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ABOUT THIS COURSE

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

Items Included in the Course Set

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

Subjects Covered in the Course

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

Principles Behind the Course

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

Additional Materials Needed

Gather the following items before the course is started:

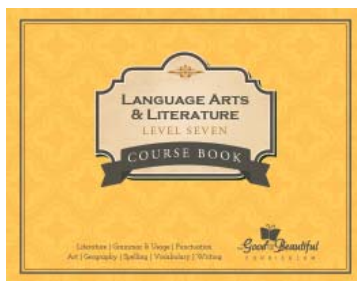
- **A large index card** (for use with the ladders in the *Course Companion*)
- **A timer** (Child will time himself/herself periodically throughout the course.)
- **A set of drawing pencils** (with eraser)
Suggestions from Amazon.com: search for RSET-KCSS OR 497BP
- **A sketchbook** (9x 12)
Suggestions from Amazon.com: search for B0027ACAPY OR B0027A39PY
- **A blank notebook with lined paper** for use with writing assignments

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

The course set comes with the following items:

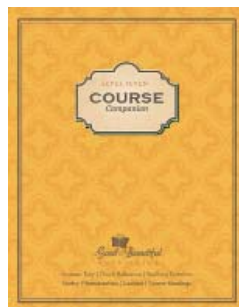
- **Language Arts & Literature Course Book: Level 7**

This 11 x 8.5 (landscape oriented), full-color, 208-page course book is spiral bound. Child should complete one lesson in this course book each day (or more if desired). Comes on 60# uncoated paper.



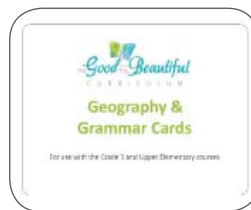
- **Course Companion: Level 7**

This 8.5 x 11, black-and-white, 190-page companion to the course book is spiral bound and includes an answer key (for all work in the course book), a quick reference section, States and Capitals Ladders, poetry memorization, spelling dictation, and selected readings for use with the course book. Comes with tabbed dividers.



- **Geography & Grammar Cards**

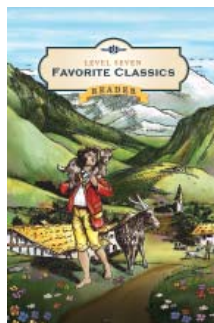
124 double-sided, full-color flashcards come on high-quality, coated card stock. The same set of flashcards is used for Levels 4-7. Once child has mastered all the cards, they should be reviewed once a week through Level 10.



- **Level 7 Favorite Classics Reader**

This 6 x 9, black-and-white, 281-page, illustrated, non-consumable reader is perfect bound and includes short stories by Leo Tolstoy and the following play and full-length books:

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



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

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

- **Daily Checklist Notepad**

This 25-page 8.5 x 11 black-and-white notepad is used daily as the child proceeds through the course.

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

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

How the Course Works

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

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

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

Instructions at the beginning of the Daily Checklist Notepad give more

information about the checklist.

The parent or teacher must do the following each day:

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

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

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

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

Course Reading Challenge

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

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

Make Sure Child Reads and Understands the Following Instructions

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

Spelling

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

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

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

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

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

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

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

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

Writing

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

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

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

Geography and Grammar Cards

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

Child is not expected to master all the cards until the end of Level 7, at which point the cards should be reviewed weekly through Level 10 (in addition to working on the Level 8-10 flashcards). If child masters cards before the end of Level 7, child should just review the cards weekly. It is not suggested for child to start on the Level 8-10 flashcards until he or she starts the Level 8 course.

Grammar Cards

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

Geography Cards

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

Geography

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

Art

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

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

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

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

Length of Daily Work/Length of Course

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

10 minutes:	Sentence Dictation
6 minutes:	Ladders or Poetry Memorization (alternate days)
6 minutes:	Geography or Grammar Cards (alternate days)
40 minutes:	Course Book
28 minutes:	Reading for Course Reading Challenge

TOTAL=90 minutes

This course includes 140 lessons. If child completes one lesson four

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

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

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

Answer Key

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

Videos

Child will be directed to watch a few videos during the course at www.jennyphillips.com/Level7.

The password is XXXX

Level 7—At-a-Glance

GRAMMAR, USAGE, & PUNCTUATION

- active and passive voice
- antonyms and synonyms
- apostrophes
- avoiding shifts in person, voice, number
- avoiding shifts in verb tense
- capitalization rules: days of the week, seasons, north, south, east, west
- capitalization rules: family relationships
- capitalization rules: proper nouns
- comma splices
- commas and coordinating conjunctions
- commas in a series
- commas in dates
- commas in geographical names
- commas when people are directly addressed
- commas with dependent clauses
- commas with introductory words or phrases
- commas with nonessential words or phrases
- commas with the word TOO
- commonly confused words
- compound subjects, verbs, direct objects, and indirect objects
- coordinate adjectives and commas
- coordinating conjunctions
- determining the meaning of unfamiliar words
- editing
- gerunds
- Greek and Latin roots
- helping verbs
- homophones
- Identifying dependent and independent clauses in complex and compound-complex sentences
- identifying simple, compound, complex, and compound/complex sentence structures
- implied subjects in imperative sentences
- infinitive phrases
- interjections
- linking verbs
- participles and participial phrases
- parts of speech
- phrase versus clause
- predicate adjectives
- prepositional phrases and commas
- quotation punctuation
- run-on sentences
- semicolons
- sentence diagramming (steps 1-15)
 - Steps 1-5:** subjects, verbs, articles, adjectives, adverbs, possessive adjectives, pronouns, direct objects
 - Step 6:** commands
 - Step 7:** compound sentences
 - Step 8:** compound subjects, verbs, direct objects
 - Step 9:** verb phrases
 - Step 10:** complex sentences
- **Step 11:** predicate adjectives
- **Step 12:** adverbs modifying adjectives or other adverbs
- **Step 13:** prepositional phrases
- **Step 14:** indirect objects
- **Step 15:** gerund phrases
- sentence types
- subjects, predicates, direct objects, indirect objects
- subject-verb agreement
- subordinating conjunctions
- verb phrases

Level 7—At-a-Glance

GEOGRAPHY

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

Level 7—At-a-Glance

LITERATURE AND ART

LITERATURE

Authors and Poets Studied

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

Included in the Reader

The Blind Brother by Homer Greene

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

Mary Jones and Her Bible by Mary Emily Ropes

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

Short Stories by Leo Tolstoy by Leo Tolstoy

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

Toni the Woodcarver by Johanna Spyri

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

Rudi by Johanna Spyri

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

Moni the Goat Boy by Johanna Spyri

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

Dick Whittington and His Cat by Mary Rea Lewis

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

Concepts Studied

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

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

ART

Artists & Periods Studied

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

Techniques and Principles Studied and Practiced

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

Level 7—At-a-Glance

WRITING

- annotating and paraphrasing challenging texts
- avoiding plagiarism
- citing sources
- creating emotion rather than stating facts
- focusing paragraphs on one main idea
- identifying and writing thesis statements
- using literary devices (simile, metaphor, hyperbole, alliteration, assonance, personification, sensory language)
- maintaining a consistent style in writing
- writing narratives
- prewriting
- revising and rewriting
- using transitions
- using a rich and varied vocabulary
- using descriptive language
- using strong verbs
- varying sentence structures
- using or avoiding active voice
- writing a literary analysis essay
- writing concisely
- writing dialogue
- writing effective body paragraphs
- writing effective conclusions
- writing effective opening paragraphs
- writing effective thesis statements
- writing fictional biography
- writing outlines
- writing poetry
- writing summaries
- writing thank you notes
- writing topic sentences

Level 7—At-a-Glance

OTHER

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

COURSE READING CHALLENGE

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

HEIDI

BY JOHANNA SPYRI

COMPLETED

BENJAMIN WEST AND HIS CAT GRIMALKIN

BY MARGUERITE HENRY

COMPLETED

BIOGRAPHY

NAME OF BOOK

COMPLETED

HISTORICAL FICTION

NAME OF BOOK

COMPLETED

HISTORICAL FICTION

NAME OF BOOK

COMPLETED

HISTORICAL FICTION

NAME OF BOOK

COMPLETED

FICTION

NAME OF BOOK

COMPLETED

FICTION

NAME OF BOOK

COMPLETED

NONFICTION

NAME OF BOOK

COMPLETED

LESSON 1

Read and complete:

Welcome to this course! You will guide yourself through this course. In this lesson, you will learn how the course works.



Some Things You Need to Know

1. This course includes a Daily Checklist for you to use each day you have school. Read the instructions on the first page of the Daily Checklist with your parent or teacher. Have your parent or teacher initial here when you have read the instructions together:

2. Open your *Course Companion* to page 5 titled "Poetry Memorization" and read the instructions. Then, answer the questions:
 How many poems should you work on at a time? _____

 Once you complete a poem and start on the next one, should you also recite the poem or poems you have already memorized each time you work on poetry memorization? _____

 Choose two of the poems from this section to memorize during the course and circle them.
3. Your *Course Companion* contains "States and Capitals Ladders" on page 1. Read the instructions.
4. Each day your parent or teacher will dictate three sentences to you, meaning he or she will say a sentence out loud and you will write it on a white board or paper. These sentences are in your *Course Companion* and will help you practice spelling words, spelling patterns, spelling rules, commonly confused words, and grammar and punctuation rules. Open your *Course Companion*

to the sentence dictation instructions on page 101 and read the instructions with your parent or teacher. Have your parent or teacher initial here when you have read the instructions together:

5. To complete some of your writing assignments, you will need a blank notebook to use as your "Writer's Notebook." Your longer writing assignments will be done on a computer.

How To Complete This Course Book

1. Each day you will complete one or more lessons in this course book. Simply follow the instructions and mark the check box when you have completed a section. Check the box in the top corner of the page when the entire page is completed. If desired, keep a sticky note on the current lesson so you can quickly find your place each day.
2. Your parent or teacher will use the answer key in your *Course Companion* to check your work and make sure you understand what you are reading and learning.
3. If you do not understand something, look up information in your *Course Companion* or ask your parent or teacher for help. Also, if you are part of the way through a worksheet and you are not sure if you are doing it correctly, ask your parent or teacher to check the answer key.
4. The beginning of this book reviews basic principles taught in previous course levels. If you already know the principles, don't worry! The course will quickly dive deeper into new concepts.

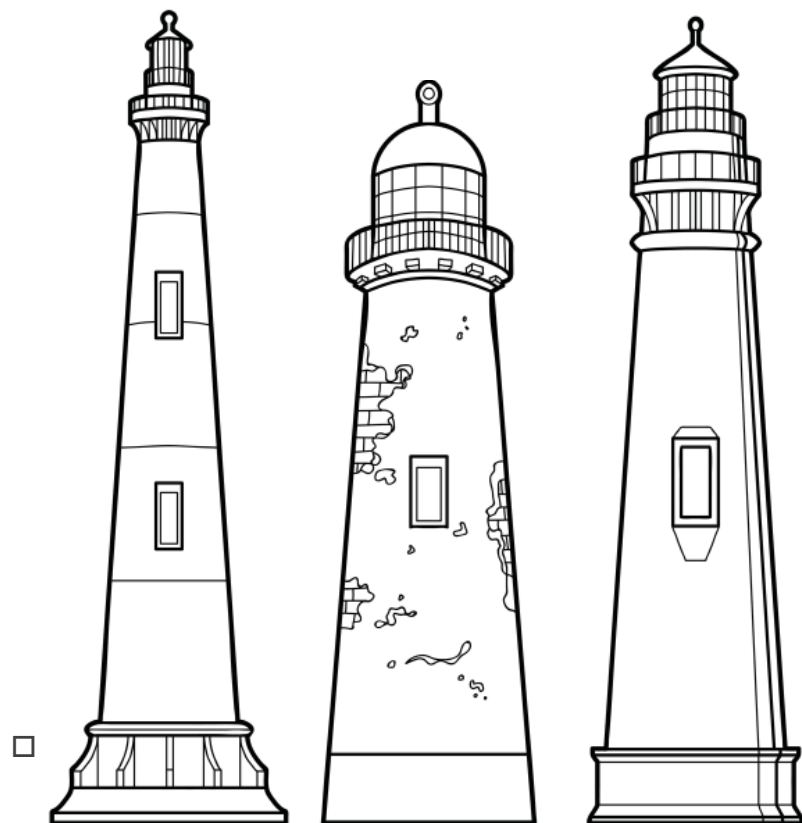
*All right, you are
 ready to get started!*

Line Art

Read and complete:

In this course you will study and practice many different styles and techniques of drawing. The first style of drawing you will study is line art.

Line art consists of black and white drawings with no shading other than hatching or cross-hatching (which you will learn about later in the course) and with little or no solid areas. The following illustrations of lighthouses are examples of line art without hatching or cross-hatching. Using a high quality graphite pencil, draw two of these lighthouses in your sketch book, and then draw another lighthouse from your imagination.



How to Measure the Worth of Books

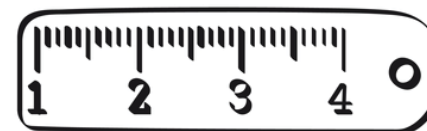
Like a lighthouse can guide a ship to safety, the gospel of Jesus Christ is a light that helps us to clearly see the dangers around us and the safe path to take. As the Bible says, "The Lord shall be unto thee an everlasting light." (Isaiah 60:19)

Only through the Lord's light can we discern truth and error. To discern means to detect or tell the difference. To discern good from evil means to clearly see what is good and what is evil. Satan tries to trick and deceive people about what is good and evil. He uses many tactics to do this in literature, and it is important to be aware of the tactics he uses.

One way we can become confused is by judging books by how popular they are or by how important and worthy other people say they are. But the Lord has given us the true way to judge:

Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things. (Philippians 4:8)

The Lord has given us a perfect way to measure the worth of a story or a book! Is it honest, just, pure, lovely, of good report (by the Lord's standards), virtuous, and praiseworthy (by the Lord's standards)? Those things should be our measuring stick for judging books!



Notebook

In your writer's notebook (a blank notebook you will use for writing assignments), title a page "How to Measure the Worth of Books." Draw the line art image on this page of the measuring stick. Then, write the scripture above (Philippians 4:8).

LESSON 5

Regions of the United States

As shown on the image on this page, the United States is often divided into the following major geographical regions:

- West
- Midwest
- Northeast
- South

The image on this page also shows subdivisions of the major regions. For example, the Pacific West and Mountain West are both subdivisions of the West.

The government divides the United States into regions for things such as the United States Census Bureau (which you will learn about later in the course), but there are no government structure or laws for the regions. Regions simply help to describe larger areas or help group together states that are similar in features such as climate, geography, history, or culture.

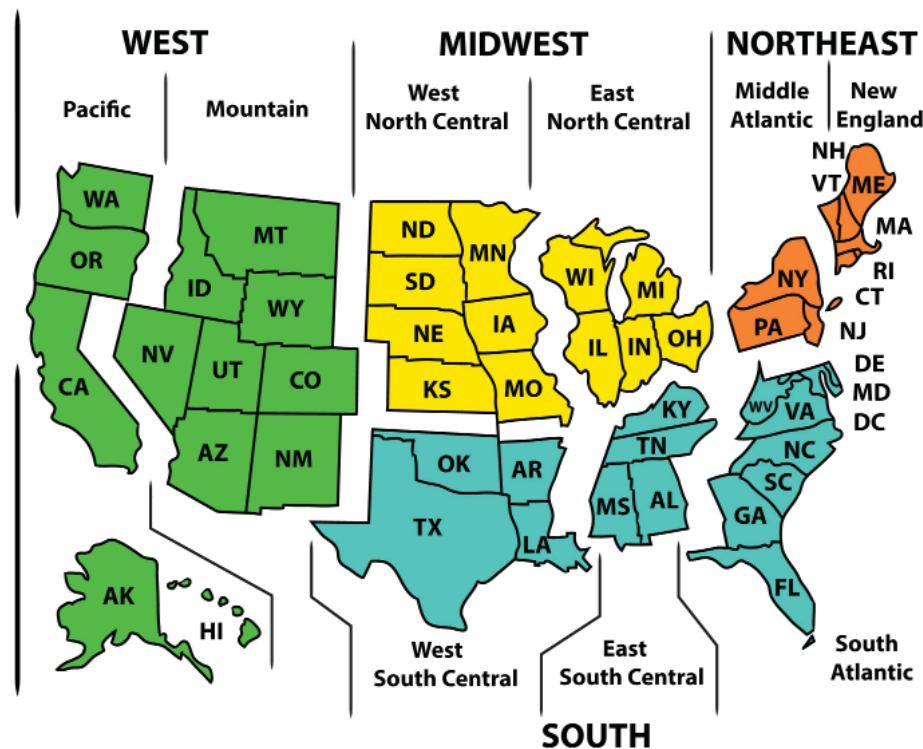
Since these are not officially defined regions, the states included in some regions vary according to the mapmaker.

In this course, as well as learning to identify regions of the United States, you will study the Northeast regions: Middle Atlantic and New England.

Exercise: List the correct answer(s) for each question.

1. In which major region of the United States do you live?

2. In which subdivision of the United States regions do you live?



3. List the states in the Pacific West:

4. List four of the many states in the South:

LESSON 11

Direct Objects & Indirect Objects

Read and complete:

A **direct object** receives the action performed by the subject. (Amy kicked the **ball**.) The **indirect object** indirectly receives the object. (John gave **mom** the book. John cooks for **Mother**. The prize goes to **Ellen**.)

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

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



Effective Writing: Avoiding Wordiness and Redundancy

Read and complete:

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

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

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

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

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

#1: The reason that we did not come to the party, even though we really wanted to come to the party, is that our car would not start when we tried to turn it on because the battery was dead.

Example Answer:

We wanted to come to the party, but our car battery died.

#2: If a sentence has any redundant words, you should remove those redundant words from the sentence to make the sentence clearer.

Example Answer:

To make sentences clearer, remove redundant words.

Proper Nouns & Prepositional Phrases

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

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

Example: The colorado river curves around those cliffs.

ENSHROUD: envelop completely; hide

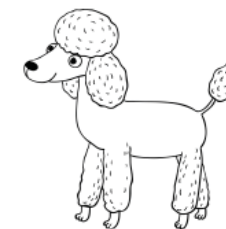
1. Heavy, grey clouds enshrouded central park in New york city.
2. I believe that christianity helps bring light to a world enshrouded by darkness.
3. The catholic priest within the Florence cathedral was enshrouded in a long robe.
4. The peak of mount Fuji in Japan is enshrouded with clouds.
5. Thick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

Diagramming Imperative Sentences

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

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

Dave, please wash the quite dirty poodle.



Pet my new, cute dog very gently, please.



Kindly walk the rather energetic dog, dearest Jack



Latin and Greek Roots

Read:

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

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



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

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

Here are some common Latin roots and their meanings:

visum – see	verbum – word
nomen – name	unus – one
annus – year	magnus – large or great
mobile – to move	

Here are some common Greek roots and their meanings:

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

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

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

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

Example:

photograph - photos and graph light drawing

telephone - _____

autograph - _____

biology - _____

telegraph - _____

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

television - _____

automobile - _____

Appalachian Landscapes by Artist Walt Curlee

Read:

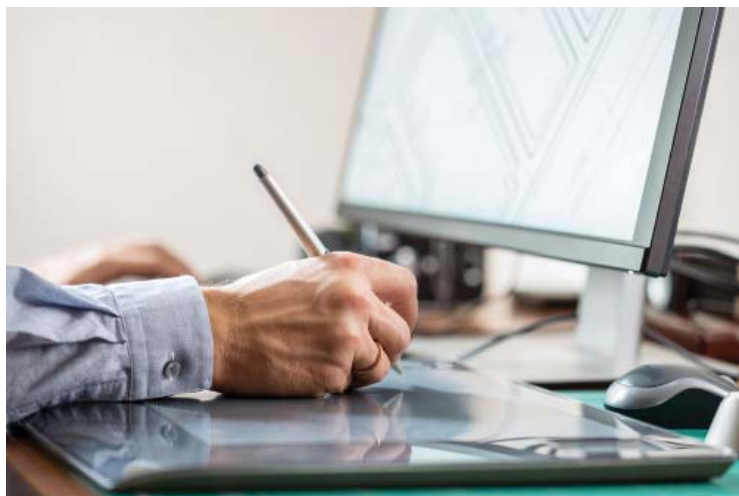
Let's explore two paintings set in the Appalachian Mountains by modern artist Walt Curlee.

Curlee said of his paintings:

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

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

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



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

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

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

Note: The paintings in this lesson are used with paid permission and are copyrighted by Walt Curlee. To see more paintings by Walt Curlee, visit <http://www.waltcurleeart.com> and click on "Art Gallery."



Introduction to Essay Writing

Read:

Throughout your life, for different school subjects, at college, at work, for your church organization, and in other situations, you may be required to write many different kinds of essays, papers, talks, speeches, letters, or other nonfiction writings. Learning to organize information and write well are skills that will bless your life.

INTRODUCTORY PARAGRAPHS

First impressions are important. You do not want to start an essay by flatly stating what you are going to be writing about. Think of your first sentence as a hook that grabs your audience's attention and interest. Be creative and show your personal style.

Eight Ways to Start an Introductory Paragraph

An introduction could include any of the following:

1. An interesting fact or surprising statistic

In 2007, almost 30 million Americans participated in hiking.

2. A thought-provoking question

Would you like to improve your health, sleep better at night, and experience something beautiful?

Note: Avoid cliché phrases such as "Did you know . . ."

3. A short personal experience

Last summer my friend invited me to go hiking . . .

4. A short but interesting and applicable quote

Margaret Young said, "Climbing is as close as we can come to flying."

5. An attention-grabbing statement

If I could be anywhere in the world, I would be on the side of a mountain.

6. A short, interesting story

After his wife died, Paul Stutzma took a remarkable 2,176-mile hike in search of peace.

7. Historical background

The idea of taking a walk through the countryside for pleasure developed in the 18th century.

8. Vivid description

The 15,781-foot, snow-peaked mountain looms above as the trail dips down into the green valley.

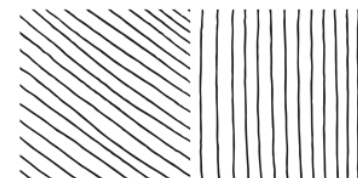


Writer's Notebook

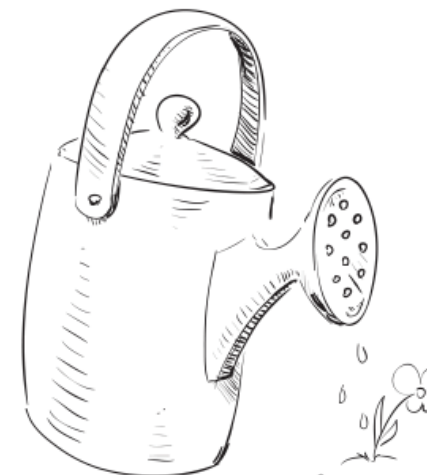
In your writer's notebook, title a page "Ways to Begin an Introductory Paragraph." Then, write the eight ways listed on this page.

Read and complete instructions:

The illustration of a backpack on this page has HATCHING, which is an artistic technique used to create tonal or shading effects by drawing closely spaced parallel lines. Hatching is often used in pencil sketching and pen-and-ink drawing. Anywhere you put hatching in a drawing, that area will appear darker or in shadow, and anywhere you do not will appear as a highlight.



In your sketchbook, draw the backpack and the watering can shown on this page, making sure to use hatching.



LESSON 20

The Body of an Essay

Read:

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

WRITING A BODY PARAGRAPH: FOUR STEPS

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

Topic Sentence

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

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

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

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

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

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

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

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

Writer's Notebook

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

Styles of Writing

Read and complete:

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

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

informal but serious | informal and humorous | formal/scholarly

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

informal but serious | informal and humorous | formal/scholarly

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

informal but serious | informal and humorous | formal/scholarly

Styles of Drawing

Read and complete:

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

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

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



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



LESSON 21

Benefits of Connecting With Nature

Read and complete:

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

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

Rather than doing your own research for your writing project on nature, the research is provided for you. Starting on page 51 of your *Course Companion*, read the section titled "Connecting with Nature." Reading this entire section will give you an overview of the subject and prepare you for your upcoming writing assignments.

✓ *Reading Check:* Underline the correct answers.

1. **Just looking at beautiful pictures of nature has great benefits.**

TRUE | FALSE

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

TRUE | FALSE

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

TRUE | FALSE

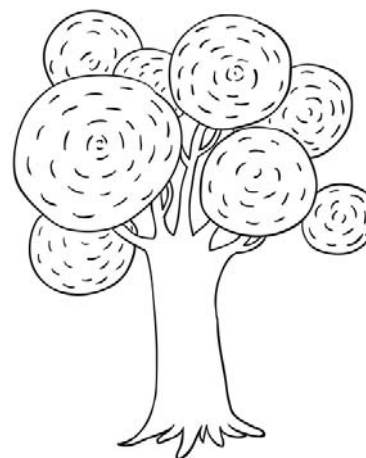
4. **Spending time in nature, as little as 30 minutes a day, can help you sleep better.**

TRUE | FALSE

Drawing Different Styles of Trees

Read and complete:

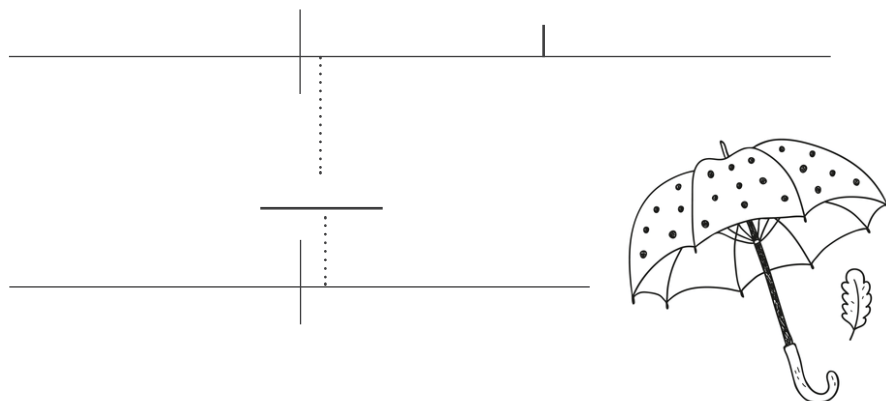
Practice different illustration styles of trees by drawing the pictures on this page. Note how realistic or unrealistic each picture is.



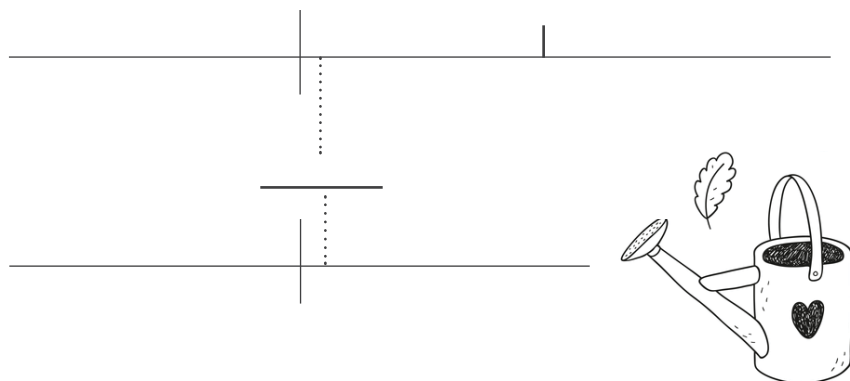
Sentence Diagramming

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

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



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



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

- Diagram the following sentences. Only the first line is given; you must draw the other lines.

Jared climbed the tall mountain slowly, but he descended rather quickly.



The mother knitted the mittens so nicely, and I happily wore them.



Nature Essay: Part 2

□ Read and complete:

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

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

Caspar David Friedrich and Romanticism

□ Read and complete:

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

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

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

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

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

"Caspar David Friedrich in his Studio," Georg Friedrich Kersting (1785-1847)





LESSON 25

Nature Essay: Part 4

Read and complete:

For your nature essay, you are now going to write your third and final supporting point: how connecting with nature affects academics. It may be one or more paragraphs; just make sure to stay focused on the supporting point.

1. First, write your topic sentence. Transition into your third supporting point using a word or phrase such as "in addition to," "If you are not already convinced that connecting with nature is important, consider . . ." or "Another reason . . ."
2. Next, give your evidence that supports the main idea of the paragraph. Use any of the ideas, quotes, and statistics on pages 51-52 of your *Course Companion*. Then, discuss or analyze your supporting evidence.
3. Finally, write a concluding sentence for the paragraph.

Read and complete:

Now write the conclusion to your essay.

TIPS FOR WRITING A SUCCESSFUL CONCLUSION

- Your closing paragraph helps the audience feel a sense of closure.
- Avoid starting your concluding paragraph with overused and boring phrases such as "In conclusion," "In closing," or "As shown in the essay."
- Do not give specific examples or additional evidence in your concluding paragraph. Those things belong in the body paragraphs.
- Keep your conclusion short. The concluding paragraph is typically shorter than the introductory paragraph.

Your essay is now finished! Share it with your parent, teacher, class, or family.

LESSON 26

Draw a Landscape Using Hatching

Read and complete:

Draw the landscape on this page by completing the following steps:

1. First, sketch a very faint outline of the main parts of the scene; don't include the details. Draw lightly, as you will may need to erase and redraw parts. Notice that the items farther away (such as trees and hills) are smaller than they would be if they were closer. Also, notice how ***the greater the distance of an object, the less detail is to be seen.***
2. Once you have your overall faint outline how you want it, make the lines more distinct and add in the smaller items.
3. Create a shading effect by copying the hatching and cross hatching seen in the illustration.



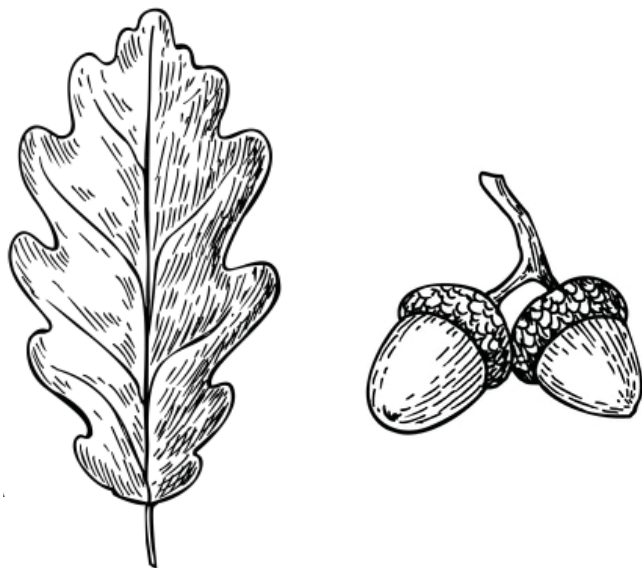
LESSON 28

Little Things

Read and complete:

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

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



Read and complete:

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

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

LESSON 34

Gerund Phrases

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

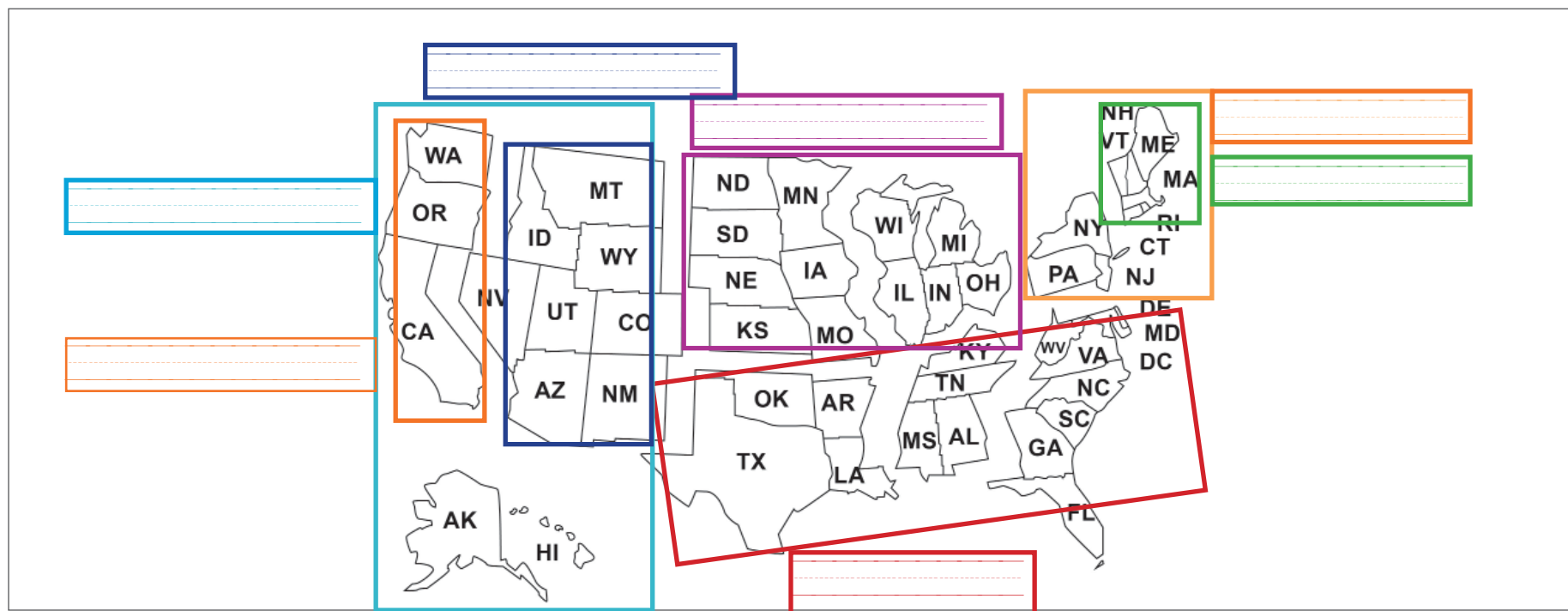
Exercise: Underline all the gerund phrases. Not all sentences contain a gerund phrase.

1. Baking rolls every Friday is a family tradition.
2. David is staying with us until Friday.
3. I like jogging by the river more than jogging in the forest.
4. Hiking is my favorite way to get exercise.
5. Going to Grandmother's house is always a great experience!

6. Dad takes us fishing every July.
7. My little brother spends a lot of time drawing pictures.
8. They will be arriving before lunch.
9. Listening to uplifting music always calms my mood.
10. We thoroughly enjoy Mom's cooking.
11. Lifting weights can strengthen your muscles.
12. Practicing the piano makes me a better musician.
13. Driving too fast is dangerous.

Regions of the United States

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

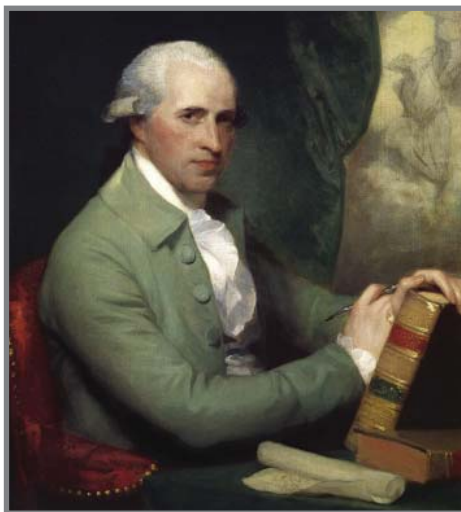


LESSON 35

Artist Benjamin West

Read and complete:

You have learned about Pennsylvania and the Quakers that settled there long ago. Before the Declaration of Independence was even signed, a little Quaker boy from Pennsylvania named Benjamin West, one of 10 children of an innkeeper, realized he had a love and talent for art. But Quakers did not believe in creating or even displaying art. The story of how he became known as "The Father of American Painting" and how he gained an international reputation for his art is fascinating.



Before you study some of his paintings, read the biography about his life by famous author Nathaniel Hawthorne, starting on page 55 of the *Course Companion*.

✓ Reading Check: Underline the correct answers.

- When Ben was an infant, what great thing did people expect Ben would do when he grew up?
 - Ben would become a preacher and would convert multitudes to the peaceful doctrines of the Quakers.
 - Ben would be a great military commander and lead a battle which would bring peace.
 - Ben would build an orphanage and help many out of poverty.
 - Ben would become a great painter.

- Ben showed he had talent in art before he was eight years old.

TRUE | FALSE

- What did Ben do to get paint brushes?
 - Ben did extra chores around the house to earn money and buy some at the market.
 - Ben helped the Indians harvest their food, and they repaid him in paint brushes.
 - Ben cut some hair off his pet cat and used it to make his own paint brushes.

- Next to Benjamin's picture of Christ healing the sick at the Royal Academy in London was his very first picture of his baby sister's smile. TRUE | FALSE

Comma Rules 4 and 6

- Open your *Course Companion* to pages 31 and 32 and study Rules 4 and 6. Then, for each sentence below, enter any missing commas.

1	Yes we were both born on February 1 1998.
2	No school does not start on Monday August 25th.
3	In addition Dad wants to have a family reunion on July 7 2019.
4	Oh dear I cannot find the bill for October 9 2019.
5	Consequently we had to change the meeting to December 1st.
6	Yes the concert on April 29th was sold out.
7	The first page said the Civil War started on April 12 1861.
8	For example this painting was created in May 1787.
9	Additionally my father's birthday is on September 7th.
10	First let's break ground for the building on August 19 2018.
11	However the soccer game was rescheduled for Saturday April 9th.
12	Furthermore I plan to attend the opening gala on June 7 2040.

LESSON 36

The Art of Benjamin West: Treaty of Penn with Indians

Read and complete:

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

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

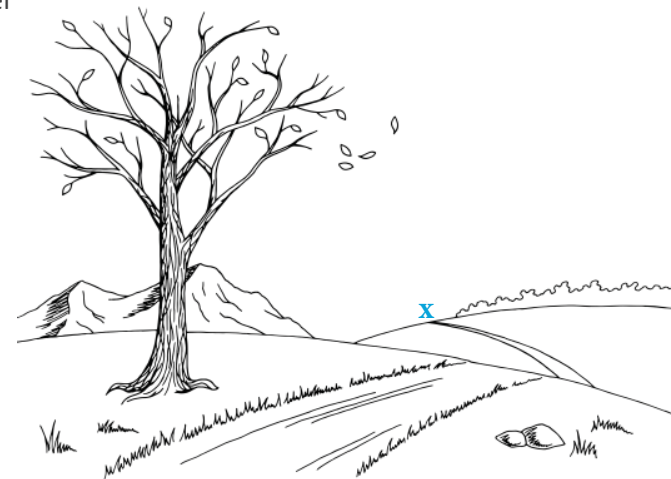
Next, set your timer for one minute and study the painting in the lesson titled "Benjamin Franklin," another historical painting by Benjamin West. Consider the symbolism of light breaking through the clouds. Ponder why West included angels in the painting.

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

Vanishing Point

Read and complete:

As things get farther away from us, they seem smaller and closer together. The vanishing point is the point at which parallel lines receding from an observer seem to meet and disappear. For example, in the following illustration, the vanishing point has a blue X above it.



Draw the illustration in your sketchbook.

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

Your/You're

Underline the correct word choice for each sentence. Remember that **YOU'RE** is a contraction of the words **YOU ARE**.

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

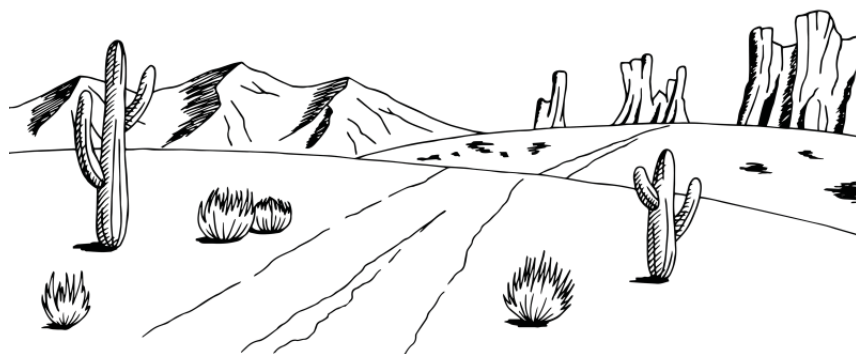


LESSON 39

Vanishing Point Practice

Read and complete:

Remember that as things get farther away from us, they seem smaller and closer together. The vanishing point is the point at which parallel lines receding from an observer seem to meet and disappear. In your sketch book, draw the landscape on this page, which contains a vanishing point.



Gerund Review

As you complete the exercises below, refer to page 34 in your *Course Companion* if needed.

- Exercise:** For each sentence, determine if the underlined word is a verb or a gerund. Underline the correct answer. **Tip:** Ask if the underlined word is doing the main action—if so, it's a verb.

ADROIT: skilled; skillful

- Working** with dad is fun because he is an adroit woodworker.
verb | gerund (noun)
- I love **working** with dad because he is an adroit woodworker.
verb | gerund (noun)

- I love **watching** his adroit hands work with pottery.
verb | gerund (noun)
- Cooking** with the adroit chef helps me improve my skills.
verb | gerund (noun)
- Adroitly**, Karen is **carving** the piece of wood.
verb | gerund (noun)
- The adroit artist is **painting** a stunning landscape.
verb | gerund (noun)
- Painting** a landscape is not difficult for the adroit artist.
verb | gerund (noun)
- The adroit writer is **trying** to finish his book by Friday.
verb | gerund (noun)

Effective Writing: Avoiding Wordiness and Redundancy

- Exercise:** Rewrite the wordy sentences to be more concise.

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

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

#1: In order to connect with God, we need to spend some meaningful time with Him if we want to connect with Him. Meaningful time with God could be things such as studying the scriptures and praying.

#2: Because of the fact that Anna is sick and has the flu today, we are going to have to cancel our picnic. It is unfortunate that Anna has the flu today.

LESSON 40

Keeping Balance

Read and complete this section *with your parent or teacher*:

What do you think when you hear the phrase "keeping balance"? Do you picture a gymnast on a balance beam or someone walking carefully across a tightrope? Those things definitely take balance. But the kind of balance we are going to talk about in this lesson is balance in our lives—specifically regarding how much and what we choose to read.

One of the overarching purposes of our lives here on the earth is to gain knowledge through experience. The time we have on this earth is a precious gift. It is important to work hard and use time wisely. But it is also important to take time for rest and wholesome enjoyment. The problem comes when things get out of balance. For example, look at this illustration:

- study
- work
- building family relationships
- service



- wholesome entertainment
- rest

We don't necessarily need equal amounts of work and rest, but we do need to make sure that we have the right balance, always giving the highest priority to what matters most in our lives and to what is going to help us learn and become a better person.

The adversary does not want us to use our time on the earth wisely. Thus, he tries to get us to waste our precious time with unimportant, silly things of no great worth. Make a list of four things that can waste your time if you are not careful:

1.

2.

3.

4.

In 1 Peter 5: 8 we read

... be vigilant; because your adversary the devil, as a roaring lion, walketh about, seeking whom he may devour.

To be vigilant means to be watchful and alert. We should always be on guard for ways that Satan tries to steal our time.

A wonderful way to use our time on this earth is to read books that teach and inspire. These books can also entertain, but books that do *more* than merely entertain are the most valuable.

Consider these benefits of reading worthwhile books:

- Higher grades
- Increased knowledge
- Reduced stress
- Increased vocabulary and spelling skills
- Improved analytical thinking skills
- Improved writing skills

- Improved memory
- Improved focus and concentration
- Increased likelihood of being successful in life
- Improved compassion and empathy for others
- More interesting personality
- Greater interest in learning
- Improved creativity
- Stronger moral character

Author Vaughn J. Featherstone wrote, “Books transport us vicariously to every conceivable corner of this abundant creation of God’s that we call earth. They give us opportunities to probe the minds of the greatest thinkers in all of history . . .” (*Commitment*, pg 51)



Featherstone also said, “Commit now to read uplifting literature and great books every day while always reading the scriptures on a daily basis . . . I find this is generally true among truly educated people: They have learned more from the great books they have read than from their formal education.” (*Commitment*, pg 52) Thomas Jefferson and Abraham Lincoln are great examples of this.

- Discuss with your parent or teacher how you think people could learn more from the great books they have read than from their formal education.
- Read this section **with your parent or teacher**:

In addition to choosing to read worthwhile books, it is important to make the reading of scriptures a priority and to have a balance between the genres of books that you read. In this course, you will read several different genres of literature: fiction, nonfiction, poetry, and biography.

The next book you read for this course, *Mary Jones and Her Bible*, is a fictionalized biography. A **nonfiction biography** is an account of a person’s life that is true in every detail and contains actual statements from the subject when dialogue is used. In a **fictionalized biography**, the

author uses her imagination to invent dialogue and description based on the facts she has researched about the subject.

Both nonfiction and fictionalized biographies can be powerful teachers, as this quote explains:

“Smart people read biographies . . . Look at their libraries and you’ll see one biography and memoir and autobiography after another. Of course, they read other things—it’s called being well rounded—but biographies are usually the core. There’s a reason—it’s some of the most actionable and educational reading you can do . . . Of course, a powerful biography—or autobiography—always has a moral. Whether it’s a rise and fall story, a story of redemption, a story of power corrupting, a story of love—every biography of a man or a woman teaches the reader. It teaches us to be like the subject or often, to be nothing like the subject.” (Ryan Holiday, “25 Recommendations For Life Changing Biographies”)

Affect/Effect

The word “affect” is used as a **verb**. (Think of A for ACTION). The word “effect” is used as a **noun**.

- Underline the correct word choice for each sentence.

1. The test score had a big (effect | affect) on her grade.
2. What was the (effect | affect) of his presentation?
3. How did the flood (effect | affect) you?
4. Prayer has a powerful (effect | affect) on my life.
5. That movie has so many special (effects | affects).
6. Everything you do has an (effect | affect) on her.
7. When does that regulation go into (effect | affect)?
8. Did all that hail (effect | affect) your garden?
9. What positive (effect | affect) have you seen from your exercise program?

LESSON 42

Mary Jones and Her Bible: Chapter 1

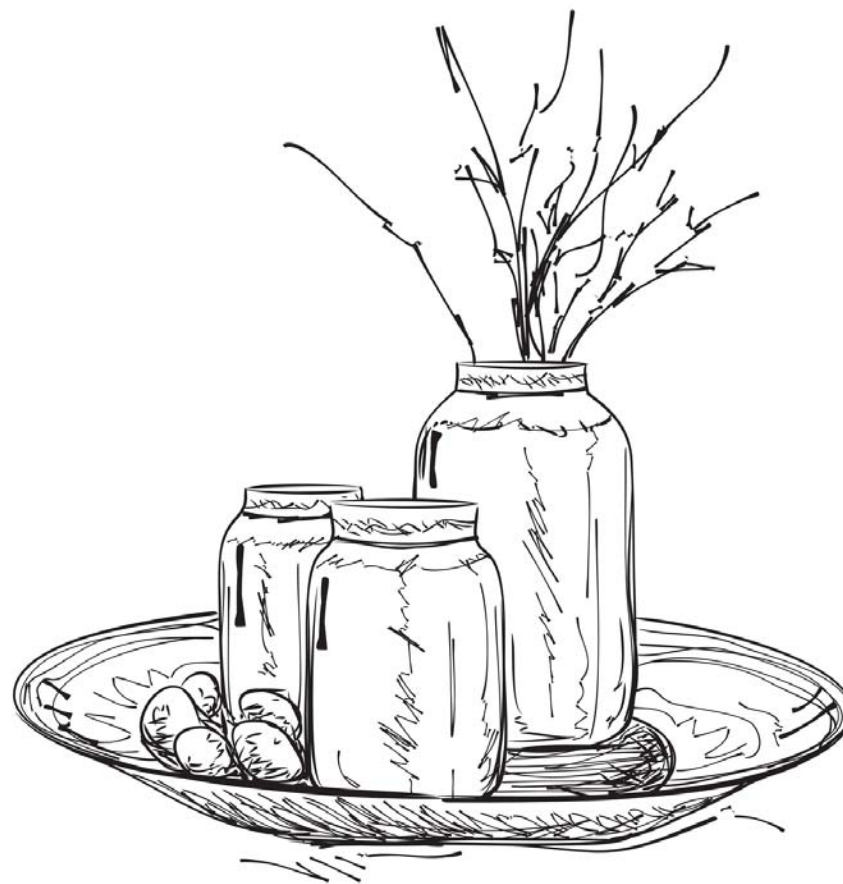
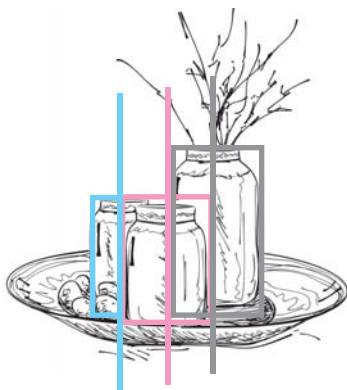
- Open to page 100 of your *Course Companion* titled "Challenging Words Practice #2." Read the circled words on that page to your parent or teacher.
 - In the *Level 7 Favorite Classics Reader*, read Chapter 1 of *Mary Jones and Her Bible*.
 - ✓ Reading Check:** Underline the correct answers.
1. **Many children in Mary's village attend church with their parents.**
TRUE | FALSE
 2. **What is young Mary's attitude about church in this chapter?**
 - A. Mary loves church and hangs on every word.
 - B. Mary does not understand the preacher and is discouraged.
 - C. Mary is bored, but she is reverent.

Symmetrical Balance in Drawing

- Read and complete:

Symmetrical balance has elements that are given equal "weight" in relationship to an imaginary line in the middle of a drawing. Draw the image on this page by following these steps.

1. Very lightly draw boxes where the jars go.
2. Very lightly draw a line in the middle of each box.
3. Draw the jars.



LESSON 43

Sentence Diagramming



- Go to www.jennyphillips.com/Level7 and watch the video titled "Diagramming Prepositional Phrases." This video will guide you through practice with diagramming prepositional phrases that modify other prepositional phrases. Follow the instructions and complete the exercises within the video.

LESSON 47

Proverbs and Maxims

Read:

Proverbs and maxims are very similar to each other. Both are **short statements with highly condensed messages that provide guidance.**

Maxims usually express a general truth, principle, or rule of conduct. Benjamin Franklin was well known for his sensible maxims, such as these: "Well done is better than well said." And, "He that sows thorns, should not go barefoot." (*Poor Richard's Almanac*)

Proverbs usually have bold imagery and a common fact or experience, such as these from the Bible:

Where there is no vision, the people perish. (Proverbs 29:18)

Train up a child in the way he should go: and when he is old he will not depart from it. (Proverbs 22:6)

Chapter 5 of *Mary Jones and her Bible* contains a insightful proverb: "If there is a will there is a way."

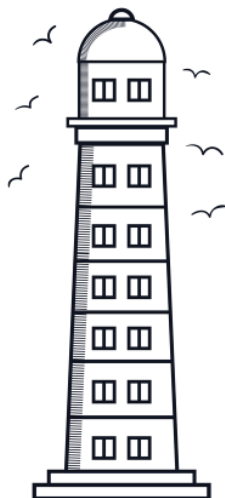
 **Notebook**

In your notebook, write the definitions of proverbs and maxims (in green letters above). Then, write the Biblical proverb below and draw the tower on this page next to it, or draw one from your imagination.

The name of the Lord is a strong tower: the righteous runneth into it (Proverbs 18:10)

 **Notebook**

Write two proverbs of your own creation.



Comma Splices and Run-On Sentences

- Underline all the sentences that contain comma splices and run-on sentences in the following paragraph. Write a "C" above the underlined sentence if it is a comma splice. Write an "R" above the underlined sentence if it is a run-on sentence. Refer to pages 33 and 41 in the *Course Companion* if needed.

The street was empty, everyone was at home asleep. I picked up my pace and the wind whistled through the trees. I still had miles to go and hills to climb until I would reach the cabin. The stars were bright, they were brighter than I had ever seen. The moon was full, and I was grateful for the light it provided. Eventually, I had to leave the road and start walking on a dirt trail through the forest. The trees blocked the light of the moon, I could not see the path clearly. I suddenly smacked into a tree limb, and I fell down with a thud. I got up and brushed the dirt off me. But then I heard a noise behind me and I began to run. The trail to the cabin seemed longer than ever, and it seemed steeper than ever. Finally, I saw the lights of the cabin ahead of me and I breathed a deep sigh. Within minutes I had reached the cabin and had gone inside.


- On a separate sheet of paper, diagram the sentences below. Check your answers in the answer key.
1. The flowers on the windowsill are so lovely.
 2. Below the old bridge by the hill, a group of swans floated peacefully.
 3. The wind banged on the windows and whistled through the trees.
 4. A beautiful bird is building a clever nest in the old apple tree.

LESSON 49

Note Taking Review

Read:

NOTE TAKING TIPS

- Listen carefully; don't let your mind wander or you may miss important information.
 - Write down only important points, using short phrases or key words; you don't need to use full sentences, and you shouldn't try to write down exact wording unless it is a specific quote or phrase that is very important.
 - Look for cues from your instructor about what is important, such as what he or she writes on the board or the key points listed on a multimedia presentation. Also look for what the instructor emphasizes or what he or she repeats.
 - Use pen (which is easier to read than pencil) and write neatly enough to understand your notes.
-  In order to practice listening and taking notes, watch the video presentation titled "Mary Jones and Her Bible," in which Jenny Phillips discusses the book *Mary Jones and Her Bible* as well as information about Bible Societies. A link to this video can be found on www.jennyphillips.com/level7.

Title a blank sheet of lined paper, and, as you watch the video, take notes. You will use these notes to take a quiz.

- Once you have watched the video, have your parent or teacher administer the "Mary Jones and Her Bible Quiz" on page 122 of your *Course Companion*. You may use your notes from the video while taking the quiz.

If you miss more than three questions on the quiz, watch the video again, take better notes, and then take the quiz again.

LESSON 50

Effective Writing: Avoiding Wordiness and Redundancy

Exercise: Rewrite the wordy sentences to be more concise.

Note: Sometimes redundancy can be a good thing. For example, redundancy can help with emphasis. However, if information does not need to be emphasized, redundancy is not needed.

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

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

#1: The teachers will meet every day, and in this daily meeting they will discuss ways in which they can more effectively motivate their students to read more often.

#2: As an added bonus, all the employees received a \$100 bonus due to the fact that all the employees had worked so hard at their job.

LESSON 55

Fictionalized Biography Project: Part 4

Complete the instructions.

In preparation for writing your fictionalized biographical story, read Part 3 of "Research for Fictionalized Biographical Story of Abraham Lincoln," starting on page 64 of your *Course Companion*. Take good notes, continuing to categorize information.

Greek Root—CHRON/ Advanced Alphabetical Order

Read and complete:

The Greek root CHRON means time. Read the following words (which contain the Greek root CHRON) and their definitions.

Chronicle: a record of events in order of time

Chronicler: a historian; as, a chronicler of events

Synchronize: to cause to happen at the same time

Chronological: arranged in order of time of occurrence

Chronic: continuing for a long time; as, a chronic invalid

Write the five words above with their definitions *in alphabetical order*.

WORD:

DEFINITION:

WORD:

DEFINITION:

WORD:

DEFINITION:

WORD:

DEFINITION:

WORD:

DEFINITION:

Fill in the blanks with one of the words containing the root CHRON.

1. This biography is a full _____ of the life of James Madison.
2. I read the old magazines in _____ order.
3. His _____ disease has no cure.
4. We hired a professional _____ to compile ten generations of our family history.
5. In order to perfectly _____ their movements, the swimmers rehearsed daily.

LESSON 56

Fictionalized Biography Project: Part 5 / Prewriting

Complete the instructions.

Now that you have taken all your notes for your fictionalized biography writing project, you are ready to start generating ideas for your story. You already know the basic plot: Abraham Lincoln (when he was a young boy) gave a fish to a soldier because he had been taught by his mother that soldiers have hard lives and should always be treated kindly. Since this is a fictionalized story, you will add in details of your own imagination that are based on facts you have researched.

First, decide the events you are going to create for the story and in what order. Do you start with a discussion between Abraham and his mother about soldiers over breakfast? Do you start when Abraham is fishing? Do you start with Abraham waking up on the morning he is going to give the fish to the soldier? Does he do chores?

To help decide which events or scenes to create for your story, you will do some prewriting. Prewriting is the first stage of the writing process. During prewriting you explore ideas of what to write. Following are some of the most common prewriting techniques.

FREEWRTING

When using the freewriting technique, write down everything about your topic that comes to mind. Full sentences and organization are not required. You may find it effective to set a timer for five or ten minutes while you free write on a subject.

BRAINSTORMING

At the top of a page, write your topic to help you focus. Then list as many ideas as you can about your topic. Brainstorming usually looks more like a list, and freewriting usually looks more like unorganized paragraphs.

DISCUSSION

Discussing your topic with friends, classmates, or family is a great way to explore a topic. Write down the ideas that you discover.

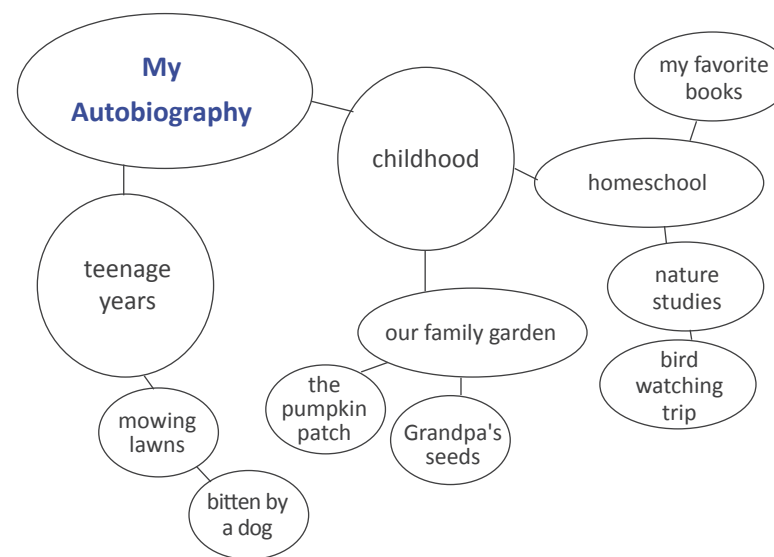
LISTING

Generate lists of issues, phrases, and/or sentences about your topic.

CLUSTERING AND MAPPING

Draw a circle on a sheet of paper. Write a word or phrase that is key to your topic in the circle. Draw a line from that circle and, at the end of that line, draw another circle in which you write another short phrase or thought that is connected to the first thought. Similar thoughts or ideas branch off from the same circle in other directions. Continue creating new strands and expanding your cluster. Do not think too much—just keep writing.

EXAMPLE CLUSTER



Notebook

In your notebook, list the five prewriting techniques on this page with a short description of each.

LESSON 59

Fictionalized Biography Project: Outline

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

-  **Notebook**

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

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

LESSON 60

Welsh Sculptor: Goscombe John Part 2

- **Read:**

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



Fictionalized Biography Project: Begin Writing

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



Complete:

In the fictionalized biographical story you just wrote about Abraham Lincoln, complete the following:

Add at least two carefully chosen adjectives to your description.

Add at least two carefully chosen adverbs to your description.

Change at least two verbs to verbs that are stronger.

For example, instead of RAN, you could use FLEW, SKIPPED, SPRINTED, SHOT, RACED, RUSHED, HASTENED, etc.

Change at least two phrases or sentences to SHOW instead of TELL the description.

For example, instead of, "David was taller than the boy," you could say, "David towered over the boy." Or, instead of, "The tree caught fire," you could say, "The tree burst into flames." Or, instead of saying, "It was raining a lot," you could say, "Rain pounded on the roof."

Add at least one simile.

Add at least one use of personification.

LESSON 65

Family & Literature

Read and discuss the following information *with your parent or teacher*:

Classic books for children written in the 1800s and early 1900s almost always include positive adult family members who play a major role in the story.

Heidi (1880)

Heidi's grandfather, Clara's father and grandmother, and Peter's mother and grandmother are all main characters who display kindness, goodness, and service. Strong and happy family ties are a main theme.

Little Men (1871)

Mother and Father Bhaer are two of the main characters, and the entire book is about how they raise a group of boys with patience, love, and service. Strong and happy families are a main theme.

Hans Brinker (1865)

Hans' mother and father are main characters in the story, and the children show great love and sympathy toward their parents.

Swiss Family Robinson (1812)

The story is told from the perspective of the father, and the entire story is about a family working together with patience and love. Strong and happy families are a main theme.

Anne of Green Gables (1908)

Anne's adoptive parents are major, positive characters in the story. Happy families are a main theme.

Compare the above examples to the following two books from the New York Times Notable Children's Books for 2013 list.

Flora and Ulysess (2013)

No adult family members are a positive part of the book. No strong or happy families are displayed. Characters are shown behaving disrespectfully to parents in ways that make it seem humorous. The main character's family is dysfunctional.

Better Nate Than Ever (2013)

No adult family members are a positive part of the book. No strong or happy families are displayed. Characters are shown behaving disrespectfully to parents in ways that make it seem humorous. The main character's parents have problems with alcohol and are morally unfaithful to each other. The main character shows interest in being gay.

There is a growing trend in literature to present parents as absent and uninvolved, to display families as dysfunctional and unhappy, and to create child characters whom act disrespectfully to parents.

According to Nielsen BookScan, which tracks roughly 80% of print sales, the highest selling book in 2013 in the United States was *Diary of a Wimpy Kid: Hard Luck*, selling an astonishing 1.8 million copies. The first paragraph of the book begins with the main character, a young boy, making fun of family, talking about how life will be so much better when he grows up and only has to see his family on holidays.

Compare that attitude about family to the attitude about family displayed in these sentences from the first chapter of *Toni the Woodcarver* by Johanna Spyri, which you are about to read:

In his home he had a young wife and a little boy who was a joy to both of them.

Toni was never so happy as when he was at home in the stone hut with his little boy on his knee.

The little boy grew strong and healthy, and with his merry ways delighted his father's heart when he was at home.

Toni jumped for joy and ran three times around his mother, then he seized her hand and shouted once more, "Now we are going for Father!"

Little Toni, deeply moved in his heart by his mother's weeping and earnest prayer, kept his hands folded and wept softly, too.

He was his mother's only joy, and she was able to take delight in him, for he was obedient and willing to do everything she desired.

He had no greater wish than to see his mother happy and contented. His greatest pleasure was, when Sunday came and she was resting from all work, to sit with her on the little wooden bench in front of the house and listen as she told him about his father, and talk with her about all kinds of things.

There is a stark contrast between the messages in the two books. In *Diary of a Wimpy kid*, in just the first three sentences, family is viewed as something negative, dysfunctional, and not enjoyable. In the rest of the book, family members are viewed as being bothersome, annoying, contentious, and incompetent. In *Toni the Woodcarver*, family is viewed in exactly the opposite way: desirable, joyful, unified, loving, and helpful.

Dork Diaries, a popular book series for middle schoolers that has sold over 10 million copies, starts out with the main character disrespectfully mocking her mother in a way portrayed as humorous.

Families are not perfect, and sometimes there are hard situations in families, but mocking family relationships and making it seem like it is normal, cool, and funny to view family relationships negatively and as bothersome is not lovely or praiseworthy.

Books for youth that blatantly and subtly mock family relationships were virtually non-existent in the 1800s and early 1900s, but now, disdain for family is more common in literature than respect for families. This is part of Satan's attack on the family, which is the center of our Heavenly Father's plan. You should not only avoid books that mock parents and undermine the sacred family unit, but you should seek out books that support strong and close families or that show characters working through difficult family situations in Christ-like, respectful ways.

Toni the Woodcarver: Chapter 1

- In the *Level 7 Favorite Classics Reader*, read Chapter 1 of *Toni the Woodcarver*. As you read, note the underlying messages about family relationships. Also note the images and feelings the chapter evokes in your mind and heart about nature, hard work, perseverance, and faith.

LESSON 66

Capitalization: Family Relationships

- Open the *Course Companion* to page 25 (Capitalization Rules 5-7) and study Rule 5. Then, complete the following exercises:

Exercise 1: For each sentence, underline the correct word choice.

1. Today, Grandmother | grandmother read to me.
2. I love Grandmother's | grandmother's cookies.
3. To be a successful Grandmother | grandmother, you need the Lord's help.
4. Jamie's Grandmother | grandmother grows flowers.
5. Is that your Grandmother | grandmother?
6. I want to be like Grandmother | grandmother one day.
7. This morning, Grandmother | grandmother and I did a science experiment.
8. Wendy's Grandmother | grandmother is particularly generous.
9. I want Grandmother | grandmother to know she is appreciated.

Exercise 2: Draw three lines under letters that should be capitalized.

PLACATE: to make someone less angry; to calm and appease

1. Even though we paid for the damage, uncle Fred refused to be placated.
2. My dad did his best to placate our angry neighbor.
3. Apologizing sincerely really helped to placate mother.
4. We went to extensive efforts to placate grandpa Joe.
5. I've realized that my mother is easily placated because she has a kind heart.
6. I'm amazed how dad can easily placate upset babies.
7. Yesterday, aunt Helen tried to placate her angry employees.

Comma Rules 6 and 7

- Study Comma Rules 6 and 7 on page 32 of the *Course Companion*. Then, circle the correctly punctuated sentence in each pair of sentences.

- A. Heather, please come set the table.
B. Heather please come set the table.

- A. However, we are not finished yet.
B. However we are not finished yet.

- A. For example I do not even speak Spanish.
B. For example, I do not even speak Spanish.

- A. Yes, you may have a piece of cake.
B. Yes you may have a piece of cake.

- A. I hope Hyatt that you will enjoy this book.
B. I hope, Hyatt, that you will enjoy this book.

- A. Will you help me wash the dishes, Paisley?
B. Will you help me wash the dishes Paisley?

- A. No, we did not see the bird's nest.
B. No we did not see the bird's nest.

- A. I hope Richard will enjoy the class.
B. I hope, Richard, will enjoy the class.

- A. Sure, I would love to help you plant the flowers.
B. Sure I would love to help you plant the flowers.

- A. Give this to, David, please.
B. Give this to David please.

Toni the Woodcarver: Chapter 2

- In the *Level 7 Favorite Classics Reader*, read Chapter 2 of *Toni the Woodcarver*.

LESSON 77

Effective Writing: Avoiding Wordiness and Redundancy

- Exercise:** Rewrite the wordy sentences to be more concise.

TIP: The words **JUST** and **REALLY** can often be eliminated.

WHEN TO LEAVE OUT THE WORD "THAT"

The word "that" may often be omitted from a sentence if doing so helps the sentence flow better or make more sense. Reading the sentence aloud often helps the writer decide if the word "that" is helpful or unnecessary.

I just really can't remember what time that I said to them that I would come.

The book that I just finished reading was a book that I really enjoyed!

I just think that you would really like the book that Molly gave me.

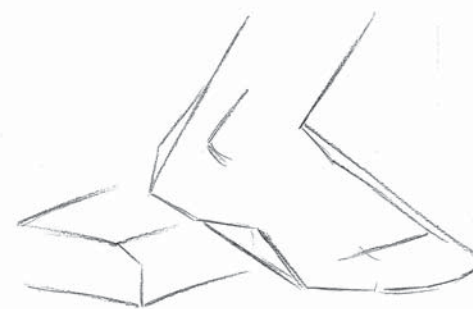
I just really hope that my friend, whose name is Kevin, doesn't think that perhaps I have been quite glum lately.

Drawing Feet

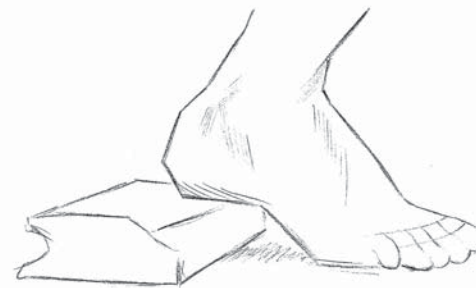
- Read and complete:**

In your sketch book, draw the illustration below by following the steps shown.

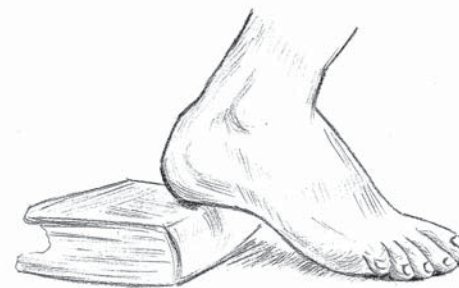
Step 1



Step 2



Step 3



LESSON 78

Introduction to Edgar Guest

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

LESSON 79

The Power of Good Friendships

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

As you go about these lessons, keep in mind that in our world today it can be very hard to find good friends who hold your same values. Although good friendships are important, sometimes you may find yourselves without good friends during certain seasons of your life. If that is the case, remember that it is better to have no friends than to have friends that influence you negatively. Remember that you always have a friend in the Savior Jesus Christ. He is aware of you and your need for friends. If you press forward in faith and pray for opportunities for good, righteous friends, God will answer your prayers, according to His wisdom and timing.
 - Starting on page 68 of your *Course Companion*, read the section titled "The Importance of Good Friendships." Reading this entire section will give you an overview of the subject and prepare you for your upcoming writing assignment.**
 - ✓ Reading Check:** Underline the correct answers without rereading the material, relying instead on your memory of what you read.
1. **The section included quotes about friendships within families.**
TRUE | FALSE
 2. **The section included a story about someone who had a bad friend.**
TRUE | FALSE
 3. **The section included several quotes about not lending money to friends.**
TRUE | FALSE

Sentence Diagramming

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

- Remember to put AJ for adjectives and AV for adverbs. Adverbs modify verbs, adjectives, or other adverbs.
- Not all sentences have an indirect object.



Recently, I gave Jill a new stuffed bear.



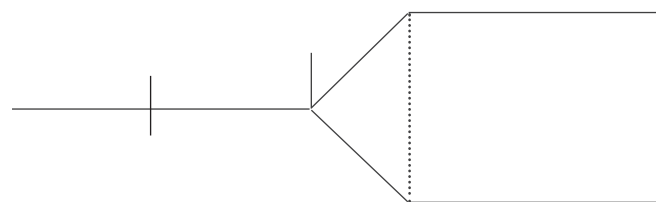
The song of the little bird seems cheerful to me.



Karen gave the lovely bird some seeds.



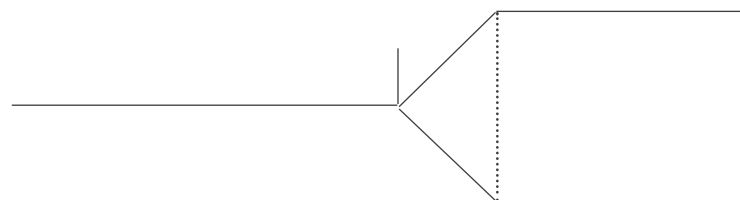
I gave the new girl a big smile and a friendly wave.



The old book and the new book look very interesting.



The scriptures give me hope and renewed strength.



LESSON 81

Friendship Essay

Complete:

Write the opening for your essay about friendship. **You will type this essay** so that you can more easily complete revisions and edits. Your style may be formal or informal—it's up to you.

To start the opening paragraph, use one of the "Eight Ways to Start an Opening Paragraph" that you wrote in your writer's notebook. Then, transition to your thesis statement, which should come at or near the end of the opening paragraph(s) and explain the main idea or purpose of your essay—the power and importance of friendship.

Use at least three quotes in this essay and cite them using in-text citation. Refer to page 28 in your *Course Companion* for guidelines on in-text citations. You may use any of the quotes on pages 68-69 of your *Course Companion* for this essay.

Drawing Hair

In your sketchbook, practice drawing hair, copying at least three of the illustrations below.



LESSON 82

Can/May

Read the sentences below and underline the correct word choice for each sentence. Refer to page 44 in your *Course Companion* if needed.

1. You (can | may) have another slice of cake.
2. I (can | may) finish reading the book tonight.
3. (Can | May) I ask you a few questions?
4. You (can | may) use my camera today.
5. I (can | may) recite the entire poem from memory.
6. The kittens (can | may) sleep in my room tonight.

Friendship Essay: Part 3

Read and complete:

You are now going to write about your first supporting point for your friendship essay. It may be one or more paragraphs; just make sure that you stay focused on the supporting point.

1. First, write your topic sentence. Remember that a topic sentence helps a paragraph stay focused on the main idea.
2. Next, give your evidence that supports the main idea of the paragraph. The evidence may be quotes, statistics, personal examples, or facts. You may use any of the quotes on pages 68-69 of your *Course Companion*. Refer to page 28 in your *Course Companion* for guidelines on in-text citations.
3. Finally, write a concluding sentence for the paragraph. The concluding sentence is usually a statement that summarizes or pulls together the main idea of the paragraph. The closing sentence should not introduce another subject or idea that is not covered in the paragraph.

LESSON 83

Friendship Essay

- Read and complete:

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

Winslow Homer Paintings

- Read and complete:

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

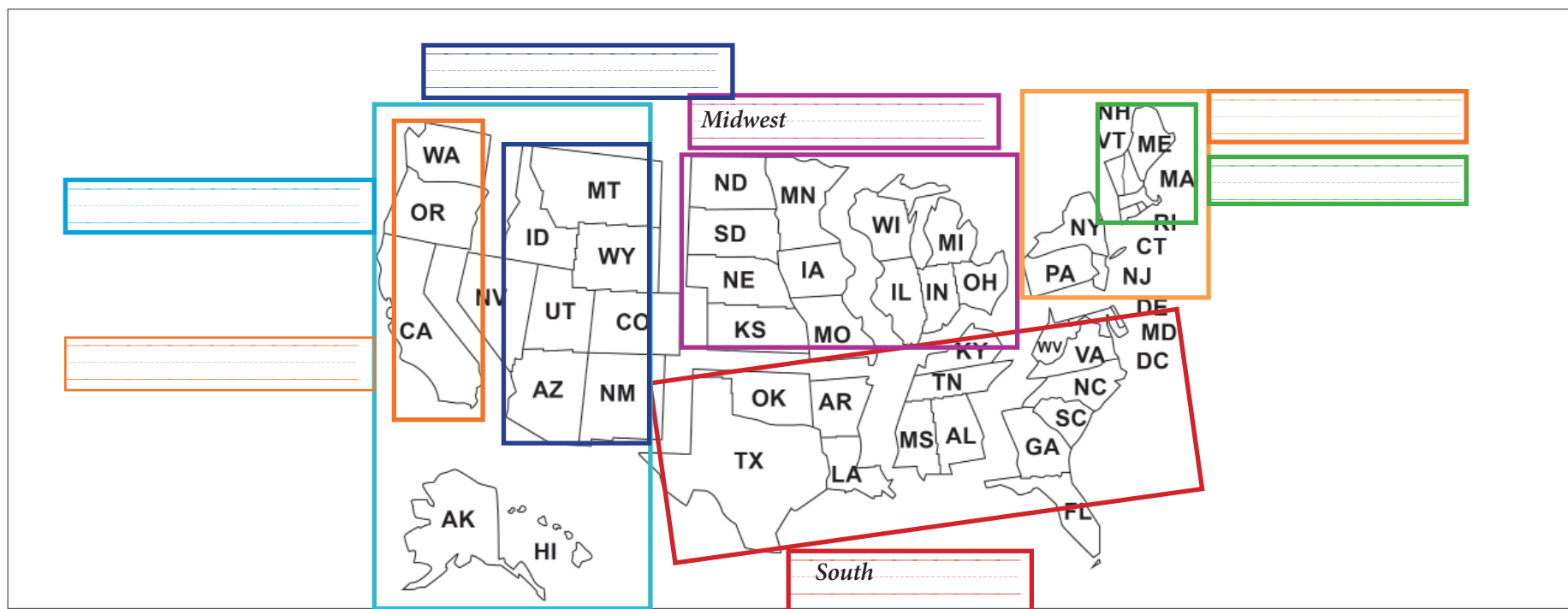
American artist who was born in Massachusetts. In which sub-region of the United States is Massachusetts? _____.

Homer did not have an opportunity for a lot of training in art, so he was mainly self-taught. His mother tried to save funds for him to study art in Europe, but instead, he went to the front lines of the American Civil War and sketched camp life and battle scenes. After the war, Homer chose to paint mainly childhood and family subjects, turning to the simple things of life. He lived in New York for many years. In which region is New York? _____.

At age 46, Homer and his family moved to Maine and lived just seventy-five feet from the ocean. In which region is Maine? _____.

Regions of the United States

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



□ Read and complete:

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

Winslow Homer (1836-1910)



□ Read and complete:

This painting by Winslow Homer not only gives us a look at early rural America, but it shows the comradery of boys. Comradery is the spirit of friendship in a group. Set a timer for 60 seconds and study the painting, noting the framing technique used, the use of perspective, the use of texture, and the small details.

Winslow Homer (1836-1910)



LESSON 84

Friendship Essay: Part 4

Read and complete:

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

Then, write the conclusion for your essay.

Give the essay to your parent or teacher and ask him or her to fill out the Essay Feedback Page (on the next page). You will use this feedback page in the next lesson. Don't worry! It won't be as painful as it sounds.

Drawing Feet

Read and complete:

In your sketch book, draw the illustration below by following the steps shown.

Step 1



Step 2



LESSON 85

Comma Rules 6 and 7

- Study Comma Rules 6 and 7 on page 32 of your *Course Companion*. Then, cross out sentences below that are not punctuated correctly.**

1	Yes, I cleaned my room this morning.
2	No I did not know you wanted me to come.
3	Becca would you like another piece of pie?
4	Nevertheless, you may still go with us.
5	David please sit down.
6	For example, I scream loudly whenever I see spiders.
7	When you are done Sam please put your test on my desk.
8	I hope, Alex, sleeps well tonight.
9	What did you say, Mom?
10	OK I will help you.
11	Tyler you look very happy today.

Friendship Essay: Part 5

Follow the instructions:

Using the information on the Essay Feedback Page that your parent or teacher filled out, revise your essay. Once the essay is revised, read your essay to a group of at least three people. Make sure to speak slowly and confidently, to occasionally look up from your paper, to vary the volume and speed with which you speak to make your voice more interesting, and to stand with good posture.

Essay Feedback Form

✓ YES NEEDS WORK YES NEEDS WORK YES NEEDS WORK YES NEEDS WORK	<p>OVERALL</p> <p>Is the tone consistent (in this case an informal tone)?</p> <p>Do the important ideas stand out? Are the right ideas emphasized?</p> <p>Are all of the main ideas well-developed and supported?</p> <p>Does the paper maintain a consistent point of view? (For example, not switching from I, to YOU, or WE.)</p>
✓ YES NEEDS WORK YES NEEDS WORK	<p>INTRODUCTORY PARAGRAPH</p> <p>Is the introductory paragraph attention grabbing?</p> <p>Is the introductory paragraph an appropriate length?</p>
✓ YES NEEDS WORK	<p>THESIS STATEMENT</p> <p>Does the thesis statement concisely and correctly summarize the main points of the entire paper?</p>
✓ YES NEEDS WORK YES NEEDS WORK	<p>BODY</p> <p>Does each section focus on only one main supporting idea?</p> <p>Are the paragraphs and content ordered in a logical manner?</p>
✓ YES NEEDS WORK	<p>TRANSITIONS</p> <p>Do the paragraphs transition smoothly from one to another?</p>
✓ YES NEEDS WORK YES NEEDS WORK YES NEEDS WORK	<p>CONCLUSION</p> <p>Does the conclusion bring all the main points together?</p> <p>Is the conclusion interesting and thought provoking?</p> <p>Does the conclusion avoid being short and too abrupt or long and too wordy?</p>

LESSON 86

Annotating and Summarizing Difficult Texts

□ Read and complete:

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

Would you be able to summarize the passage above by William Wilberforce? You probably recognize the passage as being written in English, but you may feel like you do not understand Wilberforce's words very well. Many books written in early America used extremely complex, skilled writing with a powerful, rich, and varied vocabulary. Over time, much popular writing has become simplified in sentence structure and weaker in word choice. Not only is deciphering difficult texts a wonderful skill to possess, it is also a great exercise for the mind.

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

UNDERSTANDING DIFFICULT TEXTS

If you do not understand a difficult text on your first reading, you are not alone. Even expert readers have

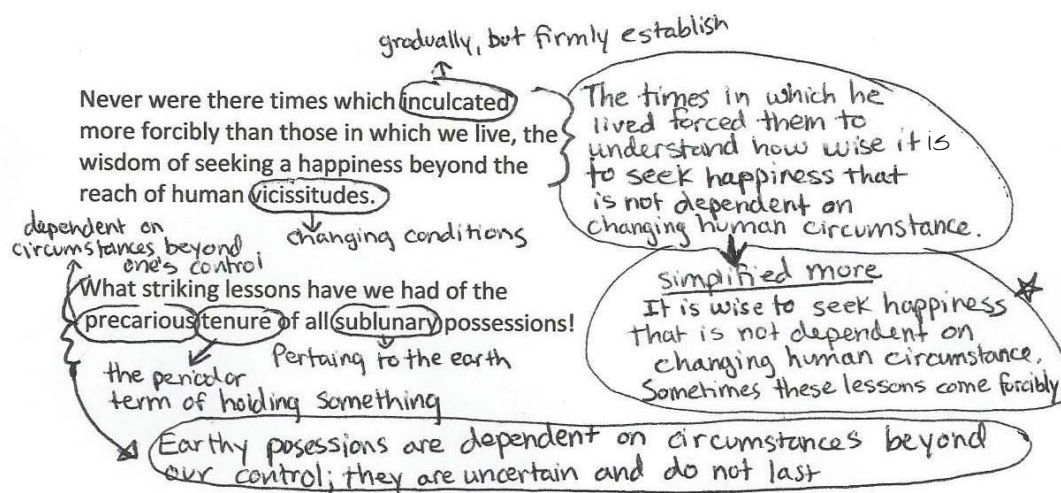
to reread and study to comprehend challenging texts. However, practice and experience with note taking and annotating can improve and quicken your abilities to understand complex material.

ANNOTATING

Annotate means to add notes or comments to a text.

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

EXAMPLE OF ANNOTATION



Passage 1 from *AS A MAN THINKETH* by James Allen

Annotate the passage.

Man is made or unmade by himself; in the armory of thought he forges the weapons by which he destroys himself; he also fashions the tools with which he builds for himself heavenly mansions of joy and strength and peace. By the right choice and true application of thought, man ascends to the Divine Perfection; by the abuse and wrong application of thought, he descends below the level of the beast. Between these two extremes are all the grades of character, and man is their maker and master.

Now, summarize the passage, using the instructions for "Writing a Summary" on the previous page.

LESSON 87

Using Context Clues

Read and complete:

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

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

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

Precipice: _____

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

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

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

This little fellow, known only by the name of "Stupid Rudi," was so lean and gaunt looking that one would have taken him to be **scarcely** eight years old. His timid, shrinking manner made it difficult to tell what

kind of a looking boy he really was, for he never took his eyes from the ground when anyone spoke to him.

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

Scarcely: _____

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

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

Gaunt: _____

Rudi: Chapter 1



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

LESSON 88

Sentence Diagramming

- Diagram the following sentences on a separate sheet of paper. If needed, refer to page 20 in the Course Companion (Step 14: indirect objects).

1. When you gave flowers to me, I pressed them in a book.
2. After I make a delicious dinner for you, we will take a walk.
3. Since Dad gave me a second chance, I have been really humble.
4. Whenever Jane gives me a new book, I read it within a week.

Drawing People

- In your sketchbook, draw at least two of the people below.



✓ Reading Check

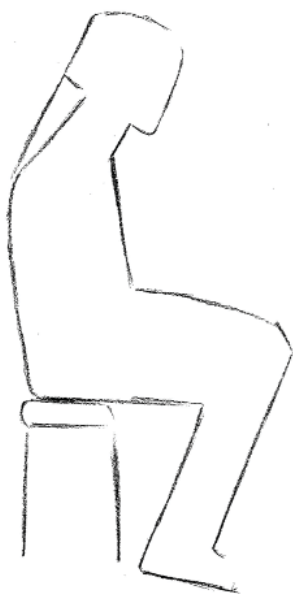
Johanna Spyri masterfully describes the contrasting homes on either side of Clear Brook. Read the descriptive words and phrases below and indicate whether each describes the home of Frau Vincenze or that of “Poor Grass Joe” by putting an “F” or a “P” in front of each description.

- _____ three pots of blooming pinks on the gallery that wafted fragrance through the windows all summer long
- _____ holes in the windowpanes that had been pasted over with paper to keep out the winter's cold
- _____ a woman who looked so trim and neat in her simple dress that one fancied she had never in her life touched anything unclean
- _____ within the room a woman might be seen, still strong and active in spite of the snowy white hair under her neat black cap
- _____ the gallery was in such a ruinous state that it seemed as though the many little children crawling and stumbling about on it must surely break their arms or legs
- _____ a woman inside was often at work mending a man's shirt that was stout and coarse in material but was always washed with great care
- _____ very dirty children; their faces were covered with grime, and their hair had never been touched by a comb
- _____ bright little windows stood open to let in the fresh mountain air
- _____ everything looked so clean and tidy
- _____ windows kept tightly closed even through the finest summer days
- _____ steps that always looked as though they had just been scrubbed
- _____ the steps of the outside stairway were in many places broken away
- _____ no fresh air was ever let in except through the broken windowpanes

Drawing People

Read and complete:

In your sketch book, draw the illustration by following the steps shown.



Participial Phrases and Commas

- Exercise:** For the following sentences, underline the participial phrases and insert commas wherever they are needed. If needed, refer to pages 37-38 in your *Course Companion*.

ALACRITY: cheerful willingness

+ review of *formidable*, *placate*, and *respite*.

- Whistling a happy tune Roger did his work with unusual alacrity.
- Feeling a spirit of alacrity I obeyed Mom's new rules willingly.
- Helen started to the hike with great alacrity enjoying the fresh, pine-scented air and cool breeze.
- "We want to come, too!" cried the children with alacrity dancing around the room.
- Inspired by his brother's cheerful example the young boy cleaned his room with unusual alacrity.
- With sudden alacrity Ben decided to build a tree fort asking us all to help.
- Refusing to be placated Dan sulked in his room all afternoon.
- Trembling with fear we approached the formidable, unfriendly house.
- Helping with alacrity Dad made the formidable job seem possible.
- Sighing Amy said, "I never have any respite. Working all day is really difficult."
- Megan took a brief respite needing a chance to think things through.
- Filled with sudden fear the man ran from the formidable shape.
- Basked in hugs and kisses from his mom the little boy was finally placated.

Prepositional Phrases and Commas

- Underline the prepositional phrases and enter commas where needed. Some sentences have more than one prepositional phrase. Refer to page 39 of the *Course Companion* if needed.

1. During the pounding storm we stayed safely inside the house.
2. Under the bridge a family of ducks are floating.
3. I see a big bear across the river.
4. Inside my desk I keep the letters Grandma sends me.
5. Up in that huge tree I see a monkey sitting on the highest branch.
6. Behind the bookcase is a secret room.
7. I love to sit by the heater.
8. Inside Uncle Bill's new barn five horses have a new home.
9. We walked through the long tunnel.
10. Inside the new hotel a grand party is taking place.

Compound Subjects, Verb Phrases, Direct Objects, and Prepositional Phrases

- Read each sentence about the painting on this page by Winslow Homer. Then, underline the compound item each sentence contains.

Tip: "Compound" means more than one.

Tip: "C." stands for "compound."

1. Resting and relaxing on the hillside looks so enjoyable.
C. Subject | C. Verb Phrase | C. Direct Object | C. Prepositional Phrase
2. The young girl will rest for an hour and watch the fluffy clouds.
C. Subject | C. Verb Phrase | C. Direct Object | C. Prepositional Phrase
3. The shadows fall on the hillside and on the field.
C. Subject | C. Verb Phrase | C. Direct Object | C. Prepositional Phrase

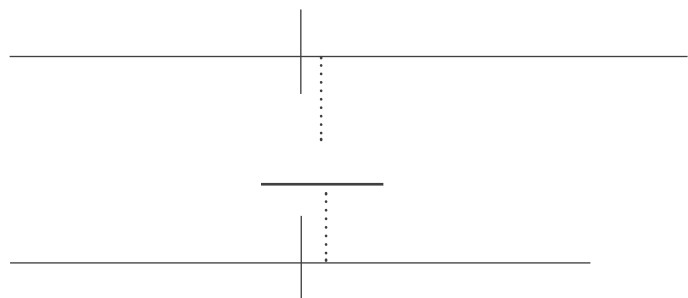
4. The artist used a pencil and watercolors to create this picture.
C. Subject | C. Verb Phrase | C. Direct Object | C. Prepositional Phrase
5. In a few minutes, the girl will gather the sheep and start walking home.
C. Subject | C. Verb Phrase | C. Direct Object | C. Prepositional Phrase
6. The leaves and the grass make a peaceful rustling sound in the wind.
C. Subject | C. Verb Phrase | C. Direct Object | C. Prepositional Phrase
7. On the hillside and under the trees, the sheep graze peacefully.
C. Subject | C. Verb Phrase | C. Direct Object | C. Prepositional Phrase
8. In the afternoon the girl's father will bring sandwiches and pie.
C. Subject | C. Verb Phrase | C. Direct Object | C. Prepositional Phrase
9. The sun will rise high in the sky and then slowly sink.
C. Subject | C. Verb Phrase | C. Direct Object | C. Prepositional Phrase



Sentence Diagramming

- Diagram the sentences below.

Everyone came to the church when the bell resounded in the valley.



The gentle breeze brushed against my cheek.



The full moon hung in the sky like a huge lamp.



Edit and Draw

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

There are FIVE mistakes.
See editing explanations #3, #7, #16, #18

When I spotted the bear by the Colorado river last Spring my face grew pallid my hands trembled and my heart raced.



There are FOUR mistakes.
See editing explanations #6, #7, #40, #44

Owls have very large eyes, and extraordinary night vision. However because they are far-sighted they can't see objects up close. To protect their eyes owls are equipped with three eyelids.



There are SIX mistakes.
See editing explanations #7, #16, #29, #38, #43, #45

As we were taking a brief respite during our hike up Mount Ellen something white came hopping from behind a bush. "Look at the bunny"! I cried. "I see it too" said Bethany.



LESSON 100

The Geography of Russia

As you study the stories of Leo Tolstoy, a Russian author, you will also study Russian geography.

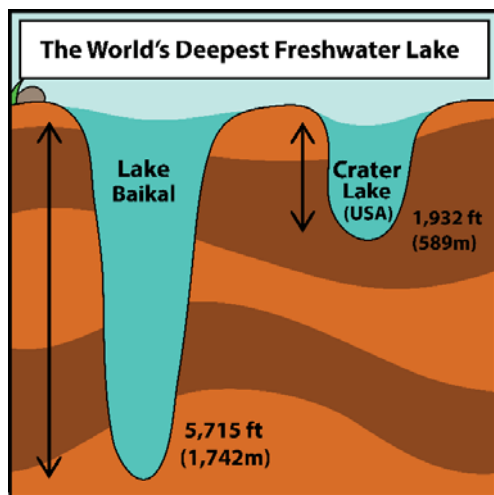
- Read the article on this page titled "The Geography of Russia."
- ✓ **Reading Check**

Underline all the sentences that are true.

- A. Russia is the largest country in the world.
- B. Siberia is the largest region in Russia.
- C. Most people in Russia live in Siberia.
- D. Russia used to be a part of the Soviet Union.

Lake Baikal

Lake Baikal is a rift lake (a deep lake formed by a fault zone that is slowly pulling the earth's crust apart) in Siberia, Russia. It is the largest freshwater lake in the world and contains a fifth of the world's unfrozen,



above-ground fresh water. It's both the clearest lake and the oldest lake in the world—about 25 million years old, it is thought. There are thousands of unique plants and animals that exist only there, and it is home to the Buryat tribes who rear sheep, cattle, goats, and camels.

St. Petersburg

Founded by seafarer Tsar Peter the Great in 1703, St. Petersburg is the second largest city in Russia. It is an important Russian port on the Baltic Sea. Over the years, it has also been called Petrograd and Leningrad, but it reverted back to St. Petersburg in 1991. It is the most Westernized city and the cultural capital of Russia. An art museum called The Hermitage is one of the largest art museums in the world. Foreign consulates and international banks, corporations and businesses call St. Petersburg home.

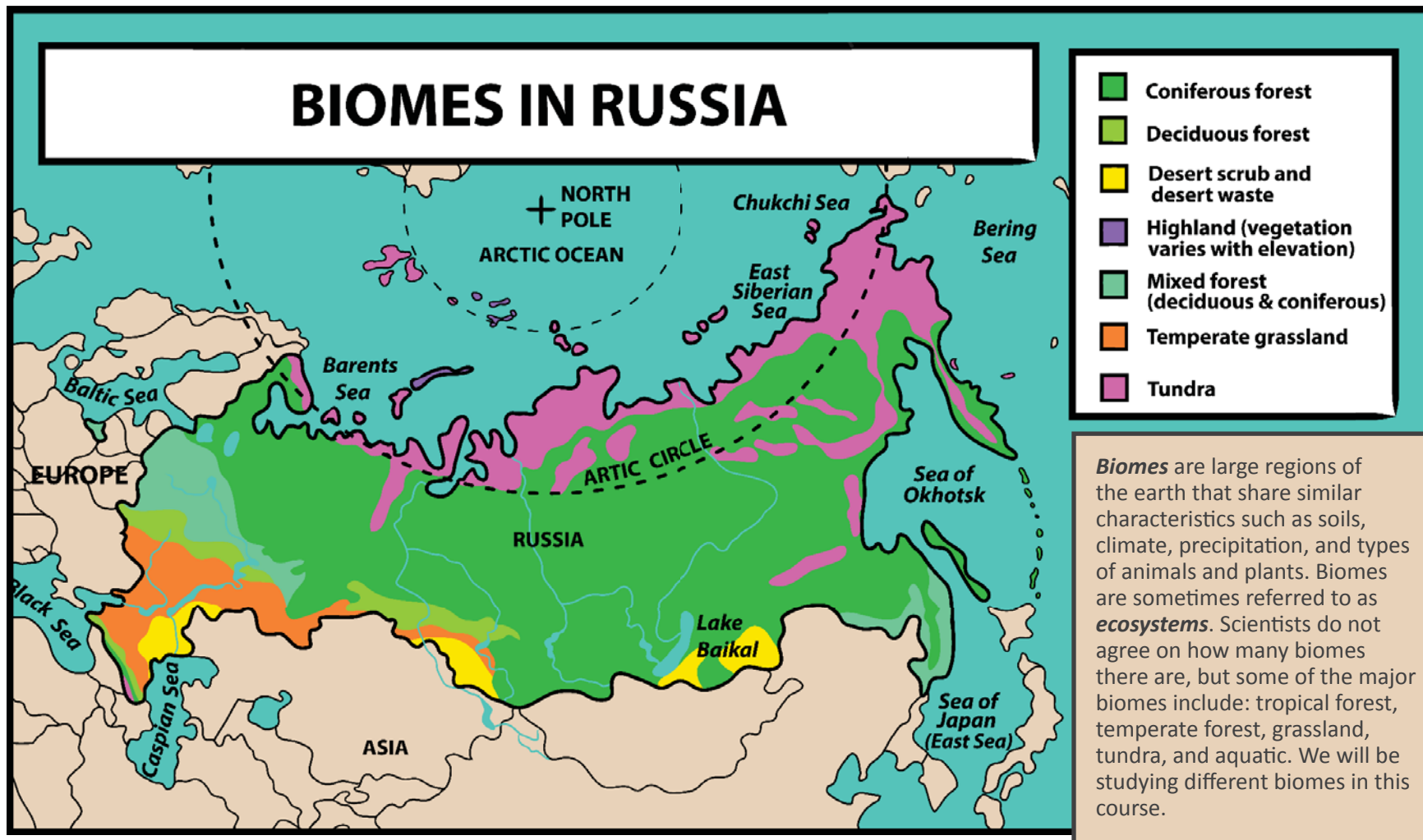
The Geography of Russia

Russia is the largest country in the world; it is nearly twice the size of the United States. Its political boundaries have changed over time. Before you were born, there was a huge country called the Soviet Union. In the 1980s, the people in some of the areas in the Soviet Union began to rebel. Eventually, the Soviet Union split into 15 countries, with Russia being the largest. The following countries broke from Russia:

Armenia	Azerbaijan
Belarus	Estonia
Georgia	Kazakhstan
Kyrgyzstan	Latvia
Lithuania	Moldova
Tajikistan	Turkmenistan
Ukraine	Uzbekistan

The Russian landscape includes mountains, plains, plateaus, vast deserts, frozen coastlines, and giant marshes. Much of Russia consists of treeless, rolling plains called "steppes." The largest region of Russia is Siberia, which is composed of tundra, forests, and mountain ranges. Much of the land in Siberia has such a harsh climate that only 28% of Russians live in this region, even though it occupies three-quarters of the country.

Russia expands across two continents: Europe and Asia. Some people categorize it as being part of Asia, and some part of Europe.



Using the map on this page, write three questions about biomes in Russia. Write the answers to your questions.

1. _____

Answer: _____

2. _____

Answer: _____

3. _____

Answer: _____

LESSON 106

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

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

Ivan Bilibin

- Read:

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

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

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

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

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

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



LESSON 110

Desert/Dessert

- Underline the correct word choice for each sentence. Refer to page 45 in your *Course Companion* if needed.

1. Grandma makes the best (desert | dessert)!
2. Utah is classified as a (desert | dessert).
3. The (desert | dessert) is a tremendously dry place to reside.
4. My favorite type of (desert | dessert) is ice cream.
5. I found an arrowhead in the (desert | dessert).

Traditional Russian Architecture

- Read and complete:

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



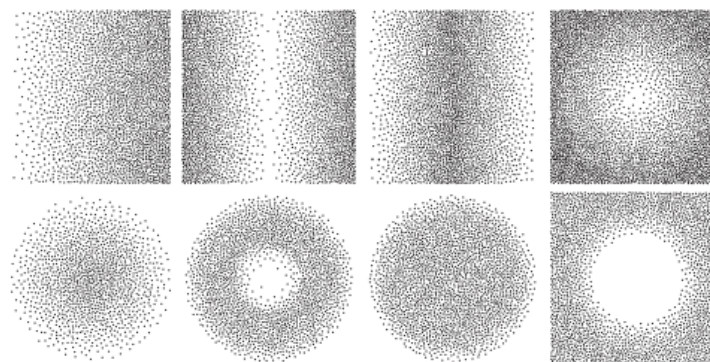
Stipple Drawing

- Read and complete:

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



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



LESSON 114

Edit and Draw

- Edit the groups of sentences. Then, draw the picture in your sketchbook, using stippling. If you cannot find all the mistakes, refer to the editing explanations indicated (starting on page 90 of your *Course Companion*).

There are SEVEN mistakes.

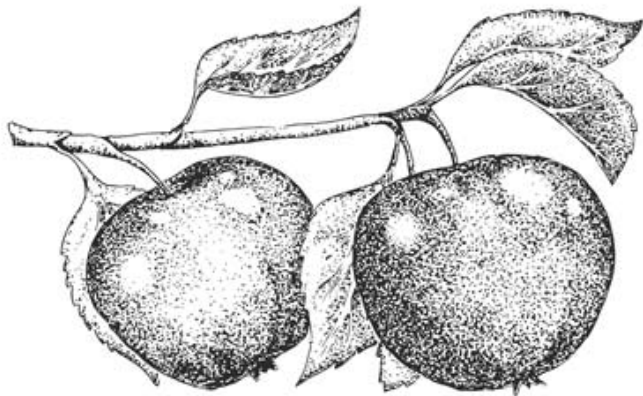
See editing explanations #1, #34, #38, #39, #43, #45 (twice)

The apples hung on the tree like shining red jewels. "Oh"! declared Jim. "i wish I could have just one of those apples they look delicious. I want one more then anything in the world". "I want an apple too," Eliza said longingly.

There are NINE mistakes.

See editing explanations #11, #13, #18, #23, #29, #30, #38, #39, #45

"Come with us Jane" beckoned Daniel. "we are going to pick apples at grandfathers farm on saturday". "I would love too!" replied Jane. "Thank you for inviting me."



Moni the Goat Boy: Chapter 4

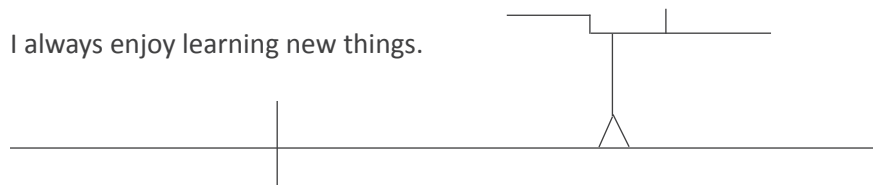
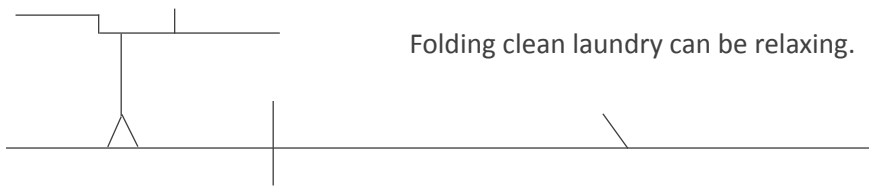
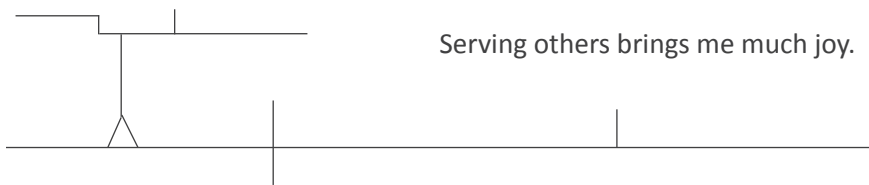
- In the *Level 7 Favorite Classics Reader*, read Chapter 4 of *Moni the Goat Boy*. As you read, take notes on specific ways that Moni's dishonest actions affect his life.
- ▼ **Digging Deeper:** Read and complete:

Write a well-formed paragraph that explains how dishonesty affected and changed Moni, and give your own thoughts on the subject.

LESSON 116

Diagramming Gerund Phrases

- Study **Step 15: Gerund Phrases** on page 21 of your *Course Companion*, and then diagram the sentences on this page.



- Diagram the following sentences. Only the first line is given; you must draw the other lines.

Swimming is my favorite sport.

Lately, I have really been enjoying playing tennis.

Making the wedding cake was difficult.

I enjoy practicing the piano daily.

What do these three poems tell us about Guest's attitude about family?

Why do you think Guest's poems about family were so popular in his day but are not as widely read today?

LESSON 118

That/Which

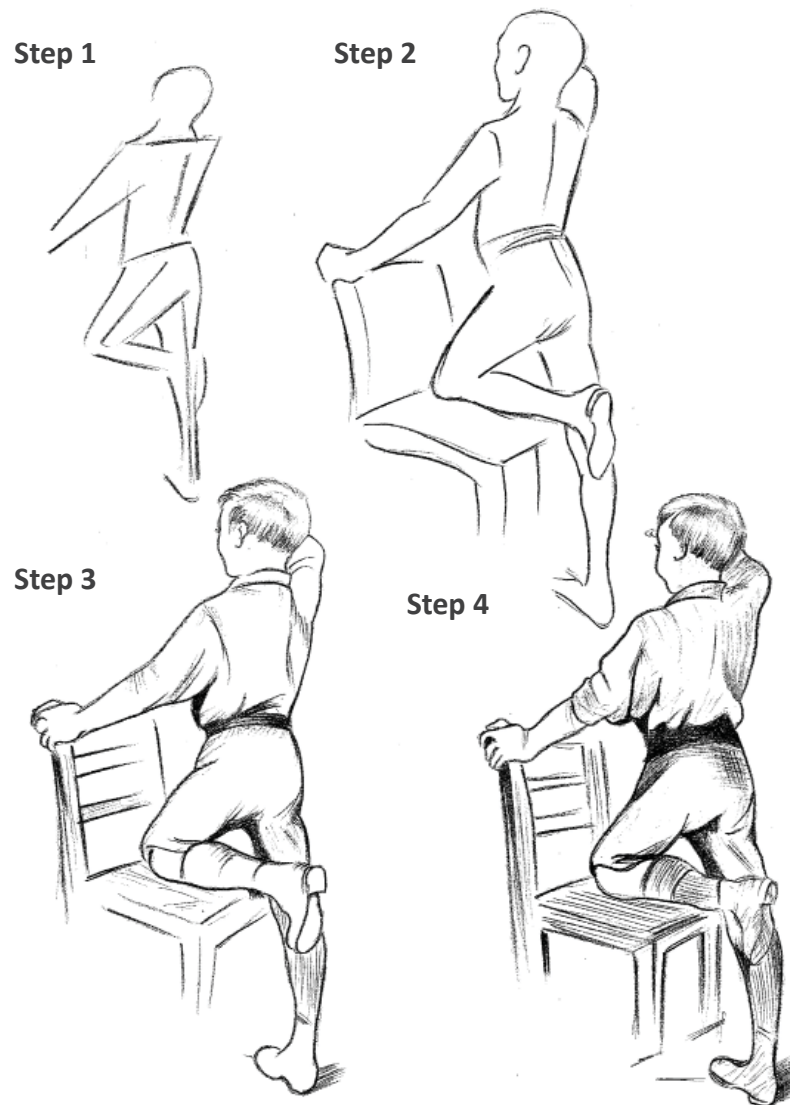
Fill in the blanks of the following sentences with either **THAT** or **WHICH**. Refer to page 48 in your Course Companion if needed.

1. This is the song _____ always makes me cry; it is so moving.
2. My old sweater, _____ was a gift from grandmother, is my favorite thing to wear.
3. I chose the ripest fruit I could find, _____ turned out to be so juicy and flavorful!
4. We surprised dad by cleaning the garage, _____ was not an easy task!
5. This is the exercise _____ I enjoy most.
6. He made the delicious dinner _____ I was telling you about.

7. They helped me complete my chores, _____ was so kind of them!
8. How did you know strawberry shortcake is the dessert _____ I have been craving?

Drawing Practice

In your sketch book, draw the illustration below by following the steps shown.



LESSON 119

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

- Read the poem "When Day is Done" on page 79 of your Course Companion. Then, read and complete the activities below.

1. Find and write three uses of personification in this poem.

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

turned my back on the busy town _____

pack of care _____

List several phrases Guest uses to describe his home that evoke emotion:

Effective Writing: Using Active Voice

- Read:

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

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

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

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

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

Which paragraph seems to flow better and sound more natural?

RECOGNIZING ACTIVE AND PASSIVE VOICE

With active voice, the subject is doing the action, while with passive voice, the action is happening to the subject.

Examples

Active: Maria baked the cookies.

Passive: The cookies were baked by Maria.

Active: I threw the ball.

Passive: The ball was thrown by me.

Active: The Brown Company owns the copyright.

Passive: The copyright is owned by the Brown Company.

LESSON 120

Edgar Guest's Poems:

"Little Feet" and "Ten-Fingered Mice"

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

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

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

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

Writer's Notebook

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

LESSON 121

Winslow Homer

Read and complete:

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

Poetry Writing

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

□ Read and complete:

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

Winslow Homer (1836-1910)



□ Read and complete:

Winslow Homer found and strove to capture the beauty in two young women doing ordinary, daily tasks: mending fishing nets and knitting. Set a timer for 60 seconds and study the painting, noting the details, colors, and the use of texture. Why do you think Homer chose this subject? Do you see beauty in it as well?

Winslow Homer (1836-1910)



LESSON 122

Edgar Guest's Poems: "No Children!" and "Picture Books"

- Read the poem "No Children!" on page 81 of your *Course Companion*. Then, complete the activities below.

1. In your own words, describe the message of this poem:

2. Identify bookends and repetition in this poem.

3. Underline all words that have to do with sound. What is the effect of Guest using sensory language so heavily in this poem to describe sound?

4. **Anaphora**, a very old literary device used in the Biblical Psalms, is the repetition of a word or phrase at the beginning of verses. Is anaphora used in this poem? Circle the correct answer: YES | NO

5. In the following boxes, write a summary of the things that Guest says would be missed with no children. Do they get increasingly deep, important, and serious as the poem goes on?

Stanza 1
Stanza 2
Stanza 3
Stanza 4

6. A **stanza** is a group of lines within a poem. Stanzas in poetry are similar to paragraphs in prose. Usually poems have a consistent meter and number of lines in each stanza, but sometimes they do not. Stanzas are usually four or more lines and usually not longer than twelve lines.

How many stanzas are in the poem "No Children"? _____

Do all the stanzas have the same number of lines? _____

- Read the poem "Picture Books" on page 81 of your *Course Companion*. Then, complete the activities below.

1. In your own words, describe the message of this poem:

2. Analyze the rhyme scheme of the poem (the ordered pattern of rhymes at the ends of the lines of a poem or verse). Does the poem have a consistent rhyme scheme? _____

3. A **couplet** is two lines of verse, usually joined by rhyme, that form a unit. Read the poem again, and write your favorite couplet here:

4. Guest often replaced endings of words with an apostrophe. For example *Are woods an' fields an' runnin' brooks;*

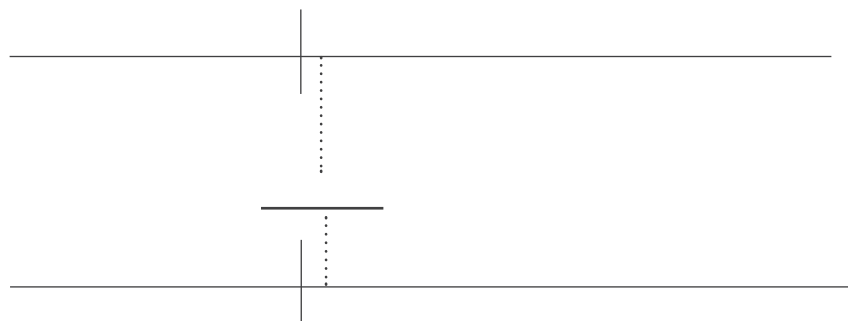
(For ease of reading, the endings of the words were included for this poem instead of the apostrophes Guest originally used.)

Dropping the endings of words was something that unschooled country folk did. Why do you think Guest, who was schooled, often deliberately chose to write in an uneducated style?

Sentence Diagramming

- Diagram the sentences below.

The sun shone warmly, and we found shade under the large oak tree.



The wet ground smelled pleasantly fresh.



Silently, an owl flew past the yellow moon.



Effective Writing: Using Strong Verbs

- Read and complete:

The sentences below are from the book *Carry On, Mr. Bowditch*, but weak verbs have been substituted for strong verbs. Select strong verbs from the box to replace the weak verbs.

muttered	crushed	pounded	thickened
glared	hoisted	snatched	scuttled
gulped	stewing	tramped	scrambled
stirred	chuckled	clutched	roared

1. He hurried downstairs. He _____ downstairs.
2. He woke and spoke. He _____ and _____.
3. Master Watson's eyes looked down at him. Master Watson's eyes _____ down at him.
4. He held the shilling in his pocket. He _____ the shilling in his pocket.
5. Nate swallowed. Nate _____.
6. Stop worrying. Stop _____.
7. Father walked up the stairs. Father _____ up the stairs.
8. They had raised the flag. They had _____ the flag.
9. The sailor spoke loudly. The sailor _____.
10. The crowd got bigger. The crowd _____.
11. He got out of bed. He _____ out of bed.
12. Father laughed. Father _____.
13. Master Watson took the slate. Master Watson _____ the slate.

LESSON 131

Literary Analysis Essay

□ Read:

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

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

- discuss the theme or message
- discuss the tone, mood, or purpose
- discuss symbolism
- discuss how meter and rhyme affect the writing
- discuss the author's use of literary devices and sensory description

□ On page 84 of the *Course Companion*, read the page titled "Example Literary Analysis Essay."

□ By following the steps below, write the beginning of a literary essay that examines the poem "Silence" by Edgar Guest. You will be heavily guided and helped along the way! In later courses, you will have less guidance and do more on your own.

1. For this assignment, you will write a literary analysis essay on the poem "Silence." First, become familiar with the poem (on page 85 of your *Course Companion*) by reading it silently one time, and then reading it aloud one time. Then, study all the notes on the annotated version.

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

- **A question** (use either of these or your own):

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

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

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

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

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

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

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

After your opening line or lines, transition into this thesis statement: The message of Guest's poem "Silence," that this world was not created by accident, is effective for a couple of reasons.

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

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

"First Steps," Georgios Jakobides (1853-1932)



LESSON 138

Edit and Draw

- Edit the groups of sentences. If you cannot find all the mistakes, refer to the editing explanations indicated, which start on page 90 of your *Course Companion*.

Then, draw the picture in your sketchbook. This picture helps you review principles learned in this course: vanishing point, hatching and cross-hatching, perspective.

There are SEVEN mistakes.

See editing explanations #4, #7, #11, #16, #37, #47 (twice)

When I turned the corner I discovered a quaint quiet street named Old street. The lovely well-maintained houses were white and yellow and the windows were aglow with candlelight. Oh how lovely it was Sarah!

There are NINE mistakes.

See editing explanations #4, #8, #10, #11 (twice), #16, #29, #38, #39

"My journal said we visited Old Street on Friday January 1st but I do not remember going their. Do you remember going Anne"? Frank asked. "Yes I remember that Frank. We ate at a restaurant called Gabe's grill."

There are SEVEN mistakes.

See editing explanations #4, #13, #42 (twice), #29, #47 (twice),

Whispering a happy tune I strolled down the silent empty street.

Echoing off the tall buildings the merry pleasing melody caught the ears of the streets residents and windows began opening.

"Hello! Thank you for your tune" said an older man.



LESSON 139

Prepositional Phrases

- Open the *Course Companion* to page 39 titled “Prepositions and Prepositional Phrases.” Study the page.
 - For each sentence, underline prepositional phrases.
1. My dog is hiding in the barn.
 2. The snake slithered up the tree.
 3. The car behind us slid off the road.
 4. The cupboard above the fridge is broken.
 5. You can fit several items into that big box.
 6. He was headed toward the school.
 7. All the eggs broke except two of them.
 8. He was talking on his phone during the meeting.
 9. We played along with the orchestra.
 10. The cat ran around the field.
 11. I found the letter inside your book.
 12. There was a big lion at the zoo.
 13. I found these flowers beside the garden box.
 14. The beautiful lake is near the cabin.
 15. When did you go to the library?
 16. My friend lives around the corner.

Infinitive Phrases

- Read and complete:

An infinitive phrase begins with “to” and a verb, such as “to bake the perfect cake,” “to win the game,” and “to be honest.”

- Exercise:** For each sentence, underline infinitive phrases and circle prepositional phrases.

MALLEABLE: capable of being easily changed or shaped

TIP: The word TO can be the start of a prepositional phrase or an infinitive phrase. It is an infinitive if TO is followed directly by a verb.

1. To keep the clay malleable, store it in a plastic bag.
2. The young girl's heart, to be sure, was malleable enough to learn better manners while at the table.
3. That taffy, to be perfectly honest, needs to be warmed, or it will never be malleable enough to shape.
4. This precious metal is to make jewelry for our shop because it is quite precious and malleable.
5. To be honest, Elise's personality is very malleable; when she goes to church, she starts to become more gentle.
6. We have to heat the metal with fire to make it malleable enough to shape.
7. My character, to be perfectly clear, is not malleable; I won't give in to a bribe.