

Literature | Grammar & Usage | Punctuation
Art | Geography | Spelling | Vocabulary | Writing





ABOUT THIS COURSE

This course is designed to teach high academics and foster a true love of learning by exposing children to and helping them love the good and the beautiful: God, family, nature, and high moral principles.

Items Included in the Course Set

- Language Arts & Literature Course Book: Level 7
- Course Companion: Level 7
- Geography & Grammar Flashcards (Levels 4–7)
- Level 7 Favorite Classics Reader
- Daily Checklist

Subjects Covered in the Course

- Literature
- Writing
- Grammar and Usage
- Punctuation
- Spelling
- Vocabulary
- Geography
- Art

Principles Behind the Course

- This course is mainly student directed but allows parental
 participation whenever desired. An answer key allows parents to
 check children's work. The course takes small incremental steps
 so that students can learn complex concepts without becoming
 overwhelmed or confused.
- This course is faith-based (geared toward Christians of all faiths)
 with the goal of producing not only intelligent minds but also high
 character.
- This course does not follow Common Core standards. Rather, this
 course strives to teach everything moral and sound that is being
 taught in public schools while also going well above and beyond
 the standard core curriculum of public schools.
- Level 7 places a strong emphasis on writing. Children are taught "good and beautiful" style writing—writing that is effective and engaging while having high literary and moral value.

Additional Materials Needed

Gather the following items before the course is started:

- A large index card (for use with the ladders in the Course Companion)
- A timer (The child will time himself/herself periodically throughout the course.)
- A set of drawing pencils (with eraser)

Suggestions from Amazon.com: search for RSET-KCSS OR 497BP

- A sketchbook (9"x12")
 - Suggestions from Amazon.com: search for B0027ACAPY OR B0027A39PY
- A blank notebook with lined paper for use with writing assignments

Note: The child will also need access to a computer to occasionally watch a video and to often type writing assignments, some of which are done in a notebook and some on a computer.

The course set comes with the following items:

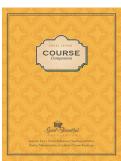
Language Arts & Literature Course Book: Level 7

This 11"x8.5" (landscape oriented), full-color, 208-page course book is spiral bound. The child should complete one lesson in this course book each day (or more if desired). Comes on 60# uncoated paper.



• Course Companion: Level 7

This 8.5"x11", black-and-white, 190-page companion to the course book is spiral bound and includes an answer key (for all work in the course book), a quick reference section, States and Capitals Ladders, poetry memorization, spelling dictation, and selected readings for use with the course book.



• Geography & Grammar Cards

124 double-sided, full-color flashcards come on high-quality, coated card stock. The same set of flashcards is used for Levels 5–7. Once the child has mastered all the cards, they should be reviewed once a week through Level 7.



• Level 7 Favorite Classics Reader

This 6"x9", black-and-white, 256-page, illustrated, non-consumable reader is perfect bound and includes short stories by Leo Tolstoy and the following play and full-length books:

- The Blind Brother by Homer Greene
- Mary Jones and Her Bible by Mary Emily Ropes
- *Toni the Woodcarver* by Johanna Spyri
- Rudi by Johanna Spyri



- Moni the Goat Boy by Johanna Spyri
- Dick Whittington and His Cat by Mary Rea Lewis

The reader corresponds to lessons in the course and is a necessary component of the course.

Daily Checklist Notepad

This 25-page 8.5"x11" black-and-white notepad is used daily as the child proceeds through the course.

Note: If you are not purchasing the physical course set, you will need to print and assemble all of the items. Physical items are offered for the following reasons:

- 1. Purchasing the course set is usually much less expensive than having the materials printed on your own. We print in large quantities and are able to keep the prices very low.
- 2. The quality of the printed course set is very high, which is especially important for the artwork in the course book.
- 3. The readers are formatted for 6"x9" printing to feel more like reading books. 6"x9" books are harder to print and bind at home.

How the Course Works

The Levels Pre-K–3 courses require almost constant parental/teacher guidance and participation. With Levels 4 and above, the child will practice self-governance and do much of the learning on his or her own. The lessons are designed to be engaging and very clear, and they go in small, incremental steps, so that the child is not confused or overwhelmed.

Each day, the child will mark off a daily checklist containing the following items:

Sentence Dictation	
Ladders or Poetry Memorization (alternate day	
Geography or Grammar Cards (alternate days)	
One lesson in the course book	
Personal Reading: minutes	

Instructions at the beginning of the Daily Checklist Notepad give more information about the checklist.

The parent or teacher must do the following each day:

- Dictate sentences
- Check the child's work using the answer key
- Work with the child on occasional parts of the course book that indicate parental/teacher interaction

The following items can be done solely by the student or with help from a parent, according to the child's needs:

- Ladders and poetry memorization
- Geography or grammar cards
- Course book
- Personal reading

No matter what level the child is on, parents should check the child's work on a daily basis, giving feedback. When needed, adjust the level of parental involvement. Parent should also occasionally quiz the child on grammar and geography flashcards to assess progress.

Course Reading Challenge

A "Course Reading Challenge" is included in the beginning of this course. The reading challenge exposes the child to different genres of books and specific books that correlate with the course. It is highly recommended that the child select books from The Good and the Beautiful Book List so that he or she is reading books of the highest literary, moral, and educational value.

It is suggested that, outside of the assigned readings done as part of daily coursework (such as a reading assignment in the readers or *Course Companion*), the child read between 30–45 minutes a day.

Make Sure the Child Reads and Understands the Following Instructions

- Each day, simply follow the instructions in the course book. Mark
 the check boxes when you have completed a section to keep
 track of what you have already completed within a lesson. Mark
 the check box in the upper right-hand corner of a page when you
 have completed all the work on a page. You should complete one
 lesson each day, but you can do more than one lesson if desired.
- 2. Go through the lessons in order. Lessons build on each other, and some lessons include a review of principles. However, if you are stuck in a particular place and your parent or teacher is not immediately available to help you, move on to the next section or lesson and come back to where you were when possible.
- 3. Refer to the "Quick Reference" section in your Course Companion whenever needed. Take a look at this section before starting the course so you are aware of what is included. If you cannot figure something out after using the Quick Reference section, ask your parent or teacher for help. Learn to communicate well. If you are feeling overwhelmed or confused, ask for help rather than sitting and doing nothing.
- 4. If you are partway through an exercise and are unsure if you are doing it right, ask your parent or teacher to use the answer key and check the answers you have completed. That way, the exercise will be much more effective.

Spelling

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

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

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

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

- 1. Spelling rules and patterns
- 2. A list of words which are rule breakers and commonly misspelled words
- 3. Grammar and punctuation rules
- 4. Homophones
- 5. Commonly confused word pairs

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

Sentence dictation is an important part of the course and should not be skipped.

The sentence dictation section is in your *Course Companion* and gives more detailed instructions on how to dictate sentences.

Writing

Learning to write well is an important skill that will impact many areas of a child's life—now and in her/his future adult life. This course strives to develop excellent writing skills by having the child read high-quality literature; practice specific skills in writing effective sentences, paragraphs, and complete compositions; and analyze and model the writing of master authors.

Children can become overwhelmed with large writing projects. This course breaks writing into small assignments, making writing achievable and enjoyable.

Writing instruction and assignments are integrated into many lessons, connecting writing with the other learning taking place in the course book, such as geography, art, and literature.

Geography and Grammar Cards

Each day the child should practice either the geography or grammar cards for 5–7 minutes.

The child is not expected to master all the cards until the end of Level 7, at which point the cards should be reviewed weekly during Level 8. If the child masters the cards before the end of Level 7, the child should begin his or her weekly review. It is not suggested for the child to start on the High School Cards until he or she starts the High School 1 course.

Grammar Cards

- 1. Store the cards in sliding zip-lock bags with the labels: LEARNING, MASTERED, and NOT LEARNED.
- 2. Have the child practice 5–10 cards at a time (which are stored as LEARNING).
- 3. Once the child has mastered a card (can say the answer without hesitation the first time), store the card as MASTERED. Review the mastered cards once every 1–2 weeks.

Geography Cards

- 1. Store the cards in sliding zip-lock bags with the labels: LEARNING, MASTERED, and NOT LEARNED.
- 2. Have the child practice 5–10 cards at a time (which are stored as LEARNING).
- 3. Once the child has mastered a card (can say the answer without hesitation the first time), store the card as MASTERED. Review the mastered cards once every 1–2 weeks.

Geography

In addition to general geography concepts, this course explores the geography of Russia as the child studies stories by Russian author Leo Tolstoy; the geography of Pennsylvania as the child studies artist Benjamin West and reads the book by Homer Greene (set in Pennsylvania); and the geography of Wales and the United Kingdom as the child reads *Mary Jones and Her Bible* (set in Wales). The course also covers regions and sub-regions of the United States, plate tectonics, and demographics.

Art

This course combines art with multiple subjects. For example, while studying and practicing different styles of writing, the child practices different styles of line drawing; while writing an essay about nature, the child practices drawing trees and landscapes; while studying relationships in literature, the child practices drawing people.

In addition to learning about the life and works of different artists, an emphasis is placed on learning to appreciate and find beauty in art.

Some lessons focus mainly on art, while art is also integrated within language arts, literature, writing, and geography lessons. Establishing connections across the content areas in this way makes learning more meaningful and interesting.

Hands-on art projects are included in the course, focusing on line art drawing skills. (Pastels and painting are not included in this course level.)

Length of Daily Work/Length of Course

The length needed to complete coursework each day will vary according to the child. Here is a sample schedule for an average the child:

10 minutes: Sentence Dictation

6 minutes: Ladders or Poetry Memorization (alternate days)
6 minutes: Geography or Grammar Cards (alternate days)

40 minutes: Course Book

28 minutes: Reading for Course Reading Challenge

TOTAL=90 minutes

This course includes 140 lessons. If the child completes one lesson four days a week, the child will finish the course in one average school year. This allows for 20 vacation days and/or sick days in addition to normal school breaks for Thanksgiving, Christmas, and spring break.

In addition to the items above, the child should work on handwriting and typing on a daily basis.

Remember that the subjects of writing and reading are important foundational subjects for which a large amount of time should be devoted each day. Also remember that this course covers several subjects.

Answer Key

The answer key is in the last section of your *Course Companion*. Pages that contain only subjective answers (answers that are the child's own opinions or thoughts) are not included in the answer key.

Videos

The child will be directed to watch a few videos during the course at goodandbeautiful.com/level-7-videos/.

The password is p7

Level 7—At-a-Glance

GRAMMAR, USAGE, & PUNCTUATION

- active and passive voice
- antonyms and synonyms
- apostrophes
- avoiding shifts in person, voice, number
- avoiding shifts in verb tense
- capitalization rules: days of the week, seasons, north, south, east, west
- capitalization rules: family relationships
- capitalization rules: proper nouns
- comma splices
- commas and coordinating conjunctions
- commas in a series
- commas in geographical names
- commas when people are directly addressed
- commas with dependent clauses
- commas with introductory words or phrases
- commas with nonessential words or phrases
- commas with the word TOO
- commonly confused words
- compound subjects, verbs, direct objects, and indirect objects
- coordinate adjectives and commas
- coordinating conjunctions
- determining the meaning of unfamiliar words
- editing
- gerunds
- Greek and Latin roots

- helping verbs
- homophones
- Identifying dependent and independent clauses in complex and compound-complex sentences
- identifying simple, compound, complex, and compound/complex sentence structures
- implied subjects in imperative sentences
- infinitive phrases
- interjections
- linking verbs
- participles and participial phrases
- parts of speech
- phrase versus clause
- predicate adjectives
- prepositional phrases and commas
- quotation punctuation
- run-on sentences
- semicolons
- sentence diagramming (steps 1–15)

Steps 1–5: subjects, verbs, articles, adjectives, adverbs, possessive adjectives, pronouns, direct objects

- Step 6: commands
- **Step 7:** compound sentences
- Step 8: compound subjects, verbs, direct objects
- Step 9: verb phrases
- **Step 10:** complex sentences
- Step 11: predicate adjectives
- Step 12: adverbs modifying adjectives or other

adverbs

Step 13: prepositional phrases

Step 14: indirect objects

Step 15: gerund phrases

- sentence types
- subjects, predicates, direct objects, indirect objects
- subject-verb agreement
- subordinating conjunctions
- verb phrases

Level 7—At-a-Glance

GEOGRAPHY

- geography of Russia
- geography of Wales and the United Kingdom
- geography of Pennsylvania
- regions and sub-regions of the United States
- United States capitals (review from Level 5)
- geography principles (plate tectonics, map reading and drawing, demographics, natural resources, counties, municipalities, land elevations, biomes, convergent zones, continental drift, core, crust, divergent margins, fault, lithosphere, magma, mantle, mid-ocean ridges, rift valley, subduction zone)

Level 7—At-a-Glance

LITERATURE AND ART

LITERATURE

Authors and Poets Studied

- Homer Greene (fiction)
- Edgar Guest (poetry)
- Johanna Spyri (fiction)
- Leo Tolstoy (short stories)
- Emily Mary Ropes (biography)
- Mary Rea Lewis (drama)

Included in the Reader

The Blind Brother by Homer Greene

This classic adventure about 14-year-old Tom and his 12-year-old blind brother takes place in the late 1800s in the coal mines of Pennsylvania and has powerful messages about honesty and integrity, selflessness, repentance, love, and loyalty.

Mary Jones and Her Bible by Mary Emily Ropes

Taking place in Wales in the late 1700s, this true story describes how a young girl, Mary Jones, saved up money for six years and walked 50 miles barefoot to buy her own Welsh Bible. Her actions led to millions of copies of the Bible being made available to others in their native tongue.

Short Stories by Leo Tolstoy by Leo Tolstoy

Three of Leo Tolstoy's best short stories contain intriguing plots, model writing, and meaningful messages.

Toni the Woodcarver by Johanna Spyri

This short book by the author of *Heidi* follows the story of a boy in the alps of Switzerland named Toni who has a beautiful relationship with his widowed mother and longs to be a woodcarver.

Rudi by Johanna Spyri

Orphaned Rudi has never had a friend and is ruthlessly made fun of. When Franz Martin, the well-loved herdsman, shows a simple kindness to Rudi, the first kindness Rudi has ever received, Rudi becomes loyally devoted to the herdsman and eventually saves his life. This is a beautifully written story of friendship, love, compassion, and loyalty.

Moni the Goat Boy by Johanna Spyri

Moni the Goat Boy is a fun, powerfully-written short book that promotes honesty.

Dick Whittington and His Cat by Mary Rea Lewis

This play, based on the the well-loved English tale of the London waif whose cat helps Dick become a successful merchant and mayor of London, is an engaging way to explore wholesome messages and the genre of drama.

Concepts Studied

- analyzing the moral, educational, and literary merit of literature
- author's purpose
- comparing and contrasting literature

- identifying main ideas and themes
- literary analysis
- literary devices (simile, metaphor, hyperbole, alliteration, assonance, anaphora, personification, sensory language)
- mood and tone
- poetic sound devices
- poetry terms

ART

Artists & Periods Studied

- Benjamin West
- Goscombe John
- Winslow Homer
- Caspar David Friedrich
- Walter Curlee
- Ivan Bilibin
- Romantic Era

Techniques and Principles Studied and Practiced

- line art drawing
- drawing styles
- hatching and cross-hatching
- stippling
- perspective
- vanishing point
- framing

Level 7—At-a-Glance

WRITING

- annotating and paraphrasing challenging texts
- avoiding plagiarism
- citing sources
- creating emotion rather than stating facts
- focusing paragraphs on one main idea
- identifying and writing thesis statements
- using literary devices (simile, metaphor, hyperbole, alliteration, assonance, personification, sensory language)
- maintaining a consistent style in writing
- writing narratives
- prewriting
- revising and rewriting
- using transitions
- using a rich and varied vocabulary
- using descriptive language
- using strong verbs

- varying sentence structures
- using or avoiding active voice
- writing a literary analysis essay
- writing a persuasive essay
- writing an informative essay
- writing concisely
- writing dialogue
- writing effective body paragraphs
- writing effective conclusions
- writing effective opening paragraphs
- writing effective thesis statements
- writing fictional biography
- writing outlines
- writing poetry
- writing summaries
- writing thank you notes
- writing topic sentences

Level 7—At-a-Glance OTHER

- building character
- choosing literature with high literary and moral merit
- idioms
- note taking
- poetry memorization
- proverbs and maxims
- spelling (spelling patterns, spelling rules, rule breakers, challenging words)
- the power of language
- vocabulary

COURSE READING CHALLENGE

Your Daily Checklist will direct you to read each day for this Course Reading Challenge. You and your parent will decide how much time should be spent reading each day. That time may change throughout the course as you evaluate how long you need to read each day in order to complete the reading challenge. Choose books from "The Good and the Beautiful Book List" that are between Reading Level 5 and your reading level. Take the reading level assessment at goodandbeautiful.com/book-list. You should fill in each box of this challenge by the time you complete this course.

HEIDI

BY JOHANNA SPYRI

□ COMPLETED

BENJAMIN WEST AND HIS CAT GRIMALKIN

BY MARGUERITE HENRY

□ COMPLETED

BIOGRAPHY

NAME OF BOOK

□ COMPLETED

HISTORICAL FICTION

NAME OF BOOK

□ COMPLETED

HISTORICAL FICTION

NAME OF BOOK

□ COMPLETED

HISTORICAL FICTION

NAME OF BOOK

□ COMPLETED

FICTION

NAME OF BOOK

□ COMPLETED

FICTION

NAME OF BOOK

□ COMPLETED

Nonfiction

NAME OF BOOK

□ COMPLETED

LESSON 6

Proper Nouns & Prepositional Phrases

If needed, open your *Course Companion* to the following pages for help with these exercises: 24 (Capitalization Rules 1–4) and 39 (Prepositions and Prepositional Phrases).

- Remember that specific names of <u>people</u>, <u>pets</u>, <u>places</u> (businesses, parks, libraries, schools), <u>geographical areas</u> (oceans, lakes, rivers, continents, states, cities, street names), <u>religions</u>, <u>holidays</u>, <u>nationalities</u>, <u>brand names</u>, <u>historical events</u>, and <u>organizations</u> are capitalized. Seasons are not capitalized. Courtesy titles are capitalized: Dr., Mrs., Mrs., Miss.
- Remember that prepositional phrases start with the preposition and include any words that modify the preposition.
- **Exercise:** For each sentence, put three underlines under letters that should be capitalized but are not. Circle prepositional phrases.

Example: The colorado river curves around those cliffs.

BLITHE: happy and without worry

- 1. Everyone loved bethany's blithe spirit.
- 2. Through the fields beneath mount helen, we ran blithely.
- 3. During the great depression, Grandma smith retained a blithe attitude.
- 4. The young, blithe girl from arizona sings like a lark.
- 5. A blithe, beautiful child came bouncing into the room.
- 6. Uncle james always had a blithe attitude, even during the civil war.

- 7. Mrs. pepper's spirit was unusually blithe as she decorated the christmas tree.
- 8. The toddler waved blithely to everyone crossing Story bridge, over the Brisbane river in australia.
- 9. I blithely put on my new nike shoes and ran to central park.

Author Homer Greene

☐ Read:

Years before the electric light bulb and cars were invented, a baby boy named Homer Greene was born in Pennsylvania to an employee of the Pennsylvania Coal Company.

When Homer was a young man, he graduated from college as a civil engineer and worked as a surveyor for a few years with the Pennsylvania Coal Company. His taste, however, was for books and law, and he eventually graduated from law school and became a successful lawyer.

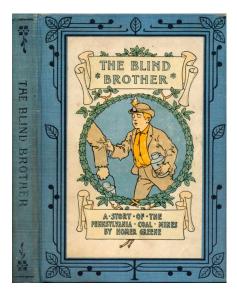
Homer was just sixteen years old when he had his first piece of writing, a short story, published in a magazine. Over the years, he had many stories, poems, and books published.

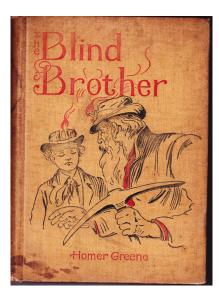
In this course you will read a book by Homer titled *The Blind Brother*. This story won first place in a story competition for which he was awarded \$1,500—a large sum of money at that time. The story was published in a magazine and was eventually made into a book.

The Blind Brother will take you back in time to the coal mines of Pennsylvania in the 1800s. Because Homer grew up near the coal mines and even worked at the coal mines for a time, he gained the knowledge he needed to create the setting for his book. It is also interesting to note that the book contains a court trial—another topic of which Homer had knowledge since he had worked for years as a lawyer.

The Blind Brother is an engaging book of adventure that also contains powerful and praiseworthy messages about repentance, redemption, family, honesty, selflessness, and love.

Many books today are kept in print for just a few years. *The Blind Brother* was first published in 1887, and it is still in print today, over 130 years later! Several different editions have been printed over the years. Below are images of two editions of the book. Which cover do you like best?





The Blind Brother: Chapter 1

☐ Read the following vocabulary words from Chapter 1 of *The Blind Brother*, and read the definitions and example sentences.

waylay: to stop someone who is going somewhere or to attack someone by surprise

The actress was waylaid by a group of fans as she entered the building. We were waylaid by a band of robbers who had been hiding in the trees.

hewn: something cut, chiseled, or shaped with a tool

He had roughly hewn features.

The statue was hewn from Italian marble.

exultant: triumphant and happy

The winning team let out an exultant cheer.

The exultant army had won the battle.

revel: to take or the act of taking great pleasure in; to celebrate.

We reveled in the thought of our upcoming cruise.

The revel lasted all afternoon; it was quite the celebration!

	Fill in each blank with a vocabulary word from above.	
1.	The slabs of slate were	_ from the gray rocks of the island.
2.	Do not	in sin.
3.	Admirers always he tries to go somewhere in public.	the famous actor when
4.	When I reached the peak, I let out a shout.	n
5.	The bandits often	stagecoaches on this road.
6.	Thecrow	d cheered for the winner.
7.	The great forest was	down in one month.
8.	Winning the competition left me fee	ling
9.	The statue was	from solid marble.
10.	The festival was held on Sunday, so w	re did not join the
	Open your <i>Course Companion</i> to paractice #1." Read the words on this and have him or her circle any word immediately.	s page to your parent or teacher
	In the Level 7 Favorite Classics Reader,	read Chapter 1 of <i>The Blind Brother</i> .

Direct Objects & Indirect Objects

☐ Read and complete:

A *direct object* receives the action performed by the subject. (Amy kicked the <u>ball</u>.) The *indirect object* indirectly receives the object. (John gave **mom** the book. John cooks **Mother** dinner. The cat gave **Ellen** a glance.)

Exercise: Underline direct objects and circle the indirect objects. Draw the line art image in your sketchbook.

- 1. The cute dog gave me the ball.
- 2. We gave the lost dog a warm bath.
- 3. The adorable dog gave me a lick.
- 4. I made the tired dog a warm bed.
- 5. We made the dog a new doghouse.
- 6. My aunt gave me a new book about dogs.
- 7. The librarian read us a story about dogs.
- 8. I gave Mom the dog.
- 9. The loyal dog brought me my slippers.

Effective Writing: Avoiding Wordiness and Redundancy

□ Read and complete:

Sometimes writers believe that long and wordy sentences make higher quality writing. However, that is not usually the case. Avoiding unnecessary words makes writing less cluttered and easier to read. However, your sentences do not have to be short or simple. In fact, they can be beautifully complex, such as sentences often found in well-written,

classic books; but they should be clear and concise (not including unnecessary information) and avoid redundant (repetitive) words.

■ Exercise: Rewrite the wordy sentences more concisely. First cover up the example answers with an index card. After rewriting the sentence, compare the example answer to yours. There is not one right way to make a sentence more concise. The example answer just shows one possible way.

TIP: Remove duplicates of the same word within a sentence.

TTP: Look for ways to say the same thing more concisely, but be careful not to lose needed information or emphasis.

#1: The reason that we did not come to the party, even though we really wanted to come to the party, is that our car would not start when we tried
to turn it on because the battery was dead.
Example Answer:
We wanted to come to the party, but our car battery died.
#2: If a sentence has any redundant words, you should remove those
redundant words from the sentence to make the sentence clearer.

Example Answer:

To make sentences clearer, remove redundant words.

Proper Nouns & Prepositional Phrases

If needed, open your *Course Companion* to the following pages for help with these exercises: 24 (Capitalization Rules 1–4) and 39 (Prepositions and Prepositional Phrases).

■ **Exercise:** For each sentence, put three underlines under letters that should be capitalized but are not. Circle prepositional phrases.

Example: The colorado river curves around those cliffs.

ENSHROUD: envelop completely; hide

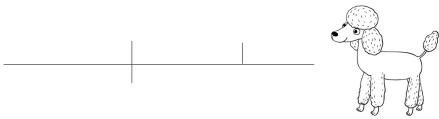
- 1. Heavy, grey clouds enshrouded central park in New york city.
- 2. I believe that christianity helps bring light to a world enshrouded by darkness.
- 3. The catholic priest within the Florence cathedral was enshrouded in a long robe.
- 4. The peak of mount Fuji in Japan is enshrouded with clouds.
- 5. Thick fog enshrouded the entire stadium at davis high school.
- 6. The town of porterville was still enshrouded with smoke from the volcano, so the trucks from the red cross could not enter the area.
- 7. In front of the Jefferson library, the salvation army is collecting money for christmas.

Diagramming Imperative Sentences

When you diagram an imperative sentence, the subject may or may not be implied. For example, the subject in this sentence is implied, and would be diagrammed as (YOU): "Sit down."

□ Diagram the sentences below. *These exercises include Step 12* (page 20 in your *Course Companion*). Note: the word PLEASE (used as a polite request) is an adverb. *In your sketchbook, draw the line art images.*

Please wash the quite dirty poodle.



Pet my new, cute dog very gently, please.



Kindly walk the rather energetic dog.



The Blind Brother: Chapter 5

☐ In the Level 7 Favorite Classics Reader, read Chapter 5 of The Blind Brother.

■ Reading Check: Underline the correct answers.

To "thicken the plot" is an idiom that means to make things more complicated or interesting. Underline the two ways that Homer Greene thickens the plot of the book in Chapter 5.

- A. Jack Rennie is startled and apparently very distraught that Tom Greene is the boy who is the witness, and we get hints that Jack knew Tom's father.
- B. Jack Rennie shouts a threat to Tom during the trial, and Tom believes Jack will have a friend carry out the threat. Even though Tom bravely tells the truth, the reader is left wondering if the threat will be carried out.
- C. Jack Rennie escapes, and that leaves the reader wondering if he will be found and what Jack will do while he is free.

Commas in a Series

☐ Exercise 1: Determine if the commas in each sentence are separating words or phrases. Underline the correct answer.

AUGMENT: to increase in size, number, or strength

1. The moaning of the wind, the clouds covering the moon, and her father's absence all augmented her fear.

Words | Phrases

2. Dave sells cookies, cakes, and cupcakes to augment his income.

Words | Phrases

3. I am striving to augment my faith, hope, and perseverance.

Words | Phrases

4. Eating well, sleeping longer, and exercising regularly augments my ability to work hard.

Words | Phrases

5. I hope to exercise more often, to be more cheerful, and to keep my room organized.

Words | Phrases

☐ Read and complete:

Use commas in a series of <u>three or more</u> words or phrases <u>unless all items</u> are joined by OR, AND, or NOR.

Examples: (Both sentences are correct.)

I bought a cow and a pig and a duck. | I bought a cow, pig, and duck.

Exercise 2: Insert commas where needed.

BRAWNY: muscular or powerful

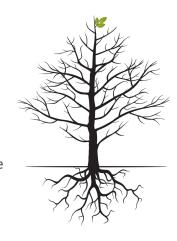
- 1. The brawny man flexed the muscles in his arms legs and back.
- 2. Not only was the mountaineer a brawny fellow who looked like he could lift a mountain goat, but he was also skillful with a compass and a map and a rope.
- My brawny guide carried my backpack while I carried the compass the map and the canteen.
- 4. We used a compass and map on the trip.
- 5. The brawny man lifted the large case of compasses with ease and threw it into the truck.
- 6. The brawny man augmented his muscles by lifting weights digging ditches and climbing ropes.

Latin and Greek Roots

☐ Read:

In past centuries, many people who wanted to be well educated studied other languages. This was not usually in order to converse with people from other nations, but to better understand and communicate in English.

Words have meaning according to their origins. English is made up of words from many sources; however, the major sources are Latin, Greek, and Anglo-Saxon. You will gain a better understanding and use of the English language as you learn some basic roots from source languages.



A root word is a word that is often used by itself, in compounds with other roots, or with affixes. Once you know the meaning of the root word, you can understand the meaning of many other words that contain it.

Anglo-Saxon words are the most basic words in English and express the ideas most related to everyday life such as house, man, think, eat. They most often do not use affixes.

Here are some common Latin roots and their meanings:

visum – see	verbum – word
nomen – name	unus – one

annus – year **magnus** – large or great

mobile – to move

Here are some common Greek roots and their meanings:

photos – light	Phono – sound
graph – to write or draw	tele – far or distant
autos – self	bios – life

ology – knowledge or study

Draw a line to match each word to the Latin root from which it is
derived.

visum	nominal	in name only
verbum	magnificent	great
nomen	unicycle	a one-wheeled vehicle
unus	verb	a word for an action or state of being
annus	visual	able to be seen
magnus	annual	yearly

☐ Write the Greek root words from which each word is made. Write the basic meaning of the words.

Example:

photograph	n - photos and graph	light drawing
telephone		
autograph		
biology		
telegraph		

☐ Some words are a mix of both Greek and Latin roots. Write the roots and the basic meaning for each.

automobile -

Relief Maps / Appalachian Mountains / Pennsylvania

A *relief map* uses different colors or textures to show the depth or height of hills, mountains, and valleys relative to sea level. The relief map of Pennsylvania on this page shows how the Appalachian Mountains run diagonally across the state.



The *Appalachian Mountains* are a 1,500-mile-long mountain chain that extends from Canada through the Eastern United States.

The Appalachian Trail is a 2,160-mile-long hiking trail. That is a long trail! In fact it is the longest hiking-only footpath in the world. It starts in Maine and goes all the way to Georgia.



As you can see from the relief map on this page, the majority of Pennsylvania is covered with mountains, ridges, and valleys that are part of the Appalachian Mountains.

Let's learn more about Pennsylvania.

Like all mountainous states, the four seasons in Pennsylvania differ greatly according to elevation. Summers tend to be hot and humid but are cooler and less humid at higher elevations. The winters in Pennsylvania are cold and snowy, especially in the mountains.

Paraphrase the following paragraph:

Original Passage

Pennsylvania's 63,200 farms (occupying nearly 8 million acres) are the backbone of the state's economy, producing a wide variety of crops. Leading commodities are dairy products, corn, cattle and calves, mushrooms, poultry and eggs, a variety of fruits, sweet corn, potatoes, maple syrup, and Christmas trees. (factmonster.com)

Paraphrased Passage

Factmonster.com explains that	

Appalachian Landscapes by Artist Walt Curlee

☐ Read:

Let's explore two paintings set in the Appalachian Mountains by modern artist Walt Curlee.

Curlee said of his paintings:

I invite you take a stroll into my paintings, to a slower time when life was simpler. A timeless world of rolling hills, patchwork farms; where you can almost smell the fresh air and fresh cut hay and hear the sounds of nature. I strive to create an enchanting world in my folksy Regionalism style, with a nostalgic feel of good times past.

Curlee's beautiful paintings used in this lesson are oil paintings, but they are painted digitally with a digital brush and tablet.

Computers changed many aspects of modern society, including art. With digital painting, mistakes are easily fixed, changes are easily made, you don't have to wait for layers to dry, you don't have to scan the finished work, and art can look more sharp and realistic. A tablet pen



resembles a pencil, but it can be used as many types of tools: different kinds of brushes, pencils, markers, pastels, charcoals, and erasers. Digital paintings can look so much like non-digital paintings that it is hard to tell the difference between them.

☐ Complete the following instructions *with a parent or teacher*:

- 1. Take the two paintings from this lesson out of your book so you can look at them while you read this page. Set a timer for 90 seconds and observe the beauty and details of the two paintings.
- 2. Observe and discuss the following:
 - **Framing** is a technique used in painting and photography. Notice how one painting is framed at the bottom with blackberry bushes and the other with pumpkins. Framing can give the photo context, helping you understand the setting and subject of the image. Framing can also give focus to the subject and give a sense of depth and layer.
 - Curlee uses small details and textures, but he also focuses on overall smooth shapes, lines, swellings, and curves. In each painting, point out all the circles you see (such as in the trees), straight lines you see, and swelling curves you see.
 - The paintings are organized to draw your eyes along the lines and patterns, almost as if you were taking a journey through the painting. What different paths do your eyes want to follow in these paintings?
 - Discuss the use of perspective in the picture, noting how images are smaller the farther away they are meant to appear.
 Can you see a blackberry that is shown about the same size as a steamship? Can you see a flower shown larger than a cow?

Note: The paintings in this lesson are used with paid permission and are copyrighted by Walt Curlee.



The Body of an Essay

☐ Read:

The body is the heart of your essay. Each paragraph in the body of your essay should be limited to one main idea that supports your thesis. However, one main idea may be explored in more than one paragraph if needed. Body paragraphs will usually follow the following format:

WRITING A BODY PARAGRAPH: FOUR STEPS

- 1. State your topic sentence.
- **2. Give your evidence.** Evidence may be quotes, statistics, personal examples, or facts.
- **3. Discuss or analyze your evidence.** Do not give evidence without analyzing or discussing it afterwards. Good analysis will answer questions. How does the evidence prove the point? Why does it matter? What are your opinions and insights about the evidence?
- 4. Close your paragraph.

Topic Sentence

Body paragraphs in formal essays usually include a topic sentence which defines the main idea of the paragraph. Just as a thesis statement keeps the main idea focused throughout the essay, a topic sentence helps a paragraph stay focused on the main idea of the paragraph.

Topic sentences are usually placed at the beginning of the paragraph, but sometimes a transitional sentence or two will come before a topic sentence.

A topic sentence will be more effective if it does not use exact wording from the thesis. Being more subtle and writing the topic sentence with different wording moves the essay forward one more step.

When a paragraph continues to develop the same point covered in the

previous paragraph, a new topic sentence is not needed. Sometimes the evidence in the paragraph makes the point so effectively that the topic sentence can be implied rather than stated outright.

Fill in the blanks. Each paragraph in the body of your essay should	
limited to	
that supports your	

Circle TRUE or FALSE: Topic sentences are usually placed at the beginning of a paragraph.

Circle TRUE or FALSE: When a paragraph continues to develop the same point covered in the previous paragraph, a new topic sentence is needed.

□ / Writer's Notebook

In your writer's notebook, write the four steps to writing a body paragraph.

Styles of Writing

☐ Read and complete:

Writers may use many different styles to convey their messages. Read the following paragraphs, and then underline the style used in the paragraph.

#1: So, maybe you've realized that the way you'd write an email to a friend is different than how you'd write a scientific article—at least I hope it would be, or it may not be too fun to get emails from you! There are many different styles of writing. Style includes your word choice and the tone of your writing. What is tone? I'll tell you; it's the overall feeling and attitude you portray. The way in which you write needs to fit the audience for whom you are writing. Using big words and a formal tone to write a fun blog post would be like showing up in a tuxedo to a barbecue. Yikes! That would be awkward.

informal but serious | informal and humorous | formal/scholarly

#2: In writing, style is the way something is written, as opposed to the meaning of what is written. However, the two are very closely linked. As the package for the meaning of the text, style influences the reader's impression of the information itself. Style includes diction and tone. The main goal in considering style is to present your information in a manner appropriate for both the audience and the purpose of the writing. Consistency is vital. Switching styles can distract the reader and diminish the believability of the paper's argument. (Wheaton College, wheaton.edu)

informal but serious | informal and humorous | formal/scholarly

#3: When you write, pay attention to style. It's important that you don't switch between different styles in a piece of writing. You probably get the idea; it's like being serious at church or silly at a birthday party—there is a place for each. Decide what the style should be for your paper and stick with it! For example, if you are writing a serious and formal research paper about bears, don't crack a joke about bears in the middle of the paper. Also, in formal writing you don't usually use contractions; you would use "do not" instead of "don't" and so on. Informal writing tends to have shorter sentences and an easier vocabulary. A formal writing style is not necessarily better than informal writing—each serves a different purpose.

informal but serious | informal and humorous | formal/scholarly

Styles of Drawing

☐ Read and complete:

Just as we can break writing into the categories of formal or informal, we can break drawing into the categories of realistic or non-realistic.

In realistic drawing, you produce life-like drawings. In non-realistic drawing, such as cartoon drawing, the subject matter is not drawn plausibly or accurately. For example, in this non-realistic picture, the heads of the children are a lot larger than a head really is compared to the rest of the body.

Practice drawing different styles of houses by sketching the pictures of houses below. Notice how one house is less realistic than the other. For example, a door would not normally be that big compared to the rest of the house, the shape of the house is not plausible, and the windows are slanted unrealistically.



In your sketchbook, also experiment by drawing an unrealistic house and a more realistic house in your own style.

Benefits of Connecting With Nature

☐ Read and complete:

In upcoming lessons, you are going to complete a writing assignment on the benefits of connecting with nature. Many studies have been done on this topic, and the results are interesting and impressive.

You are also going to explore nature in art and practice drawing items in nature with different styles.

- □ Rather than doing your own research for your writing project on nature, the research is provided for you. Starting on page 51 of your *Course Companion*, read the section titled "Connecting with Nature." Reading this entire section will give you an overview of the subject and prepare you for your upcoming writing assignments.
- ☐ **Reading Check:** Underline the correct answers.
- 1. Just looking at beautiful pictures of nature has great benefits.

TRUE | FALSE

2. Spending time in nature can boost your immune system.

TRUE | FALSE

3. Studies show that students in school programs that incorporate nature perform better on tests *only* in the subject of science.

TRUE | FALSE

4. Spending time in nature, as little as 30 minutes a day, can help you sleep better.

TRUE | FALSE

Drawing Different Styles of Trees

☐ Read and complete:

Practice different illustration styles of trees by drawing the pictures on this page. Note how realistic or unrealistic each picture is.

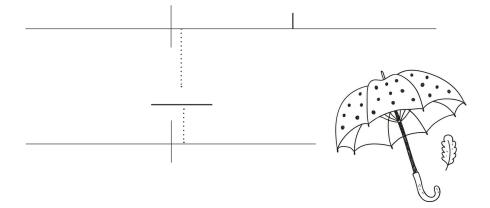




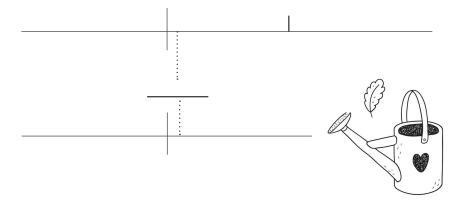
Sentence Diagramming

□ Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs. This lesson focuses on Steps 7 and 12. *Then, in your sketchbook, draw the line art images.*

The rain pounds my umbrella, and the wind sighs very loudly.



You can water the plants alone, or we can work together.



Hint: Alone in this case is an adverb because it is modifying the verb WATER.

Capitalization in Titles

☐ Open your Course Companion to page 25, and read Rule 6: Titles. Then, complete the exercise below.
Exercise 1: Write the titles with correct capitalization. Remember to capitalize the last word in a title, even if it is a short, unimportant word.
up from slavery: an autobiography
anne of green gables
a little maid of philadelphia
five little peppers grown up
the story of rolf and the viking bow
a day on skates

Citing Sources

Read and complete:

Citing a source means you show, within your text, that you took words or ideas from someone else.

WHY WE CITE SOURCES

- 1. To show that you have done proper research
 - 2. To give credit to other researchers
 - 3. To avoid plagiarism

How To CITE Sources

There are two ways to cite sources:

Works Cited Page: You include a list of all the texts you referenced in your paper; then in your paper, you refer to that reference, usually by noting just the last name of the author and the page number.

In-Text Citation: The full citation is in the body of the text in parentheses, right after the quoted or paraphrased information.

Here are some examples:

Example of In-text Citation

Booker T. Washington wisely stated, "This country demands that every race shall measure itself by the American standard." (Washington, Booker T., *Up From Slavery*, pg 175, 1901) He continues on to explain that by that standard every race must rise or fall.

Example of Works Cited Citation

Booker T. Washington wisely stated, "This country demands that every race shall measure itself by the American standard." (Washington, 175) He continues on to explain that by that standard every race must rise or fall.

Additionally, the following would be included on Works Cited Page at the end of the essay: Washington, Booker T., *Up From Slavery*, 1901

Note: Different style guides have different ways of formatting citations. For example, some style guides say to put a period after pg (e.g., pg. 4), and some say do not use a period (e.g., pg 4). The formatting for citations taught in this course is standard in several style books, but, in college and in other places, it may be required that you follow a specific style guide.

Nature Essay: Part 1

☐ Read:

In this lesson, you are going to write the opening paragraph for an informative essay on the importance of connecting with nature. You will use a formal style in your essay, so avoid being humorous or casual. Later in the course, you will practice informal writing.

THE OUTLINE FOR YOUR ESSAY

An outline is a list that shows what each section of your essay will cover. Later, you will create outlines for other assignments, but for this assignment you will use this outline:

- I. Opening Paragraph
- II. How Connecting with Nature Affects Mood and Mental Health
- III. How Connecting with Nature Affects Physical Health
- IV. How Connecting with Nature Nature Affects Academics
- V. Closing Paragraph

Each section can be one or more paragraphs, but each section must be limited to one main idea.

☐ Write your opening paragraph by completing the following instructions:

Write the opening paragraph for your essay. *You will type this essay* so that you may more easily complete revisions and edits.

To start the opening paragraph, use one of the "Eight Ways to Start an Opening Paragraph" that you wrote in your writer's notebook. Use any of the ideas, quotes, and statistics on pages 51–52 of your *Course Companion*. Then, transition to your thesis statement, which should come at the end of the paragraph and explain the main idea or purpose of your essay—the benefits of connecting with nature.

For any sources that you quote, cite them using in-text citation. Refer to pages 27–28 in your *Course Companion* for guidelines on in-text citations.

Lesson 23

Than/Then

- ☐ Open your *Course Companion* to page 47 and read about the commonly confused word pair THAN and THEN. Then, underline the correct word choice for each sentence.
- 1. If you do not want to look so pallid, (than | then) spend more time in the sun.
- 2. The bossy man was even more officious (than | then) I expected; he was always telling everyone what to do.
- 3. The man said I was daft, but (than | then) he apologized and said I was actually very smart.
- 4. My brother loves rock climbing, but it scares me too much. He has always been more audacious (than | then) I am.
- 5. The lake is so much more placid (than | then) it was yesterday during the storm.
- 6. Emma has been more sullen (than | then) usual since her grandfather passed away.
- 7. Nothing rankles me more (than | then) being cut off on the freeway.
- 8. You abhor spiders? (Than | Then) you should definitely stay out of the old barn.
- 9. You are better at consoling crying babies (than | then) I am.

Nature Essay: Part 2

☐ Read and complete:

You are now going to write about your first supporting point for your nature essay: how connecting with nature affects mood and mental health. It may be one or more paragraphs; just make sure that you stay focused on the supporting point.

- 1. First, write your topic sentence. Remember that a topic sentence helps a paragraph stay focused on the main idea. The topic sentence tells your audience what the paragraph will be about.
- 2. Next, give your evidence that supports the main idea of the paragraph. The evidence may be quotes, statistics, personal examples, or facts. Use any of the ideas, quotes, and statistics on pages 51–52 of your *Course Companion*. Then, discuss or analyze your supporting evidence—explain how it supports your thesis.
- 3. Finally, write a concluding sentence for the paragraph. The concluding sentence is usually a statement that summarizes or pulls together the main idea of the paragraph.

Caspar David Friedrich and Romanticism

☐ Read and complete:

Romanticism was a cultural movement that started in Europe but swept many parts of the world, including the United States. This period, which lasted from the end of the 1700s until the mid 1800s, affected music, literature, and art.

Romantic artists focused less on rules. They tried to capture the feelings, emotions, and moods associated with places and events rather than just show what things looked like. Romantic artists especially strove to inspire people with a sense of the grandeur and power of nature.

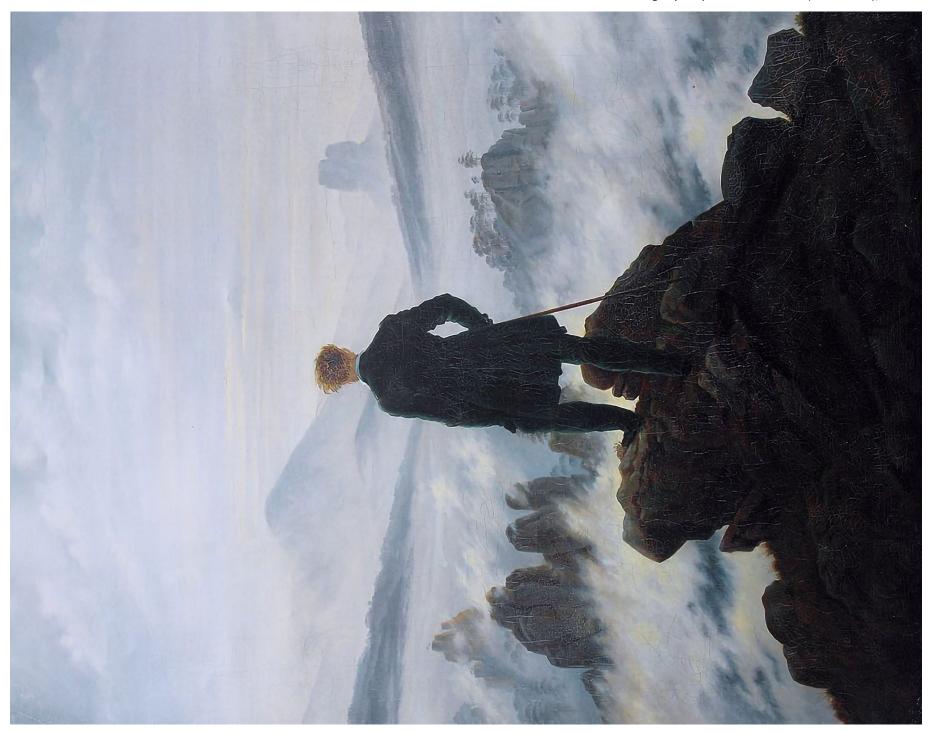
German artist Caspar David Friedrich became a key member of the Romantic Movement. Because his painting style was different, it was not accepted very well at first. Friedrich kept painting the way he felt he should. Eventually, his art did find success, and he even had paintings commissioned by the Russian royal family. When Romanticism was

replaced with more modern ideas, Friedrich's art lost its popularity. Today, however, Friedrich is recognized and appreciated again for the true master artist that he was.

Study the painting by Caspar David Friedrich included in this lesson. It is titled "Wanderer Above the Sea Fog" and is a superb example of the awe and wonder of nature that was characteristically portrayed in art of the Romantic Period.

"Caspar David Friedrich in His Studio" by Georg Friedrich Kersting (1785-1847), 1811



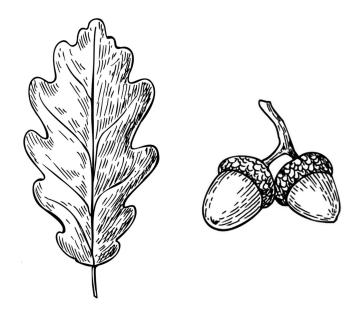


Little Things

☐ Read and complete:

Read the poem "Little by Little" on the next page. In your own word write the message of the poem:	

Draw the following line art images of an oak leaf and acorns in your sketchbook. Follow the style of "hatching" shown, which does not use exactly straight lines. Copy the poem "Little by Little" in your sketchbook next to the images you drew, or write your own poem.



□ Read	and	comp	lete:
--------	-----	------	-------

Steven C. Wheelright, a professor who taught at Harvard Business school, said the following:

If we exercise faith, and are consistent and diligent in small and simple things, our lives will be filled with small daily miracles, and over time, they will be filled with many marvelous works.

Make a list of 10 small and simple things that are important in your life that will have big results over time, such as daily prayer and expressing gratitude to God and others. Save this page; in the next lesson you will choose three of these items on which to write an informal essay.

1.	
2.	
3.	
4.	
5.	
6.	
8.	
9.	
10	•

LITTLE BY LITTLE

Author Unknown



"Little by little," an acorn said,
As it slowly sank in its mossy bed,
"I am improving every day,
Hidden deep in the earth away."

Little by little, each day it grew;
Little by little, it sipped the dew;
Downward it sent out a thread-like root;
Up in the air sprung a tiny shoot.

Day after day, and year after year,
Little by little the leaves appear;
And the slender branches spread far and wide,
Till the mighty oak is the forest's pride.

"Little by little," said a thoughtful boy,

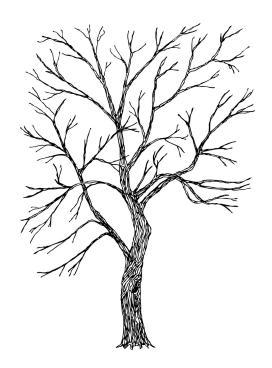
"Moment by moment, I'll well employ,

Learning a little every day,

And not spending all my time in play.

And still this rule in my mind shall dwell,
Whatever I do, I will do it well.

"Little by little, I'll learn to know
The treasured wisdom of long ago;
And one of these days, perhaps, we'll see
That the world will be the better for me";
And do you not think that this simple plan
Made him a wise and useful man?



Gerunds

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

☐ **Exercise 1:** Fill in the blanks:

A gerund is a		made from a		by		
adding						

■ Exercise 2: All the underlined words in this exercise are gerunds.

Determine if each gerund is functioning as a subject or direct object and underline the correct choice.

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

1. My family enjoys working.

subject | direct object

2. Working makes you feel great!

subject | direct object

3. Quitting is not an option.

subject | direct object

4. I have not even considered guitting.

subject | direct object

5. Luckily, cheating is not a problem in my class.

subject | direct object

6. Smiling makes you feel good.

subject | direct object

7. Yes! Judging unfairly is wrong.

subject | direct object

- □ Exercise 3: For each sentence, determine if the underlined word is a verb or a gerund, which functions as a noun. Underline the correct answer. Tip: Ask if the underlined word is doing the main action—if so, it's a verb. ING words functioning as verbs are always in a verb phrase (e.g., AM JUMPING, WAS JUMPING).
- 1. I have been working on this project all day.

verb | gerund (noun)

2. Starting is the hardest part.

verb | gerund (noun)

3. I have been painting the barn today.

verb | gerund (noun)

4. David will be baking the birthday cake.

verb | gerund (noun)

5. Helen is good at baking cakes.

verb | gerund (noun)

6. Swimming is good exercise.

verb | gerund (noun)

7. Dave is trying very hard.

verb | gerund (noun)

8. The family over there is singing.

verb | gerund (noun)

9. I have been washing my dog.

verb | gerund (noun)

The Art of Benjamin West: Penn's Treaty with the Indians

☐ Read and complete:

Many of Benjamin West's paintings were of historical subjects. You recently learned about William Penn, the Quaker from England who founded Pennsylvania. One of Penn's sons commissioned West to create the painting titled "Penn's Treaty with the Indians," which depicts the historical scene of Penn creating a treaty with the Native Americans.

Set your timer for one minute and study that painting by West from this lesson. As you study the painting, notice the colors and textures West used. Also, study how he painted different people in certain postures to depict certain emotions.

Next, set your timer for one minute and study the painting in the lesson titled "Benjamin Franklin Drawing Electricity from the Sky," another historical painting by Benjamin West. Consider the symbolism of light breaking through the clouds. Ponder why West included angels in the painting.

Lastly, set your timer for one minute and compare the paintings titled "Charles Willson Peale" by Benjamin West, painted in the 1700s, and a portrait by Vincenzo Catena, painted in the 1500s, a common type of painting from that time period. How are the styles different? Which has more details on the clothing (wrinkles, textures, shading)? Which one has more details on the person? Does one look more stiff than the other? Write your observations here using full sentences.

Vanishing Point

■ Read and complete:

As things get farther away from us, they seems smaller and closer together. The vanishing point is the point at which parallel lines receding

from an observer seem to meet and disappear. For example, in the following illustration, the vanishing point has a blue X above it.

When Manufactured Manufactured

Draw the illustration in your sketchbook.

Then, draw a scene from your own imagination that contains a road or railroad tracks with a vanishing point.

Your/You're

- ☐ Underline the correct word choice for each sentence. Remember that YOU'RE is a contraction of the words YOU ARE.
- 1. I hope that (your | you're) amicable cousin is coming; she's so nice.
- 2. I can't believe (your |you're) believing the fallacious report.
- 3. The fog completely enshrouds (your | you're) cottage.
- 4. I can tell (your | you're) an inherent lover of animals.
- 5. (Your | You're) efforts were duly appreciated.
- 6. (Your | You're) a blithe girl; I feel happy whenever (your | you're) around.
- 7. You should not have lied; now (your | you're) in a real quandary.
- 8. (Your | You're) face is so pallid; is everything OK?



Fictionalized Biography Project: Outline

□ Using all your notes and prewriting ideas, create a brief outline for your story about Abraham Lincoln. Your outline does not need to be detailed, but it should list the main scenes of your story in order. Remember that as you write, your story may be different from your original outline—sometimes when you really dig into the writing, you realize you want to go in a different direction than you planned. It is always good to start with an outline, but if things need to change as you write, you can make a revised outline.

□ // Notebook

In your notebook, write the quote below by author Eloise Jarvis McGraw (author of *The Golden Goblet* and other books included on The Good and Beautiful Book List).

"I would no more set out to write a book—or even a short story—without an outline than I would set out to cross the Atlantic in an open boat without a compass." ~ Eloise Jarvis McGraw (*Techniques of Fiction Writing*)

Lesson 60

Welsh Sculptor: Goscombe John Part 2

☐ Read:

God gave us so many resources on this earth with which to create. Goscombe John (shown on this page in his studio), used several of these resources to create sculptures: bronze, marble, limestone, clay, plaster, and stone. Two of Goscombe's sculptures, shown on the next page, are of his beloved only daughter, Muriel. In the first sculpture, made of bronze, Muriel is four years old. In the second sculpture, made of marble, Muriel is thirteen years old. Study these two sculptures.



Fictionalized Biography Project:

Begin Writing

☐ Using all your notes, prewriting ideas, and outline, begin writing your fictionalized biography about Abraham Lincoln. Write for at least 25 minutes. *You should type your story.*





Introduction to Edgar Guest

- □ Read the biography of poet Edgar Guest that starts on page 70 of your Course Companion.
- ☐ **Reading Check:** Underline the correct answers.
- 1. Families were endeared to and entertained by Eddie Guest's column mainly because of his
 - A. humility, humor, and love
 - B. comedic suspense
 - C. quick pace and catchy words
- Edgar Guest was known as a self-made man. His success came because of his belief that no one but yourself can help you get anywhere. TRUE | FALSE
- 3. What happened to Eddie and Nellie when they lost their first child to sickness?
 - A. Sorrow spilled into their marriage and tore them apart.
 - B. They decided not to have anymore children.
 - C. The trial strengthened their marriage.
- 4. Eddie's poetry encouraged others to look beyond stress and to dream of and work for a better world by
 - A. depicting fame and riches earned by hard work.
 - B. supporting morals and appreciating family and home.
 - C. taking his readers away to magical and mystical worlds.

Lesson 79

The Power of Good Friendships

☐ Read:

In upcoming lessons you are going to complete a persuasive essay on the importance of good friendships. As you work on this essay, you are going to study poems by Edgar Guest about friendship, practice drawing people, and examine art that depicts friendships.

As you go about these lessons, keep in mind that in our world today it can be very hard to find good friends who hold your same values. Although good friendships are important, sometimes you may find yourselves without good friends during certain seasons of your life. If that is the case, remember that it is better to have no friends than to have friends that influence you negatively. Remember that you always have a friend in the Savior Jesus Christ. He is aware of you and your need for friends. If you press forward in faith and pray for opportunities for good, righteous friends, God will answer your prayers, according to His wisdom and timing.

- ☐ Starting on page 68 of your *Course Companion*, read the section titled "The Importance of Good Friendships." Reading this entire section will give you an overview of the subject and prepare you for your upcoming writing assignment.
- ☐ **Reading Check:** Underline the correct answers without rereading the material, relying instead on your memory of what you read.
- 1. The section included quotes about friendships within families.

TRUE | FALSE

2. The section included a story about someone who had a bad friend.

TRUE | FALSE

3. The section included several quotes about not lending money to friends.

TRUE | FALSE

Sentence Diagramming

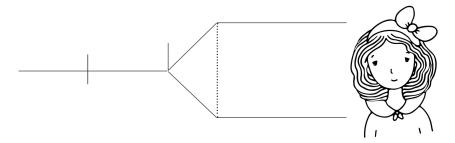
Open the *Course Companion* to page 20 and study *Step 14: indirect objects*. Diagram the sentences below. Then draw the illustrations in your sketchbook.

 Remember to put AJ for adjectives and AV for adverbs. Adverbs modify verbs, adjectives, or other adverbs.

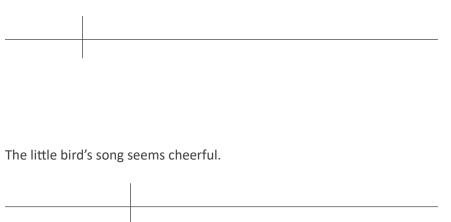
Not all sentences have an indirect object.



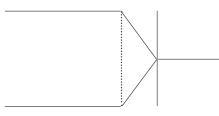
I gave the new girl a big smile and a friendly wave.



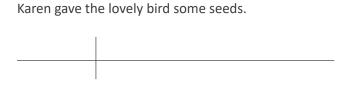
Recently, I gave Jill a new stuffed bear.



The old book and the new book look very interesting.



The scriptures give me hope and renewed strength.





Friendship Essay

☐ Read and complete:

Write about your second supporting point for your friendship essay. It may be one or more paragraphs; just make sure that you stay focused on the supporting point. You may use any of the quotes on pages 68–69 of your *Course Companion*. Refer to page 28 in your *Course Companion* for guidelines on in-text citations.

Winslow Homer Paintings

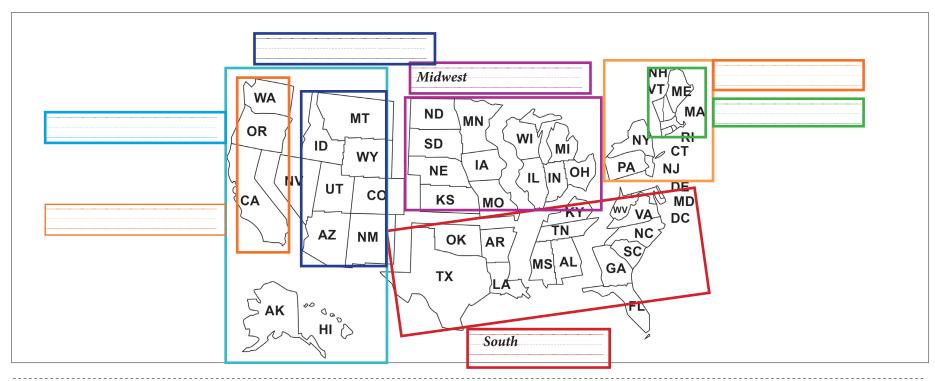
☐ Read and complete:

You recently read poems about friendship by Edgar Guest. Now you are going to study paintings about friendship by artist Winslow Homer. Homer was an

American artist who was born in Massachusetts. In which	n sub-region of the
United States is Massachusetts?	

Regions of the United States

As a review, label the different regions and sub-regions of the United States. If needed, refer to page 14 of your *Course Companion*.



Read and complete:

This painting of a father, his son, and his friends is one of Winslow Homer's most-loved paintings. Set a timer for 60 seconds and study the painting, noting colors, shades, and shadows. Also note feelings of unity the artist depicted as the boys in the painting spend time together.

"Breezing Up (A Fair Wind)" by Winslow Homer (1836–1910), 1873–76



Annotating and Summarizing Difficult Texts

☐ Read and complete:

Never were there times which inculcated more forcibly than those in which we live, the wisdom of seeking a happiness beyond the reach of human vicissitudes. What striking lessons have we had of the precarious tenure of all sublunary possessions! Wealth, and power, and prosperity, how peculiarly transitory and uncertain! But Religion dispenses her choicest cordials in the seasons of exigency, in poverty, in exile, in sickness, and in death.

Would you be able to summarize the passage above by William Wilberforce? You probably recognize the passage as being written in English, but you may feel like you do not understand Wilberforce's words very well. Many books written in early America used extremely complex, skilled writing with a powerful, rich, and varied vocabulary. Over time,

much popular writing has become simplified in sentence structure and weaker in word choice. Not only is deciphering difficult texts a wonderful skill to possess, it is also a great exercise for the mind.

In order to summarize texts, which means to briefly and concisely state the main points, you must first thoroughly understand the material.

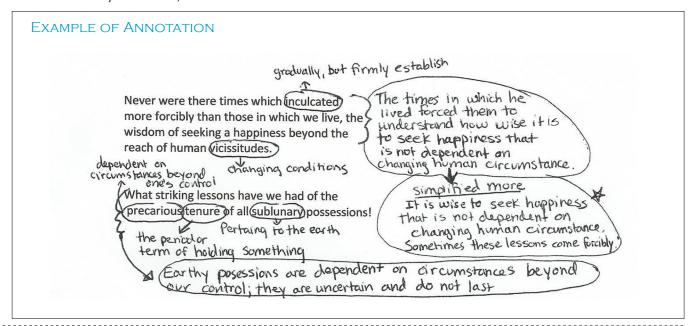
Understanding Difficult Texts

If you do not understand a difficult text on your first reading, you are not alone. Even expert readers have to reread and study to comprehend challenging texts. However, practice and experience with note taking and annotating can improve and quicken your abilities to understand complex material.

ANNOTATING

Annotate means to add notes or comments to a text.

- Look up unfamiliar words in the dictionary. Words will often have more than one meaning, so use the meaning that best fits the context.
- Break the text down into smaller sections to decipher and write its meaning. If you do not understand a paragraph, first decipher the meaning of individual sentences within the paragraph. If you do not understand a sentence, break the sentence into phrases, write the meaning for each of the phrases, and then put them together in context of the sentence.
- 3. Underline or highlight key parts of the text.
- 4. Write your own notes in the margin, including summaries and interpretations of symbolism, allegories, or figurative language.



WRITING A SUMMARY

- 1. Give a condensed description of the writing. A summary is not an outline; it may not cover all the details of the text but should express all the main points or parts of a plot.
- 2. As you prepare your summary, ask questions such as the following: "Who or what is being discussed?" "What is the author's main message?" "What are the main supporting points?" "What main evidence or examples are given?"
- Present the summary in your own words. Use quotes sparingly and only if key ideas or phrases cannot be said as precisely in your own words.
- 4. Present the summary in a neutral fashion; do not include your own comments.
- 5. Include the title of the work and the author's name.
- Write about the text in present tense. For example, instead of writing, "In his essay, Plato discussed justice," write "In his essay, Plato discusses justice."
- 7. The following verbs may be useful in writing a summary.

Argumentative	Neutral	Persuasive
argues	reports	suggests
claims	states	recommends
contends	discusses	proposes
maintains	observes	advises
insists	explains	encourages
criticizes	illustrates	pleads
disputes	describes	urges
asserts	informs	warns
Argumentative	Neutral	Persuasive

supports	conveys	teaches
expresses	communicates	advocates
upholds	recounts/relates	counsels
defends	imparts	shares

Exercise: Choose a word that fits each hypothetical sentence.

1.	In his lengthy essay, Baker more importance on eating together as a family.	_that families should put
2.	Bakerhis claim that eating together	ether is crucial.
3.	The research report the imp dinners.	ortance of family
4.	The author the argument in personal account of his own family.	n his essay with a
5.	Using recent statistics, the authorfamily unity within the past decade.	the drop in
6.	In the convincing conclusion, Bakerfamily dinner time a priority.	others to make

Annotating and Summarizing a Passage from "As a Man Thinketh" by James Allen

☐ Read and complete:

In this course, you are going to annotate and summarize passages from the book *As a Man Thinketh* by British author and philosopher James Allen (1864–1912). The name of the book is taken from the Biblical passage of Proverbs 23:7: "As he thinketh in his heart, so is he."

An official description of the book reads

As a Man Thinketh is a classic in the truest sense: few books have been so widely read, have stood the test of time so well, have had such an impact on generations of readers, and have carried such a simple, profound message: You are what you think.

Passage 1 from AS A MAN THINKETH by James Allen

	Ar	nno	tate	the	pas	sage.
--	----	-----	------	-----	-----	-------

the tools with which he builds for himself joy and strength and peace.
the passage, using the instructions for "Writing a Summary" on the previous page.

Using Context Clues

☐ Read and complete:

Good readers use *context clues* (clues in the text) to determine the meaning of an unknown word. Read the following sentences from Chapter 1 of *Rudi* by Johanna Spyri (which you will read soon), and, using context clues, determine the definition of each word.

The clean, well-fed cattle wander about with pleasant musical accompaniment; for each cow wears a bell, so that one may tell by the sound whether any of them are straying too far out toward the edge, where the *precipice* is hidden by bushes and where a single misstep would be fatal.

He had been out in the fields, and seeking to reach home by a short cut, had lost his footing and fallen over a *precipice*.

Precipice:

The family was too poor to possess even a cow, though there was **scarcely** a farmer in the neighborhood who did not own one, however small his piece of land might be.

Poor Grass Joe had got his name from the fact that the spears of grass on his land were so **scarce** that they would not support so much as a cow.

With these small resources the wife had to struggle through the summer and provide for the four little ones, and sometimes, when work was *scarce*, for one or two of the older ones also.

This little fellow, known only by the name of "Stupid Rudi," was so lean and gaunt looking that one would have taken him to be *scarcely* eight years old. His timid, shrinking manner made it difficult to tell what kind of a looking boy he really was, for he never took his eyes from the

ground when anyone spoke to him.

The few pennies paid by the community for Rudi's support were very acceptable to Joe's wife, and the extra space in his bedroom, after the father's death, was eagerly seized for two of her own boys, who *scarcely* had sleeping room for some time.

Scarcely:

"I will explain it all to you, Mother, just as it happened," he said quietly, as he leaned back against the hay; "but first look at that poor, *gaunt*, little boy down there, who hasn't a decent garment to his name, whom no one thinks worthy of a kind word, and who is known only as 'Stupid Rudi.'"

This little fellow, known only by the name of "Stupid Rudi," was so lean and *gaunt* looking that one would have taken him to be scarcely eight years old.

Gaunt:

Rudi: Chapter 1



☐ In the Level 7 Favorite Classics Reader, read Chapter 1 of Rudi.

Edgar Guest Poem: Bulb Planting Time

Pood and	complete	with a	naront o	r toachor
neau anu	complete	with	purent of	teucher.

Irony is when something occurs or is spoken that is contrary to or opposite of what is expected. The chapter of *Rudi* you just read opens with the entire community gathered together at church. A person might expect that church would be one place where Rudi would be welcomed and loved. Ironically, Rudi is mocked at church to the point that he "ran away like a hunted rabbit, trying to escape from his noisy tormentors."

Read the poem "Bulb Planting Time" on page 74 of your Course Companion, and then discuss the use of irony in the poem.
LESSON 91
Compound-Complex Sentences
□ Read and complete:
In past courses, simple, compound, and complex sentence structures were taught. There is one other possible type of sentence structure: compound-complex. A <i>compound-complex sentence</i> is made of at least two independent clauses and one or more dependent clauses.
Example: When Amy won first place in the competition, she was presented with a blue ribbon, and the crowd cheered.
When Amy won first place in the competition dependent clause, she was presented with a blue ribbon independent clause, and the crowd cheered independent clause.
Go to goodandbeautiful.com/level-7-videos/ (password=p7) and watch the video titled "Compound-Complex Sentences." This video will guide you through and provide practice with identifying compound-complex sentences. Follow the instructions and <i>complete the exercises within the video</i> .
Exercise: For the following sentences, write the name of each phrase or clause in the boxes (some names of phrases and clauses are already given). Then, determine the sentence structure of the sentence and circle the right choice. Refer to page 43 in your <i>Course Companion</i> if needed.
Sentence #1
dependent clause
Where the route crossed from the airway to the heading, the space between the pillars had been carefully boarded across, so that the air current should not
be turned aside; and a door had been placed in the boarding, to be opened whenever the cars approached, and to be shut as soon as they had passed by.
Circle the sentence structure: Simple Compound Complex Compound-Complex

Completed
Sentence #2
participial phrase
Then she shut the door and came and sat down, resolving in her childish heart that, if God heard and answered her prayer, and she learned to read His
independent clause
Word, she would do what she could all her life long to help others as she herself had been helped.
Circle the sentence structure: Simple Compound Complex Compound-Complex
Sentence #3
But as he had never enjoyed a day's schooling in his life and could hardly read a word correctly, the thought of teaching others seemed,
This is part of the blue clause; it was just interrupted.
to say the least, a rather wild idea.
Circle the sentence structure: Simple Compound Complex Compound-Complex
ende the sentence structure. Simple compound compound complex
Sentence #4
participial phrase This is part of the red clause.
This little fellow, known only by the name of "Stupid Rudi," was so lean and gaunt looking that one would have taken him to be scarcely eight years old.
Circle the sentence structure: Simple Compound Complex Compound-Complex
Sentence #5
Rudi had never known a mother; she had died when he was hardly two years old, and shortly afterward his father had met with an accident when
returning from the mountain one evening.

.....

Circle the sentence structure: Simple | Compound | Complex | Compound-Complex

Mood & Tone in Poetry

☐ Read and complete *with your parent or teacher*:

Poems appeal to our senses, our feelings, and our minds by combining rhythm, sound, images, and language in a way that creates meaning and impact. Analyzing how this is accomplished in poetry helps us better appreciate the poetry and become more skilled writers ourselves.

MOOD & TONE

Every poem portrays some kind of mood, such as the following:

• Somber • Joyous

• Humorous • Sad

• Reflective • Light-hearted

• Angry • Playful

• Optimistic • Bitter

Every poem also portrays some kind of tone (the author's attitude toward the subject), such as the following:

• Formal or informal • Negative or positive

• Intense or relaxed • Passionate or apathetic

Humble or arrogant
 Friendly or bitter

• Funny or serious • Respectful or rude

• Tolerant or intolerant • Optimistic or pessimistic

• Amused or annoyed • Hopeful or cynical

• Gentle or rough • Reverent or irreverent

PURPOSE

Authors usually have a purpose for writing. Identifying the author's purpose helps us understand the poem and its impact. Authors mainly use one or more of the following three purposes when they write:

To Inform

When authors write to inform, they want to provide facts that will teach the audience. When writing to inform, writers might explain, clarify, discuss, establish, and analyze facts.

To Persuade

When authors write to persuade, they want to convince, inspire, move, motivate, encourage, or change their readers.

To Entertain

When authors write to entertain, not to persuade or teach, they want to amuse, captivate, delight, thrill, or frighten for the sake of appealing to the audience's imagination or senses, and thus offer diversion and enjoyment.

☐ Complete *with your parent or teacher*:

On pages 75–76 of your *Course Companion*, read the poems "When Mother Sleeps," "The Fellowship of Books," "See It Through," and "Sacrifice." For each poem, discuss the following:

- 1. What is Guest's overall purpose in the poem—to inform, entertain, or persuade?
- 2. Which words best describe the tone and mood of the poem?

Introduction to Author Leo Tolstoy



"Leo Tolstoy in His Study" by Ilya Repin (1844–1930), 1891

☐ Read and complete:

Leo Tolstoy is considered by some to be one of the greatest authors of all time. In addition to his epic novels, including *War and Peace* and *Anna Karenina*, Leo Tolstoy had a talent for writing plays, essays, short stories, and fables.

In this course, we will study some beautiful stories by Tolstoy that show truthful messages. However, none of the Good and the Beautiful courses recommend or study his famous novels *War and Peace* and *Anna Karenina*, because they contain profanity and some inappropriate content. Although those two books have some powerful messages, powerful messages on the same topics can be found in other books that are completely clean in language and content.

Before you read some short stories by Leo Tolstoy, read some information about his life:

- Tolstoy was born in Russia in 1828 to Princess Marie Volkonsky and Count Nicolas Tolstoy. His mother died when he was 18 months old.
- As a child, Tolstoy showed a gift for languages. He also loved reading literature, including fairy tales, poems, and the Bible. He especially loved the Old Testament story of Joseph.
- After Tolstoy's father died when he was nine years old, Tolstoy was raised by his aunts. One of those aunts "had the greatest influence on [his] life" because she taught him "the moral joy of love."
- After studying law, Tolstoy became a soldier, during which time he
 wrote his first novel. For many years he lived a sinful and unhappy
 life, but when Tolstoy's beloved brother Nicolas died, Tolstoy turned
 toward God and good works. Henceforth, his writings, sometimes
 funny and sometimes sad, would contain moral ideas and themes.
- After marrying Sophia Behrs, the youngest daughter of a wealthy family that he had known for many years, Tolstoy continued to write and to practice good works. For example, during a time of severe famine, he and Sophia started over 246 soup kitchens. Tolstoy and his wife had ten children.

☐ **∨** Reading Check

Underline all the sentences that are true.

- A. Leo Tolstoy loved the Bible as a child.
- B. Leo Tolstoy was born in Finland but moved to Russia later.
- C. Tolstoy's brother and one of the aunts who raised Tolstoy both had a positive impact on him.
- D. Tolstoy lived a sinful life for a time.
- E. Tolstoy's writings rarely contained moral themes.

Editing & Editing Symbols

☐ Read:

Editing is an important skill that you will use your entire life! Turn to the page titled "Editing Symbols" on page 89 of your *Course Companion*. You will use these symbols to complete your editing exercises. Here are some of the most common symbols:

Add a comma



Add a period



Make a word lowercase



Capitalize

Delete a letter or word

Cross out an incorrect word, and write the correct word above the crossed out word.

Example:

dessert
I ate some desert.

Each set of sentences tells you the number of mistakes that need to be found. Try hard to find all the mistakes. If you cannot find all the mistakes, first check the "editing explanations" numbers. These numbers refer to a section in your *Course Companion* called "Editing Explanations," which starts on page 90. The editing explanations will tell you the kinds of mistakes the editing exercise contains. Once you have completed your editing, check the answer key and make sure you understand the mistakes you missed and why they should be corrected.

Remember, if you are not sure why something is a mistake, read more about it in the "Editing Explanations" section of your *Course Companion*. This will help you to become an excellent editor!

Edit and Draw

□ Edit the groups of sentences. Then, draw the pictures in your sketchbook. If you cannot find all the mistakes, refer to the editing explanations indicated, which start on page 90 of your *Course Companion*.

There are FOUR mistakes. See editing explanations #4, #10, #23, #29

Yes uncle Harry smiled amicably and he lifted his hat to the girls. "Welcome to my home" he said.

There are FIVE mistakes. See editing explanations #13, #39, #41, #42, #43

The adroit hairstylist braided Kims hair putting in a yellow flower in as the final touch. I wanted my hair styled that way too, accept I wanted a white flower.



As i passed the window candlelight danced inside sending an merry glow into the gloomy night. Instantly my heart was lifted.





Short Story: "How Much Land Does a Man Need?" by Leo Tolstoy (Part 1)

☐ In the Level 7 Favorite Classics Reader, read "How Much Land Does a Man Need?" Parts I—V with a parent or teacher. Your parent or teacher should read every other page. It is important that you read this story with your parent or teacher as it will affect a later lesson.

Ivan Bilibin

☐ Read:

Ivan Bilibin, whose illustrations are featured on this page, was born near St. Petersburg, Russia, in 1876. A natural artist, he studied in Munich and St. Petersburg and illustrated for newspapers and books.

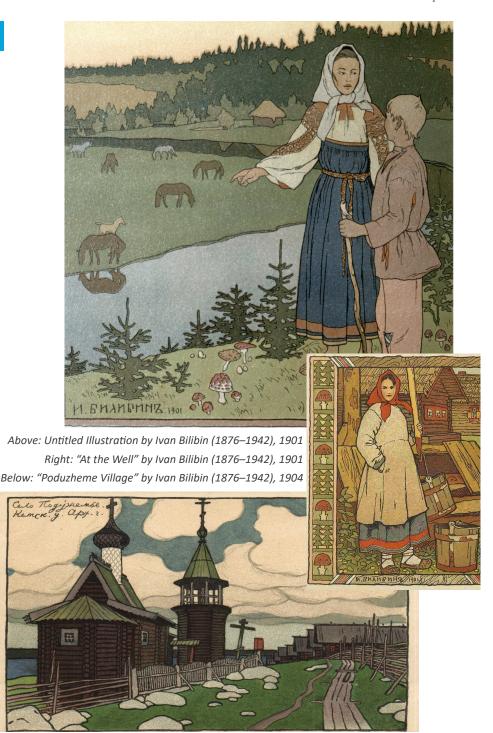
In 1899, a year before graduating, Ivan became famous for illustrating Russian fairy tales. His style was different, and everybody loved it!

He drew revolutionary cartoons during the Russian Revolution of 1905. After that, he painted background scenes for operas and plays.

Life was dangerous in Russia, so after the October Revolution in 1917, Ivan moved to Egypt for a time, then settled in Paris, France, where he decorated mansions and churches.

Russia was in his blood, however, and in 1936, he returned to lecture at the Soviet Academy of Arts in St. Petersburg (later called Leningrad). This was during World War II, and the Germans laid siege to Leningrad in 1941, cutting off all supplies. It was one of the longest and deadliest sieges in history, and Ivan was among those who perished. It was a sad ending for such an amazing artist.

☐ Set your timer for 60 seconds and observe the illustration by Ivan
Bilibin on the next page. How does Bilibin cause the landscape to look
a little magical? Why do you think he does not include shadows in the
illustration? Would the illustration have a different feel if more detail
were included?





Effective Writing: Avoiding Wordiness and Redundancy

Evercise: Rewrite the wordy sentences to be more concise

#1: We had a pleasant trip due to the fact that weather was really nice on our trip.
#2: My friend, whose name is Molly, went with me.
#3: She wanted to come with us to the library, but she was not able to come because she was sick.
#4: In a situation in which the fire alarm rings, go outside.
#5: The purpose of this exercise is to give you experience to learn how to reduce wordiness.

Editing: Russian Geography Passages

Edit the following passages. If needed, refer to the editing symbols on page 89 of your *Course Companion*.

Moscow

Moscow is the capital city and the largest city in both russia and europe. It has over 12 million inhabitants within the city limits, and almost 17 million in the surrounding urban areas. A very powerful city, it is a major influence for political, economic, and scientific reasons. It is the cultural center of Russia and it is home to many artists scientists and sports figures. The Moscow Kremlin, a medieval city-fortress is the seat of power where the Russian government works. Because of it's many historic and modern buildings and sites, it is a thriving city and tourist attraction as well.

KREMLIN

The name Kremlin means "fortress inside a city," though most people today think of it as referring to the government of Russia. The Moscow Kremlin is the heart of the russian empire, a fortified complex in the center of Moscow. It runs along the Moscow River and contains many famous buildings, such as Saint Basil's cathedral Red square and Alexander garden. It includes the Kremlin Wall, Kremlin Towers five palaces, four cathedrals, and the offices for the Russian president and the Russian Federation.

Interjections

☐ Read about interjections on page 36 of your *Course Companion*. Then, complete the exercises:

Exercise 1: Write a fitting interjection, punctuated with an exclamation point, before each sentence or group of sentences.

- 1. _____ I absolutely abhor snakes!
- 2. _____ That is such a magnificent sunrise.
- 3. _____ My leg really hurts.
- 4. _____ I'm so sorry.
- 5. _____ That song is beautiful.
- 6. _____ My arm is stuck in the door.
- 7. Wait for me.

Exercise 2: Underline the correct sentence or sentences in each set.

- 1. Wow! This lasagna is delicious.
 - Wow, this lasagna is delicious.
 - Wow. This lasagna is delicious.
- 2. Hooray, Gabriel finished the race.
 - Hooray Gabriel finished the race.
 - Hooray! Gabriel finished the race.
- 3. Oh! It's starting to rain.
 - Oh, it's starting to rain.
 - Oh, It's starting to rain.
- 4. Whoops, The cookies have burned.
 - Whoops! The cookies have burned.
 - Whoops, the cookies have burned.

Gerund Phrases & Participial Phrases

- Underline all the gerund phrases. Circle all the participial phrases. Refer to pages 34 and 37 in your *Course Companion* if needed.
- 1. Listening to peaceful music completely changes my mood.
- 2. Praying for help, David began to look for his lost puppy.
- 3. Bracken made his mom a card, hoping to cheer her up.
- 4. I really love planting a flower garden each summer.
- 5. Sitting for long periods of time is not good for your health.
- 6. Keeping secrets from your parents is not a good idea.

Who/Whom

- ☐ Fill in the blanks of the following sentences with either WHO or WHOM. If needed, refer to page 48 in the answer key.
- 1. Benjamin is the boy was so kind to me at the park.
- 2. I believe there is someone _____ would be willing to be help us with our service project.
- 3. Those girls are _____ I would like to get to know.
- 4. Zachary and Caleb are the brothers ______ invited me to play basketball with them.
- 5. What was the name of the woman _____ sewed the first American flag?
- 6. Mr. and Mrs. Nelson were the lovely couple ______ I met while volunteering at the hospital.
- 7. Lily is always so cheerful; she is the one ______ I was telling you always has a smile.
- 8. I would like to write a thank you card to Tyler and his dad; they are the ones ______ I called for help when the basement flooded.

Desert/Dessert

- ☐ Underline the correct word choice for each sentence. Refer to page 45 in your *Course Companion* if needed.
- 1. Grandma makes the best (desert | dessert)!
- 2. Utah is classified as a (desert | dessert).
- 3. The (desert | dessert) is a tremendously dry place to reside.
- 4. My favorite type of (desert | dessert) is ice cream.
- 5. I found an arrowhead in the (desert | dessert).

Traditional Russian Architecture

☐ Read and complete:

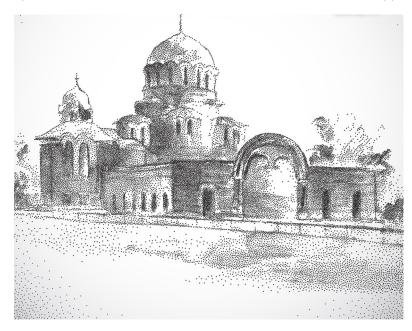
Colorfully painted onion domes first appeared during the 1500s when Ivan the Terrible reigned in Russia. These onion domes usually appear in groups of three, representing the Holy Trinity. In your sketch book, create a black and white line drawing (using hatching and cross-hatching to shade) of the top of a cathedral in Russia as shown in this photograph:



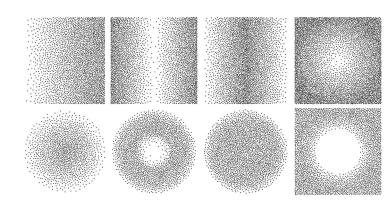
Stipple Drawing

☐ Read and complete:

Stippling is a common art technique used to create shading and texture in line drawings. The dots are denser where darker shading is desired. For example, this illustration of a cathedral in Russia is created with stippling:



In your sketchbook, draw two of the squares or circles below, using the technique of stippling.



Russia has enormous deposits of natural resources, and they account for 95.7% of national wealth.

"As of 2013, Russia was the world's third-largest oil producer, behind Saudi Arabia and the United States. The country also has a mining industry which produces metal ore, including: iron, copper, aluminum, gold, chromium and silver. As of 2005, in fact, Russia was considered the world's wealthiest country in terms of gold reserves. It also mines phosphates, diamonds, salt and amber. The country's vast timber reserves also make it a leader in the world's wood market." (reference.com)



ш	Oshig the map on this page, write three questions about Russia's econor	and activity. Write the answers to your questions.
1.		
		Answer:
2.		
		Answer:
3.		
		Answer:

Edgar Guest's Poem: "When Day is Done"

	Read the poem "When Day is Done" on page 79 of your Course
	Companion. Then, read and complete the activities below.
1	Find and write three uses of personification in this poem

2. Skilled writers often spend paragraphs and sometimes even pages describing a single location or experience with lengthy, but beautiful and vivid descriptive language. Poetry differs; language is still vivid and descriptive, but words must be compact and used to their fullest potential to say more and describe more with fewer words. This is why poetry often uses symbolic words and phrases that have deeper and more complex meanings than the literal meaning of the words. What is Guest saying in the following phrases? (Read these phrases in context of the poem if needed.)

turned my back on the busy town

turned my back on the basy town
pack of care
pack of care
List several phrases Guest uses to describe his home that evoke emotion:

Effective Writing: Using Active Voice

☐ Read:

In active voice the subject acts. In passive voice the subject is acted upon. Using active voice usually makes writing more direct, easier to understand, and less wordy.

Out loud, read this paragraph, which is written in passive voice.

On a cool spring morning, flowers were picked by Amy in the beautiful meadow. To her sick mother, the bouquet of flowers was given, and Amy was given a warm smile by her mother. The flowers were put into a glass vase by her mother, and the room was made much more cheerful by the flowers.

Out loud, read the paragraph, which is written in active voice

On a cool spring morning, Amy picked flowers in the beautiful meadow. She lovingly gave the bouquet of flowers to her sick mother. Her mother gave Amy a warm smile and put the flowers in a glass vase. The flowers made the room much more cheerful.

Which paragraph seems to flow better and sound more natural?

RECOGNIZING ACTIVE AND PASSIVE VOICE

With active voice, the subject is <u>doing</u> the action, while with passive voice, the action is <u>happening to</u> the subject.

Examples

Active: Maria baked the cookies.

<u>Passive:</u> The cookies were baked by Maria.

Active: I threw the ball.

Passive: The ball was thrown by me.

Active: The Brown Company owns the copyright.

Passive: The copyright is owned by the Brown Company.

Completed	П
Completed	ш

Exercise 1: For each sentence in the chart, underline the subject, and then write DOING if the subject is doing the action or HAPPENING TO if the action is
happening to the subject. In the last column, write PASSIVE if the sentence is in passive voice and ACTIVE if the sentence is in active voice.

	Sentence	Write "doing" or "happening to"	Is the sentence passive or active?
1	The report was written by me.		
2	I spilled the milk.		
3	Brandon was hit by the car.		
4	The dog has been loved by our family.		
5	The trees were uprooted by the storm.		
6	All of the mistakes were made by me.		
7	I hit a home run.		
8	The trees were planted in the spring.		

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

	Sentence	
1	The grass was mowed by Tanner.	
2	The game had been won by my high school.	
3	The mystery was solved by my teacher.	
4	The letter was written by Mr. Stevens.	
5	The cookies were eaten by my brothers before I came home.	
6	The house was cleaned every day by my mother.	
7	The snake was killed by the park ranger.	
9	The award was presented to Amy by the mayor.	

Edgar Guest's Poems:

"Little Feet" and "Ten-Fingered Mice"

- With a parent or teacher, read the poems "Little Feet" and "Ten-Fingered Mice" on page 80 of your Course Companion. Then, discuss the questions below.
- 1. A pay-off line, used in both poetry and lyrics, provides a sense of satisfaction and completion for the audience at the end of a poem or stanza (or chorus in lyrics). A pay-off line ties the poem together. It provides the emotional punch, or sometimes surprise. Is the pay-off line at the end of "Little Feet" effective? Underline all the words that have to do with sound in this poem. How do these words help lead up to the final punch of the pay-off line?
- 2. A physical bookend is a support placed at the end of a row of books to hold the books upright. Bookends are usually used in pairs. In poetry, a **bookend** is a phrase that is located near the beginning and ending of the poem. Which of the two poems has a bookend and what is it?
- 3. One of the features that made Guest's poetry so endearing was that he brought out the beauty, power, and insight in common, everyday things. What do you think made Guest notice and want to write about these common events?
- 4. Do you think we often take the beauty and wonder of common things for granted? Why or why not? How can we better notice those things? Consider these quotes:

"A spiritual-minded man is observant of the beauty in the world around him. . . . It pleases our Father in Heaven when we, also, pause to note the beauty of our environment, which we will naturally do as we become more spiritually sensitive. Our awareness of grand music,

literature, and sublime art is often a natural product of spiritual maturity." (Douglas L. Callister, CR, Oct 2000)

"I encourage you to look around you. Notice the people you care about. Notice the beauties of this campus. Notice the fragrance of the flowers and the song of the birds. Notice and give thanks for the blue of the sky, the red of the leaves, and the white of the clouds. Enjoy every sight, every smell, every taste, every sound. When we open our eyes and give thanks for the bountiful beauty of this life, we live in thanksgiving daily." (Joseph B. Wirthlin, "Live in Thanksgiving Daily," BYU Devotional, Oct 2000)

Set a timer for eight minutes. In your writer's notebook, title a page "Poetry Ideas About Common, Everyday Things." Brainstorm a list of common, everyday things that bring you joy. Think of little things that pertain to people and nature.

Lesson 121

Winslow Homer

☐ Read and complete:

Edgar Guest found and wrote about beauty in common, everyday things. Winslow Homer did the same in his art. Follow the instructions on the following pages to explore some more paintings by Winslow Homer.

Poetry Writing

☐ Choose one of the ideas you listed in the last lesson in your writer's notebook and write a poem centered around the idea.

Read and complete:

This painting titled "The Country School" shows more realistic detail than some of Winslow Homer's other paintings. Find and study the following items: 1) the light shining through the curtains 2) the green hills and blue sky outside the window 3) the sunlight shining through the window onto the table 4) how absorbed most of the kids are in their books.

"The Country School" by Winslow Homer (1836–1910), 1871



Literary Analysis Essay

☐ Read:

The purpose of a literary analysis essay is to carefully examine a piece of writing in an attempt to understand and appreciate it. Writing this type of essay can help sharpen your writing skills and your critical thinking abilities.

A literary analysis essay for a piece of poetry can do one or more of the following:

- discuss the theme or message
- discuss the tone, mood, or purpose
- discuss symbolism
- · discuss how meter and rhyme affect the writing
- discuss the author's use of literary devices and sensory description
- On page 84 of the *Course Companion*, read the page titled "Example Literary Analysis Essay."
- By following the steps below, write the beginning of a literary essay that examines the poem "Silence" by Edgar Guest. You will be heavily guided and helped along the way! In later courses, you will have less guidance and do more on your own.
- 1. For this assignment, you will write a literary analysis essay on the poem "Silence." First, become familiar with the poem (on page 85 of your *Course Companion*) by reading it silently one time, and then reading it aloud one time. Then, study all the notes on the annotated version.

- 2. Now you are ready to start your essay. First, write an opening paragraph(s) using one of the following techniques. As the poem is about faith in God, you may want to focus your opening paragraph on Edgar Guest's faith as shown in the poem "Silence."
 - A question (use either of these or your own):

What does a garden plot have to do with faith in God?

If you were to write a poem about faith in God, would you think of centering the poem around a garden plot?

 An attention-grabbing statement (use either of these or your own):

The light of Edgar Guest's faith shines through his poetry.

Anyone who reads Edgar Guest's poetry will quickly see that he was a man of faith.

• An interesting fact (use this one or find your own):

In the early 1900s, about 300 daily newspapers had something in common: they published a poem by Edgar Guest every day.

After your opening line or lines, transition into this thesis statement:

The message of Guest's poem "Silence, " that this world was not created by accident, is effective for a couple of reasons.

3. Now you are going to write your first body section, which should be about the way Edgar Guest chooses to get his message across in the poem: through a simple story. Explain why this approach is effective (pulls you into the story, makes you think, shows instead of tells, etc.). Make sure to start with a topic sentence.

You will write the rest of your essay in the next lesson!





