

Language Lessons for a Living Education



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Vocabulary terms and definitions are based on words taken from *Life of Washington* by Anna C. Reed, *Gifted Mind* by Raymond Damadian, and *The Summit* by Eric Alexander.

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About the Authors



Sarah Gabel is a home educator with a degree in English and over 20 years of experience in education. She is a mom to five boys and hails from western New York, where she uses her gift of communication in pastoral ministry alongside her husband.



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Course Description

Language Lessons for a Living Education Level 10 equips students to be effective communicators through speaking, writing, and expressing. This course purposefully prepares students to share their faith in a way that impacts their generation and beyond. The biography *Life of Washington* will provide the basis for evaluating the character of one of the most significant men in history. Excerpts from the autobiographies *Gifted Mind* and *The Summit* will give students insight into the minds of two men who served God in very different ways. Students will learn and practice foundational high school–level communication skills through essays, summaries, oral presentations, and through writing a biography and autobiography. Research skills will be strengthened through learning the MLA style of citation. Students will learn how to apply grammar and punctuation rules in their writing. This course employs a variety of features to prepare students for successful high school communication.

Features

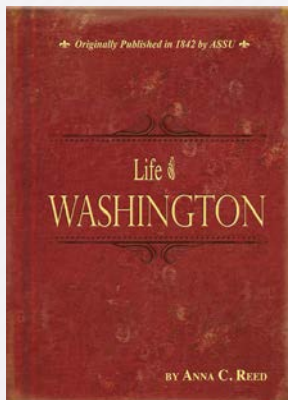
	Target Level	High school, Grade 10 and up 1 English credit
	Flexible 180-Day Schedule	Approximately 50 minutes per exercise, five days a week
	Open & Go	Convenient daily schedule, Well-designed lessons
	Engaging Application	Critical thinking, Faith tie-ins, Extension activities
	Assessments	Reviews, Rubrics, Answer Keys

Objectives

- ▶ Special Features engage students, teaching creativity, spelling, and vocabulary.
- ▶ Grammar & Punctuation sets up a foundation of high school concepts that are applied through writing.
- ▶ Students are equipped with biblical application for expression, essay writing, and speaking skills.
- ▶ Worldview & Literary Analysis teaches literary devices, critical thinking, and biblical worldview application.
- ▶ Review Days provide reinforcement for all concepts and may be used as assessments.

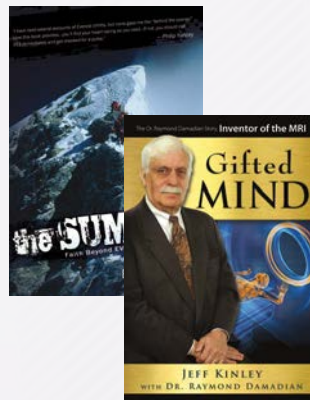
Companion Books

Required



All books available from MasterBooks.com

Optional



Placement

Students are ready to begin *Language Lessons for a Living Education* Level 10 when they can write a five-paragraph essay using well-written paragraphs, properly use basic grammar and punctuation, recognize abstract ideas, and are ready to learn high school–level vocabulary.

Supply List

- 3×5 index cards
- Notebook
- Bible
- Dictionary
- Thesaurus
- Independent reading books

Teacher and Course Information

Welcome to *Language Lessons for a Living Education Level 10!* This course offers a biblically-based approach to teaching students about grammar, communication, and worldview analysis while exposing them to works of literature and art. It also offers opportunities to employ the knowledge and skills the students are learning through writing assignments, citing research, literary analysis, grammar exercises, personal evaluation, and oral presentations. The book *Life of Washington* is the foundational text for the first semester. With a focus on the character of George Washington, students will examine his speech and behavior based on biblical truth. We hope that students will desire to emulate the godly character traits they see in others while having the ability to discern ungodly traits as well.

The Grammar & Punctuation exercises are designed to take students deeper into the concepts they have studied in elementary and middle school grammar, using an uncomplicated approach.

Communication exercises teach writing and speaking skills and offer freedom of choice regarding writing topics. Students are challenged to think critically about *what* and *how* they communicate with others through speech and the written word.

Worldview & Literary Analysis exercises expose students to several literary devices to aid them in studying literature and assist them in their writing assignments. Literature is examined in light of biblical truth, and students are challenged to apply these truths to their lives.

Our goal is to come alongside you, the parent, giving you the tools to raise a godly group of world changers who share the good news of the gospel with their generation and impact generations to come. It is exciting to see students progressing through the high school years as they prepare for adulthood!

We pray blessings on you and your family as you educate your students in the wisdom and admonition of the Lord.

In Him,

Sarah Gabel & Kristen Pratt

Course Overview

Exercise 1 of each lesson begins with a special feature, vocabulary and spelling words, and Scripture memory.

Exercise 2 is devoted to grammar and punctuation, including application.

Exercise 3 is all about communication. Students develop their skills in the areas of written, verbal, nonverbal, and technological communication.

Exercise 4 is the worldview and literary analysis day.

Students will study the book *Life of Washington* and excerpts from the books *Gifted Mind* and *The Summit*. They will evaluate worldviews and learn literary devices.

Exercise 5 is a review of what students have learned in the lesson. The review may be used as a quiz or test.

Special Features

The first day of each lesson begins with a special feature that provides a creative and engaging start to the week. The special features rotate between historical excerpts, picture study, hymn study, Scripture study, and poem study.

Excerpts found in the first and second quarters are short historical biographies taken from Tim LaHaye's book *Faith of Our Founding Fathers*. These excerpts give students a glimpse into the lives and worldviews

of people who were foundational in the formation of the United States of America and include concepts important to the foundation of any people and society. The third quarter features excerpts from the Bible that are autobiographical in nature, allowing the student to observe how people in the Bible portrayed themselves in writing. The fourth quarter uses excerpts about mountains and how they can be used to teach life lessons.

Picture Study captures the student's imagination and provides visual connections that inspire writing ideas. The pictures presented correspond to the literature from the worldview and literary analysis days, creating a visual connection with the topics studied.

Hymn Study exposes students to classic hymns and traditional writing styles. Students are encouraged to connect with their faith through rewriting verses in their own words, summarizing, and analyzing the views expressed in the hymn.

Scripture Study uses the first semester to walk the student through Psalm 139, with a focus on their importance to the Lord and His thorough knowledge of them. The second semester will examine Scripture related to truth and creation. These studies encourage students to think deeply and apply Scripture to their lives.

Poem Study allows for creative writing along with poetry analysis. Poems are a rich form of communication that can inspire, create images in the mind, and even share the good news of the gospel.

Vocabulary Words are introduced at the start of each weekly lesson and are selected out of the assigned readings from *Life of Washington* and the excerpts included in the curriculum from *Gifted Mind* and *The Summit*. The best way to learn new vocabulary words is in the context of real books. Students will write these vocabulary words along with their definitions on index cards to study throughout the week. They may also be used as spelling words.

Scripture Memory sharpens the mind and strengthens the faith of students. Scripture is alive and sharp. Committing it to memory is an effective method of equipping students for battles they will face throughout their lives.

Grammar & Punctuation

The concepts of grammar and punctuation are taught throughout the entirety of a student's education, and mastery of these concepts is not always achieved. Even educated adults often need to look up grammar or punctuation rules from time to time. However, the more your student can learn and apply the rules of writing, the easier clear communication will become.

This course gives an overview of important grammar and punctuation rules, allowing the student to interact with those rules by recording them on index cards, recognizing them in sample sentences, and applying them in their creative writing. Grammar concepts are also drawn into the vocabulary and communication exercises.

Communication

Communication lessons are birthed out of a belief that communication is important to God. His Word has a lot to say about what and how we communicate. Often, communicating effectively and righteously does not come naturally, but requires awareness and practice. *Wisdom Speaks* is a biweekly feature that takes an in-depth look at what the Book of Proverbs has to say about our motives, words, and body language. Students will learn that applying these truths to our daily communication — whether verbal, nonverbal, or written — will have a lasting impact on their effectiveness as communicators.

Writing assignments include the following essay types: historical narrative, descriptive, reflective, and definition. Larger writing assignments challenge the

student to write a biography about a famous person of their choice during the first semester. The second semester will focus on writing an autobiography. These larger assignments progress slowly, and the student is given detailed instructions and examples. Research is required for some writing assignments, and the MLA style of citation is taught. Two oral presentations give public speaking opportunities, and students are encouraged to use artistic skills in designing cover sheets for writing assignments.

Communication exercises are designed to be personal and to challenge students to think deeply about their communication skills, encouraging them to stretch and grow in how they communicate with God and others.

Worldview & Literary Analysis

A biblical worldview lays the foundation for navigating life. During their lifetime, students will be exposed to movies, commercials, books, websites, emails, and texts that will challenge the authority of Scripture. Exercise 4 of this course equips students to recognize and apply a biblical worldview to everything they hear, read, and see.

With *Life of Washington*, a biography of George Washington, as the text for the first semester, students will analyze the worldview of Washington in light of

biblical truth and learn about applying that truth to their lives. The second semester features excerpts from *Gifted Mind* and *The Summit*, both autobiographies, in which biblical worldviews will be analyzed as well.

Students will learn to recognize, understand, and use various literary devices, including author focus, secondary purpose, *in medias res*, imagery, exposition, foreshadowing, anecdotes, analogy, and authorial intrusion.

Review Day

Each weekly lesson offers a Review Day that pulls some of the vital topics from the weekly lesson, giving students another chance to interact with the material studied. These reviews can be used as a traditional quiz or can be used open-book style, allowing students access to their index card study tips, the weekly exercises, and the study helps in the back of the book.

There are four sections in each Review Day:

- Vocabulary
- Grammar & Punctuation
- Communication
- Worldview & Literary Analysis

Students should study and correct any questions they got wrong to reap the most benefit from the Review Day.

Rubrics

Rubrics are included for assistance in grading each of the essays, the biography, the autobiography, and the oral presentations. These organizational charts can be very helpful in assessing student performance. Each

essay has a slightly different rubric since the essay requirements vary. Rubrics contain categories such as structure, expression, word choice, and grammar/punctuation.

Teaching Resources

Be sure to check out the appendix for additional teaching resources!

- **Independent Reading List:** Use this form to assign and track independent reading books.
- **Recommended Reading Book List:** Suggested Master Books titles to assign as independent reading books.
- **Writing Prompts:** Additional engaging writing assignments for extra practice or just for fun.
- **Worksheets:** Helpful for creating outlines, writing essays, and organizing oral presentations.
- **Spelling and Vocabulary:** Vocabulary study tips, spelling word lists, rules, prefixes, suffixes, and root words.

- **Study Sheets:** Grammar and Communication study sheets reinforce concepts covered in the text.
- **Rubrics:** Guide both the student and the teacher in planning and evaluating writing assignments and oral presentations.
- **List of Revolutionary War Generals:** For use with the book *Life of Washington*.
- **Answer Key:** Provides answers for the numbered questions in the course. A grading guide is included.

Language Lessons Level 10 Daily Schedule

Calendar	Assignment	Due Date	✓	Grade
► First Semester-First Quarter				
Week 1	Day 1	Lesson 1 • Exercise 1 • Pages 19–20		
	Day 2	Lesson 1 • Exercise 2 • Pages 21–22		
	Day 3	Lesson 1 • Exercise 3 • Pages 23–24		
	Day 4	Lesson 1 • Exercise 4 • Pages 25–26		
	Day 5	Lesson 1 • Exercise 5 • Review • Pages 27–28		
Week 2	Day 6	Lesson 2 • Exercise 1 • Pages 29–30		
	Day 7	Lesson 2 • Exercise 2 • Pages 31–32		
	Day 8	Lesson 2 • Exercise 3 • Pages 33–34		
	Day 9	Lesson 2 • Exercise 4 • Pages 35–36		
	Day 10	Lesson 2 • Exercise 5 • Review • Pages 37–38		
Week 3	Day 11	Lesson 3 • Exercise 1 • Pages 39–40		
	Day 12	Lesson 3 • Exercise 2 • Pages 41–42		
	Day 13	Lesson 3 • Exercise 3 • Pages 43–44		
	Day 14	Lesson 3 • Exercise 4 • Pages 45–46		
	Day 15	Lesson 3 • Exercise 5 • Review • Pages 47–48		
Week 4	Day 16	Lesson 4 • Exercise 1 • Pages 49–50		
	Day 17	Lesson 4 • Exercise 2 • Pages 51–52		
	Day 18	Lesson 4 • Exercise 3 • Pages 53–54		
	Day 19	Lesson 4 • Exercise 4 • Pages 55–56		
	Day 20	Lesson 4 • Exercise 5 • Review • Pages 57–58		
Week 5	Day 21	Lesson 5 • Exercise 1 • Pages 59–60		
	Day 22	Lesson 5 • Exercise 2 • Pages 61–62		
	Day 23	Lesson 5 • Exercise 3 • Pages 63–64		
	Day 24	Lesson 5 • Exercise 4 • Pages 65–66		
	Day 25	Lesson 5 • Exercise 5 • Review • Pages 67–68		
Week 6	Day 26	Lesson 6 • Exercise 1 • Pages 69–70		
	Day 27	Lesson 6 • Exercise 2 • Pages 71–72		
	Day 28	Lesson 6 • Exercise 3 • Pages 73–74		
	Day 29	Lesson 6 • Exercise 4 • Pages 75–76		
	Day 30	Lesson 6 • Exercise 5 • Review • Pages 77–78		

Calendar		Assignment	Due Date	✓	Grade
Week 7	Day 31	Lesson 7 • Exercise 1 • Pages 79–80			
	Day 32	Lesson 7 • Exercise 2 • Pages 81–82			
	Day 33	Lesson 7 • Exercise 3 • Pages 83–84			
	Day 34	Lesson 7 • Exercise 4 • Pages 85–86			
	Day 35	Lesson 7 • Exercise 5 • Review • Pages 87–88			
Week 8	Day 36	Lesson 8 • Exercise 1 • Pages 89–90			
	Day 37	Lesson 8 • Exercise 2 • Pages 91–92			
	Day 38	Lesson 8 • Exercise 3 • Pages 93–94			
	Day 39	Lesson 8 • Exercise 4 • Pages 95–96			
	Day 40	Lesson 8 • Exercise 5 • Review • Pages 97–98			
Week 9	Day 41	Lesson 9 • Exercise 1 • Pages 99–100			
	Day 42	Lesson 9 • Exercise 2 • Pages 101–102			
	Day 43	Lesson 9 • Exercise 3 • Pages 103–104			
	Day 44	Lesson 9 • Exercise 4 • Pages 105–106			
	Day 45	Lesson 9 • Exercise 5 • Review • Pages 107–108			

Language Lessons Level 10 Daily Schedule

Calendar	Assignment	Due Date	✓	Grade
► First Semester-Second Quarter				
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	Day 47	Lesson 10 • Exercise 2 • Pages 111–112		
	Day 48	Lesson 10 • Exercise 3 • Pages 113–114		
	Day 49	Lesson 10 • Exercise 4 • Pages 115–116		
	Day 50	Lesson 10 • Exercise 5 • Review • Pages 117–118		
Week 2	Day 51	Lesson 11 • Exercise 1 • Pages 119–120		
	Day 52	Lesson 11 • Exercise 2 • Pages 121–122		
	Day 53	Lesson 11 • Exercise 3 • Pages 123–124		
	Day 54	Lesson 11 • Exercise 4 • Pages 125–126		
	Day 55	Lesson 11 • Exercise 5 • Review • Pages 127–128		
Week 3	Day 56	Lesson 12 • Exercise 1 • Pages 129–130		
	Day 57	Lesson 12 • Exercise 2 • Pages 131–132		
	Day 58	Lesson 12 • Exercise 3 • Pages 133–134		
	Day 59	Lesson 12 • Exercise 4 • Pages 135–136		
	Day 60	Lesson 12 • Exercise 5 • Review • Pages 137–138		
Week 4	Day 61	Lesson 13 • Exercise 1 • Pages 139–140		
	Day 62	Lesson 13 • Exercise 2 • Pages 141–142		
	Day 63	Lesson 13 • Exercise 3 • Pages 143–144		
	Day 64	Lesson 13 • Exercise 4 • Pages 145–146		
	Day 65	Lesson 13 • Exercise 5 • Review • Pages 147–148		
Week 5	Day 66	Lesson 14 • Exercise 1 • Pages 149–150		
	Day 67	Lesson 14 • Exercise 2 • Pages 151–152		
	Day 68	Lesson 14 • Exercise 3 • Pages 153–154		
	Day 69	Lesson 14 • Exercise 4 • Pages 155–156		
	Day 70	Lesson 14 • Exercise 5 • Review • Pages 157–158		
Week 6	Day 71	Lesson 15 • Exercise 1 • Pages 159–160		
	Day 72	Lesson 15 • Exercise 2 • Pages 161–162		
	Day 73	Lesson 15 • Exercise 3 • Pages 163–164		
	Day 74	Lesson 15 • Exercise 4 • Pages 165–166		
	Day 75	Lesson 15 • Exercise 5 • Review • Pages 167–168		

Calendar		Assignment	Due Date	✓	Grade
Week 7	Day 76	Lesson 16 • Exercise 1 • Pages 169–170			
	Day 77	Lesson 16 • Exercise 2 • Pages 171–172			
	Day 78	Lesson 16 • Exercise 3 • Pages 173–174			
	Day 79	Lesson 16 • Exercise 4 • Pages 175–176			
	Day 80	Lesson 16 • Exercise 5 • Review • Pages 177–178			
Week 8	Day 81	Lesson 17 • Exercise 1 • Pages 179–180			
	Day 82	Lesson 17 • Exercise 2 • Pages 181–182			
	Day 83	Lesson 17 • Exercise 3 • Pages 183–184			
	Day 84	Lesson 17 • Exercise 4 • Pages 185–186			
	Day 85	Lesson 17 • Exercise 5 • Review • Pages 187–188			
Week 9	Day 86	Lesson 18 • Exercise 1 • Pages 189–190			
	Day 87	Lesson 18 • Exercise 2 • Pages 191–192			
	Day 88	Lesson 18 • Exercise 3 • Pages 193–194			
	Day 89	Lesson 18 • Exercise 4 • Pages 195–196			
	Day 90	Lesson 18 • Exercise 5 • Review • Pages 197–198			
		Mid-Term Grade			

Language Lessons Level 10 Daily Schedule

Calendar	Assignment	Due Date	✓	Grade
▶ Second Semester-Third Quarter				
Week 1	Day 91	Lesson 19 • Exercise 1 • Pages 199–200		
	Day 92	Lesson 19 • Exercise 2 • Pages 201–202		
	Day 93	Lesson 19 • Exercise 3 • Pages 203–204		
	Day 94	Lesson 19 • Exercise 4 • Pages 205–206		
	Day 95	Lesson 19 • Exercise 5 • Review • Pages 207–208		
Week 2	Day 96	Lesson 20 • Exercise 1 • Pages 209–210		
	Day 97	Lesson 20 • Exercise 2 • Pages 211–212		
	Day 98	Lesson 20 • Exercise 3 • Pages 213–214		
	Day 99	Lesson 20 • Exercise 4 • Pages 215–216		
	Day 100	Lesson 20 • Exercise 5 • Review • Pages 217–218		
Week 3	Day 101	Lesson 21 • Exercise 1 • Pages 219–220		
	Day 102	Lesson 21 • Exercise 2 • Pages 221–222		
	Day 103	Lesson 21 • Exercise 3 • Pages 223–224		
	Day 104	Lesson 21 • Exercise 4 • Pages 225–226		
	Day 105	Lesson 21 • Exercise 5 • Review • Pages 227–228		
Week 4	Day 106	Lesson 22 • Exercise 1 • Pages 229–230		
	Day 107	Lesson 22 • Exercise 2 • Pages 231–232		
	Day 108	Lesson 22 • Exercise 3 • Pages 233–234		
	Day 109	Lesson 22 • Exercise 4 • Pages 235–236		
	Day 110	Lesson 22 • Exercise 5 • Review • Pages 237–238		
Week 5	Day 111	Lesson 23 • Exercise 1 • Pages 239–240		
	Day 112	Lesson 23 • Exercise 2 • Pages 241–242		
	Day 113	Lesson 23 • Exercise 3 • Pages 243–244		
	Day 114	Lesson 23 • Exercise 4 • Pages 245–246		
	Day 115	Lesson 23 • Exercise 5 • Review • Pages 247–248		
Week 6	Day 116	Lesson 24 • Exercise 1 • Pages 249–250		
	Day 117	Lesson 24 • Exercise 2 • Pages 251–252		
	Day 118	Lesson 24 • Exercise 3 • Pages 253–254		
	Day 119	Lesson 24 • Exercise 4 • Pages 255–256		
	Day 120	Lesson 24 • Exercise 5 • Review • Pages 257–258		

Calendar	Assignment	Due Date	✓	Grade
Week 7	Day 121	Lesson 25 • Exercise 1 • Pages 259–260		
	Day 122	Lesson 25 • Exercise 2 • Pages 261–262		
	Day 123	Lesson 25 • Exercise 3 • Pages 263–264		
	Day 124	Lesson 25 • Exercise 4 • Pages 265–266		
	Day 125	Lesson 25 • Exercise 5 • Review • Pages 267–268		
Week 8	Day 126	Lesson 26 • Exercise 1 • Pages 269–270		
	Day 127	Lesson 26 • Exercise 2 • Pages 271–272		
	Day 128	Lesson 26 • Exercise 3 • Pages 273–274		
	Day 129	Lesson 26 • Exercise 4 • Pages 275–276		
	Day 130	Lesson 26 • Exercise 5 • Review • Pages 277–278		
Week 9	Day 131	Lesson 27 • Exercise 1 • Pages 279–280		
	Day 132	Lesson 27 • Exercise 2 • Pages 281–282		
	Day 133	Lesson 27 • Exercise 3 • Pages 283–284		
	Day 134	Lesson 27 • Exercise 4 • Pages 285–286		
	Day 135	Lesson 27 • Exercise 5 • Review • Pages 287–288		

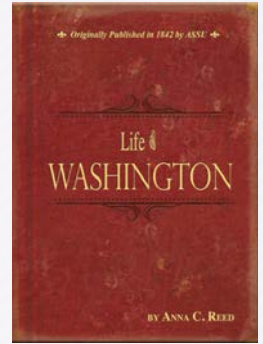
Language Lessons Level 10 Daily Schedule

Calendar	Assignment	Due Date	✓	Grade
▶ Second Semester-Fourth Quarter				
Week 1	Day 136	Lesson 28 • Exercise 1 • Pages 289–290		
	Day 137	Lesson 28 • Exercise 2 • Pages 291–292		
	Day 138	Lesson 28 • Exercise 3 • Pages 293–294		
	Day 139	Lesson 28 • Exercise 4 • Pages 295–296		
	Day 140	Lesson 28 • Exercise 5 • Review • Pages 297–298		
Week 2	Day 141	Lesson 29 • Exercise 1 • Pages 299–300		
	Day 142	Lesson 29 • Exercise 2 • Pages 301–302		
	Day 143	Lesson 29 • Exercise 3 • Pages 303–304		
	Day 144	Lesson 29 • Exercise 4 • Pages 305–306		
	Day 145	Lesson 29 • Exercise 5 • Review • Pages 307–308		
Week 3	Day 146	Lesson 30 • Exercise 1 • Pages 309–310		
	Day 147	Lesson 30 • Exercise 2 • Pages 311–312		
	Day 148	Lesson 30 • Exercise 3 • Pages 313–314		
	Day 149	Lesson 30 • Exercise 4 • Pages 315–316		
	Day 150	Lesson 30 • Exercise 5 • Review • Pages 317–318		
Week 4	Day 151	Lesson 31 • Exercise 1 • Pages 319–320		
	Day 152	Lesson 31 • Exercise 2 • Pages 321–322		
	Day 153	Lesson 31 • Exercise 3 • Pages 323–324		
	Day 154	Lesson 31 • Exercise 4 • Pages 325–326		
	Day 155	Lesson 31 • Exercise 5 • Review • Pages 327–328		
Week 5	Day 156	Lesson 32 • Exercise 1 • Pages 329–330		
	Day 157	Lesson 32 • Exercise 2 • Pages 331–332		
	Day 158	Lesson 32 • Exercise 3 • Pages 333–334		
	Day 159	Lesson 32 • Exercise 4 • Pages 335–336		
	Day 160	Lesson 32 • Exercise 5 • Review • Pages 337–338		
Week 6	Day 161	Lesson 33 • Exercise 1 • Pages 339–340		
	Day 162	Lesson 33 • Exercise 2 • Pages 341–342		
	Day 163	Lesson 33 • Exercise 3 • Pages 343–344		
	Day 164	Lesson 33 • Exercise 4 • Pages 345–346		
	Day 165	Lesson 33 • Exercise 5 • Review • Pages 347–348		

Calendar	Assignment	Due Date	✓	Grade
Week 7	Day 166	Lesson 34 • Exercise 1 • Pages 349–350		
	Day 167	Lesson 34 • Exercise 2 • Pages 351–352		
	Day 168	Lesson 34 • Exercise 3 • Pages 353–354		
	Day 169	Lesson 34 • Exercise 4 • Pages 355–356		
	Day 170	Lesson 34 • Exercise 5 • Review • Pages 357–358		
Week 8	Day 171	Lesson 35 • Exercise 1 • Pages 359–360		
	Day 172	Lesson 35 • Exercise 2 • Pages 361–362		
	Day 173	Lesson 35 • Exercise 3 • Pages 363–364		
	Day 174	Lesson 35 • Exercise 4 • Pages 365–366		
	Day 175	Lesson 35 • Exercise 5 • Review • Pages 367–368		
Week 9	Day 176	Lesson 36 • Exercise 1 • Pages 369–370		
	Day 177	Lesson 36 • Exercise 2 • Pages 371–372		
	Day 178	Lesson 36 • Exercise 3 • Pages 373–374		
	Day 179	Lesson 36 • Exercise 4 • Pages 375–376		
	Day 180	Lesson 36 • Exercise 5 • Review • Pages 377–378		
	Final Grade			

As part of this course, we will read the book *Life of Washington* by Anna C. Reed. This book is considered a biography. A **biography** is an account of someone's life written by someone else. A biography often includes the individual's place of birth, date of birth, educational background, religious beliefs, professional experience, areas of expertise, impactful life events, and major achievements. The Gospels are biographies, as they are accounts of Jesus' life written by others.

Anna C. Reed's account of George Washington's life is written in an engaging style that will keep you interested in the life of this extraordinary man who had such an impact on America and, consequently, your life today! From Washington's exciting days as a young boy, his rise through the military, and his eventual presidency, Reed gives the reader a feel for the character and God-given abilities of one of the most prominent names in American history.



Throughout this lesson, you will read the introduction of this biography. An **introduction** is usually found in a written work about real events and can include a summary of what will be presented, important terms, or background information. In *Life of Washington*, the introduction focuses on another important historical figure, Christopher Columbus. Reed gives a short biography of Columbus because Columbus' vision is foundational to both the beliefs and choices of George Washington. The author is setting the stage for an extraordinary tale: the life and times of the first president of the United States of America.

A **biography** is an account of someone's life written by someone else.

An **introduction** is usually found in a written work about real events and can include a summary of what will be presented, important terms, or background information.

- 1. **List** the items a biography often includes.

Write a 5- to 6-sentence paragraph detailing what you currently know about George Washington.

Before beginning to read, **study** the vocabulary words listed below.


Vocabulary

amiable	having or displaying a friendly and pleasant manner	friar	a member of a religious order of men
caravals (caravels)	small, fast Spanish or Portuguese sailing ships	hasty	done or acting with excessive speed or urgency; hurried
charter	a written grant by a country that defines rights and privileges	lamentations	passionate expressions of grief or sorrow
convent	a community under monastic vows, especially one of nuns	province	an administrative division of certain countries or empires
cultivated	refined and well educated	reproached	addressed someone by expressing disapproval or disappointment
desponding	becoming dejected and losing confidence	resolutely	in an admirably purposeful, determined, and unwavering manner
disposition	a person's inherent qualities of mind and character	resolution	a firm decision to do or not to do something
eloquent	fluent or persuasive in speaking or writing	toilsome	involving hard or tedious work
endeavouring (endeavoring)	trying hard to do or achieve something	tumult	confusion or disorder

2. **Write** a sentence using the words *convent* and *friar*.

3. **Write** a sentence using the word *disposition*.

Begin to **read** the introduction to *Life of Washington* on pages 5–18. You will answer questions about the reading assignment on Day 4 of this lesson.

Use index cards to **write** each vocabulary word from this lesson on one side and the definition on the other. **Check** the box when complete.

Copy the Scripture verse on an index card. **Memorize** it by the end of this lesson. You may choose the Bible translation or use the one given. **Check** the box when complete.

The LORD hath made bare his holy arm in the eyes of all the nations; and all the ends of the earth shall see the salvation of our God. Isaiah 52:10 (KJV)



Grammar & Punctuation

Why have you studied grammar and punctuation throughout your education? The simple answer: because it's important! Proper use of grammar and punctuation will help you avoid being misunderstood and enable you to communicate clearly. While the rules of grammar may seem extensive, you need not fear them. Repeated exposure and practice will strengthen your skills, allowing you to speak and write with confidence.

The term *grammar* refers to the rules of a language that govern sounds, words, and sentences, as well as how they are combined and understood. The term *punctuation* describes the marks (period, comma, parentheses, etc.) used to separate sentences and their elements to clarify meaning, show emphasis, or express emotion. English grammar is based on eight parts of speech, and learning what they are and how to use them is foundational to understanding grammar. **Study** the chart:

The Eight Parts of Speech	
Noun	names a person, place, or thing tree, Jennifer, New York, love
Verb	shows action or state-of-being swim, twirl, shout, am, is, were
Adjective	describes a noun or pronoun. Tells what kind, how many, or which one blue, kind, ten
Adverb	describes a verb, adjective, or another adverb. Tells when, where, how, or how often. slowly, later, above, yesterday
Pronoun	takes the place of a noun he, she, it, they, their, him, her
Conjunction	joins words or phrases and, yet, although, unless, because, as if
Preposition	describes a relationship between a noun or pronoun and another word that follows to, for, with, over, on, between, near, into, at, beneath, in
Interjection	expresses strong feelings or emotions. Often followed by an exclamation point, although sometimes only a comma is needed. Hi! Oh no! Yeah! Well,

Each of these parts of speech will be studied in more detail throughout this course. For now, let's look at the basic parts of a sentence.

Sentence Basics

Every sentence needs a subject (noun — the person or thing the sentence is about) and a predicate (verb — what the subject does or is). A sentence that does not contain these two elements is really no sentence at all but rather a sentence fragment. A complete sentence will express a complete thought and end with punctuation.

Complete sentence	“Columbus was very attentive to the instructions which he received in the few years that he went to school.” (p. 5) (contains a subject, <i>Columbus</i> , and a predicate, <i>was attentive</i> , and expresses a complete thought)
Sentence fragment	“[U]sing every opportunity to gain a knowledge of geography and navigation.” (p. 6) (contains the predicate <i>using</i> but no subject and does not express a complete thought)

Write a complete sentence describing your hairstyle. Use fun adjectives!

Match the word to the correct definition.

- | | |
|-----------------------|---|
| 1. _____ interjection | a. describes a noun or pronoun |
| 2. _____ pronoun | b. joins words or phrases |
| 3. _____ verb | c. names a person, place, or thing |
| 4. _____ noun | d. shows action or state-of-being |
| 5. _____ conjunction | e. takes the place of a noun |
| 6. _____ adverb | f. expresses strong feeling or emotion |
| 7. _____ adjective | g. describes a verb, adjective, other adverb |
| 8. _____ preposition | h. describes a relationship between nouns or pronouns and other words |



Refer to the Eight Parts of Speech chart to complete the following.

9. **Write** a sentence using a vocabulary word from Day 1 and include an adjective and an adverb.

10. **Write** a sentence about your bedroom that contains a conjunction and an interjection.

Write S for a complete sentence and **F** for a sentence fragment.

11. _____ “He reflected on what he observed in his voyages, and on what he had learned of geography ...” (p. 6)
12. _____ “[A]nd being master of his hasty temper ...” (p. 7–8)
13. _____ “On Friday, the third day of August, in the year 1492 ...” (p. 9)
14. _____ “At the age of fourteen, he went to sea.” (p. 6)

Copy the definitions for the eight parts of speech with examples of each on index cards for future reference. **Place** a checkmark in the box when completed.


Communication

When learning how to communicate, it is important to understand the many ways there are to relay thoughts and feelings to others. Humans often communicate through writing, speaking, gesturing with hands, moving their bodies, making facial expressions, choosing clothing styles, texting, and designing artwork. Sometimes people communicate a message by not communicating at all. The Book of Proverbs in the Bible has a lot to say about communicating wisely. We will study much of that wisdom throughout this course.

In addition to studying Proverbs, communication lessons will give you an opportunity to:

- Read and write a biography and autobiography.
- Design a front cover for your biography and autobiography.
- Explore multiple essay types.
- Learn skills that will help you polish your writing.
- Be reminded of proper etiquette in all forms of communication.
- Practice your speaking skills.
- Learn how to properly acknowledge researched information.



Biographies and Autobiographies

As you learned on Day 1, a biography is an account of someone's life written by *someone else*. An **autobiography** is an account of a person's life written *by that person*. While there are some similarities between biographies and autobiographies, there are several differences as well.

An **autobiography** is an account of a person's life written *by that person*.

Study the charts showing the differences and similarities between biographies and autobiographies.

Differences		
	Biography	Autobiography
Authorship	written by someone other than the subject	written by the person the book is about
Point of View	typically written in the third-person point of view (she, her, hers, he, him, his)	typically written in the first-person point of view (I, me, my)
Authorized/ Unauthorized	can be authorized (permission is given by the person the book is about) OR unauthorized (no permission given)	always authorized
Degree of Objectivity	tends to be more objective; the writer gathers research, reviews records, conducts interviews, verifies facts	tends to be less objective, as the author bases content on his or her memories and may be biased

Similarities	
Primary Purpose	The purpose of both is to give an account of the person's life.
Notable Subjects	The people whose stories are told in these forms tend to be those who are known for their accomplishments, and readers find them interesting.
Nonfiction	Both are works of nonfiction, as they represent real events.

As you read through *Life of Washington*, begin to think of a famous living person or historical figure you would like to write a biography about. The biography assignment is not due until the end of the first semester, in Lesson 18. Over the next several lessons, you will learn about what information belongs in a biography and how to conduct good research. Also, think about what the cover of your biography will look like. You could use your own artwork or, with permission, find some online.

Reading works of nonfiction about the lives of interesting people can be educational, inspiring, entertaining, and motivating. God can use the lives of others as examples of either righteous or evil behavior. There is much to learn from the lives of Christopher Columbus and George Washington.

Study and copy the following passage about Christopher Columbus from the introduction in *Life of Washington*.

He was born about the year 1436, and was the son of a wool-comber, who lived in a city of Italy, called Genoa, and who was too poor to give him much education; but Columbus was very attentive to the instructions which he received in the few years that he went to school. When he was a child, he said he would like to be a sailor, and he was very diligent in using every opportunity to gain a knowledge of geography and navigation. (p. 5–6)

The plans of the diligent lead surely to abundance, but everyone who is hasty comes only to poverty. Proverbs 21:5

Detail of *Dawn of America* by Antonio de Brugada. Naval Museum of Madrid.




Worldview & Literary Analysis

What is worldview and why is it so important? Our **worldview** is our philosophy about life and is the framework through which we understand the world and our relation to it.¹ A worldview is the result of a person organizing and settling on presupposed ideas they hold to be true.² Religion is the foundation we use to build our worldview. It is either based on God's Word or man's word.³ As we read through biographies, autobiographies, excerpts from books, Scripture, poems, and more, we will be examining the worldviews presented. We will also examine our own thoughts and beliefs and see if they agree with God's Word or man's word.

Our **worldview** is our philosophy about life and is the framework through which we understand the world and our relation to it.⁴

In this lesson, you started reading the introduction to *Life of Washington*. In this portion of the book, the author, Anna C. Reed, takes us back in time to visit a man who diligently pursued a vision he felt God had given him based on Isaiah 52:10b (KJV): "... all the ends of the earth shall see the salvation of our God." Columbus stated resolutely, "Happen what will, I am determined to persevere, until, by the blessing of God, I shall accomplish the enterprise" (p. 9). Columbus believed there was a world awaiting him on the other side of the ocean, and many years later, George Washington, with the same diligence and determination, would help establish that new land as a world power.

Finish reading the introduction on pages 5–18 and **respond** to the following.

In your own words, **describe** what motivated Columbus to risk his life to find the new world (p. 6).

Read again this quote from Columbus: "Happen what will, I am determined to persevere, until, by the blessing of God, I shall accomplish the enterprise" (p. 9). Columbus had a worldview that recognized the need for God's blessing. This does not mean he always walked in obedience to God, though. A person can acknowledge God in many ways yet still have character flaws. However, through his determination, Columbus had a major impact on the future of the world.

Write a paragraph about a time when you were determined to accomplish something. **Consider** whether you turned to God for strength and gave Him glory for your accomplishment.

1 Hodge, Bodie, and Roger Patterson. *World Religions and Cults*, Volume 1. Green Forest, AR: Master Books, 2015, p. 23.

2 Ibid., p. 27.

3 Ibid., p. 11.

4 Ibid., p. 23.

Fill in the blanks in the following passage, found on page 10.

1. "It was the _____ of Columbus to close each day with an evening _____, for he was a _____ man; and on the evening of that _____ day, on which the staff and thorn stem were seen, he spoke with great _____ to his sailors, and _____ [endeavored] to lead them to be _____ to the mighty _____ of the waves, for his _____ and _____ in guiding them safely to that hour of _____ hope."

On page 10, Reed references the story of Noah and the Ark, comparing Columbus' voyage to Noah's. On page 11, she also likens the sighting of the new land to Moses seeing the Promised Land. **Read** the following paragraph out loud to your instructor using your best reading voice.

It was the 12th of October, in the year 1492, and the little vessel of Columbus became to him what "the mountain of Nebo," was to the leader of Israel; for as Moses had been led through the dangers of the wilderness, to that mount from which he saw "the promised land," so Columbus had been guided by the same mighty hand over the desert of the ocean, to a spot from which his joyful eyes beheld the unknown land, on which his thoughts and hopes had been for many years engaged. (p. 11)

2. **Discuss** with your instructor any similarities or differences between Columbus seeing the New World and Moses seeing the Promised Land. **List** the similarities and differences. (*Hint: The account of Moses can be found in the books of Exodus, Leviticus, Deuteronomy, and Numbers.*)

3. Columbus' last words were, "Into thy hands, O Lord, I commend my spirit" (p. 14). This is another biblical reference. **Who** spoke these words in the New Testament in Luke 23:46?

4. Besides Columbus, **list** five other explorers, pioneers, and leaders mentioned in the introduction.

a. _____ d. _____

b. _____ e. _____

c. _____

Review

Update the Reading List chart with books you have read this week.

Recite Isaiah 52:10 from memory to your instructor.

Vocabulary Review

Match the words to the correct definition.

- | | |
|-------------------------------------|---|
| 1. _____ convent | a. trying hard to do or achieve something |
| 2. _____ friar | b. done or made in a hurry or with urgency |
| 3. _____ endeavouring (endeavoring) | c. fluent or persuasive in speaking or writing |
| 4. _____ toilsome | d. community, usually of nuns, under religious vows |
| 5. _____ resolution | e. member of a religious order of men |
| 6. _____ hasty | f. involving hard or tedious work |
| 7. _____ eloquent | g. firm decision to do or not do something |

Using the word bank, **fill in** the correct vocabulary words in the blanks. Not all words are used.

amiable	cultivated	disposition	reproached	tumult
caravals (caravels)	desponding	lamentations	resolutely	

- “[F]or an order, signed by the king and queen, was given to him to enable him to fit out three _____, or small vessels, for his voyage.”
- “[H]e sailed from Palos, and the friends of the sailors who accompanied him took leave of them with _____, and abuse of Columbus”
- “They were several times disappointed in the same manner, and at length became _____, and _____ Columbus with anger”
- “When the inhabitants heard of his arrival, there was a great _____”

Grammar & Punctuation Review

Define the following parts of speech and give examples.

- Noun: _____
Examples: _____
- Verb: _____
Examples: _____
- Adjective: _____
Examples: _____

4. Conjunction: _____

Examples: _____

5. **Write** a complete sentence about three positive character traits of Christopher Columbus.

Communication Review

1. **List** four of the many ways humans communicate.

a. _____ c. _____

b. _____ d. _____

Fill in the blanks about biographies and autobiographies.

2. A biography is written by _____

_____.

3. An autobiography is written by _____.

4. A biography is written from the _____ - _____ point of view.

5. An autobiography is written from the _____ - _____ point of view.

6. An authorized biography means _____

_____.

7. Both biographies and autobiographies are works of _____.

Worldview & Literary Analysis Review

1. **Define** worldview.

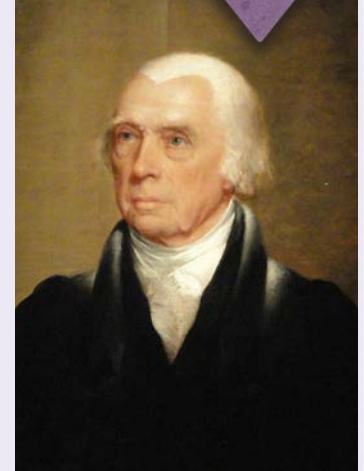
2. **Describe** your worldview.

3. **Choose** one character trait displayed by Christopher Columbus and **discuss** specific times that trait was evident in his life. Use examples from the introduction to *Life of Washington*. **Write** a complete paragraph of at least five sentences.

Biography Excerpt: James Madison (1751–1836) by Tim LaHaye

James Madison is referred to by most historians as “the Father of the Constitution.” No man was better prepared to be one of the Founding Fathers in temperament, intellect, background, education, and commitment.

On March 16, 1751, he was born into the devout home of James and Molly Conway Madison in Port Conway, Virginia. His father was a wealthy plantation owner and member of the Episcopal (or state) Church, in which he was baptized on the 21st day of his life. He was homeschooled by his godly mother and grandmother, and two tutors came to his residence to give instruction, one of whom was an Episcopalian minister. These men taught him Latin, Greek, arithmetic, literature, French, and Spanish. They also established a broad and diverse reading schedule.



Due to what his parents considered heretical views, which they felt had crept into the local college of William and Mary (probably the early waves of French skepticism), they sent him to Princeton, where he studied for the ministry. Here he fell under the influence of the Reverend John Witherspoon, one of the nation’s leading theologians and legal scholars. This helped to establish a theological base for Madison’s thinking, and it never left him. He also developed lifetime friends, some of whom went into the ministry. Chief among them were William Bradford, who after his divinity studies went into law, and Samuel Stanhope Smith, who became a Presbyterian minister and was later Witherspoon’s successor at Princeton. ...

Long after he returned to Virginia, young Madison continued to pursue his theological studies. It may have been at this period in his life, while out walking with his father one day that he entered into a life-molding experience. We don’t know exactly when it took place, but an incident in his youth that made a deep impression on him was his standing with his father outside the jail in the village of Orange and listening to several Baptists preach from the window of the cell in which they were confined because of their religious opinions.¹

Respond to the following.

1. **Name** four people who had a positive impact on young John Madison.

- a. _____ c. _____
- b. _____ d. _____

2. **Name** four people who have had a positive impact on your life.

- a. _____ c. _____
- b. _____ d. _____

1 Endnote from excerpt: Gaillard Hunt, *James Madison and Religious Liberty* (Washington, DC: American Historical Association, Government Printing Office, 1902), p. 167. Biography excerpt from: LaHaye, Tim. *Faith of Our Founding Fathers*. Master Books, 2022, p. 117–118.

Today you will **begin reading** pages 125b–141a (ending at “September”) in *Life of Washington*. Have this section read by Exercise 4 of this lesson. Before reading, **study** the vocabulary words listed below.



Vocabulary

banishment	driven out from home or country	impious	lacking respect or reverence
barbarous	cruel, savage, and brutal	imprecations	cursing
bayonet	a blade fixed to the muzzle of a rifle	infidel	a non-Christian or one who opposes Christianity
consoled	comforted someone in time of grief	profane	to abuse something sacred
conspicuous	clearly visible, standing out	suppress	to put down forcibly
desertion	the abandonment of a person or cause	vice	an immoral behavior
hostilities	acts of war	wanton	unprovoked
imminent	about to happen		

3. **Write** a sentence using the words *banishment* and *infidel*. Include a conjunction. (Day 37)

4. Using the vocabulary list, **fill in** the blanks in this quote found on page 126.

“... but I have beheld no day since the commencement of _____, when I have thought her liberties in such _____ danger as at present.”

5. **Write** a paragraph of 5–6 sentences using one of the vocabulary words in each sentence.

Use index cards to **write** each vocabulary word from this lesson on one side and the definition on the other. **Check** the box when complete.

Copy the Scripture verse on an index card. **Memorize** it by the end of this lesson. You may choose the Bible translation or use the one given. **Check** the box when complete.

And they shall teach my people the difference between the holy and profane, and cause them to discern between the unclean and the clean. Ezekiel 44:23 (KJV)



Grammar & Punctuation

Verb Voice: Active vs. Passive

The **verb voice** tells whether the subject is acting or being acted upon. In the **active voice**, the subject is doing the action. In the **passive voice**, the action is happening to the subject.

The **verb voice** tells whether the subject is acting or being acted upon.

In the **active voice**, the subject is doing the action.

In the **passive voice**, the action is happening to the subject.

ACTIVE VOICE

PASSIVE VOICE

Example: The baby shark ate the fish. | The fish was eaten by the baby shark.

Active Voice

Use the active voice when you want the reader to focus on the subject and the action it is doing, and *not* the target of the action. Regardless of what verb is used, a sentence structured so the subject performs the verb is using the active voice. The active voice is more direct than the passive voice, so most of the writing you do in school and relationally (like in a text) is best written in the active voice.

Examples: Shantel runs five miles every Saturday morning just to keep up her stamina.
I humbly request your presence at my graduation ceremony next month.

Write a sentence using the active voice. Include a helping verb. (Day 17)

Passive Voice

Use the passive voice when you want the reader to focus on the action being described or the action's target, and *not* on who or what is performing the action. The passive voice is often used in scientific writing and news reports. It gives attention to the action that occurred or the object receiving the action.

Examples: A house was burned to the ground by arsonists on the west side of the city last night.
The weary horse is given a bucket of water by the farmer.

Write a sentence using the passive voice. Include a prepositional phrase. (Day 37)

A passive-voice sentence can be changed to active voice with a little restructuring.

Examples: Skydiving is loved by many outdoor enthusiasts. (passive voice)
Many outdoor enthusiasts love skydiving. (active voice)

1. **Rewrite** this passive voice sentence to make it active.

The building was sold by the government.

2. **Rewrite** this active voice sentence to make it passive.

My teacher took the class to the museum.

Sometimes in the passive voice, the doer of the action is not mentioned but only implied.

Examples: The batter was mixed vigorously. (passive — the “doer” is implied)
The chef mixed the batter vigorously. (active — the “doer” is clearly stated)

3. **Rewrite** this passive voice sentence into the active voice by creating a “doer” of the action.

The giant oak tree in the park was cut down.

Write active or passive on the line to indicate the voice of the verb.

4. _____ The lawn at the college was mowed by a group of student volunteers.
5. _____ Twenty loaves of banana bread were sold by the youth group at church.
6. _____ The football coach led his team to the state championship game last fall.
7. _____ Corn was the only food eaten by the lab rats during the experiment.
8. _____ Truck drivers work long hours and need to get plenty of rest to stay alert.
9. _____ My cousin Leah travels all over as a nanny for her missionary aunt and uncle.

Review It!

10. **Fill in** the verb tense chart using the verb “jump.” (Day 22)

	Past	Present	Future
Simple	I _____	I _____	I _____
Perfect	I _____	I _____	I _____
Continuous	I _____	I _____	I _____
Perfect Continuous	I _____	I _____	I _____

- Copy** the definitions of active and passive voice on an index card and include examples of each. **Check** the box when you are done.


Communication

Definition Essay

A **definition essay** defines a term or an idea, such as a vocabulary word, abstract concept, historical word, technical term, or any idea that can be defined. This is a unique type of essay because it not only defines a term or idea by teaching about it, but can also reveal little-known facts, the word's origins, or its implications. It can be argumentative if the writer has a stance to defend regarding the term. Ideas for a definition essay could include: "What does *liberty* mean?" "How the word *evolution* can be used," "Defining the concept of *friendship*," "What is the *American dream*?"

To begin your essay, introduce the word, term, or concept and provide a definition as well as a thesis statement (main point). Next, elaborate on your thesis statement by making points about what you are defining. Lastly, conclude with a strong statement showing how your points support your thesis.

A **definition essay** defines a term or an idea, such as a vocabulary word, abstract concept, historical word, technical term, or any idea that can be defined.

Steps for Writing a Definition Essay

1. Review the Definition Essay Rubric in the back of this book. This rubric will let you know what is expected in your writing and what your instructor will consider in grading your essay.
2. Choose the term or idea you will be defining and write a basic definition. This could be taken directly from a dictionary, or you may create your own definition that you are prepared to defend or elaborate on.
3. Develop your thesis statement. This is the main point you want to express regarding the term or idea you have chosen.
4. Create an outline to guide you as you write. Use the Definition Essay Outline provided in the back of the book.
5. Write your five-paragraph essay using the Definition Essay Worksheet or you may type your essay using a 12-point font and double spacing.
6. Create a cover sheet that includes your name, the date, the assignment (Definition Essay), and the title of your essay. Optional: You may wish to include artwork on the cover sheet that represents the idea or term you are defining.

Term/idea: _____

Definition: _____

You will have until the Review Day at the end of this lesson to complete this assignment. **Have** your instructor sign below after reviewing your essay using the Definition Essay Rubric in the back of the book.

Instructor signature: _____

Wisdom Speaks**Copy** the proverb.

Even a fool who keeps silent is considered wise; when he closes his lips, he is deemed intelligent. Proverbs 17:28



Using a dictionary or online search with a parent's permission, **write** the definitions of the words below.

1. wise: _____

2. intelligence: _____

A person can have an appearance of wisdom by simply staying quiet. Why is this? In Matthew 12:34b, Jesus says,

“For out of the abundance of the heart the mouth speaks.”

When a fool opens his mouth, foolishness comes out because his heart is not right. Even a fool who stays quiet can appear more intelligent!

Copy the quote from Jesus about the heart in Matthew 12:34b.

3. So, if a foolish person can “appear” intelligent or wise by keeping their mouth closed, how can we know the difference between a wise person and a fool? What signs should you look for? **Look up** James 3:13 and **write** the answer in a complete paragraph.


Worldview & Literary Analysis

Author's Focus: Leadership

Reed chooses many accounts of Washington that show his skill as a leader. First, he recognized God as his leader and gave Him the glory in all types of situations. Secondly, Reed highlights Washington's concern for his troops, showing that he was willing to give up his life for them. Lastly, she shows Washington's willingness to bring correction to his troops when needed.

All these qualities made him one of the most respected leaders in American history. As you study this lesson's reading selection, search for times when Washington displayed leadership.

Finish reading pages 125b–141a (ending at “September”) and **respond** to the following.

1. When referring to the war, Washington makes this statement. **Fill in** the blanks. (p. 126)

“The hand of _____ is so _____ in all this, that he must be worse than an _____ that lacks _____, and more than _____, that has not _____ to acknowledge his obligations.”

2. Washington felt strongly that the hand of God was heavy upon the cause of freedom the colonists were fighting for. **What** do you think made him feel so strongly? **Answer** in 2–3 sentences.

3. The following statement is found on pages 126–127: “The Indians on the frontiers of the states had been practising [practicing] their barbarous warfare, in connexion [connection] with some of the equally barbarous white settlers.” In 2–3 sentences, **evaluate** Reed's worldview regarding race. **Does** this statement reveal an unbiased attitude?

4. A good leader should encourage and praise those under him or her when they perform nobly. On page 127, we see a letter written by Washington to his troops. The Bible teaches us to give honor and praise when praise is due. **Copy** Romans 13:7 from a Bible translation of your choice.



5. While there are times a leader needs to praise and encourage, there are also times a leader needs to bring correction or rebuke. Reed records, "It was in the summer of this year, that General Washington took measures to suppress the habit of profane swearing which prevailed in the army. The following general order is sufficiently illustrative of his views of that most vulgar and impious practice" (p. 129). **Read** the order about swearing and **summarize** it.

6. The English army under General Cornwallis was having great success in Carolina and offered terms to the residents in the area if they would submit. Reed states that "many of the richest inhabitants gave up their property and went into banishment from their homes, rather than remain upon the terms offered to them." Imagine how difficult it would be to give up your home for the cause of your country's freedom. **Write** 2-3 sentences telling what decision you might make and how you would feel about it.

7. The American army had many times when they needed food, clothing, shelter, and weaponry. This was a great concern of Washington's. On page 137, we read, "The state of his army caused him distress and vexation. He felt for the officers ...". Using a dictionary or online source with a parent's permission, look up the words *distress* and *vexation*. **Write** 3-4 sentences explaining your opinion on whether Washington was justified in feeling this way. Were these times when distress and vexation were called for?





Review



Update the Reading List chart with books you have read this week.



Recite Ezekiel 44:23 from memory to your instructor.

Vocabulary Review

Match the words to the correct definition.

- | | |
|----------------------|--|
| 1. _____ hostilities | a. the abandonment of a person or cause |
| 2. _____ imminent | b. cruel, savage, and brutal |
| 3. _____ conspicuous | c. acts of war |
| 4. _____ infidel | d. clearly visible, standing out |
| 5. _____ barbarous | e. to put down forcibly |
| 6. _____ consoled | f. about to happen |
| 7. _____ desertion | g. a non-Christian or one who opposes Christianity |
| 8. _____ suppress | h. comforted someone in time of grief |
-
- | | |
|------------------------|---|
| 9. _____ profane | i. to abuse something sacred |
| 10. _____ impious | j. unprovoked |
| 11. _____ imprecations | k. driven out from home or country |
| 12. _____ wanton | l. a blade fixed to the muzzle of a rifle |
| 13. _____ vice | m. cursing |
| 14. _____ bayonet | n. lacking respect or reverence |
| 15. _____ banishment | o. an immoral behavior |

Grammar & Punctuation Review

1. **Describe** the active voice.

2. **Describe** the passive voice.

Write active or passive on the line to indicate the voice of the verb.

3. _____ Our lawn was mowed by a landscaping service this past summer.

4. _____ The elephant lifted its trunk high in the air and then slapped it on the water.

5. _____ Old hymns were sung each Sunday at my grandmother's church.
6. _____ My mail carrier drives her own vehicle instead of a postal service vehicle.
7. **Rewrite** this active voice sentence to make it passive.

The garbage man left our garbage bins lying in the middle of the street.

Communication Review

1. **Define** a definition essay.
2. **Write** a one-paragraph summary of the definition essay you wrote on Day 43.

Worldview & Literary Analysis Review

1. **List** three ways the author of *Life of Washington* shows Washington's skills as a leader.

- a. _____
- b. _____
- c. _____

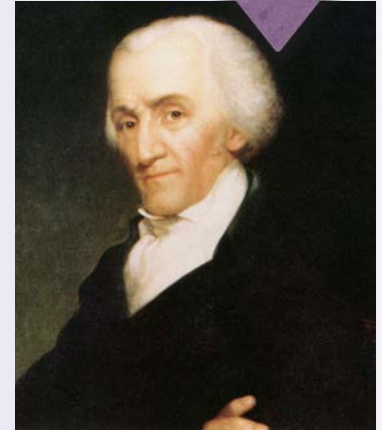
Fill in the blanks.

2. When referring to the war, Washington makes this statement.

“The hand of _____ is so _____ in all this, that he must be worse than an _____ that lacks _____, and more than _____, that has not _____ to acknowledge his obligations.”

Biography Excerpt: Eldridge* Gerry (1744–1814) by Tim LaHaye

Said M.E. Bradford of Gerry, “Few Americans of his generation had so much to do with the nation’s history, performed on so large a stage, and yet retained so intense an identity with their provincial origins as did Eldridge Gerry.”¹ He never lost sight of his mission to represent the state of Massachusetts. Although he refused to sign the Constitution because it did not contain a bill of rights, he was nevertheless very influential in its formation. He gave 119 speeches during the Convention, offered several motions and seconds, and successfully modified many of the provisions from the original Virginia Plan.



“No one in that Philadelphia meeting spoke more forcefully for the Bill of Rights than did Eldgridge [sic] Gerry.”² He considered a bill of rights necessary to restrain the federal government’s authority. While Gerry recognized that total democracy leads to anarchy, he also realized that a limited government was essential. If he could see our present government of over three million bureaucrats and employees, he would probably be tempted to proclaim, “I told you so!” However, all our Founding Fathers would probably say the same.³

*The name “Eldridge” is a misspelling. The correct spelling is “Elbridge.”

1. **Record** the reason Gerry did not sign the Constitution.

2. Use a dictionary or online search with a parent’s permission and **define** the following words.

- a. democracy: _____

- b. anarchy: _____

3. **Write** a one-paragraph response sharing your opinion regarding Gerry’s refusal to sign the Constitution. **Discuss** your response with your parent or instructor.

1 Endnote from excerpt: M.E. Bradford, *A Worthy Company* (Marlborough, NH: Plymouth Rock Foundation, 1982), p. 181.
 2 Endnote from excerpt: *Ibid.*, p. 9.
 3 Biography excerpt from: LaHaye, Tim. *Faith of Our Founding Fathers*. Master Books, 2022, p. 206–207.

Today you will **begin reading** pages 260–277 (the conclusion) in *Life of Washington*. Have this section read by Exercise 4 of this lesson. Before reading, **study** the vocabulary words listed below.



Vocabulary

assiduity	close attention to one's behavior	maxims	short statements expressing a truth
canon	general law or principle used to judge	quires	collections of paper, usually 24 sheets
choleric	anger	partiality	unfair bias; favoritism
culpable	deserving of blame	pensive	engaged in deep thought
disparagement	unkind remarks showing disrespect	precept	a rule to regulate behavior or thought
folio	piece of paper, numbered on the front side	solicitude	care or concern about someone or something
fraternal	like brothers; brotherly	sublime	excellence or beauty that inspires admiration
imbibing	absorbing or assimilating	tractable	easy to influence or control
inculcated	instilled by constant instruction	vestryman	an assistant within the church
logarithm	the power to which a number must be raised to get another number	vitiate	spoil or impair the quality of

4. **Write** a sentence using the words *pensive* and *fraternal*. Include a prepositional phrase used as an adjective. (Day 72)

5. **Write** a sentence using the words *vestryman* and *canon*. Include a prepositional phrase used as an adverb. (Day 72)

Use index cards to **write** each vocabulary word from this lesson on one side and the definition on the other. **Check** the box when complete.

Copy the Scripture verse on an index card. **Memorize** it by the end of this lesson. You may choose the Bible translation or use the one given. **Check** the box when complete.

Blessed is the man who walks not in the counsel of the wicked, nor stands in the way of sinners, nor sits in the seat of scoffers; but his delight is in the law of the LORD, and on his law he meditates day and night. Psalm 1:1–2



Verb Phrases: Infinitives

In the last grammar lesson, you learned that participles and gerunds look like verbs, but they function as adjectives and nouns. An **infinitive** is a verbal phrase that can function as a noun, adjective, or adverb. Infinitives consist of the word *to* plus a verb form (*to* + verb). An **infinitive phrase** includes the infinitive plus any modifiers or objects. **Study** the chart.

An **infinitive** is a verbal phrase that can function as a noun, adjective, or adverb.

Infinitive Functions	
Infinitive as a noun	<i>To conquer my fears</i> was the main reason for the climb. (serves as a subject noun)
Infinitive as an adjective	The teacher gave out several verses <i>to be memorized</i> . (describes verses)
Infinitive as an adverb	We work hard <i>to bring honor to God</i> . (tells <i>why</i>)
Prepositional phrase, not an infinitive	After swimming, we went <i>to the grocery store</i> . (The word <i>to</i> followed by a noun, not a verb, means this is a prepositional phrase, not an infinitive.)

Infinitives as nouns are easier to spot if you identify the main verb in the sentence because the noun infinitive will usually come directly *before* or directly *after* the verb.

Example: Our aim is to improve. OR To improve is our aim. (As a noun, the infinitive can come right before or right after the verb *is*.)

Infinitives as adjectives can be identified because they usually follow a noun in the sentence.

Example: The place to eat pizza is Big Al's. (As an adjective, the infinitive comes after the noun *place*.)

Infinitives as adverbs can be identified by asking the adverb questions: *how*, *when*, *why*, *where*.

Example: We pray over our dinner to thank God. (As an adverb, the infinitive tells *why* we pray.)

Identify the underlined phrase as a noun, adjective, or adverb if it is an infinitive, OR **label** it as a prepositional phrase.

- _____ In my opinion, the best apples to bake are Granny Smith.
- _____ To do well at sports, you must practice a lot.
- _____ To enjoy winter is my goal this year!
- _____ To fear the Lord is the wisest decision you could make.
- _____ We enjoyed eating dinner and then went to the ice cream shop.
- _____ Jessica is the person to ask about jewelry making.
- _____ Rianna is excited to meet her pen pal.

8. **Write** a sentence using an infinitive as a noun.

9. **Write** a sentence using an infinitive as an adjective.

10. **Write** a sentence using an infinitive as an adverb.

Split Infinitives

When a word or phrase appears between *to* and the verb, it is called a **split infinitive**. These are considered by some to be improper and should be avoided. It is possible to fix a split infinitive by restructuring the sentence.

Examples: This is the kind of horse I hope *to someday buy*. (incorrect: *someday* is between *to* and *buy*)
This is the kind of horse I hope *to buy someday*. (correct: split is fixed by moving *someday*)
Eric tried *to quietly walk* across the floor. (incorrect: *quietly* is between *to* and *walk*)
Eric *quietly walked* across the floor. (correct: split is fixed by rewording the sentence)

Fix these split infinitives by rewording the sentences.

11. My dad began to quickly pick up the shards of glass off the floor.

12. Melanie promised to always feed the dog on time.

13. We expected to easily profit enough money for our missions trip.

Review It!

First, **place** parentheses around the prepositional phrases (Day 37), then **underline** any adjectives.

14. Over the course of three hours, my friend Angela sewed ten Christmas ornaments.

15. Despite the heat, the exhausted boys completed the treacherous hike up the steep mountain.

16. My Aunt Rachel was the fancy, older lady with the dog.

 Communication

Oral Presentation Due

When you have completed the oral presentation of your biography, **have** your instructor sign below.

Instructor's signature: _____

Oral Presentation Feedback

Expressing yourself verbally (orally) in a way that others can understand is something you will need to improve on throughout your life. "Finding the words" to share your thoughts and opinions is a skill that needs to be practiced. Sometimes this will be in a more formal setting, like a presentation at work, and sometimes in an informal setting, such as a family meeting about chores not getting done. Whatever the setting, communication skills are vital. Let's look at how you communicated in your presentation.

Write a paragraph describing how you felt before making your oral biography presentation. Were you nervous? Confident? Excited?

Write a paragraph describing the presentation. Who was in your audience? Did you use visual aids? Did you communicate everything you wanted to? Did you forget anything? Did your words flow smoothly, or did you find that you were losing your place? Did your audience give feedback?

Biography Feedback

Write a three-paragraph response describing your biography writing experience. In the first paragraph, explain what drew you to choose your subject. In the second paragraph, relate something you discovered about your subject that surprised you. And finally, in your third paragraph, share your opinion about the biography writing experience. Describe what you enjoyed about the process, what you found challenging, and what was most rewarding.

Lined writing area consisting of 21 horizontal lines for the student to write their response.

Have your instructor read your response, discuss it with you, and sign below.

Instructor's signature: _____


Worldview & Literary Analysis

You have reached the conclusion to *Life of Washington*! I hope you have enjoyed looking back into the rich history of the United States through the life of one of its greatest benefactors. The author, Anna C. Reed, clearly wanted this book not only to relate a story but also to inspire moral character and a worldview that places God in the center.

When George Washington was a young teenager, he compiled a list of rules referred to as *The Rules of Civility and Decent Behaviour [Behavior] in Company and Conversation*. This is often shortened to *Washington's Rules of Civility*. It is believed that Washington was inspired by a list of behaviors originally written by French Jesuits (priests and missionaries) in the 1500s. George wrote these 110 rules and used them to guide his personal behavior and interactions with others.

Finish reading the conclusion on pages 260–277 in *Life of Washington* and **respond** to the following.

Reed includes a few selections from *The Rules of Civility* to show the reader “their general character” (p. 260). **Rewrite** the following rules in your own words. You may also “modernize” them to fit today’s world.

“Play not the peacock, looking everywhere about you to see if you be well decked, if your shoes fit well, if your stockings sit neatly, and clothes handsomely” (p. 261).

“Be not curious to know the affairs of others; neither approach to those that speak in private” (p. 261).

“Come not near the books or writings of any one so as to read them, unless desired, nor give your opinion of them unasked; also look not nigh when another is writing a letter” (p. 261).

“Read no letters, books, or papers in company; but when there is a necessity for doing it, you must ask leave” (p. 261).

On page 264, we see a portion of a letter from Washington to his young nephew who was under his care. Washington states, "Your future character and reputation will depend very much, if not entirely, upon the habits and manners which you contract in the present period of your life." **Share** your opinion about this advice. Do you believe it to be true?

The attitude of Washington's mother was that "the most learned education is useless" without "virtuous principles" (p. 267). **What** do you think she meant by this?

1. At one point, it was proposed to make George Washington a king. **Record** Washington's response to this proposal. (p. 268–269)

2. Reed shares a letter written by Washington's granddaughter in which she relates the following: "He spoke little, generally never of himself. I never heard him relate a single act of his life during the war" (p. 273). **What** does this observation reveal about Washington's character?

3. **Fill in** the blanks from this statement found on page 276.

"Through all his course of _____ and _____, in adversity or prosperity, he was just _____, _____, honest, _____, brave, humane, modest,—a real lover of his _____, and an humble _____ of God. Was he not worthy of your _____?"

List two aspects of Washington's character you would like to imitate.

a. _____

b. _____



Review



Update the Reading List chart with books you have read this week.



Recite Psalm 1:1–2 from memory to your instructor.

Vocabulary Review

Match each word to the correct definition.

a. assiduity	e. disparagement	i. inculcated	m. pensive	q. sublime
b. canon	f. folio	j. logarithm	n. precept	r. tractable
c. cholera	g. fraternal	k. maxims	o. quires	s. vestryman
d. culpable	h. imbibing	l. partiality	p. solicitude	t. vitiate

- | | |
|---|---|
| 1. _____ easy to influence or control | 11. _____ care or concern about someone or something |
| 2. _____ deserving of blame | 12. _____ general law or principle used to judge |
| 3. _____ spoil or impair the quality of | 13. _____ collections of paper, usually 24 sheets |
| 4. _____ like brothers; brotherly | 14. _____ short statements expressing truth |
| 5. _____ unfair bias; favoritism | 15. _____ rule to regulate behavior or thought |
| 6. _____ assistant within the church | 16. _____ instilled by constant instruction |
| 7. _____ engaged in deep thought | 17. _____ unkind remarks showing disrespect |
| 8. _____ absorbing or assimilating | 18. _____ close attention to one's behavior |
| 9. _____ anger | 19. _____ piece of paper numbered on front |
| 10. _____ excellence or beauty that inspires admiration | 20. _____ power a number must be raised to get another number |

Grammar & Punctuation Review

1. **Define** infinitive.

2. **Explain** what an infinitive consists of.

3. **Explain** the difference between an infinitive and a prepositional phrase that begins with the word *to*.

Identify the underlined phrase as a noun, adjective, or adverb if it is an infinitive phrase, OR **write** preposition if it is a prepositional phrase.

4. _____ To live in a free country should not be taken for granted.
5. _____ Jesus is coming to take his Bride, the Church, to heaven with Him.
6. _____ Without a doubt, the town park is the best place to ride my skateboard.
7. _____ So often when we go to church, I find myself realizing how thankful I am for my brothers and sisters in Christ.
8. **Rewrite** the sentence to fix the split infinitive.

The state championships were something I hoped to someday attend.

Communication Review

In the last lesson, you made an oral presentation. Did you know that the Apostles gave oral presentations frequently as they shared the gospel? Sometimes their oral presentations were before hostile crowds.

Read Acts 2:14–41.

1. In 2–3 sentences, **describe** the result of Peter’s oral presentation.

Worldview & Literary Analysis Review

Copy the following *Washington’s Rules of Civility*.

“When you speak of God or His attributes, let it be seriously and with reverence.”

“Speak not evil of the absent, for it is unjust.”

Biblical Autobiography Excerpt: Jesus

Jesus spoke a lot about Himself. He communicated exactly who He was with the whole world. **Study** these words of Jesus regarding Himself then **write** a paragraph expressing who you believe Jesus to be.

Jesus said to them, “Truly, truly, I say to you, before Abraham was, I am.” John 8:58

Jesus said to them, “I am the bread of life; whoever comes to me shall not hunger, and whoever believes in me shall never thirst. But I said to you that you have seen me and yet do not believe.” John 6:35–36

Again Jesus spoke to them, saying, “I am the light of the world. Whoever follows me will not walk in darkness, but will have the light of life.” John 8:12

So Jesus again said to them, “Truly, truly, I say to you, I am the door of the sheep.” John 10:7

I am the good shepherd. The good shepherd lays down his life for the sheep. John 10:11

Jesus said to her, “I am the resurrection and the life. Whoever believes in me, though he die, yet shall he live.” John 11:25

Jesus said to him, “I am the way, and the truth, and the life. No one comes to the Father except through me.” John 14:6

I am the vine; you are the branches. Whoever abides in me and I in him, he it is that bears much fruit, for apart from me you can do nothing. John 15:5



Study these vocabulary words that are bolded in the excerpt from “The Truth” that you will read on Day 134.


Vocabulary

access	permission or ability to enter or approach	penetrate	to force into or through a thing
apologetics	defending the Christian faith through logic and reason	presentation	providing information to inform, inspire, or persuade
credible	convincing; able to be believed	principle	a guiding rule, idea, or belief
detours	deviations from the direct course or procedure	secular	relating to worldly, temporary things; unreligious in nature
imperative	necessary or required; important		

1. **Write** a sentence using the words *apologetics* and *secular*.

Write a paragraph using four of the vocabulary words. Keep your sentences in the active voice (Day 42). **Have** your instructor read your paragraph and sign below.

Instructor's signature: _____

Use index cards to **write** each vocabulary word from this lesson on one side and the definition on the other. **Check** the box when complete.

Copy the Scripture verse on an index card. **Memorize** it by the end of this lesson. You may choose the Bible translation or use the one given. **Check** the box when complete.

And he made from one man every nation of mankind to live on all the face of the earth, having determined allotted periods and the boundaries of their dwelling place, that they should seek God, and perhaps feel their way toward him and find him. Yet he is actually not far from each one of us. Acts 17:26–27



Grammar & Punctuation

Forming Possessive Nouns

On Day 122, we learned about singular, plural, and irregular plural nouns. Forming possessives from these nouns depends on whether they already end in an *s*. To show possession, a **singular noun** adds 's. A **plural noun** adds an 's unless it already ends with an *s*. In that case, add an apostrophe (') only. **Study** the chart.

A **singular noun** adds 's to show possession.

A **plural noun** adds an 's to show possession unless it already ends with an *s*. In that case, add an apostrophe (') only.

Examples of Forming Possessives			
Singular	Singular Possessive	Plural	Plural Possessive
video	video's	videos	videos'
child	child's	children	children's
hero	hero's	heroes	heroes'
man	man's	men	men's
goose	goose's	geese	geese's
person	person's	people	people's
key	key's	keys	keys'
tree	tree's	trees	trees'

1. **Write** a sentence using the plural possessive of *hero*.

2. **Write** a sentence using the singular possessive of *child*.

3. **Write** a sentence using the plural possessive of *person*.

Colons

Colons are used after statements to introduce a quotation, explanation, example, or series. A complete independent clause *must* come before a colon, except in expressions such as the time on a clock or a Bible reference.

Colons are used after statements to introduce a quotation, explanation, example, or series.

When to Use a Colon

After a salutation of a business letter. Dear Senator Lance:

Between a book title and subtitle. *Jesus Unmasked: The Truth Will Shock You* by Todd Friel

Before a series at the end of a sentence. The trip you have won will include the following: airline tickets, hotel accommodation, food vouchers, and guided tours.

Before a long or formal direct quotation if the quotation appears at the end of a sentence.

The student quoted the words of Aristotle: "I count him braver who overcomes his desires than him who conquers his enemies; for the hardest victory is over self."

In Bible references and expressions of time. Ephesians 6:10 | 3:00 p.m.

Between two independent clauses not separated by a coordinating conjunction in which the second clause is an explanation of the first. The boys loved the idea of learning about creationism: they chose *Wonders of Creation* to read.

Write a sentence containing a colon.

Review It!

Underline possessive nouns, possessive pronouns, and possessive adjectives. **Label** the possessive adjectives with **PA**. **Place** apostrophes where needed.

4. I brought all my drawing projects to the art fair, but one of the projects covers was missing, and it got ruined.
5. Lydia and Jessie planned their monthly lunch out at Alexanders.
6. Even though the play was the next night, everyones costumes were ready except for mine!
7. The tomatoes rows were marked with little signs to show they were hers.
8. The childrens choir at our church practices on Mondays when their schedules align.
9. *Pilgrims Progress* was a favorite of mine during my teenage years.
10. The boys bedroom was very clean by the time their mother came to inspect it.
11. When examining the tree, we noticed the fungis color had altered from its original bluish hue.
12. **Write** a sentence containing a possessive noun, possessive pronoun, and possessive adjective.



Using your index cards, **copy** the rule for adding s, 's, or an apostrophe (') to form possessives. **Check** the box when you are done.

Wisdom Speaks

Proverbs 25:11-14

- ¹¹ *A word fitly spoken
is like apples of gold in a setting of silver.*
- ¹² *Like a gold ring or an ornament of gold
is a wise reprover to a listening ear.*
- ¹³ *Like the cold of snow in the time of harvest
is a faithful messenger to those who send him;
he refreshes the soul of his masters.*
- ¹⁴ *Like clouds and wind without rain
is a man who boasts of a gift he does not give.*



These verses each contain a simile that helps the nugget of wisdom come to life in its meaning. Isn't it wonderful that God's Word gives us clear visual images to reveal these deep truths?

Think deeply about the similes presented and **paraphrase** each verse in this selection from Proverbs. **Remove** the similes and **replace** them with the concepts they represent. **Personalize** each verse by using the pronoun *I*.

Example: When I say something at just the right time, I am bringing beauty and value to the person listening. (*Hint:* Use a thesaurus if you need variety in your word choices.)

Verse 11:

Verse 12:

Verse 13:

Verse 14:

 Worldview & Literary Analysis

Read the following excerpt from the chapter “The Truth” found in *Gifted Mind*.

In a world of competitive *counter-truths*, we must do our best to reveal why God’s truth is **credible**, beneficial, and *better* than other ideas and speculations. This is the fundamental mission of Christian **apologetics** — to “give a defense” (i.e., a logical reason) for *why* we believe.

To effectively reach the **secular** world, we must utilize different methods from those we’ve used for the past few decades. It’s obvious that secularism in all its forms has a stranglehold on the youth of this age; therefore it’s **imperative** that we use both *creativity* as well as *credibility* in communicating to the secular world, particularly in our American culture. While I am certain that our great nation would never have arrived at this junction — medically, technologically, and scientifically — without the Lord and His *truth*, nevertheless knowing this is only half the battle. We have to advance, moving forward in helping others realize and embrace that same truth.

So if truth is really on our side, how do we tell others about it? I’m not sure I have all the answers, but I firmly believe it begins in America’s pulpits. Believers must be trained and equipped in their churches as well as in their homes. But it can’t end there. We must also **penetrate** the circles of the academic, legal, political, and scientific communities. We must inspire Christian young adults to pursue these fields. Only then will our influence be fully realized. That is precisely what I’ve tried to do in my own world.

For me, my greatest single discovery in life was not a machine or a physical **principle**. My highest purpose was realized when I discovered I could actually know God and serve His will, that I could live for something greater than science, medicine, or myself. When I found out that my life could bring joy to my Maker’s heart, *that* began to greatly motivate my work as a scientist: exploring and applying the laws of nature and of nature’s God for the benefit of mankind.

Yes, I sincerely believe there’s hope. God still opens peoples’ [*sic*] eyes to the truth and Jesus still grants us **access** to that truth we spoke of earlier. Our job is to make it available and clearly demonstrated in word *and* deed. In other words, our **presentation** has to go beyond talk, evidence, and scientific *facts*. It has to show up in the lifestyle and *faith* of those who claim to believe it.

However, despite my fierce commitment to this truth, I must confess that I haven’t always held this belief. Faith has not always been the guiding light it is for me today. In reality, my journey towards a godly understanding is a long one, with a few dirt roads and **detours** along the way. Over my many years, I have come to realize that truth is not just something man discovers or accidentally stumbles upon. Rather, I learned that *God* is the seeker and man is the object of His search. And to my surprise, I found out that this amazing God had been chasing me from an early age.¹



¹ Damadian, *Gifted Mind*, p. 20–21.

Respond to the following regarding today's reading excerpt.

On Day 19, you learned that an author often has a "secondary purpose" in writing a biography or autobiography. In these cases, the author uses a life story to promote a cause, belief, or idea. After reading the first chapter of *Gifted Mind*, **what** secondary purpose do you believe Dr. Damadian is promoting in his book? **How** is he trying to influence his readers? Be sure to give details.

1. **What** is "the fundamental mission of Christian apologetics"?

2. Dr. Damadian changed the world through the invention of the MRI, yet he does not count this as his greatest discovery. **What** does he claim his highest purpose to be?

3. **What** does Dr. Damadian have to say about our "presentation" of the truth?

The final paragraph of this first chapter gives a glimpse of what is to come in the rest of the autobiography. **Does** this "teaser" interest you? If so, how? If not, why not?

You may choose to finish reading *Gifted Mind*. It can be purchased at www.masterbooks.com. Ask a parent's permission before using the internet.

Review

Update the Reading List chart with books you have read this week.

Recite Acts 17:26–27 from memory to your instructor.

Vocabulary Review

Match each word to the correct definition.

- | | | | | |
|----------------|-------------|---------------|-----------------|------------|
| a. access | c. credible | e. imperative | g. presentation | i. secular |
| b. apologetics | d. detours | f. penetrate | h. principle | |
1. _____ guiding rule, idea, or belief
 2. _____ convincing; able to be believed
 3. _____ force into or through a thing
 4. _____ necessary, required, or important
 5. _____ relating to worldly, temporary things; unreligious in nature
 6. _____ defending the Christian faith through logic and reason
 7. _____ permission or ability to enter or approach
 8. _____ deviations from course or procedure
 9. _____ providing information to persuade

Grammar & Punctuation Review

1. **Record** the rule for forming possessives with singular and plural nouns.

Fill in the blanks on the possessives chart.

Singular	Singular Possessive	Plural	Plural Possessive
2.	3.	bananas	4.
country	5.	countries	6.
ox	7.	8.	9.
mouse	10.	11.	12.

13. **Write** a sentence using the plural possessive of *bananas*.

Add colons where needed in the following sentences.

14. I enjoyed reading the book *Jesus Unmasked The Truth Will Shock You*.
15. Our pastor read from Ephesians 6 10–12, and the sermon lasted until 12 30.
16. The teacher read the words of Jesus from John 14 6 “I am the way, and the truth, and the life. No one comes to the Father except through me.”

Communication Review

Copy the proverb.

- ¹¹ *A word fitly spoken is like apples of gold in a setting of silver.*
- ¹² *Like a gold ring or an ornament of gold is a wise reprovor to a listening ear.*
- ¹³ *Like the cold of snow in the time of harvest is a faithful messenger to those who send him; he refreshes the soul of his masters.*
- ¹⁴ *Like clouds and wind without rain is a man who boasts of a gift he does not give. Proverbs 25:11-14*



Worldview & Literary Analysis Review

1. **What** is “the fundamental mission of Christian apologetics”?

2. **What** does Dr. Damadian have to say about our “presentation” of the truth?

Quarter 1

Lesson 1, Exercise 1, Day 1, Pages 19–20

1. A biography often includes the individual's place of birth, date of birth, educational background, religious beliefs, professional experience, areas of expertise, impactful life events, and major achievements.
2. Answers will vary. *Example:* As I approached the *convent*, a *friar* came to the front door to greet me.
3. Answers will vary. *Example:* My aunt Joanne has such a cheerful *disposition* that one can't help but be happy in her presence.

Lesson 1, Exercise 2, Day 2, Page 22

- | | |
|------|------|
| 1. f | 5. b |
| 2. e | 6. g |
| 3. d | 7. a |
| 4. c | 8. h |
9. Answers will vary. *Example:* The determined farmer **cultivated** his land yearly. (*determined* is an adjective; *yearly* is an adverb)
 10. Answers will vary. *Example:* Well, my bedroom carpet is blue, yet it cannot be seen since my clothing is covering it. (*Well* is an interjection, and *yet* is a conjunction.)
- | | |
|-------|-------|
| 11. S | 13. F |
| 12. F | 14. S |

Lesson 1, Exercise 4, Day 4, Page 26

1. custom, hymn, devout, joyous, feeling, endeavoured, grateful, Ruler, protection, goodness, cheering
2. Answers will vary but could include: Similarities: Both had difficult journeys, both trusted God to see them through, both had trouble with their followers complaining. Differences: Columbus set foot on the land he hoped for, whereas Moses did not enter the Promised Land; Moses had direct encounters with the audible voice of God, but Columbus went by how he felt God was leading him.

3. Jesus Christ
4. Answer should include five of the following: Amerigo Vespuccio [Vespucci], John Cabot, Captain (John) Smith, Lord Baltimore, Powhatan, Pocahontas, Rolfe, William Penn, King Charles, the Pilgrims.

Lesson 2, Exercise 2, Day 7, Pages 31–32

- | | |
|------|------|
| 1. S | 4. S |
| 2. P | 5. P |
| 3. P | |
6. Answers will vary, but students should complete each sentence by showing what the subject did or is.
 7. Answers will vary, but students should complete each sentence by showing who or what the action or state of being refers to.
 8. “The waters to be crossed were high, and the snow to be waded through, was deep; but persevering resolutely, he arrived at Turtle Creek, where he was told by an Indian trader, that the French commander had died a short time before, and that the French troops had gone into winter quarters.” (p. 26)
 9. Answers will vary. *Examples:* dog, boy, house, etc.
 10. Answers will vary. *Examples:* Greg, New Jersey, Christianity, British, etc.

Lesson 2, Exercise 3, Day 8, Page 34

1. Definitions will vary. *Example:* having, showing, or done with good judgment or sense
2. Definitions will vary. *Example:* the ability to persuade somebody to do or believe something

Lesson 8, Exercise 4, Day 39, Pages 95–96

1. Imagery
2. Answers will vary, but students should point to the hope that we can have in Christ in the midst of suffering. Suffering can produce character, and character can produce hope. We also know that if we are in Christ, our earthly suffering will pale in comparison to the glory we will experience someday. While this doesn't eliminate suffering, it helps us to endure it.
3. Answers will vary, but students should detail these two contrasting scenes and share their opinion regarding the author fast-forwarding to the second scene.
4. possible, hardships, cheer, prospects, calm, confidence, better days
5. Reed was saying that no amount of money would entice him to submit to the king and turn his back on his country's mission.
6. "My enemies take an ungenerous advantage of me. They know I cannot combat their insinuations, however injurious, without disclosing secrets it is of the utmost importance to conceal" (p. 117).
7. Answers will vary, but students should share details about Washington's need for prayer and the example Jesus gives us for going away to a lonely place to spend time with the Father.

Lesson 9, Exercise 1, Day 41, Pages 99–100

1. Answers should include four of the following: his mother, grandmother, father, his tutors, William Bradford, Samuel Stanhope Smith.
2. Answers will vary, but students should be able to point out four specific people who have been influential in their lives.
3. Answers will vary. *Example:* The brutal attack by the *infidels* resulting in the *banishment* of the people was devastating, yet they held together as a community. (*yet* is a conjunction)
4. hostilities, imminent
5. Answers will vary, but make sure students have used at least one vocabulary word per sentence and have written at least five sentences.

Lesson 9, Exercise 2, Day 42, Pages 101–102

1. The government sold the building.
2. The class was taken to the museum by my teacher.
3. Answers will vary. *Example:* The maintenance crew cut down the giant oak tree in the park.
4. passive
5. passive
6. active
7. passive
8. active
9. active
10. **Simple:** I jumped, I jump, I will jump
Perfect: I had jumped, I have jumped, I will have jumped
Continuous: I was jumping, I am jumping, I will be jumping
Perfect Continuous: I had been jumping, I have been jumping, I will have been jumping

Lesson 9, Exercise 3, Day 43, Page 104

1. Definitions will vary. *Example:* characterized by wisdom; marked by deep understanding, keen discernment, and a capacity for sound judgment¹
2. Definitions will vary. *Example:* the ability to learn or understand or to deal with new or trying situations²
3. Answers will vary but should point to a person's conduct as a way of knowing if they are wise or foolish. James 3:13 reads, "Who is wise and understanding among you? By his good conduct let him show his works in the meekness of wisdom."

¹ "Wise." *Merriam-Webster.com Dictionary*, Merriam-Webster, <https://www.merriam-webster.com/dictionary/wise>. Accessed Mar. 1, 2024.

² "Intelligence." *Merriam-Webster.com Dictionary*, Merriam-Webster, <https://www.merriam-webster.com/dictionary/intelligence>. Accessed Mar. 1, 2024.

Lesson 9, Exercise 4, Day 44, Pages 105–106

1. Providence, conspicuous, infidel, faith, wicked, gratitude
2. Answers will vary, but students should point to the many times God granted Washington wisdom and protection. There were also miraculous weather events, timing in battle situations, and great odds overcome.
3. Answers will vary, but students should recognize Reed's unbiased view, pointing out that she acknowledges that both sides were acting violently and not placing all the blame on one side or people group.
4. Wording will vary due to the Bible version chosen but should be similar to the following: "Pay to all what is owed to them: taxes to whom taxes are owed, revenue to whom revenue is owed, respect to whom respect is owed, honor to whom honor is owed" (Romans 13:7).
5. Answers will vary, but students should point out the major elements of the general order found on pages 129–130 of *Life of Washington*.
6. Answers will vary, but students should give reasons for what their decision would be if they were in this situation and explain their feelings regarding that decision.
7. Answers will vary, but students should show an understanding of the words *distress* and *vexation* and apply their meanings to the question. They should give an opinion on Washington's feelings regarding the troop's conditions.

Quarter 2**Lesson 10, Exercise 1, Day 46, Page 109**

1. Answers will vary, but students should condense the biography excerpt of Alexander Hamilton in a way that communicates the main points without copying the original text.

Lesson 10, Exercise 2, Day 47, Page 112

1. My friend Rachel asked, "Will your family be at the homeschool picnic this Saturday?"
2. Just as I was falling asleep, my mom questioned, "Did you finish the dishes?"
3. "Look out!" yelled my dad as the ball whipped past my head.
4. The word "see" could refer to a person's eyesight or to the act of understanding a concept.
5. The chapter "Relevant for Today" contained a lot of interesting information.
6. Answers will vary. *Example*: How many times have I heard her say, "I love you to the moon and back"?
7. Answers will vary. *Example*: I guess I need to leave this one to the "professionals."
8. Answers will vary. *Example*: Ever since I was little, the song "Jesus Loves Me" has been special to me.
9. Be careful playing (in the backyard) because ticks are hiding (under the leaves).
10. (In view) (of the circumstances), let's wait (until Monday).
11. (With no clear-cut directions), assembling the desk was difficult.
12. b. under the bridge
13. b. beside the trees
14. c. For over ten years,

Lesson 17, Exercise 4, Day 84, Pages 185–186

1. Foreshadowing
2. Melancholy
3. Answers will vary, but students should summarize in their own words the events from Tobias Lear’s account regarding Washington’s final days, found on pages 251–252 of *Life of Washington*.
4. Answer should include three of the following: He was “bled,” his throat was bathed with sal volatile, his feet soaked in warm water, blister of flies put on his throat, steam of vinegar and hot water, sage tea and vinegar for gargling, calomel and tartar emetic administered, applied blisters to legs.
5. Answers will vary, but students should note that the relationship seemed to be one of trust and respect. Lear and Washington cared for one another, and Washington’s coming death was greatly distressing to Lear. Lear says he “aided him all in my power” (p. 256) and felt Washington’s gratitude for this. Washington died with his hand held in Lear’s and placed on Lear’s chest.
6. “His loved wife kneeled beside his bed, with her head resting on the Bible ...” (p. 257).
7. Character archetype
8. “I am the resurrection and the life; he that believeth in me, though he were dead, yet shall he live” (p. 259).

Lesson 18, Exercise 1, Day 86, Pages 189–190

1. Gerry did not sign the Constitution because it did not contain a bill of rights.
2.
 - a. Definitions will vary. *Example:* government by the people; especially: rule of the majority¹
 - b. Definitions will vary. *Example:* a state of lawlessness or political disorder due to the absence of governmental authority²
3. Answers will vary. Students should discuss Gerry’s desire to protect the people from an overreaching government that grows so large it becomes a burden, yet also the need for some level of government to avoid anarchy. The student’s

1 “Democracy.” *Merriam-Webster.com Dictionary*, Merriam-Webster, <https://www.merriam-webster.com/dictionary/democracy>. Accessed Mar. 11, 2024.

2 “Anarchy.” *Merriam-Webster.com Dictionary*, Merriam-Webster, <https://www.merriam-webster.com/dictionary/anarchy>. Accessed Mar. 11, 2024.

opinion regarding these government systems and ideas should also be present in the paragraph. The discussion with the parent/instructor should guide the student according to a biblical worldview regarding government and the sinful nature of man, which can lead to anarchy.

4. Answers will vary. *Example:* The *pensive* man in the black coat sat in the back of the church enjoying the joyous, *fraternal* feelings welling up inside him. (*in the black coat* is a prepositional phrase used as an adjective describing the pensive man)
5. Answers will vary. *Example:* During the long winter months, the *vestryman* spent much time studying the *canon* of his church. (*During the long winter months* is a prepositional phrase used as an adverb to tell when the vestryman spent time.)

Lesson 18, Exercise 2, Day 87, Pages 191–192

1. adjective
2. adverb
3. noun
4. noun
5. prepositional phrase
6. adjective
7. adverb
8. Answers will vary. *Example:* *To run a 5k* is my dream.
9. Answers will vary. *Example:* Ryan is the coach *to play for!*
10. Answers will vary. *Example:* I want to use my new skills *to sew a pillow*.
11. Answers will vary. *Example:* My dad quickly picked up the shards of glass off the floor.
12. Answers will vary. *Example:* Melanie promised she would always feed the dog on time.
13. Answers will vary. *Example:* We expected to profit plenty of money for our missions trip.
14. (Over the course) (of three hours), my friend Angela sewed ten Christmas ornaments.
15. (Despite the heat), the exhausted boys completed the treacherous hike up the steep mountain.
16. My Aunt Rachel was the fancy, older lady (with the dog).

Lesson 18, Exercise 4, Day 89, Page 196

1. “Be assured, sir, no occurrence in the course of the war has given me more painful sensations than your information of there being such ideas existing in the army as you have expressed, and I must view with abhorrence, and reprehend with severity” (p. 268–269).
2. Answers will vary. *Example:* It shows that he was a humble man and didn’t want to brag about his military victories or his own renown.
3. trials, temptations, industrious, temperate, generous, country, worshipper, imitation

Quarter 3

Lesson 19, Exercise 1, Day 91, Page 200

1. Answers will vary. *Example:* I once worked in the automobile *industry* and enjoyed viewing all the *contraptions* workers would create with spare parts! (*worked, enjoyed viewing, and would create* are all action verbs; *once* is an adverb)
2. ridicule, contraption, perseverance, genesis, insatiable, unique

Lesson 19, Exercise 2, Day 92, Pages 201–202

1. When Eric got a job and moved into a new apartment, he felt very independent.
2. Lacie always loved reading historical fiction. It was her favorite genre by far.
3. The lumberjack ^{RP} who was injured on the job finally recovered enough to return to work today.
4. I would love to attend the same university ^{RP} that Erica went to.
5. Every time I ^{SP} visit Charlene, ^{SP} she ^{OP} bakes me a different type of pie.
6. The car, ^{RP} which had a flat tire, was stuck on the side of the road for over a week.
7. I would rather go with you ^{OP} to the concert.
8. What ^{RP} an incredible idea, ^{DP} That is the best plan anybody ^{IP} has come up with so far!
9. Kristy told the nurse ^{RFP} at the office, “Don’t blame yourself.”
10. If you ^{SP} let yourself ^{RFP} sleep in too late, it will be difficult to fall asleep tonight.
11. I ^{SP} knew those ^{DP} were the healthiest-looking chickens in the coop.
12. The horse ^{RFP} found itself ^{DP} on the wrong side of that fence ^{RFP} once again.
13. verbal, function, noun, adjective, adverb, *to*

Lesson 26, Exercise 2, Day 127, Pages 271–272

1. My cousin's house is so stately; the porch's columns are enormous.
2. Even though the leaves had begun to change color, October's weather felt very much like summer.
3. When my mother gets home from jogging, I will ask her if I can go to Anika's.
4. Frustratingly, all the pans' lids were stored in a separate drawer.
5. The group meets on Mondays at the park, but this Monday's weather looks unsuitable.
6. It was Taron's incredible memory that made him so competitive at Bible quizzing's year-end competition.
7. If it wasn't for Christ's work on the Cross, salvation would not be yours or mine.
8. Although Andrew wasn't impressed with the restaurant's menu, he appreciated his friend's generous offer to treat him to dinner. OR Although Andrew wasn't impressed with the restaurant's menu, he appreciated his friends' generous offer to treat him to dinner.
9. My science project took first place, yet I really felt that Andrea's was far better than mine.
10. We went to visit my aunt and uncle in Massachusetts, and when we turned onto their street, I knew instantly which house was theirs.
11. In my opinion, it's far better to have a few quality friends than several mere acquaintances.
12. Grandma Johnson's house has been in our family for generations, yet it doesn't feel like mine.
13. Ellie's birthday gift was left on the table by her brother in hopes of surprising his sister.
14. The maintenance man, whose job it was to keep the grass cut, seemed to forget the responsibility was his.
15. All four cats' bowls were empty, and their hunger was evident!

Lesson 26, Exercise 4, Day 129, Page 276

1. Answers will vary. By making these statements so short, it makes them stand out as very important, causing the reader to look at each idea individually and give it more attention.

2. "... [G]enuine scientific truths regarding God."
3. A "belief in Darwinian evolution and it's [sic] 'survival of the fittest' propaganda."
4. "... [H]istory teaches us that God will always raise up those who are willing to shine the light of truth."
5. "We're perpetually 'promoting' " ideas about God "to non-believers, to evolutionists, to our spouses, to family members, etc." Our ideas are related to "products" that we essentially "sell" to others, trying to convince them of our beliefs.

Lesson 27, Exercise 1, Day 131, Page 280

1. Answers will vary. *Example:* In a world that is becoming increasingly *secular*, the Church needs students willing to study *apologetics*.

Lesson 27, Exercise 2, Day 132, Pages 281–282

1. Answers will vary. *Example:* A parade was given in the heroes' honor.
2. Answers will vary. *Example:* The child's doctor gave a good report.
3. Answers will vary. *Example:* People's opinions are not to be worshiped.
4. I brought all my drawing projects to the art fair, but one of the project's covers was missing, and it got ruined.
5. Lydia and Jessie planned their monthly lunch out at Alexander's.
6. Even though the play was the next night, everyone's costumes were ready except for mine!
7. The tomatoes' rows were marked with little signs to show they were hers.
8. The children's choir at our church practices on Mondays when their schedules align.
9. *Pilgrim's Progress* was a favorite of mine during my teenage years.
10. The boys' bedroom was very clean by the time their mother came to inspect it.

- When examining the tree, we noticed the fungi's
color had altered from its original bluish hue.
PA
- Answers will vary. *Example: Elijah's dad brought his sleeping bag and labeled it so everyone would know it was his.*

Lesson 27, Exercise 4, Day 134, Page 286

- “... [T]o ‘give a defense’ ... for *why* we believe.”
- “My highest purpose was realized when I discovered I could actually know God and serve His will, that I could live for something greater than science, medicine, or myself.”
- “... [O]ur presentation has to go beyond talk, evidence, and scientific *facts*. It has to show up in the lifestyle and *faith* of those who claim to believe it.”

Quarter 4

Lesson 28, Exercise 1, Day 136, Pages 289–290

- He “wept as he fled Jerusalem when his son Absalom rebelled against him.”
- He wept over the city on Palm Sunday.
 - He answered the disciples’ questions about the future.
 - He frequently spent the night there.
 - He was at the foot of the Mount of Olives the night He was betrayed.
 - He said His farewell to the disciples at His Ascension.
 - He gave the great commission on the Mount of Olives.
- d 7. b
- a 8. g
- f 9. e
- c

Lesson 28, Exercise 2, Day 137, Pages 291–292

- Despite having studied a lot, Brandon failed his driver’s test, and he will need to retake it next month.
DP IND
IND

- Leaving the past behind, Sadie and Lilly became close friends again, and they vowed never to let hard feelings come between them.
DP IND
IND
- Answers will vary, but the sentence must contain at least two independent clauses and at least one dependent clause.
- Definitions will vary. *Example: a person who believes there is no God or gods (without God).*
- Definitions will vary. *Example: in the state or condition of drifting; having no anchor.*
- f 10. b
- e 11. g
- d 12. a
- c 13. h
- Answers will vary. A common noun names any person, place, or thing – dog, boy, house, etc.
- Answers will vary. A proper noun names a specific person, place, or thing – Greg, New Jersey, Christianity, British, etc.
- My lunch looked appetizing for the first time since my long, drawn-out illness.
LV
- Angela frantically looked through the pages of the book, searching for any clue to the answer.
AV
AV
- Jesus turned the Pharisees’ argument against them every time they appeared to have tricked Him.
AV
LV
- This English Language Arts course equals a full high school credit in all fifty states.
LV
- Pets fed the proper amount of food stay thinner and healthier than overfed pets.
LV
- Answers will vary. *Example: Jay, please look for the broom out on the porch.*
- Answers will vary. *Example: She looked so excited about the upcoming job opportunity.*