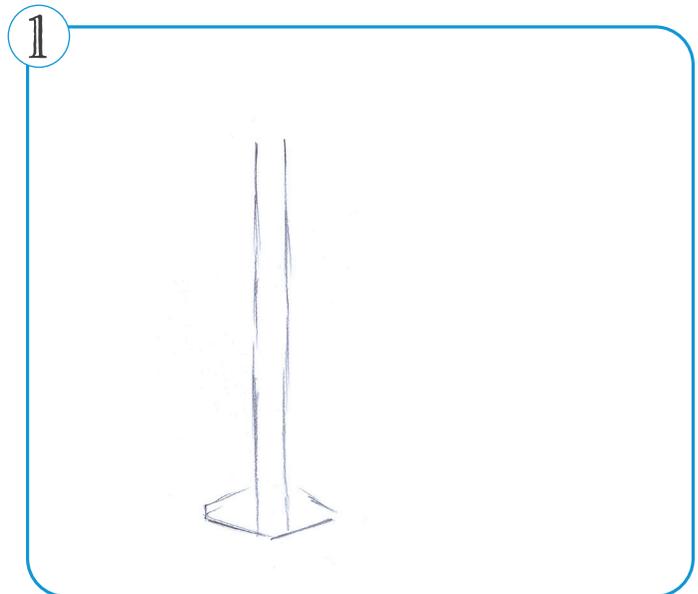
Candlesticks are a symbol of Jean Valjean’s life-changing experience. When the bishop willingly hands him the candlesticks as a gift, he admonishes Jean Valjean to become an honest man. Afterward, Jean Valjean lives an honorable life and helps the lives of many in need.

Materials Needed

- drawing pencils
- sketch paper
- kneaded eraser

Instructions

Draw a large square on your sketch paper to help you scale the image accurately. Then draw the images as shown in each step, taking care to press lightly on the paper since you will need to erase certain elements as you progress through the steps.



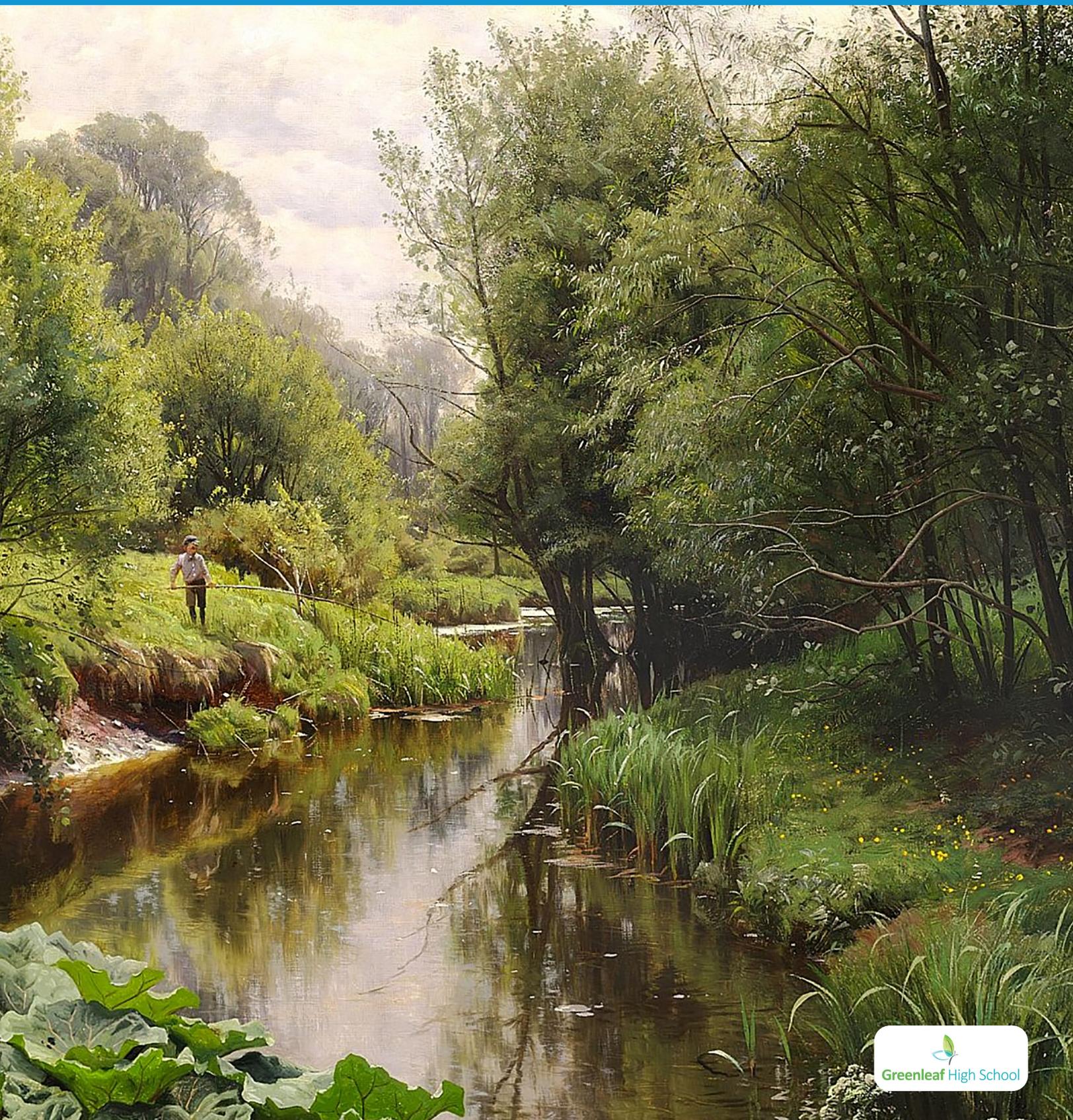
“Jean Valjean” by Gustave Brion (1824–1877), 1862

High School 3

UNIT 9

“I must get out to the woods again, to the whispering trees and the birds awing.”

—from “The Call of the Woods” by Edgar Guest



Exercise 1: Fill in each blank with the correct vocabulary word.

1. Carlos admired the _____ of the mountain peaks when he arrived in Nepal.
2. The graduation ceremony was filled with _____ as the curtains flew open to reveal the graduates.
3. Olivia felt her store-bought cookies were a _____ offering compared to the homemade pies at the bake sale.
4. The actors received a standing ovation at the end of the play, which was a perfect _____ for their hard work.
5. Mandy came home to a disheveled house and knew Harold’s _____ behavior was the cause.
6. William Wordsworth’s _____ career as a poet began when he was in his twenties.
7. The _____ left no inheritance to his children after he died.
8. The paintings in the museum hung _____ after the earthquake.

READING ASSIGNMENTS

- Spend _____ hours or more on your Course Reading Challenge. (Time is determined by your parent or teacher.)
- Read Chapters 1–4 and 10 in *The Call of the Woods: An Edgar Guest Collection*. (Chapters 5–9 will be read in the next unit.)
- Answer the Reading Comprehension Question below.

Reading Comprehension Question

For a discussion about symbolism in the poem “The Painter,” watch the video [Symbolism in “The Painter”](https://www.goodandbeautiful.com/videos) at [goodandbeautiful.com/videos](https://www.goodandbeautiful.com/videos). What did you learn about symbolism and the painter from this video?

AUTHOR STUDY

- Read the article about William Wordsworth.

William Wordsworth: Romantic Nature Poet

From a young age, William Wordsworth was singled out as unique. His mother once said William was the only one of her children whose future she worried about. She said he “would be remarkable either for good or evil.” Luckily for the world, William became known for his uplifting and remarkable poetry.

William Wordsworth was born April 7, 1770, and was the second of five children. When William was nine, he was sent to Hawkshead, England, where he received an excellent education. This rural area of England, with its wooded, rolling hills and castle-like church, was one of the most beautiful places in the country. The Lake District, which Hawkshead is part of, is still known as a popular place for tourists from across the world to visit.

The beauty of this region stayed with William, and some of his poetry refers back to his childhood in this serene and beautiful area.

William completed his schooling in Hawkshead and entered St. John’s College at Cambridge in 1787. Unlike many of his peers, he refused to study subjects

that would lead to his own financial security in later life—much to the dismay of his uncles, who were his financial benefactors.

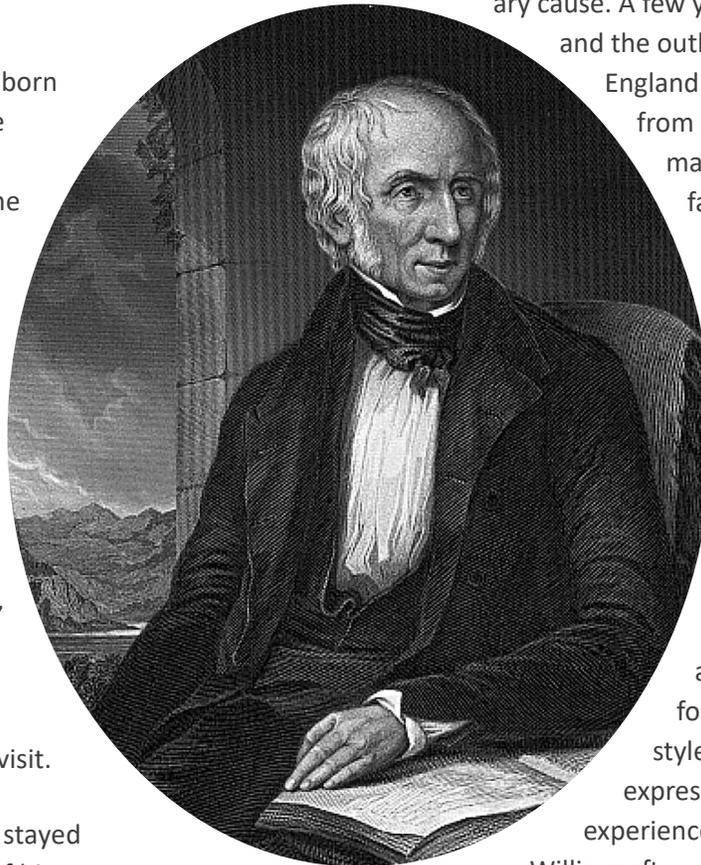
After William finished his university education, he sailed to France, where he supported the revolutionary cause. A few years later, he left France, and the outbreak of war between England and France prevented him from returning to France until many years later, despite his falling in love with a French woman named Annette Vallon.

William’s experience with revolution left him disenchanted, and he began to question his beliefs.

William began writing poetry from a young age and became one of the founders of the Romantic style. Romantic writers expressed reality and the human experience through their words.

William often expressed the human experience with nature and religion, and those became major themes in his poetry.

From 1795 to 1798, William lived with his sister Dorothy in the Lake District. During his stay with Dorothy, William first met Samuel Taylor Coleridge.



Reproduction of “Portrait of William Wordsworth” by Margaret Gillies (1803–1887), 1873



To a Butterfly #1
by William Wordsworth

Stay near me—do not take thy flight!
A little longer stay in sight!
Much converse do I find in thee,
Historian of my infancy!
Float near me; do not yet depart!
Dead times revive in thee:
Thou bring'st, gay creature as thou art!
A solemn image to my heart,
My father's family!

Oh! pleasant, pleasant were the days,
The time, when in our childish plays,
My sister Emmeline and I
Together chased the butterfly!
A very hunter did I rush
Upon the prey;—with leaps and springs
I followed on from brake to bush;
But she, God love her! feared to brush
The dust from off its wings.

To a Butterfly #2
by William Wordsworth

I've watched you now a full half-hour,
Self-poised upon that yellow flower;
And, little Butterfly! indeed
I know not if you sleep or feed.
How motionless!—not frozen seas
More motionless! and then
What joy awaits you, when the breeze
Hath found you out among the trees,
And calls you forth again!

This plot of orchard-ground is ours;
My trees they are, my Sister's flowers;
Here rest your wings when they are weary;
Here lodge as in a sanctuary!
Come often to us, fear no wrong;
Sit near us on the bough!
We'll talk of sunshine and of song,
And summer days, when we were young;
Sweet childish days, that were as long
As twenty days are now.



Hawkshead, England, where William Wordsworth attended grammar school



GEOGRAPHY

- Read the descriptions of the mountain chains and match each to the correct image on the following pages.

Mountain Chains of the World

1. This towering mountain chain spans from New Mexico in the United States to British Columbia in Canada. It's a large mountain chain with over 100 mountain ranges and was created when numerous plates beneath North America shifted and pushed up the land into these impressive mountains.
2. This mountain chain is the highest chain located entirely in Europe. People have been living on these mountains since ancient times. Later, Romans established numerous Christian churches in these mountain communities. Today this mountain chain is known throughout the world for its many ski resorts.
3. This mountain chain creates a border between the Sahara Desert and the Mediterranean Basin, which is next to the Mediterranean Sea. These mountains are home to a modern art piece by Jean Verame. He painted many boulders blue, which are striking against the mountainous terrain.
4. These mountains in the eastern United States are some of the oldest on the earth. Over time they have worn away through erosion, which has caused them to appear smoother than many younger mountain chains. Various Native Americans lived in these mountains until most were driven out.
5. These South American mountains were formed by tectonic plate movement, much like their North American counterparts. This chain is the longest mountain chain in the world at over 7,200 km (4,500 mi). In addition, these mountains have the second-highest peaks of any mountain chain in the world. Most people believe the name for this mountain chain comes from a Quechua word meaning "high crest."
6. This unique mountain chain acts as a major part of the border between Europe and Asia. The mountain chain includes such peaks as Mount Narodnaya and Mount Karpinsky. Many of the northern mountains in this chain are so high and so far north that they are covered with *permafrost* (areas where the ground never thaws).
7. These mountains in the Middle East are a natural barrier between cultures and nations, but the mountains are located mostly in Iran. This mountain chain acts as a border to one of the world's oldest cultures: the Mesopotamian culture. The chain's highest peak is Mount Dena.
8. This mountain chain has great cultural and religious significance to many people in Asia. Its name comes from the Sanskrit words meaning "snow abode." These jagged mountains have the highest mountain peak in the world: Mount Everest. In fact, these mountains are still actively moving, and avalanches are common because of that movement.
9. This mountain chain in Australia has many plateaus and low mountain ranges. It was explored by Gregory Blaxland and W.C. Wentworth in 1813. These mountains contain Australia's highest peak: Mount Kosciuszko.

"An Engraving of Huc's Description of 'Sain-Oula (Good Mountain)'" 1851





“Village in the Bernese Alps” by Adolf Mosengel (1837–1885), c. 1885

_____ Alps



“The Rocky Mountains, Landers Peak” by Albert Bierstadt (1830–1902), 1863

_____ Rocky Mountains



“Heart of the Andes” by Frederic Edwin Church (1826–1900), 1859

_____ Andes Mountains

- ❑ Read Avoiding Unnecessary Infinitive Phrases on page 30 of your *Grammar & Writing Guide*.
- ❑ Read Avoiding Wordiness & Redundancy on page 68 of your *Grammar & Writing Guide*.
- ❑ Read the following list of redundant phrases and their concise counterparts:

REDUNDANT PHRASE	CONCISE PHRASE
the reason why	why
each and every	every
period of time	time
first and foremost	first
in order to	to



Exercise 1: Rewrite each sentence to eliminate unnecessary infinitive phrases and redundancy.

1. In order to really enjoy the Lake District, we need to pay attention to each and every detail of the countryside.

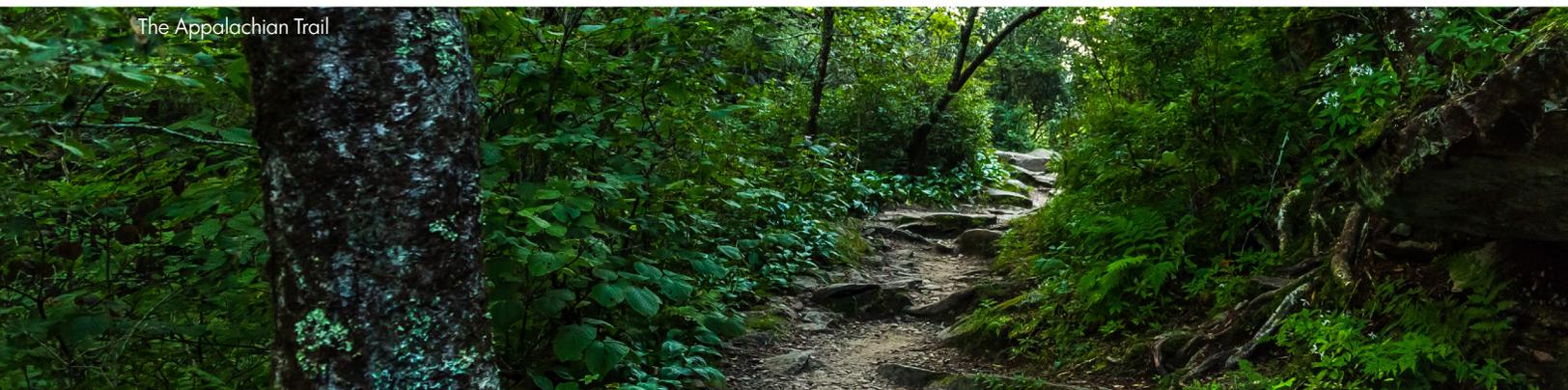
2. First and foremost, when gardening, you need to learn to keep plants alive the very best way possible due to the fact that some plants are hard to keep alive.

3. To become the very most skilled artist, Allegra will plan to practice her painting each and every day.

4. When Danielle asked the reason why we needed the very best hiking shoes, I told her they were to help us to hike the Appalachian Trail this summer.

5. Each and every time I think about the period of time it took the mountains to rise to their height, it boggles my mind.

The Appalachian Trail



WRITING

- Read *Avoiding Plagiarism* on page 67 of your *Grammar & Writing Guide*.
- Read *Citing Sources: Parts 1 and 2* on pages 69–70 of your *Grammar & Writing Guide*.
- Read the information below and then complete the exercises on the next page.

Plagiarism is one of the most common mistakes when writing a research paper or article. It's also one of the most costly. Many professionals have lost jobs and good reputations for plagiarizing in their written work. Whenever you state something that isn't common knowledge, you need to cite a source—even if you paraphrase the original source. Here are some good and bad examples of avoiding plagiarism:

Original quotes: “Taken together, these experiments demonstrate the restorative value of nature as a vehicle to improve cognitive functioning.”

“In sum, we have shown that simple and brief interactions with nature can produce marked increases in cognitive control. To consider the availability of nature as merely an amenity fails to recognize the vital importance of nature in effective cognitive functioning.”

Source: Berman, Marc G., Jonides, John, and Kaplan, Stephen, “The Cognitive Benefits of Interacting with Nature,” *Psychological Science*, Dec. 2008, pages 1207–12.

Good example of avoiding plagiarism: Research shows that even **small amounts of time** spent in nature can have a **“restorative value” on our brain functions**. In fact, **access to nature** is more than a **luxury; it's a necessity** (Berman, Jonides, and Kaplan, 1212).

Annotations:
 - **good paraphrase of original** (pointing to "small amounts of time")
 - **use of quotation marks for original phrase** (pointing to "restorative value")
 - **good paraphrase of original** (pointing to "on our brain functions")
 - **good paraphrase of original** (pointing to "access to nature")
 - **good paraphrase of original** (pointing to "luxury; it's a necessity")
 - **in-text citation** (pointing to "(Berman, Jonides, and Kaplan, 1212)")

Bad example of avoiding plagiarism: Research shows that **simple and brief interactions with nature can result in marked increases in cognitive control**. It also shows that spending time in nature has a **restorative value to improve cognitive functioning**. In fact, nature is more than an **amenity; it's vitally important**.

Annotations:
 - **direct quote without quotation marks instead of paraphrase** (pointing to "simple and brief interactions with nature can result in marked increases in cognitive control")
 - **too close to original to be good paraphrase** (pointing to "marked increases in cognitive control")
 - **too close to original to be good paraphrase** (pointing to "restorative value to improve cognitive functioning")
 - **no in-text citation** (pointing to "amenity; it's vitally important")



Exercise 1: On a separate sheet of paper, paraphrase each passage below in a way that avoids plagiarism. Add in-text citations where necessary. Include your paraphrased passages and citations with your unit when you submit it.

Exercise 2: On a separate sheet of paper, create a Works Cited page for the passages below. Include your Works Cited page with your unit when you submit it.

Passage 1

“A major consequence of continued urbanization is that more people will be exposed to the health risks associated with city living. Urban nature could provide a cost-effective tool to reduce these health risks, because there is a growing body of evidence showing it has links to improved physical, psychological, and social well-being” (482).

Article title: “The Health Benefits of Urban Nature: How Much Do We Need?”

Authors: Danielle F. Shanahan, Richard A. Fuller, Robert Bush, Brenda B. Lin, and Kevin J. Gaston

Publication information: *BioScience*, May 2015, pages 476–485

Passage 2

“Taken as a whole, the studies support the view that spending time in nature is part of a ‘balanced diet’ of childhood experiences that promote children’s healthy development, well-being and positive environmental attitudes and values. Claims about health benefits, both physical and mental, are the most strongly supported by empirical evidence. In the case of mental health, emotional regulation and motor development, the evidence base includes a small number of more robust, cause-and-effect studies. . . .

“There is also good evidence of a link between time spent in natural settings as a child, and positive views about nature as an adult. The evidence base for these benefits covers a comparatively broad range of children from different countries and backgrounds. However, not all children are equally keen on nature and the outdoors. Studies have found that a lack of regular positive experiences in nature is associated with the development of fear, discomfort and dislike of the environment.

“A more modest body of evidence from a diverse mix of studies points to improvements in children’s self-confidence, language/communication and psychosocial health” (17).

Article title: “The Benefits of Children’s Engagement with Nature: A Systematic Literature Review”

Author: Tim Gill

Publication information: *Children, Youth, and Environments*, 2014, pages 10–34

Passage 3

“Imagine a therapy that had no known side effects, was readily available, and could improve your cognitive functioning at zero cost. Such a therapy has been known to philosophers, writers, and laypeople alike: interacting with nature. Many have suspected that nature can promote improved cognitive functioning and overall well-being, and these effects have recently been documented” (1207).

Article Title: “The Cognitive Benefits of Interacting with Nature”

Authors: Marc G. Berman, John Jonides, and Stephen Kaplan

Publication information: *Psychological Science*, Dec. 2008, pages 1207–1212

OPTIONAL ART PROJECT

SKETCHING A MOUNTAIN RANGE

Artists have been capturing the majesty and sublime beauty of mountains for years. For centuries mountains have invoked religious contemplation as well as awe and wonder.

Instructions

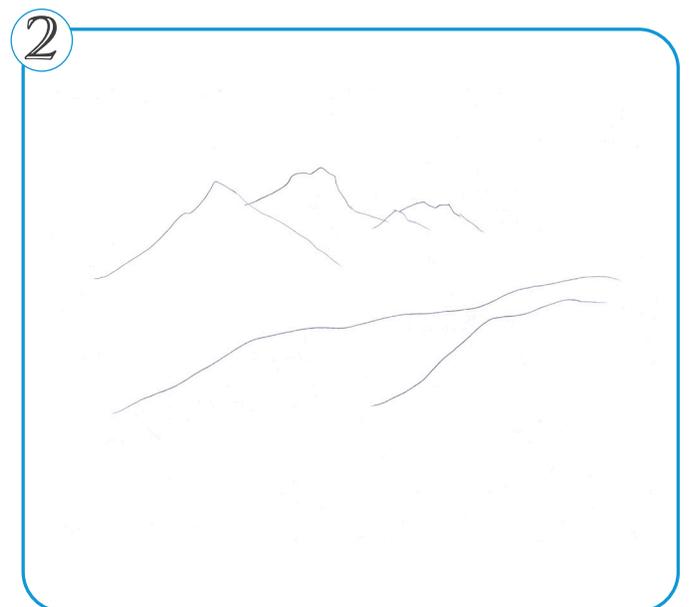
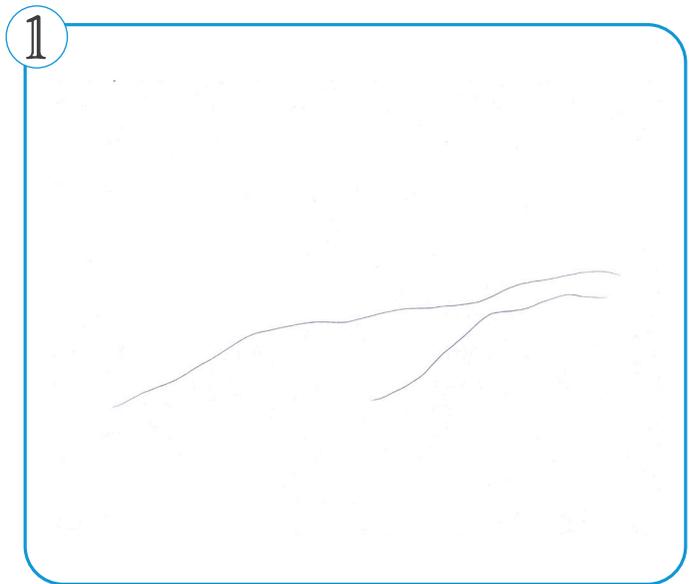
Draw a large square on your sketch paper to help you scale the image accurately. Then draw the images as shown in each step, taking care to press lightly on the paper since you will need to erase certain elements as you progress through the steps.



“Landscape in the High Mountains” by Alexander Joseph Daiwaille (1818–1888), unknown

Materials Needed

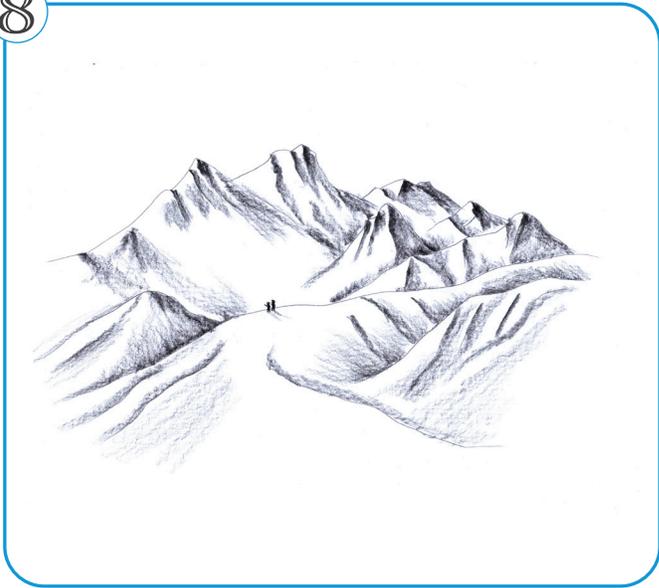
- drawing pencils
- sketch paper
- kneaded eraser



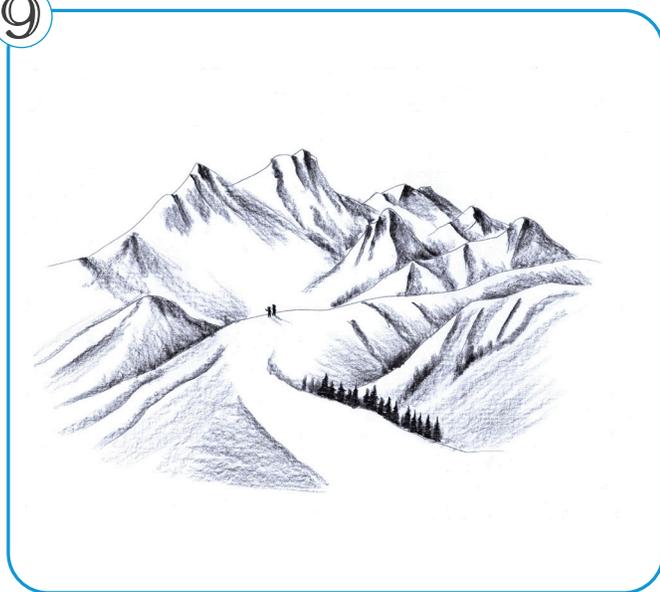
7



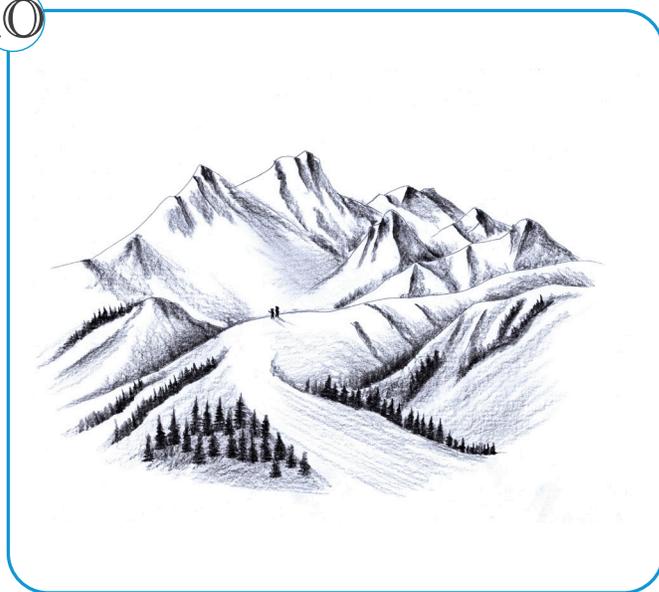
8



9



10



"Grindelwald, Switzerland" by Thomas Fearnley (1802–1842), 1835



"Mountain Peak with Drifting Clouds" by Caspar David Friedrich (1774–1840), c. 1835

High School 3 UNIT 10

"I hold the finest picture-books
Are woods an' fields an' runnin' brooks."

—from "Picture Books" by Edgar Guest



UNIT 10

High School 3—Language Arts

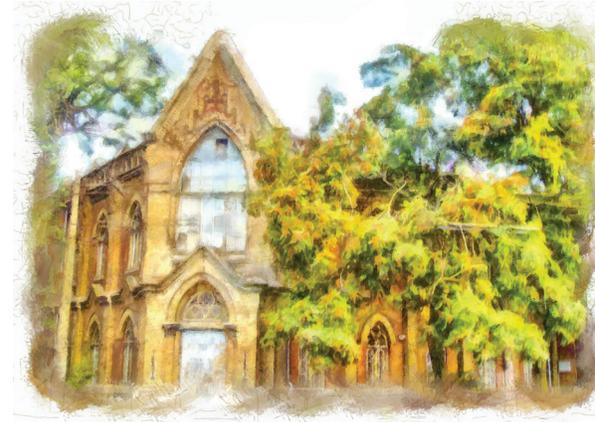
MEMORIZATION

Complete memorization anytime during the unit.

- Poetry Memorization (Practice for at least 10 minutes on three different days.)
- Geography Cards: Canada (Practice until mastered.)**
- Greek & Latin Roots—Year 4**



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



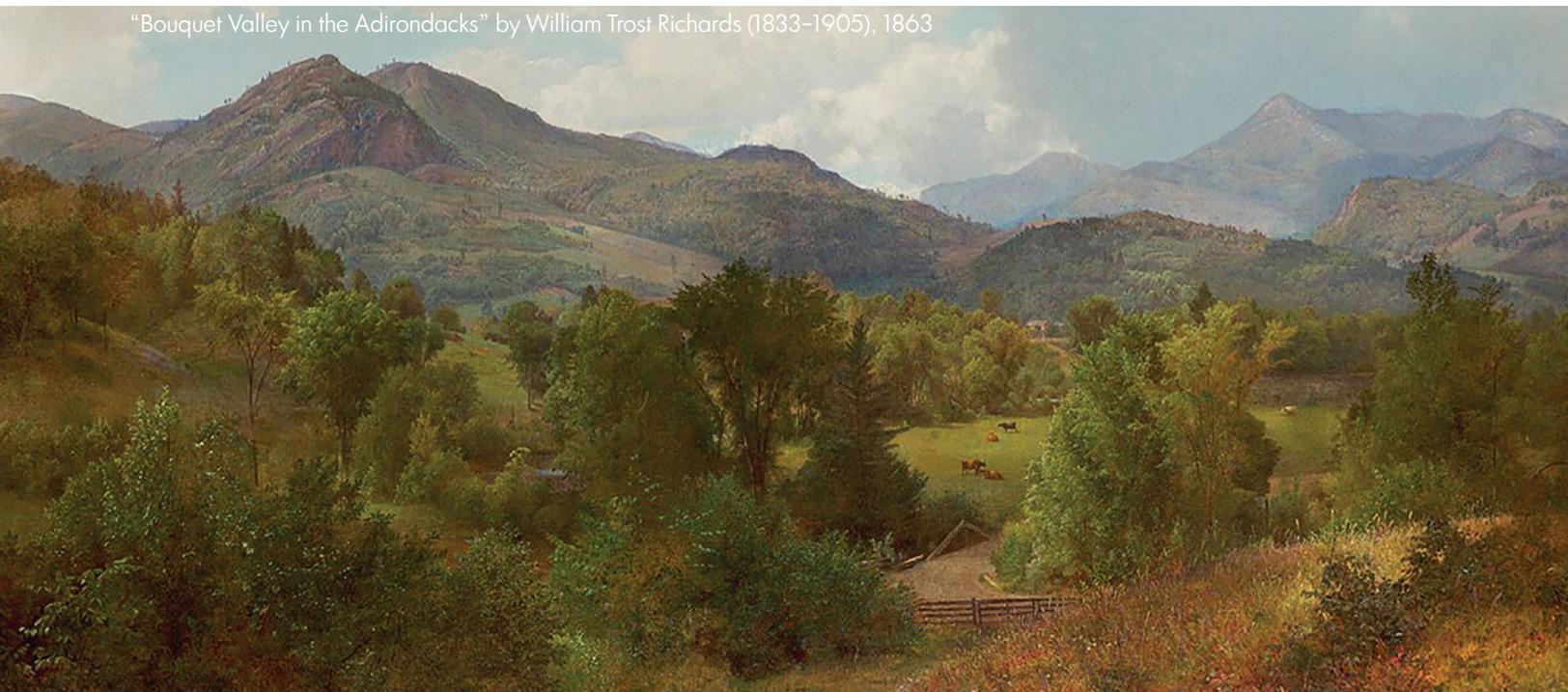
VOCABULARY

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

READING ASSIGNMENTS

- Spend ____ hours or more on your Course Reading Challenge. (Time is determined by your parent or teacher.)
- Read Chapters 5–9 in *The Call of the Woods: An Edgar Guest Collection*.

“Bouquet Valley in the Adirondacks” by William Trost Richards (1833–1905), 1863



abate	decrease in intensity
deride	laugh at or insult
efficacy	effectiveness
erratic	irregular or inconsistent
foment	to instigate or spur to action
laud	praise
misanthrope	a person who dislikes or mistrusts all people
perfunctory	superficial or lacking interest
scrupulous	having integrity
vacillate	to hesitate or waver in opinions or decisions

abyss	an immeasurable depth or expanse
augment	to increase in size, number, or intensity
avowed	declared or claimed openly
construe	to understand or explain in a certain way
demeanor	appearance and behavior (of a person)
discordant	in disagreement or not unified
indispensible	completely essential
sovereignty	independence or freedom from oversight
stoic	unmoved in the face of difficulty or discomfort
vehemently	passionately or with great strength of feeling

askew	out of line or at an angle
dividend	reward or surplus
grandeur	magnificence or grandness
miser	someone who is stingy with money
paltry	trivial or inferior
pomp	a grand gesture or celebration
prolific	capable of abundant growth or productivity
roguish	related to a dishonest or mischievous person

AUTHOR STUDY

- Read the article about C.S. Lewis.

C.S. Lewis: Writer of Christian Allegory

Wonder and imagination followed C.S. Lewis from a young age. Clive Staples Lewis was born in Belfast, Northern Ireland, in 1898 to Albert and Florence Hamilton Lewis. Both parents were well educated, and Florence received a college degree from the Royal University of Ireland, which was uncommon for women at the time.

When C.S. Lewis was four years old, he told his parents he wanted to be called “Jack,” so his family and friends called him “Jack” from then on.

The Lewis family was a family of readers, and Albert and Florence passed on their love of reading to their sons. Jack, in particular, took to reading early. He learned to read at the age of three.

C.S. Lewis in 1919



Jack and his brother, Warren, received their early education from their parents at home and then attended boarding schools in Ireland and England.

Under the tutelage of W.T. Kirkpatrick, Jack performed well on his entrance exams to the University of Oxford and received a scholarship to study classics.

Shortly after beginning his university studies, Jack was drafted and served in World War I. During his service Jack experienced the horrors of war firsthand and suffered from depression and homesickness after he was injured and some of his friends were killed in the war.

When Jack returned to his university studies at Oxford, he excelled and received the highest honors available in Greek and Latin texts, classical history and philosophy, and English language and literature.

After his university education, Jack became a fellow and tutor of Magdalen College at Oxford. Later, he

Warren Lewis (brother), Albert Lewis (father), and C.S. Lewis



- Read the excerpts by C.S. Lewis.

Excerpts from C.S. Lewis' Writing

Resisting Temptation

“A silly idea is current that good people do not know what temptation means. This is an obvious lie. Only those who try to resist temptation know how strong it is. After all, you find out the strength of the German army by fighting against it, not by giving in. You find out the strength of a wind by trying to walk against it, not by lying down. A man who gives in to temptation after five minutes simply does not know what it would have been like an hour later. This is why bad people, in one sense, know very little about badness. They have lived a sheltered life by always giving in. We never find out the strength of the evil impulse inside us until we try to fight it: and Christ, because He was the only man who never yielded to temptation, is also the only man who knows to the full what temptation means—the only complete realist.”

Mere Christianity, Book 3, Chapter 11

Becoming What God Wants Us to Become

“I find I must borrow yet another parable from George MacDonald. Imagine yourself as a living house. God comes in to rebuild that house. At first, perhaps, you can understand what He is doing. He is getting the drains right and stopping the leaks in the roof and so on: you knew that those jobs needed doing and so you are not surprised. But presently he starts knocking the house about in a way that hurts abominably and does not seem to make sense. What on earth is He up to? The explanation is that He is building quite a different house from the one you thought of—throwing out a new wing here, putting on an extra floor there, running up towers, making courtyards. You thought you were going to be made into a decent little cottage: but He is building a palace. He intends to come and live in it Himself.”

Mere Christianity, Book 4, Chapter 9

Nature of God's Goodness

“There is but one good; that is God. Everything else is good when it looks to Him and bad when it turns from Him.”

The Great Divorce, Chapter 11

“Whether we like it or not, God intends to give us what we need, not what we now think we want.”

The Problem of Pain, Chapter 3

Review 6: Rewrite each group of sentences to create a single compound, complex, or compound-complex sentence.

1. Allen explored chemical reactions last week. Allen documented the results of his experiments in a lab notebook. He documents all experiments in his notebook.

2. Jasmine presented her findings at the state science fair. She entered her findings in the botany category. She won third place.

3. Pablo completed his internship with Jones and Alvarez Architecture. The internship helped him decide to pursue a career in architecture.

4. Elise loves to snowshoe. The first snowfall happened yesterday. Elise went snowshoeing.

5. Jason loves card games. He invited friends over to play card games on Friday.

Review 7: In the following passage, use editing marks to correct the shifts in person, voice, and number.

When J.R.R. Tolkien and C.S. Lewis formed the Inklings, a literary group, you had no idea the impact it would have on 20th-century literature. In addition to Tolkien and Lewis, they included such author and academics as Owen Barfield, Hugo Dyson, and Charles Williams. While it often read and discussed their writing, they also enjoyed each other's company by holding competitions for bad writing. The members would read his bad writing to see who could refrain from laughter the longest. All together, the members of this group wrote numerous books, plays, and articles that continues to be enjoyed today.

result, his artwork captured the hearts of all who saw it.

Norman lived during a tumultuous time in history—during both World War I and World War II. While he served in the military in World War I, he never saw combat since he was assigned to be a military artist.

Later Norman wanted to help the war effort during World War II as well and offered his artwork free of charge for the US government to use. When the government wasn't interested in Norman's illustrations, he offered his art to the *Saturday Evening Post*. Norman's best-known series during the war, *Four Freedoms*, was based on a speech given by President Franklin D. Roosevelt that portrayed four freedoms: *Freedom of*

Speech, Freedom of Worship, Freedom from Want, and Freedom from Fear.

These inspirational images struck a chord with the American people as a reminder of the freedoms the American people were defending. The *Saturday Evening Post* was overrun with requests to reprint the images.

When government officials saw Norman's artwork, they realized they had made a mistake and, with Norman's permission, used his *Four Freedoms* paintings to sell war bonds across the United States. These paintings were far more successful in selling war bonds than any other campaign the government used during World War II.

Norman Rockwell's timeless and iconic portrayals continue to touch the hearts of people around the world as they inspire a new generation of viewers.



This illustration, published on the September 1913 cover of *Boys' Life*, was Norman Rockwell's first magazine cover.



Irene O'Conner, Norman Rockwell's first wife, posed for this painting.



"Vacation's Over" by Norman Rockwell (1894-1978), 1921



"Cousin Reginald Spells Peloponnesus" by Norman Rockwell (1894-1978), 1918



"The Party Favour" by Norman Rockwell (1894-1978), 1919



"Pardon Me" by Norman Rockwell (1894-1978), 1918

REVIEW

- Complete the exercises.

Review 14: Insert hyphens where necessary in each sentence.

- Elena always looks in the full length mirror before leaving the house each morning.
- In December Antoine received the employee of the month award for being a hardworking employee.
- Danica marveled at the eloquently played music performed by the well known jazz combo.
- Throughout childhood Javier learned about his Mexican American heritage.
- Did you know that one tenth of the world's population lives below the poverty line?
- In order to improve her self portrait skills, Svetlana paints for at least twenty two hours a week.

Review 15: Add commas where necessary in each sentence. Not all sentences need commas.

- My favorite book which sits on my bedside table all year long is *David Copperfield* by Charles Dickens.
- Ryder knew that his studies would pay off when it came time for college.
- My mother who loves to bake bread recently started her own bakery.
- Amir's shoes that he wears hiking are nearly worn out.
- Cami who grew up on the Crow Reservation teaches her children the Crow Native American traditions.

Review 16: Circle the correct word in each sentence.

- Before we drive any **farther** | **further**, I think we had better consult a map.
- After waiting for weeks, I finally got approval to **precede** | **proceed** with my final paper.
- There's a sample **sale** | **sell** this weekend for all clothes showcased at the fashion show; we should invite the others to go with us.
- Bruno was **loath** | **loathe** to leave the lecture early since it was so interesting.
- Jade, **that** | **who** | **which** is one of the hardest and rarest stones, is difficult to carve and highly prized when it is carved well.
- After discussing our group project for an hour, we came up with an **ingenious** | **ingenuous** plan for presenting the project to the class.
- To make more space in our storage room, we decided to **sale** | **sell** our excess supplies.
- The sweater **that** | **who** | **which** my grandmother knit for me fits perfectly.
- Even though many people love the taste of pumpkin, Dinah **loaths** | **loathes** the taste and texture of it.
- My grandpa always used to say, "Hard work **precedes** | **proceeds** the reward."
- The ballroom dancers **that** | **who** | **which** won the competition will compete again next month.
- In order to continue our study **farther** | **further**, we need more test subjects.
- Emily's **ingenious** | **ingenuous** comments sometimes offend others, even though that's not Emily's intent.



WRITING PROJECT

- Read the information provided about writing a résumé, review the sample résumé, and then follow the instructions for writing your own résumé. Some steps may require more than one day to complete.

Writing a Résumé

Imagine one day working in your dream job. Think about what that will look like. Will it be researching as a geologist outdoors, reporting for a news organization, managing a team of engineers, or something else? The first step to getting any job—especially the job of your dreams—is mastering your résumé. There are many ways to write a good résumé, but here are a few key elements to keep in mind no matter what your dream job ends up being.

GENERAL DESIGN

You might wonder why the design of a résumé matters. Employers often get many résumés for a single job opening, and they have limited time to look through them all. Good design will set your résumé apart. Here are some design tips:

- Put the most important information at the top and/or on the left side of the page.

The eye naturally goes to the top left of the page, so you want to make sure that the more important the information is, the closer it is to the top left. Additionally, your most recent experience and education should be at the top.

- Maintain white space.

White space is all the blank space on a page. This gives the eyes a chance to rest. It also makes the

areas with text stand out. White space is crucial for making a résumé stand out and for making it easy to read quickly.

HEADER

The header of your résumé is the first thing an employer sees, so make it memorable. It contains your name and how the potential employer can contact you. This should go either at the top of the page or on the left side of the page. While you can add interesting colors or fonts, be sure it looks professional and remains readable. Here are some other things to remember about the header:

- Make your name the first thing an employer sees.

You want a future employer to see your name first. That's the most important part of your résumé, so make sure it is the largest thing on the page.

- Include your contact information.

In addition to your name, be sure to include your email address, phone number, and mailing address. If you have an online portfolio, include a URL for that in the header too.

JOB OBJECTIVE

If you're applying for a specific job, if you're new to

Sample Résumé

The name and contact information in the header is the most prominent information.

The objective lists a specific job and purpose for the résumé and uses strong verbs.

<p style="text-align: center;">RICHARD WILLIAMS</p> <p style="text-align: center;">123 King St. Grand Falls, MT 56789 456-789-0123 richardwilliams21@email.com</p>	<p>OBJECTIVE: To bring my retail experience to Miller's Department Store as a retail associate.</p>
<p>EDUCATION</p> <p>Highland High School Grand Falls, MT Graduation Anticipated 2021</p> <p>SKILLS</p> <p>Customer Service Sales Transactions Microsoft Word Microsoft Excel</p>	<p>EXPERIENCE</p> <p><i>Kohl's, Retail Associate</i> <i>January 2020–present</i></p> <ul style="list-style-type: none"> • Assist customers with retail transactions • Provide positive customer service experience • Maintain orderly inventory for customers <p><i>Grand Falls History Museum, Volunteer</i> <i>June–August 2020</i></p> <ul style="list-style-type: none"> • Directed patrons to current exhibits and information • Assisted patrons with questions • Provided tours for patron groups <p><i>Alpine Meadows Assisted Living Center, Volunteer</i> <i>August 2019</i></p> <ul style="list-style-type: none"> • Organized musical recital for 30 residents • Organized 10 musicians for recital • Created and distributed fliers for recital

Education information is listed even though the diploma hasn't been earned yet.

Skills relevant to the job being applied to are listed, and nothing irrelevant is listed.

The most recent job experience is listed first.

Volunteer experience is included since it is relevant experience to the position.

Details are in bullet list form, and each item uses strong verbs.

Hiring managers will often scan through a résumé quickly, so your first verb in each phrase or sentence is crucial. Verbs that show you have experience and the skills necessary to work hard will impress the most. Here are some examples of strong and weak verbs in résumés. Try using some of the strong verbs in your résumé.

Strong Verb Examples

- Assisted customers with retail transactions
- Directed patrons to current exhibits and information
- Organized musical recital for 30 residents
- Created and distributed fliers for recital

Weak Verb Examples

- Did quality customer service
- Had information pamphlets for patrons
- Had musical recital for 30 residents
- Gave out fliers for recital

WRITE A RÉSUMÉ

- Now it's your turn to write a résumé. Follow the steps to complete this task.

STEP 1: FIND A JOB POSTING

Choose one of the job postings on the next page. Then write your résumé as if you are applying for that job. Be sure to include specific information from the job posting and base your résumé on this job posting.

STEP 2: COLLECT YOUR RÉSUMÉ INFORMATION

Compile your education, experience, and skills to include on your résumé. If you don't have any experience yet, use the skills and experience needed for this job to create a fictional résumé showing what you want your résumé to look like in the future.

Underline words and phrases from the job posting you chose to include in your résumé.

STEP 3: WRITE YOUR FIRST DRAFT

Based on the information on pages 34–35, write the first draft of your résumé. Review “Using Strong Verbs” on page 88 of the *Grammar & Writing Guide* for examples of writing with strong verbs, and work to include them in sections of your résumé.

STEP 4: EDIT AND REVISE YOUR RÉSUMÉ

Read the section titled “Revising” on pages 85–86 of the *Grammar & Writing Guide*. Use the revising and proofreading checklists to guide your revisions. Then insert any changes into your résumé. Submit your final draft with your completed unit booklet.

Résumé	Filled Out by Student		Points Filled Out by Teacher
	YES	NO	TOTAL: ____ /100
Includes all sections listed on pages 34 and 35 <i>(If your résumé does not include all of these sections, it should be revised before turning it in.)</i>			____ /5 points
Includes an attention-grabbing objective statement <i>(If your résumé does not include this section, it should be revised before turning it in.)</i>			____ /15 points
Has an eye-catching design with white space and bullet points			____ /30 points
Lists information from newest to oldest <i>(The experience and education sections have newest items at the top and oldest items at the bottom.)</i>			____ /25 points
Uses strong verbs <i>(See page 88 of your Grammar & Writing Guide.)</i>			____ /10 points
Is edited carefully for proper grammar, punctuation, and usage			____ /15 points

JOB POSTING # 1: ADMINISTRATIVE ASSISTANT

COMPANY: ABC PUBLISHING

We are a publishing company specializing in picture books for children. Our mission is to bring the best writing and illustrations to children to aid their development and learning while engaging their senses and interest.

Job Duties

- Manage all contact with potential authors, agents, illustrators, and printers
- Schedule meetings for and manage schedule of editor in chief
- Organize and file writing contracts
- Assist the editor in chief in other duties as assigned

Required Qualifications

- Ability to work hard for long periods of time
- Eager to learn and quickly apply new concepts
- High school diploma or GED
- Proficient typist
- Proficient at word processors and spreadsheets



“Women Reading” by Rembrandt van Rijn (1606–1669), c. 1634

JOB POSTING #2: SALES REPRESENTATIVE

COMPANY: ABC PUBLISHING

We are a publishing company specializing in picture books for children. Our mission is to bring the best writing and illustrations to children to aid their development and learning while engaging their senses and interest.

Job Duties

- Track sales activity and contacts in company database system
- Develop and maintain relationships with potential retail clients
- Set and meet sales goals
- Coordinate sales efforts with team and manager

Required Qualifications

- Ability to work hard for long periods of time
- Eager to learn and quickly apply new concepts
- High school diploma or GED
- Self-confident attitude
- Proficient at talking to and creating relationships with people



“Young Girl Reading” by Jean Honoré Fragonard (1732–1806), c. 1769



Canada

□ Read the descriptions of the provinces and territories in Canada on this page and match each description to the correct flag on the next page.

1. This Canadian province lies in the southwest corner of the country and has a relatively mild climate due to the warm Pacific Ocean air currents. It's known for mining and fishing as well as other industries.
2. One-sixth of this central Canadian province is covered with hundreds of freshwater lakes. It's also home to the largest indigenous population in Canada.
3. Most of Canada's French-speaking population lives in this province. It's home to the second-largest Canadian city, Montreal, and the province also produces the most maple syrup in the world.
4. This Canadian province nicknamed "Iceberg Alley" has a long northern coast where icebergs coming from Greenland can be seen frequently.
5. This central Canadian province is named after the Cree word for "the swiftly flowing river" and lies within the plains region of the country. Because it is far from any major body of water, its summers are warm.
6. This small Canadian island that occupies just over 3,500 sq km (just over 2,000 sq mi) is most commonly known for being the home of the fictional Anne Shirley of the *Anne of Green Gables* series.
7. This territory is the most populated of the three northern Canadian territories. Its territorial capital, Yellowknife, was founded when gold was discovered in the area.
8. This Canadian province is known for Banff National Park, one of the most beautiful sections of the Canadian Rockies. It's also known for the Calgary Stampede.
9. This is the northernmost territory in Canada, and it is also Canada's newest territory—it was created April 1, 1999. Interestingly, this territory includes all islands in Hudson Bay, even those that are closer to Ontario and Quebec.
10. This small province that borders Quebec and Nova Scotia is replete with forests and rolling hills. This landscape is ideal for forestry, which is the province's largest industry.
11. Most people in this Canadian province live in its capital, Halifax. This province has long been known for its connection to international trade with its well-located ports and history of ship-building and fishing.
12. This westernmost Canadian territory borders Alaska and shares many attributes with the US state: mountainous terrain, glaciers, and mining opportunities.
13. This Canadian province resides next to a Great Lake with the same name. It's also home to the world-famous Niagara Falls and Canada's largest city, Toronto.



_____ Alberta



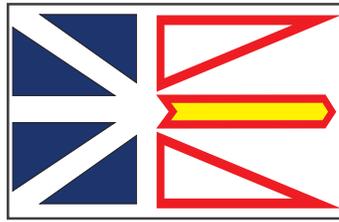
_____ British Columbia



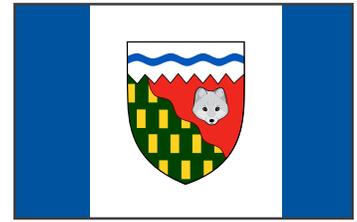
_____ Manitoba



_____ New Brunswick



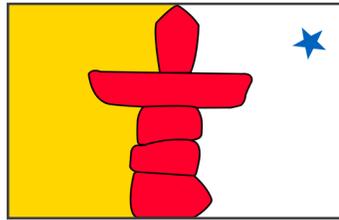
_____ Newfoundland and Labrador



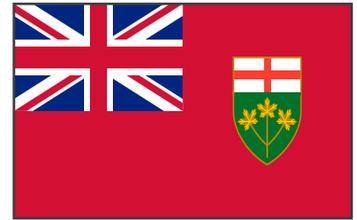
_____ Northwest Territories



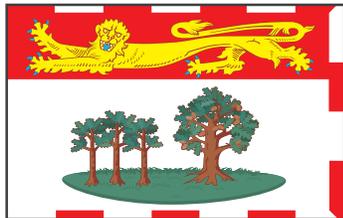
_____ Nova Scotia



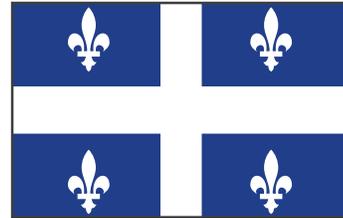
_____ Nunavut



_____ Ontario



_____ Prince Edward Island



_____ Quebec



_____ Saskatchewan



_____ Yukon