

High School 2

Course Instructions + UNIT 1

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

—Howard Pyle, MEN OF IRON



HIGH SCHOOL 2 UNIT BOOKLETS

1ST EDITION

Created by Jenny Phillips and The Good and the Beautiful Team



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ITEMS NEEDED

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

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

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

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

All course videos can be viewed at goodandbeautiful.com/hs2 (no password needed).

ART SUPPLIES

- Watercolor pencils (24 or higher count, water-soluble)
- Paint brushes (2 round: small and medium; 2 flat: small and medium)
- Watercolor paper and drawing paper
- Basic supplies: ruler, pencil sharpener, paper towels, fine-tipped marker (black, permanent)
- Flat cardboard or masonite board
- Thick vine charcoal (soft) and compressed charcoal sticks (soft)
- Charcoal pencil (2B, 4B, 6B, or 8B)

- Kneaded eraser and blending stumps or cotton swabs
- 1/2" artist tape or masking tape
- Artist workable fixative or aerosol hairspray

COURSE INSTRUCTIONS

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

COMPLETING THE COURSE

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

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

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

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

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

Use a weekly planner.

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

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

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

Course Reading Challenge

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

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

Spelling Dictation

1. Each unit contains a sheet for spelling dictation that can be completed on any three days during the unit. You will listen to six sentences and write them down on the sheet. You may listen to each sentence as many times as needed. You may listen

to audio recordings of the sentences on the same page as your course videos, or a parent or teacher may read the sentences to you.

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

Memorization

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

Art and Geography

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

Creative Writing

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

Important Safety Notice

Adult supervision is recommended for all activities as some require sharp objects, heat sources, or small objects that could be a choking hazard for young children.

Unit 1

GRADING SHEET

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

Student Name: _____

Unit Total: ____/250

Unit Percentage: ____

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

____/200 Unit Completed

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

____/50 Insights Journal Entry

Grading rubric is on page 22.

____/+5 Extra Credit

Unit completed with neat handwriting

Items that should be turned in with this unit:

- Insights Journal Entry

SPELLING DICTATION



If needed, watch [How to Complete Spelling Dictation](#) on the course web page.

1st Day

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

2nd Day

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

3rd Day

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

UNIT 1

High School 2 - Language Arts

MEMORIZATION

Complete anytime during the unit.

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

Note: All course videos can be viewed on the course web page at goodandbeautiful.com/hs2 (no password needed)



LITERATURE

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

Introduction to Men of Iron



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

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

like quick darts, and then he inserts long, winding compound-complex sentences.

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

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

Illustration by Howard Pyle, MEN OF IRON



- Read Introduction to Howard Pyle.

Introduction to Howard Pyle

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

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

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

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

Not only did he reinvent children’s literature and revolutionize the art world, but Howard Pyle also devoted much of his life to teaching others and sharing his gifts with those who aspired to follow in his footsteps. One of his students, N.C. Wyeth, called him a “loving and earnest teacher who powerfully inspired integrity among his students.”

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

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

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

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

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



Howard Pyle with daughter Phoebe

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

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

- Read Literature in the Middle Ages.

Literature in the Middle Ages

Old English to Modern English

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

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

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

TRANSITION TO OLD ENGLISH

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

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

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

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

Old English (450–1100 A.D.)

Middle English (1100–1500 A.D.)

Modern English (1500–present)

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

Þórhallr hét maðr, er bjó á Þórhallsstöðum í Forsæludal. Forsæludalr er upp af Hátisdal. Þórhallr var Grímsson, Þórhallssonar

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

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

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

VOCABULARY

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

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

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

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

Word	Definition or Sentence
abashed	
bevy	

READING ASSIGNMENTS

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

When Myles first arrived at the Earl of Mackworth's home at Devlen Castle, he realized his

A) love of castle life. B) longing for his parents. C) ability to endure hard things. D) insignificance.

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

WITHHOLDING INFORMATION

The author reveals only a portion of information the reader needs. Sometimes the information is completely withheld until the resolution of the story, and sometimes we learn the information piece by piece along the way.

CREATING TENSION BETWEEN CHARACTERS

The author creates tension between or within characters. The reader has to wait to find out if, when, and how that tension is resolved. Or, the character's situation or standing is in question because of mysterious behaviors or incongruity.

CREATING AN ON-GOING, UNSOLVED PROBLEM

The author creates a problem that is not immediately resolved.

SETTING THE CLOCK TICKING

The author sets the clock ticking, and something critical must happen in a certain time frame.



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

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

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

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



Madonna and Child by Donatello (1386–1466)



Saint John the Evangelist by Donatello (1386–1466)

INSIGHTS JOURNAL

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

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

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

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

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

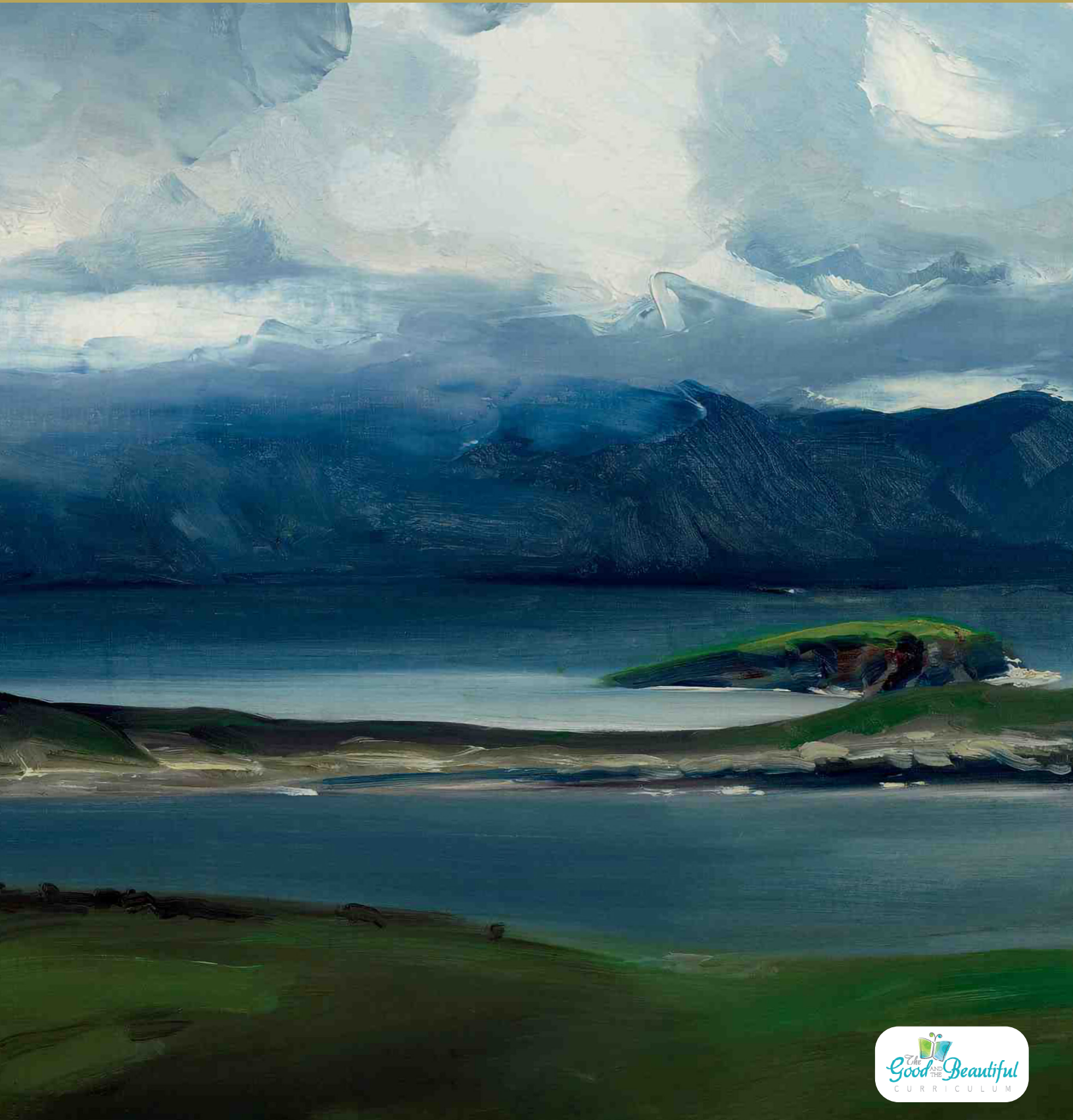
Insights Journal—Unit 1	Filled out by Student		Points Filled out by Teacher
	Yes	No	Total: ____/50
Is at least 300 words (Put the number of words here: ____) (Most word processing programs, including Google Docs, will count your words for you.)			____ / 5 points
Grabs the reader’s attention with the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

High School 2

UNIT 2

"Painting is but another word for feeling."

—John Constable



- Read Informative Writing.

Informative Writing



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

Types of Expository Writing

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

Thesis Statements in Expository Writing

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

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

CHOOSING AND NARROWING YOUR TOPIC

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

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

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

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

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

- Read Using the Internet to Research Information.

Using the Internet to Research Information

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

WHO WROTE IT?

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

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

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

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

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

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

ONLINE ENCYCLOPEDIAS

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

WIKIPEDIA

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

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

COMMONLY CONFUSED WORDS

□ Read the following sections of your *Grammar & Writing Guide*: Altar/Alter and Among/Between on page 47. Then circle the correct word in each sentence.

1. I must **altar | alter** the beautiful lace of the **altar | alter** cloth.
2. Looking agape will **altar | alter** your facial appearance.
3. There was not one bad sport **among | between** the two dozen competing boys.
4. I surmise that **among | between** the two contestants, the younger one will do better.
5. The elegant **altar | alter** and the uncouth man were an odd match.
6. There lay a golden field of wheat **among | between** the five cities.
7. The rose bushes were **among | between** the two backyards.
8. If you **altar | alter** the sentence, it will make more sense.
9. With trepidation we went **among | between** the city's angry inhabitants.
10. There was a feeling of pure love and comradeship **among | between** the older girls.
11. To get **among | between** your parents, you must first pass **among | between** the crowd.
12. Do not **altar | alter** the **altar | alter** of the Lord.

□ Study the sections Anyone/Any One and Appraise/Apprise on pages 47–48 of your *Grammar & Writing Guide*. Then circle the correct word in each sentence.

1. The governor's emissary would soon **appraise | apprise** us of the tumultuous battle.
2. Said he, "**Anyone | Any one** who does not know of the new war will be agape when they hear it."
3. I'm not sure that **anyone | any one** knows the answer to that question.
4. If the emissary does **appraise | apprise** us that war is unavoidable, I know our countrymen's mettle will see us through.
5. I've never met **anyone | any one** who can evade a question as well as he can.
6. He walked around the side of the castle to **appraise | apprise** the damage after the battle.
7. Diffidence and timidity are surely not the answers for **anyone | any one** of us during these coming days of trepidation.
8. The soldiers relaxed somewhat and lifted their faces to **appraise | apprise** their general.
9. He shouted, "**Anyone | Any one** who supports the enemy is a traitor to the country!"
10. The general was **appraised | apprised** of the logistics of the situation.
11. If **anyone | any one** of the captains should die, the general will choose a replacement.
12. The general **appraised | apprised** the cost of the war at ten million dollars.

ART

- Read English Landscape Painter: John Constable.

English Landscape Painter **John Constable**

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

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

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

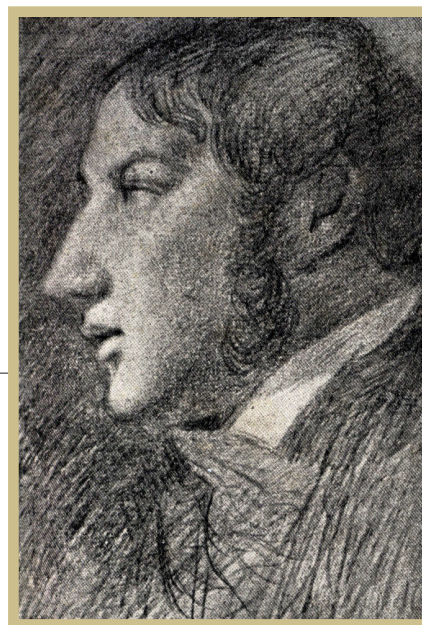
Though he worked with his father for several years, his heart yearned to paint full-time. His ambition, as well as the aid of friends and family members, helped him realize his dreams. He studied painting

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

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

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

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



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



EDITING PRACTICE

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

The South Pacific

When people talk about the South Pacific, they mean a massive stretch of the Pacific ocean and hundreds of islands. The South Pacific covers about 11 million square miles, much of which is open ocean. Technically, the South Pacific reaches from the northern edge of Australia all the way to the Hawaiian islands. If you include the landmass of Australia, this whole region is called Oceania. However, when you exclude Australia and focus on the islands, you can call it the South Pacific (6 errors)

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

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

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

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

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

Some of the smaller islands receive little



High School 2

UNIT 3

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

—Harriet Tubman



UNIT 3

High School 2 - Language Arts

MEMORIZATION

Complete anytime during the unit.

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

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

HISTORICAL BACKGROUND

- ☐ Read Sarah H. Bradford and the American Abolitionists.

Sarah H. Bradford and the American Abolitionists



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

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

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

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



ART & CULTURE

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

An Introduction to African Art

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

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

Sculptures

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

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



Terracotta head, c. 1300 A.D.

Yoruba copper mask, c. 1300 A.D.



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

Woven Baskets and Textiles

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

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



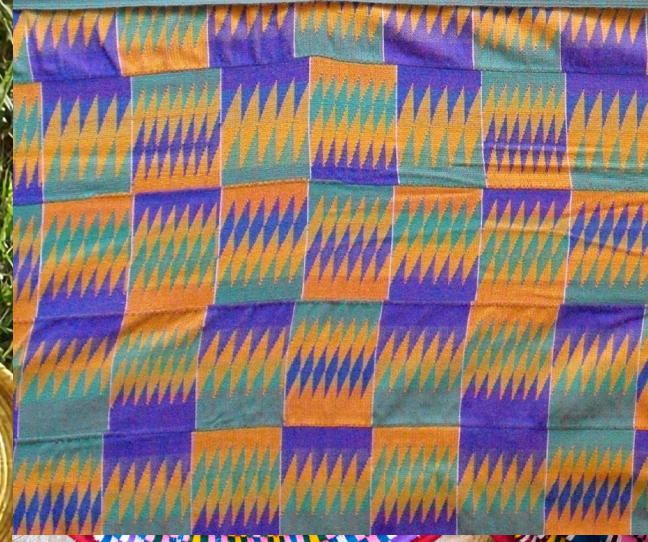
Kente cloth



Kente cloth



Baskets handwoven by the Nubian people of Sudan and southern Egypt



Basket trays handwoven in Ethiopia

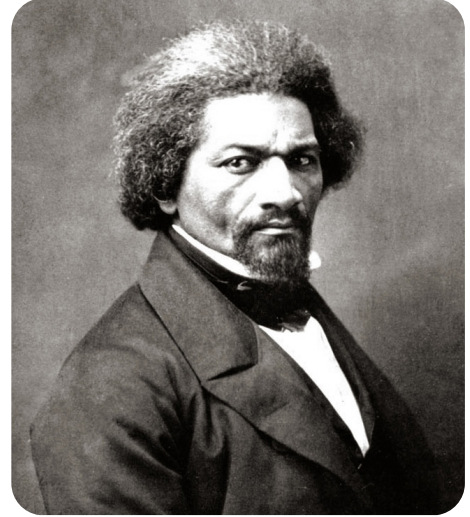


READING ASSIGNMENTS

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

ANNOTATING & SUMMARIZING

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



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

COMMONLY CONFUSED WORDS

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

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

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

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

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



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

Sentence 1: _____

Sentence 2: _____

Sentence 3: _____

Sentence 4: _____

GEOGRAPHY

- Read Africa: Cradle of the World and study the photographs in this section.

Africa: Cradle of the World

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

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

RIVERS AND ISLANDS

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

—Alan Moorehead

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



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

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

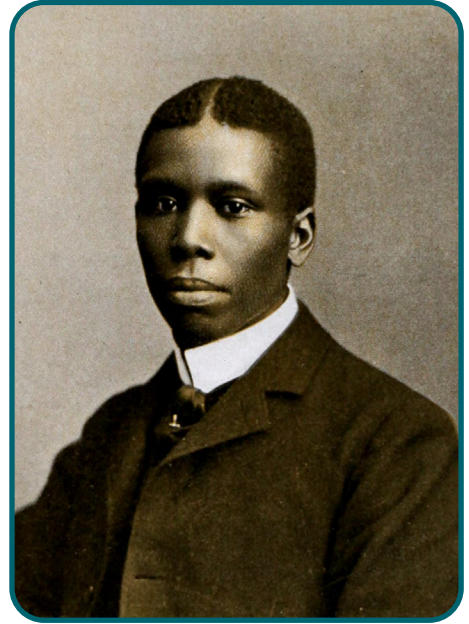
Madagascar, home to one of the largest coral reef systems in the world, is Africa's only major coastal island. Over 90% of the plant and animal life is unique to the island, as Madagascar is isolated from the rest of the world. Researchers have found over 900 varieties of orchids flourishing on the island.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



Paul Laurence Dunbar (1872–1906)

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

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



The Plantation Child's Lullaby

(Excerpt)

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

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

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

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

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

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

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

A Golden Day

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

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

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



Learn More

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

High School 2

UNIT 4

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

—Archibald Lampman, "After Rain"



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

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

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

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

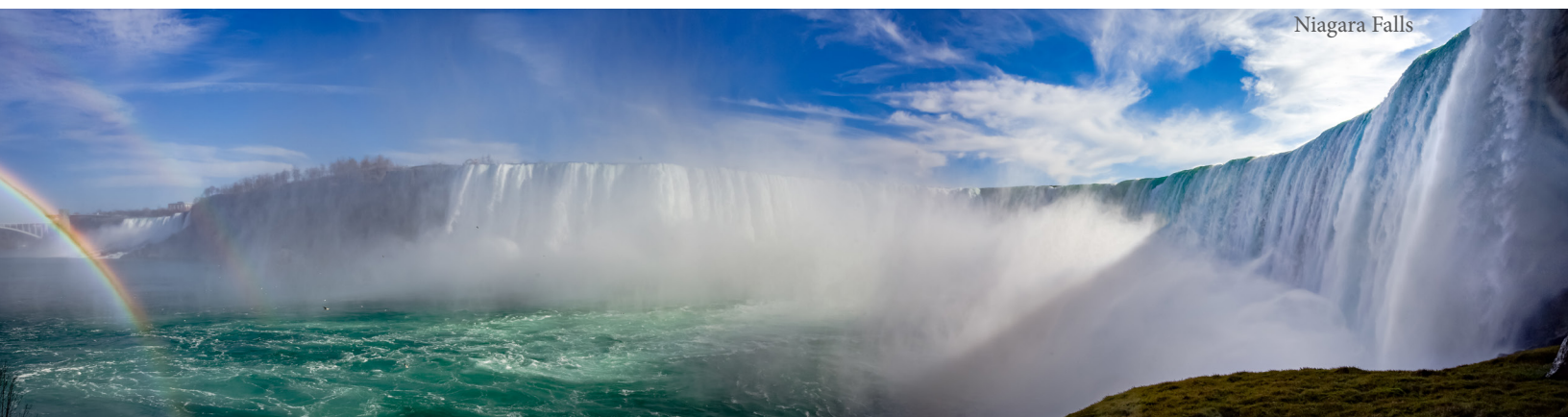
Bonjour! Comment ça va? (Hello! How are you?) French is the official second language of Canada, and the majority of the **francophone** (French-speaking) population resides in **Quebec**. Many Québécois people are descendants of 17th-century French settlers, and they are determined to preserve their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



Banff National Park, Alberta



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



Fall colors in Quebec



GRAMMAR, USAGE & PUNCTUATION

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

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

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

Charlottetown, Prince Edward Island



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

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

Combine with a semicolon: _____

Combine with a comma and a coordinating conjunction: _____

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

Combine with a semicolon: _____

Combine with a comma and a coordinating conjunction: _____

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

Combine with a semicolon: _____

Combine with a comma and a coordinating conjunction: _____

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

Born | Borne

Canvas | Canvass

Capitol | Capital

Chord | Cord

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



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

1. _____

2. _____

3. _____

Bow Lake, Banff National Park



High School 2

UNIT 5

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

—Florence Crannell Means, SAGEBRUSH SURGEON



READING ASSIGNMENTS

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

Reading Comprehension Questions

INTRODUCTION

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

CHAPTER 1

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

CHAPTER 2

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

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

CHAPTER 3

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

WRITING PROJECT

Biographical Essay – Part 1

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



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

STEP ONE – CHOOSE A PERSON

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

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

STEP TWO – RESEARCH

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

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

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

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

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

STEP THREE – ANNOTATED BIBLIOGRAPHY

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

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



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

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

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



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





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

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



LITERATURE

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

Florence Crannell Means & the Power of Sensory Language

by Heather Wiseman

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

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

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



Photo from Carnegie Library for Local History, Boulder

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

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

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

be overcome; what techniques would help these readers step into the shoes of another race” (Rahn, 114–15).

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

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

GRAMMAR, USAGE & PUNCTUATION

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

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

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

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

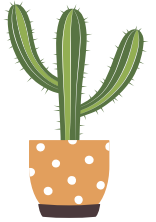


REVIEW

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

AGUE	IMPINGE
CARMINE	PIQUANT
CLANGOR	VEHEMENCE
DEBONAIR	VERSATILE
EMINENCE	VINDICTIVE

- The incessant _____ of the bell was distressing to the neighbors.
- He strolled about looking very _____ in his elegant new suit.
- Fever and _____ prevail on the coast and in swamplands.
- Dr. and Mrs. Salsbury had many skills that made them _____ missionaries.
- When Alfred heard the _____ in her voice, he knew she was serious.
- The doctor had attained _____ as Curator of Reptiles for the Chicago Natural History Museum.
- He wanted to help them to know the Father God of love in place of their careless or _____ deities, to give them hope instead of fear.
- A six-man expedition was sent to choose a site for missionary work among Arizona tribes so isolated that they had hardly _____ upon American consciousness.
- As soon as Amaya walked into the Indian restaurant, she could smell the _____ scents wafting from the kitchen.
- The tropical bird had bright _____ feathers and an elongated crest of the same color.



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

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



High School 2

UNIT 6

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

—John 13:35



CHAPTER 12

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



CHAPTER 13

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

CHAPTER 14

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

CHAPTER 15

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

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



WRITING

- Read *Exploring Personal Bias in Writing: Chester Nez and the Navajo Code Talkers*.

Exploring Personal Bias in Writing Chester Nez and the Navajo Code Talkers

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

GEOGRAPHY & EDITING PRACTICE

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

The Great Plains

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

and the vegetation

is mainly grass.

Driving through

the Great Plains

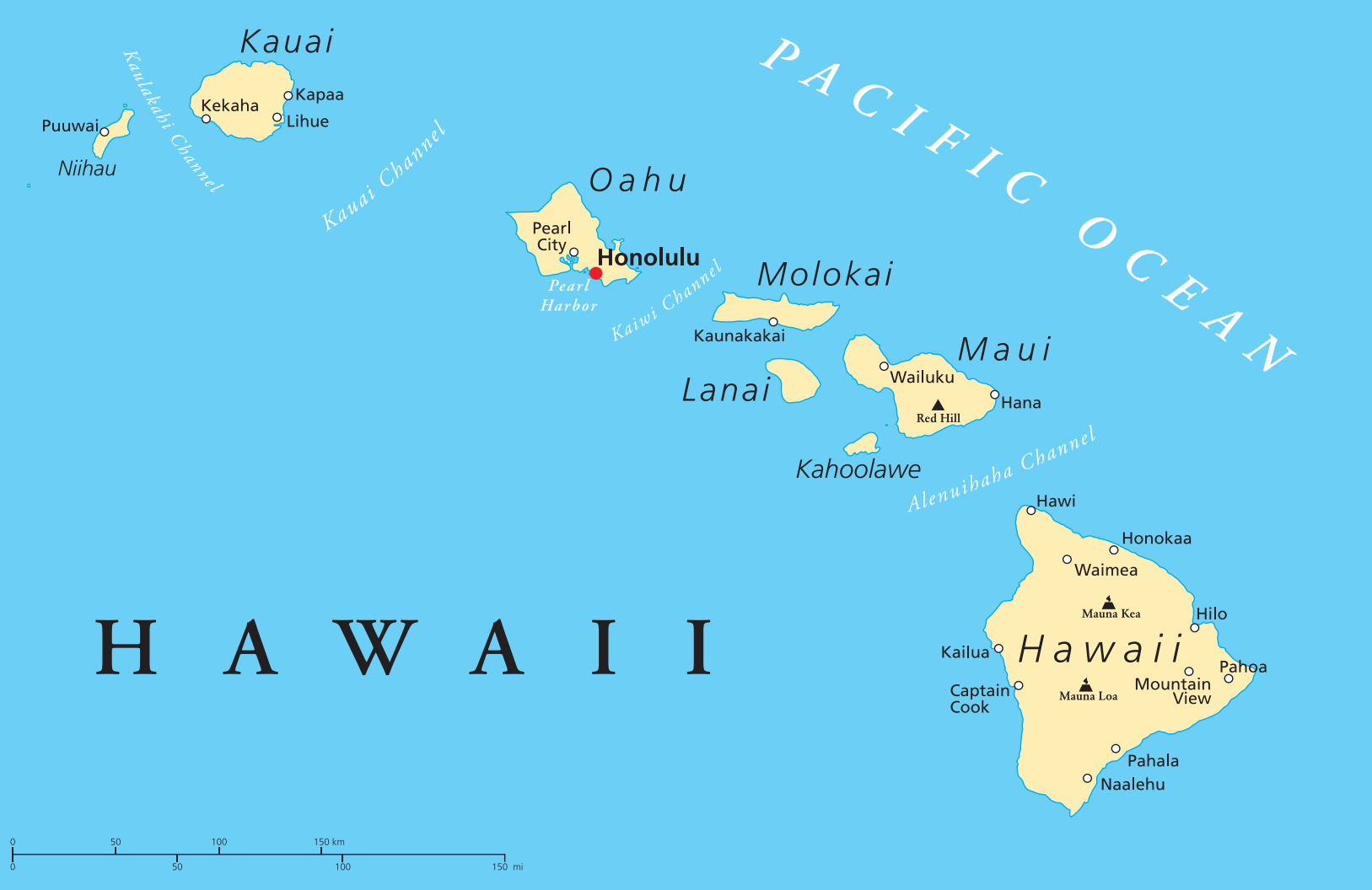
may seem monotonous, especially if you aren't familiar with this vast grassland's wildlife, and impressive history.

(5 errors)

Watch For



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



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



PACIFIC COASTAL REGIONS & NATIONAL PARKS

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

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

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

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

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

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

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

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



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

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

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

1. _____

2. _____

High School 2

UNIT 7

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

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



UNIT 7

High School 2 - Language Arts

MEMORIZATION

Complete anytime during the unit.

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

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

LITERATURE

Introduction to *A Girl of the Limberlost*

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

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

The youngest of a family of twelve, Gene Stratton-

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

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

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

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



Autumn

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

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

incessant:

Samarkand:

wain:

sheaves:

ovation:

almoner:

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

Write two uses of alliteration from the poem:

1.

2.

In one sentence, explain how Longfellow describes autumn:

The Arrow and the Song

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

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

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

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

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

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

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

A Closer Look at the Limberlost and the Wetlands Biome

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

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

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

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

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

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

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

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

Gene's Cabin at Wildflower Woods



GRAMMAR, USAGE & PUNCTUATION

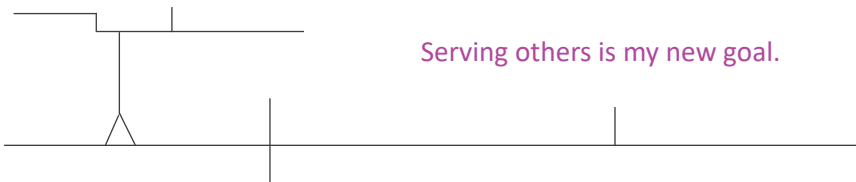


□ Read Gerunds on page 27 of your *Grammar & Writing Guide*. Then complete the exercises.

Exercise 1: Fill in the blanks.

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

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



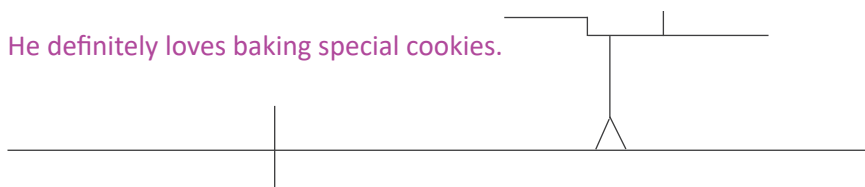
The gerund functions as the subject in this sentence.



The gerund functions as the subject in this sentence.



The gerund functions as the direct object in this sentence.



The gerund functions as the direct object in this sentence.

Exercise 3: All the underlined words in this exercise are gerunds. Determine if each gerund is functioning as a subject or direct object and underline the correct choice. *Need help?* Watch the video [Unit 7—Exercise 3](#).

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

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

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

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



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

Exercise 5: Fill in the blanks.

Participles are verbs that act as _____.

Gerund phrases function as _____.

Participial phrases function as _____.

Exercise 6: Underline the participial phrase in each sentence.

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

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

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

1. I hurt my knee as I was hiking.
verb phrase | gerund phrase | participial phrase
2. I love swimming in lakes because the water is so fresh.
verb phrase | gerund phrase | participial phrase
3. Tapping her toes, Mom danced while she cleaned.
verb phrase | gerund phrase | participial phrase
4. The little girl, counting her coins, wondered whether she had enough for a lollipop.
verb phrase | gerund phrase | participial phrase
5. Talented Ellen is baking her own wedding cake.
verb phrase | gerund phrase | participial phrase
6. Parting the sea of socks, I walked through my messy room.
verb phrase | gerund phrase | participial phrase
7. I swam the length of the pool holding my breath.
verb phrase | gerund phrase | participial phrase

- ☐ Read How Do You Punctuate Participial Phrases? on page 33 of your *Grammar & Writing Guide*. Then complete the exercises.

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

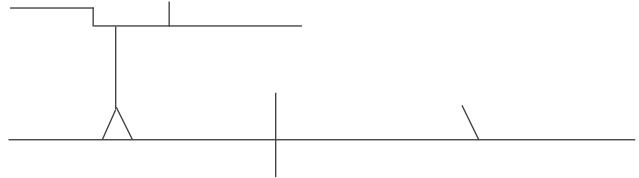
1. Wearing a chagrined expression Eliza threw her painting away.
2. Hoping for reconciliation I gave my brother a call.
3. Robert swung his cudgel in the long grass enjoying the swishing sound it made.
4. The snake terrified me sliding sinuously over the rocks.
5. That gorgeous verdure nurtured by sun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

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

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

Exercise 10: Diagram the sentences.

Painting was our first activity.



I always enjoy weeding the garden.



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

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

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

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

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

Passive: _____

Active: _____

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

1. _____

2. _____

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

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

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

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

OPTIONAL ART PROJECT

GARDEN TIGER MOTH IN CHARCOAL PENCIL

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

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

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

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

Materials Needed

- Drawing paper cut to 8"x10" size
- 4B charcoal pencil
- Kneaded eraser
- Blending stump or cotton swabs
- Damp paper towels for cleaning fingers
- Artist workable fixative or aerosol hairspray
- Garden Tiger Moth photo with grid (included at the end of this unit)

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

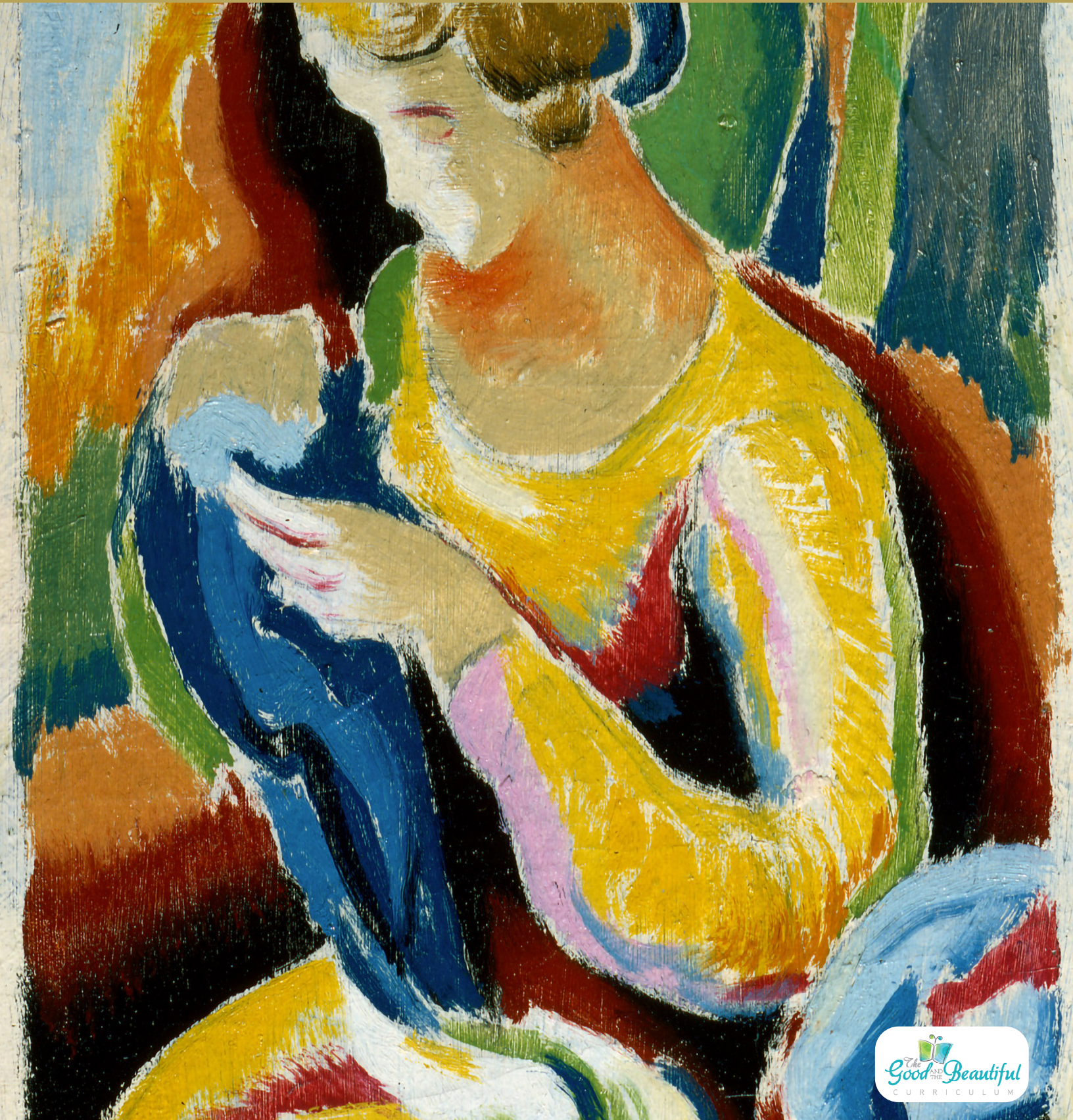


High School 2

UNIT 8

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

—Henry Wadsworth Longfellow



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



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

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



INSIGHTS JOURNAL

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

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

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

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

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

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

REVIEW

□ Complete the following activities.

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

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



"Kansas Cornfield," 1933,
by John Steuart Curry (1897–1946)

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

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

High School 2

UNIT 9

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

— Christoph von Schmid, THE BASKET OF FLOWERS



LITERATURE

- Read Introduction to The Christoph von Schmid Collection.

Introduction to The Christoph von Schmid Collection



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

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

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

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

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

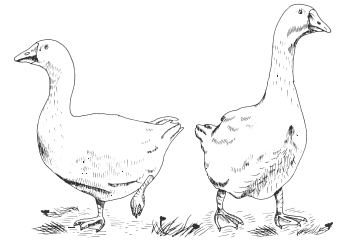


GRAMMAR, USAGE & PUNCTUATION

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

Exercise 1: Circle the correct word in each sentence.

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

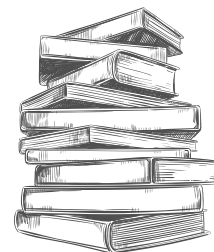


Exercise 2: For each sentence, make the word in parentheses possessive. Remember to be consistent.

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

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

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



COMMONLY CONFUSED WORDS

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

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

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

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

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

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

THE REPUBLIC OF POLAND

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

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

BELARUS

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

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



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

Both images: Tatra
National Park, Poland



WRITING PROJECT

- Read Christlike and Effective Business Writing.

Christlike and Effective Business Writing

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

REMAINING CHRISTLIKE AND COURTEOUS

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

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

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

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

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

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

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

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

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

OPTIONAL ART PROJECT

CLAY PITCHER IN WATERCOLOR PENCIL

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

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



Materials Needed

Watercolor paper cut to 7"x9" size | Pencil and eraser | Ruler | Pencil sharpener
Set of watercolor pencils | Watercolor brushes: a detail brush and a small and medium brush (round or flat)
Cup of water and paper towels | Line drawing and color picture of clay pot (included at the end of this unit)

Assignment

Drawing the Pitcher

Using your 7"x9" watercolor paper, draw a ½-inch border around the edge of the paper so that you have a 6"x8" drawing space.

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

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

High School 2 UNIT 10

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

—Christoph von Schmid, THE BASKET OF FLOWERS



UNIT 10

High School 2 - Language Arts

MEMORIZATION

Complete anytime during the unit.

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

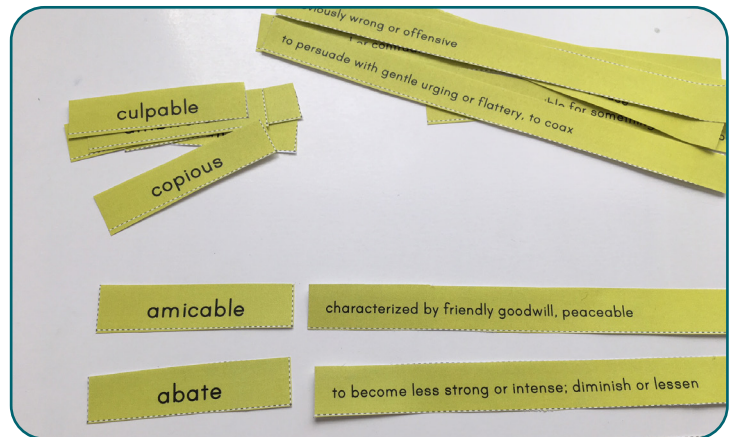


VOCABULARY

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

☐ ☐ ☐ ☐ ☐

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



READING ASSIGNMENTS

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



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

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

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

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

Example: Your dad is a slow swimmer.

Your dad swims slowly.

1. Pablo is a skillful basketball player.

Pablo plays basketball _____.

2. Carmen is a fast runner.

Carmen runs _____.

3. Lionel is a nice team player.

Lionel plays with his team _____.

4. Silvia is a powerful weightlifter.

Silvia lifts weights _____.

5. Maria is a patient chess player.

Maria plays chess _____.

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

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

coordinating | non-coordinating

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

coordinating | non-coordinating

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

coordinating | non-coordinating

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

coordinating | non-coordinating

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

coordinating | non-coordinating

Review 21: Insert commas where needed.

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

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

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

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

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

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

1. The cookies decorated with sprinkles are my favorite.

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

3. Turning her head she gave me a wink.

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

5. The bushes lining my walkway are honeysuckle.



Review 27: Circle the correct word in each sentence.

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

ART

- ☐ Read The Hague School of Dutch Art: Dutch Masters of the 19th Century.

The Hague School of Dutch Art **Dutch Masters of the 19th Century**

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

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

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

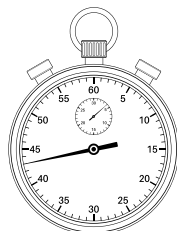


"Two Windmills between Abcoude and Ouderkerk on the Amstel," c. 1883, by Paul Joseph Constantin Gabriël (1828–1903)



WRITING PROJECT

Timed Essays



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

UNDERSTAND INSTRUCTIONS

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

PACE YOURSELF

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

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

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

PLAN YOUR ESSAY

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

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

STAY ON TARGET

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

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

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