

SCHOOL LAUNCH · COMPOSITION & CREATIVE WRITING

GRADE 5 COMPOSITION & CREATIVE WRITING: NARRATIVE AND THE CHREIA

The third year of classical writing: sharpen the narrative, then learn the chreia, a famous saying or deed worked out in eight heads, with models from Plutarch, Franklin, Luther and Patrick Henry; write dialogue with Stevenson, couplets with Pope and hymns with Watts, and keep a journal like Lewis and Clark.

First edition

Let your speech be alway with grace, seasoned with salt, that ye may know how ye ought to answer every man.

Colossians 4:6 (KJV)

COURSE GUIDE

Grade 5 continues the progymnasmata, the “first exercises” of the Greek and Roman schools. The student polishes narrative (Theon’s six parts and three virtues, a battle told briefly, an invention told with cause and effect, verbs kept in one tense) and then learns the third exercise, the chreia: a brief saying or deed of a famous person, expanded with Aphthonius’ eight heads. Models come from Diogenes Laertius and Plutarch, the Gospels, Luther at Worms, Patrick Henry and Franklin’s Poor Richard. The first two canons of rhetoric, invention and arrangement, are named, and memory and delivery are practiced.

The creative track teaches dialogue with *Treasure Island*, the heroic couplet with Pope and the hymn quatrain with Isaac Watts, and the journal with Lewis and Clark. A practical unit teaches paraphrase, summary, note-taking and Franklin’s own method of learning to write. Each lesson has a model passage, a picture study of fine art, a writing project, worked examples, practice, a game and a verse from the King James Bible.

WHO IT IS FOR

Written for students in grade 5 (about ages 10–11) who write a paragraph on their own. A parent reads along, listens and helps with revision. Pairs with Grammar Level 2, Units 9–12 (with some links to Units 13–16). Grade 4 Composition is helpful but not required.

HOW TO USE THIS COURSE

1. **The weekly rhythm.** One lesson a week in two sessions of 35–45 minutes. Session 1: warm-up, video, teaching, model passage and picture study. Session 2: worked examples, practice and the writing project.
2. **Copy, imitate, invent.** Each unit opens with a model to copy, then an imitation, then a piece of the student’s own.
3. **The quarter path.** Short on time? The ten ★ lessons make a one-quarter course.
4. **With Grammar.** Every lesson names the Grammar Level 2 lesson it uses () The revision checklist asks only for skills Grammar has taught.
5. **Speaking.** Each unit includes one read-aloud, recitation or speech.
6. **Contests.** Lesson 4.4 and the optional Contest Lab prepare an entry for the DAR American History Essay Contest (Grades 5–8, free) and a poem for the Catholic Daughters of the Americas Education Contest.

SCOPE AND SEQUENCE

Unit 1: Narrative Mastery (1–4)

The year opens by sharpening the narrative: Theon’s six parts and three virtues, a battle told in 150 words, the story of an invention with its cause and effect, and verbs that stay in one tense.

Unit 2: The Chreia: A Famous Saying or Deed (5–8)

The third classical exercise: the chreia, a short saying or deed of a famous person. You will learn its three kinds and Aphthonius' eight heads for expanding it, practice on Aristotle and on Alexander and Diogenes, and write a full chreia on Franklin's "Lost time is never found again."

Unit 3: 🐉 Story: Dialogue (9-12)

The creative track turns to dialogue, with Stevenson's *Treasure Island* as the model: how to punctuate talk on the page, how to make every line do a job, how to use tags and beats, and how to write a scene for two characters.

Unit 4: Chreia II: The Words of Christ and the Saints (13-16)

More chreias, now from the Gospels, church history and the founders: Christ's answer about Caesar's coin, Luther at Worms and Patrick Henry's "Liberty or Death." The unit ends by planning an entry for the DAR American History Essay Contest.

Unit 5: 🐉 Poetry: Couplet and Quatrain (17-20)

The creative track turns to two short forms: Pope's heroic couplet and Watts's hymn quatrain in common meter. You will hear and count beats, set a verse of Scripture in common meter, and memorize and recite a hymn.

Unit 6: Paraphrase and Summary (21-24)

Practical skills every writer needs: paraphrase (every idea in your words), summary (only the main ideas), note-taking, and Franklin's method of teaching himself to write from the *Spectator*.

Unit 7: 🐉 Personal Narrative: The Journal (25-28)

The personal-narrative track turns to the journal, with the explorers Lewis and Clark as models: the features of an entry, a week of your own, turning a journal entry into a story, and a nature journal entry with a sketch.

Unit 8: Review and Portfolio (29-32)

The year closes with revision and celebration: revising a chreia and a story, reading aloud, and assembling a portfolio with an honest self-assessment and a timed writing sample.

Unit 9: Bonus: Contest Lab (Bonus)

An optional unit for students who want to enter a real contest: finish a DAR American History Essay Contest entry with sources and a title page, and write an eight-line poem for the Catholic Daughters Education Contest.

MATERIALS

- **A writing notebook (composition book)** One for the whole year.

- **A small separate journal (optional)**For Unit 7.
- **A KJV Bible**For Units 1, 4, 5 and 6 and each lesson's verse.
- **A hymnal (optional)**For Unit 5.
- **A folder for the portfolio**Unit 8.

GRADING

Grades come mostly from the writing projects, judged with each lesson's checklist (content, arrangement, style, mechanics). Praise first, then fix one thing at a time.

- Writing projects: 50%
- Writing notebook: 15%
- Unit reviews: 15%
- Unit portfolio pieces and oral work: 20%

A 90-100, B 80-89, C 70-79. Below 70: revise with help and resubmit.

- Mechanics are graded only on skills Grammar Level 2 has taught.
- A timed writing sample at mid-year and in 8.4 shows growth.

A NOTE TO PARENTS

You do not need to be a writer to teach this course. Read the model aloud, listen to your child, and use the checklist. Praise specific things before suggesting one change.

Each lesson has a *For families* note with background, sources and cautions. Public-domain model passages were cut by computer from downloaded Project Gutenberg texts (never typed from memory), and Scripture was checked against an offline King James text. Models written for this course are labeled. Where famous words are reconstructed or traditionally reported (Patrick Henry, Luther), the lesson says so.

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Unit 1: Narrative Mastery

- 1.1 The Narrative Review ★
- 1.2 Narrating a Battle Briefly
- 1.3 Narrating an Invention
- 1.4 Verb Tense Consistency

Unit 2: The Chreia: A Famous Saying or Deed

- 2.1 What a Chreia Is ★
- 2.2 The Eight Heads ★
- 2.3 A Chreia of Deeds
- 2.4 Writing the Full Chreia

Unit 3: 📖 Story: Dialogue

- 3.1 Talk on the Page 📖 ★
- 3.2 Dialogue That Moves the Story 📖
- 3.3 Said Is Not Dead, but Use It Well 📖
- 3.4 A Two-Character Scene 📖

Unit 4: Chreia II: The Words of Christ and the Saints

- 4.1 Chreia from the Gospels ★
- 4.2 Chreia from Church History
- 4.3 Chreia from the Founders
- 4.4 A Chreia for the DAR Essay ★ 🏆

Unit 5: 📖 Poetry: Couplet and Quatrain

- 5.1 Heroic Couplets 📖 ★
- 5.2 The Hymn Quatrain 📖
- 5.3 Imitation 📖
- 5.4 Memorize and Recite 📖

Unit 6: Paraphrase and Summary

- 6.1 Saying It Another Way ★
- 6.2 Summarizing a Chapter
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- 6.4 Franklin's Spectator Method

Unit 7: 📖 Personal Narrative: The Journal

- 7.1 Journals of Explorers 📖 ★
- 7.2 A Week's Journal 📖
- 7.3 From Journal to Story 📖
- 7.4 A Nature Journal Entry 📖

Unit 8: Review and Portfolio

- 8.1 Revising a Chreia ★
- 8.2 Revising a Story
- 8.3 Read-Aloud
- 8.4 Portfolio and Self-Assessment

Unit 9: Bonus: Contest Lab (optional)

9.1 Sources and the DAR Rules 🏆

9.2 An Eight-Line Poem for Catholic Daughters 📝 🏆

9.3 Final Polish and Title Page 🏆

★ quarter path (10 lessons) · 📝 creative writing track · 🏆 ends with a piece for a contest in the School Launch directory · 🔗 Grammar Level 2 link in every lesson

NARRATIVE MASTERY

The year opens by sharpening the narrative: Theon's six parts and three virtues, a battle told in 150 words, the story of an invention with its cause and effect, and verbs that stay in one tense.

BEFORE YOU BEGIN

- Knows the six questions of narrative (Grade 4, Unit 2) or learns them in 1.1.
- Writes a paragraph of complete sentences.

MASTERY CHECKLIST

- ☐ I can name the six parts and three virtues of narrative.
- ☐ I can tell a battle briefly in 150 words or fewer.
- ☐ I can show cause and effect in a narrative.
- ☐ I keep my verbs in one tense.

OPTIONAL BOOKS

- **Benjamin Franklin, Autobiography (Project Gutenberg #20203)** (<https://www.gutenberg.org/ebooks/20203>): Free. Used again in Unit 6.
- **Frank Warren Coburn, The Battle of April 19, 1775 (1912; Project Gutenberg #49742)** (<https://www.gutenberg.org/ebooks/49742>): Free, detailed; for parents. Some quoted soldiers' language is rough.

1.1 THE NARRATIVE REVIEW ★

OBJECTIVES

- Name Theon's six parts of a narrative from memory.
- Name the three virtues of a narrative: clarity, brevity and believability.
- Find all six parts in a narrative from the book of Acts.

Warm-up. Without notes, tell a partner what happened at breakfast this morning in four sentences. Then ask: did I say who, what, when, where, how and why?

Video slot. Video coming. Peter freed from prison (Acts 12) for children. Use a Bible-story source that follows the KJV; preview first.

KEY TERMS

narrative

A true or true-seeming account of things that happened, told in order. The second exercise of the progymnasmata.

the six parts

Person, action, time, place, manner (how) and cause (why). Theon, a Greek teacher of the first century, listed them.

the three virtues

Clarity (easy to follow), brevity (no wasted words) and believability (it hangs together).

canon

A rule or measure. The old teachers named five “canons” of rhetoric; this year you meet the first two, invention and arrangement.

CORE IDEAS

Last year in brief. In Grade 4 you learned that a narrative answers six questions: who, what, when, where, how and why. Theon, a teacher in Alexandria in the first century after Christ, called these the person, the action, the time, the place, the manner and the cause. You also learned the three virtues: a good narrative is clear, brief and believable.

Invention and arrangement. The old teachers said every piece of writing passes through stages, which they called canons. The first is *invention*: finding what to say. The second is *arrangement*: putting it in order. The six questions are a tool for invention. The three orders you practiced last year (beginning, middle, end first) are tools for arrangement.

This year. Grade 5 is the year of the chreia, a short saying or deed of a famous person, worked out in eight steps. Before that, we sharpen narrative: a battle in 150 words, an invention told clearly, and verbs that stay in one tense.

The model. Acts 12:5-10 (KJV)

Peter therefore was kept in prison: but prayer was made without ceasing of the church unto God for him. And when Herod would have brought him forth, the same night Peter was sleeping between two soldiers, bound with two chains: and the keepers before the door kept the prison. And, behold, the angel of the Lord came upon him, and a light shined in the prison: and he smote Peter on the side, and raised him up, saying, Arise up quickly. And his chains fell off from his hands. And the angel said unto him, Gird thyself, and bind on thy sandals. And so he did. And he saith unto him, Cast thy garment about thee, and follow me. And he went out, and followed him; and wist not that it was true which was done by the angel; but thought he saw a vision. When they were past the first and the second ward, they came unto the iron gate that leadeth unto the city; which opened to them of his own accord: and they went out, and passed on through one street; and forthwith the angel departed from him.

PICTURE STUDY



Washington Crossing the Delaware, Emanuel Leutze, 1851 · Oil on canvas · The Metropolitan Museum of Art, New York

Wikimedia Commons · Public domain

Emanuel Leutze painted this huge picture in Düsseldorf, Germany, about seventy-five years after the event. It shows Washington crossing the icy Delaware River on the night of December 25-26, 1776, before his surprise attack at Trenton. A painting is not a photograph: Leutze imagined many details.

Look closely

- Find Washington. How did the painter make him stand out?

- Count the men in the boat. What is each one doing?
- What time of day is it? What is the weather?

Talk about it

1. Which of the six questions does the painting answer? Which can it not answer?
2. Write one sentence that could be the first line of a narrative of this crossing.

WRITING PROJECT: SIX QUESTIONS, ONE CHAPTER

Answer the six questions for Acts 12:5–10, then retell it in your own words in six to eight sentences.

You will need

- Writing notebook
- A KJV Bible

Steps

1. Read Acts 12:5–10 aloud.
2. Make a chart with six rows: who, what, when, where, how, why. Fill each row from the passage.
3. Number the events in order.
4. Retell the story in six to eight sentences without looking back at the text.
5. Check your retelling for the three virtues: is it clear, brief and believable?

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- My retelling answers all six questions.
- The events are in the right order.

WRITING NOTEBOOK

1. Copy Acts 12:7 in your best hand.
2. Write the six parts of narrative and the three virtues from memory.

History note. Emanuel Leutze’s painting is dated 1851 and hangs in the Metropolitan Museum of Art (catalog record). Historians note that some details, such as the style of the flag, belong to later years.

 **Grammar link.** Grammar Level 2, Lesson 9.1 “The Eight Parts of Speech.” Find a noun, a verb and a preposition in Acts 12:7.

For families. Theon's six elements of narrative come from his *Progymnasmata* (first century A.D.). The canons of rhetoric (invention, arrangement, style, memory, delivery) are from Cicero and the Roman schools; only the first two are named this year.

WORKED EXAMPLES

Example 1. Find the six parts in: "Last Saturday, Grandpa and I fixed the fence behind the barn with new posts because the calves kept getting out."

1. Who: Grandpa and I.
2. What: fixed the fence.
3. When: last Saturday.
4. Where: behind the barn.
5. How: with new posts.
6. Why: the calves kept getting out.

Answer: All six parts are in one sentence.

Example 2. Which virtue does this narrative lack? "Then the dog flew to the moon and came back with the newspaper."

1. Is it clear? Yes.
2. Is it brief? Yes.
3. Could it happen? No.

Answer: Believability.

PRACTICE

1. **EASY** Name the six parts of a narrative.
2. **EASY** Name the three virtues of a narrative.
3. **EASY** In Acts 12, where was Peter?
4. **EASY** What were the church doing while Peter was in prison?
5. **MEDIUM** Which canon is about finding what to say?
6. **MEDIUM** Write one sentence that answers when and where for a trip you took.

COMMON MISTAKES

- Leaving out the cause (why). Readers want to know why things happened.
- Adding details that do not move the story, which breaks brevity.

Make it a game • Six-Question Relay. One player names an event ("the first Thanksgiving," "my baby sister's birth"). Players take turns answering one of the six

questions until all six are answered. Miss one and you start over.

Scripture. “Let your speech be alway with grace, seasoned with salt, that ye may know how ye ought to answer every man.” (Colossians 4:6, KJV)

This is the verse for the year. Graceful speech is kind and clear; “seasoned with salt” means it has flavor and keeps from spoiling.

Practice: answers

1. Person, action, time, place, manner, cause (who, what, when, where, how, why).
2. Clarity, brevity, believability.
3. In prison, sleeping between two soldiers, bound with two chains.
4. Praying without ceasing unto God for him.
5. Invention.
6. Sample: Last June we drove to my aunt’s farm in Ohio.

1.2 NARRATING A BATTLE BRIEFLY

OBJECTIVES

- Tell the events of April 19, 1775 at Lexington and Concord in order.
- Choose only the facts a reader must have.
- Write a narrative of the battle in no more than 150 words.

Warm-up. Tell the story of a ballgame you played or watched in exactly three sentences. What did you have to leave out?

Video slot. Video coming. Lexington and Concord, April 19, 1775, from a museum or the National Park Service (Minute Man National Historical Park). Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

militia

Ordinary citizens trained to fight when needed.

minuteman

A militiaman ready to march at a minute's notice.

regulars

Full-time soldiers. The British regulars were called “redcoats.”

brevity

Using no more words than the story needs.

CORE IDEAS

What happened. On the night of April 18, 1775, British regulars marched out of Boston to seize military supplies stored at Concord, Massachusetts. Riders spread the alarm. Early on April 19, about seventy-seven militiamen under Captain John Parker gathered on the green at Lexington. Parker ordered his men to disperse, a shot rang out (no one knows from whom), and British volleys killed eight militiamen.

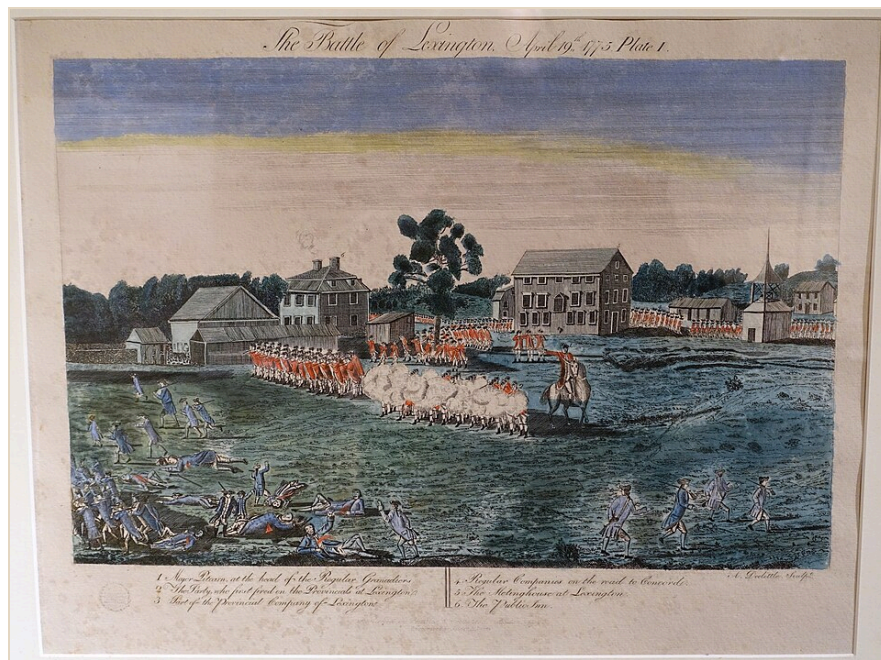
Then Concord. The regulars marched on to Concord. At about half past nine in the morning, several hundred militia advanced on the North Bridge. The British fired, killing two Americans, and the militia fired back. That afternoon the regulars marched back to Boston under fire from militia behind walls and trees the whole way.

Brief is hard. A battle has a thousand details. A brief narrative keeps only what the reader must know: who fought, where, when, what happened, and why it mattered. A good test: if you remove a sentence and the story still makes sense, maybe it was not needed.

The model. Ralph Waldo Emerson, "Concord Hymn," first stanza (written for the 1837 battle monument)

By the rude bridge that arched the flood,
Their flag to April's breeze unfurled,
Here once the embattled farmers stood
And fired the shot heard round the world.

PICTURE STUDY



The Battle of Lexington, April 19th, 1775 (Plate I), Amos Doolittle, after Ralph Earl, 1775 · Engraving (shown in the 1903 Goodspeed reprint, Concord Museum) · First published in New Haven, Connecticut, December 1775

Wikimedia Commons · Public domain

Amos Doolittle was a militiaman from Connecticut who went to Lexington and Concord a few weeks after the battle with the painter Ralph Earl. Earl sketched the places and spoke with people who had been there, and Doolittle engraved four pictures from the sketches. They are among the first American pictures of the war.

Look closely

- Find the British regulars. How are they standing?
- Find the militiamen. What are they doing?
- Find the church and houses. Where is this taking place?

Talk about it

1. Doolittle was not there on the day. Why might his picture still be useful?
2. What do you see that you would put in a 150-word narrative?

WRITING PROJECT: APRIL 19 IN 150 WORDS

Write a narrative of Lexington and Concord in 150 words or fewer.

You will need

- Writing notebook
- The facts in this lesson

Steps

1. List every fact from the lesson on scrap paper.
2. Star the facts a reader must know. Cross out the rest.
3. Write a first sentence that answers who, when and where.
4. Write the events in order: the march, Lexington, Concord, the retreat.
5. End with one sentence on why it mattered.
6. Count your words. Cut until you are at 150 or fewer.

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- I wrote 150 words or fewer.
- Every event is in the right order.
- I did not make up any facts.

WRITING NOTEBOOK

1. Copy the first stanza of “Concord Hymn.”
2. Write the four events of April 19 in order as a numbered list.

History note. Amos Doolittle’s four engravings of the battles were advertised for sale in December 1775. Doolittle had marched to Cambridge with a New Haven militia company that spring.

 **Grammar link.** Grammar Level 2, Lesson 9.2 “Fragments and Run-ons.” When you cut words, make sure every sentence still has a subject and a verb.

For families. Facts in this lesson were checked against the National Park Service page “April 19, 1775” (Minute Man National Historical Park): about 77 militia at Lexington, eight killed, the North Bridge fight about 9:30 a.m. Who fired first at Lexington is unknown, and the lesson says so. Emerson’s “Concord Hymn” (1837) is quoted from Project Gutenberg #12843. Doolittle and Earl’s visit and the December 1775 advertisement: Connecticut History (CT Humanities) and the Adverts 250 Project.

WORKED EXAMPLES

Example 1. Make this brief: “Early, very early, in the morning, at dawn, before the sun was up, the British soldiers, who were regulars, came to Lexington.”

1. Cut words that say the same thing twice: early, at dawn, before the sun was up.
2. Regulars and British soldiers mean the same here.

Answer: At dawn the British regulars reached Lexington.

Example 2. Which sentence does not belong in a 150-word narrative? (a) Eight militiamen were killed at Lexington. (b) The regulars marched back to Boston under fire. (c) One of the houses by the green had blue shutters.

1. Does the reader need it to follow the battle?

Answer: (c). It is a detail, but not one the story needs.

PRACTICE

1. **EASY** On what date were the battles of Lexington and Concord?
2. **EASY** What were the British going to Concord to seize?
3. **EASY** Who led the militia on Lexington green?
4. **EASY** At which bridge in Concord did the militia return fire?
5. **MEDIUM** Why does Emerson call it “the shot heard round the world”?
6. **MEDIUM** Cut this sentence to six words or fewer: “The soldiers of the king marched very slowly back to the city of Boston.”

COMMON MISTAKES

- Adding facts you are not sure of (no one knows who fired first; do not say).
- Telling the events out of order.

Make it a game · Word Budget. Each player gets a “budget” of 20 words to tell a familiar story (Noah’s ark, Jack and the Beanstalk). Over budget? Lose a point. Under budget and still clear? Win two.

Scripture. “In the multitude of words there wanteth not sin: but he that refraineth his lips is wise.” (Proverbs 10:19, KJV)

Solomon praises the person who uses few words well. Brevity is a virtue in speech and in writing.

1. April 19, 1775.
2. Military supplies stored there.
3. Captain John Parker.
4. The North Bridge.
5. News of the fight spread far, and it began the war that made America independent; people everywhere heard of it.
6. Sample: The regulars marched back to Boston.

1.3 NARRATING AN INVENTION

OBJECTIVES

- Tell the story of Samuel Morse’s first public telegraph message (May 24, 1844).
- Explain how a narrative can show cause: why something happened.
- Write a narrative of an invention that answers all six questions.

Warm-up. Tap out your name on the table: one tap for each letter. Could someone in the next room understand you? What would you need to agree on first?

Video slot. Video coming. Samuel Morse and the telegraph, “What hath God wrought” (1844), from the Library of Congress or a museum. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

telegraph

A machine that sends messages over a wire by electric pulses. The word means “far writing.”

Morse code

A system of dots and dashes that stand for letters.

cause

The reason something happens; the “why” of a narrative.

effect

What happens because of a cause.

CORE IDEAS

A painter turned inventor. Samuel F. B. Morse was a well-known American portrait painter. For years he worked on a way to send messages by electricity. In 1843 Congress gave money to build a test line from Washington to Baltimore, about forty miles.

May 24, 1844. At the Capitol in Washington, before a small group of guests, Morse tapped out the first official message. Annie Ellsworth, the young daughter of the commissioner of patents, chose the words from the Bible, Numbers 23:23: “What hath God wrought!” Alfred Vail received it in Baltimore and sent it straight back. The telegraph worked.

Cause and effect. A good narrative of an invention shows cause: what problem the inventor wanted to solve, and what happened because it worked. Within a few years, telegraph wires crossed the country, and news that once took weeks took minutes.

The model. *Edward Lind Morse, ed., Samuel F. B. Morse: His Letters and Journals, Vol. II (1914)*

And now at last the supreme moment had arrived. The line from Washington to Baltimore was completed, and on the 24th day of May, 1844, the company invited by the inventor assembled in the chamber of the United States Supreme Court to witness his triumph. True to his promise to Miss Annie Ellsworth, he had asked her to indite the first public message which should be flashed over the completed line, and she, in consultation with her good mother, chose the now historic words from the 23d verse of the 23d chapter of Numbers--"What hath God wrought!" The whole verse reads: "Surely there is no enchantment against Jacob, neither is there any divination, against Israel: according to this time it shall be said of Jacob and of Israel, What hath God wrought!" To Morse, with his strong religious bent and his belief that he was but a chosen vessel, every word in this verse seemed singularly appropriate. Calmly he seated himself at the instrument and ticked off the inspired words in the dots and dashes of the Morse alphabet. Alfred Vail, at the other end of the line in Baltimore, received the message without an error, and immediately flashed it back again, and the Electro-Magnetic Telegraph was no longer the wild dream of a visionary, but an accomplished fact.

PICTURE STUDY



Samuel Morse with his Recorder, Mathew B. Brady, 1857 · Photograph · Library of Congress
Wikimedia Commons · Public domain

Photography was invented in Morse's lifetime, and Morse himself helped bring it to America. Mathew Brady, the most famous American photographer of the time, photographed him in 1857 with his hand on the telegraph recorder, the machine that printed dots and dashes on paper tape.

Look closely

- Find the telegraph machine. Where is Morse's hand?

- Look at Morse's face and clothes. How old do you think he is here (he was born in 1791)?
- What do you notice about the light?

Talk about it

1. Morse was a painter before he was an inventor. How might a painter's patience help an inventor?
2. If you could ask Morse one question, what would it be?

WRITING PROJECT: THE STORY OF AN INVENTION

Write a narrative of Morse's first message (or another invention you research with a parent) in eight to ten sentences.

You will need

- Writing notebook
- The model passage

Steps

1. Make a six-question chart for May 24, 1844.
2. Add a seventh row: "What happened because of it?" (effect).
3. Write a first sentence that names the inventor and the problem.
4. Tell the events in order.
5. End with the effect.
6. Read it aloud to a parent. Did you answer why?

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- My narrative answers all six questions.
- I told the cause and the effect.

WRITING NOTEBOOK

1. Copy Numbers 23:23.
2. Write your name in Morse code (ask a parent to find a Morse chart in a dictionary or encyclopedia).

History note. The paper tape of the first message was given to Annie Ellsworth. Her daughter gave it to the Library of Congress in 1922, where it still is.

 **Grammar link.** Grammar Level 2, Lesson 9.3 “Simple and Compound Sentences.” Join two short sentences about Morse with a comma and *and* or *but*.

For families. Facts checked against the Library of Congress record for the first telegraph tape (“First telegraph message, 24 May 1844,” item mcc.019) and the U.S. Senate history page. Older accounts, including the model passage, say the message was sent from the Supreme Court chamber; the Senate Historical Office says no record shows Morse moved from his room in the Senate wing. The lesson says only “the Capitol.”

WORKED EXAMPLES

Example 1. Find the cause and effect: “Because the wire was finished, Morse invited guests to the Capitol.”

1. “Because” signals the cause.

Answer: Cause: the wire was finished. Effect: he invited guests.

Example 2. Add a cause to this sentence: “Vail sent the message back.”

1. Why would he send it back? To prove it arrived correctly.

Answer: Vail sent the message back to prove it had arrived without an error.

PRACTICE

1. **EASY** On what date was the first official telegraph message sent?
2. **EASY** Between which two cities?
3. **EASY** What were the words of the message?
4. **EASY** Who chose the words?
5. **MEDIUM** Where in the Bible do the words come from?
6. **MEDIUM** Name one effect of the telegraph.

COMMON MISTAKES

- Telling what happened without why.
- Copying the model instead of writing in your own words.

Make it a game • Tap Code. Agree on a simple code (one tap for yes, two for no). One player thinks of an object; the others ask yes-or-no questions answered only by taps.

Scripture. “Surely there is no enchantment against Jacob, neither is there any divination against Israel: according to this time it shall be said of Jacob and of Israel, What hath God

wrought!" (Numbers 23:23, KJV)

Morse believed his invention was God's gift. He wrote to his brother that the words gave the glory to God.

Practice: answers

1. May 24, 1844.
2. Washington and Baltimore.
3. "What hath God wrought!"
4. Annie Ellsworth, daughter of the commissioner of patents.
5. Numbers 23:23.
6. Sample: News could travel in minutes instead of weeks.

1.4 VERB TENSE CONSISTENCY

OBJECTIVES

- Explain what verb tense is and why a narrative usually stays in one tense.
- Find and fix tense shifts in a paragraph.
- Revise a narrative so every verb is in the past tense.

Warm-up. Read aloud: “Yesterday I walk to the store and buy milk.” What sounds wrong? Fix it.

Video slot. Video coming. Verb tenses (past, present, future) for children. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

tense

The form of a verb that shows time: past, present or future.

tense shift

Changing tense in the middle of a narrative without a reason.

irregular verb

A verb that does not form its past tense with -ed (go, went; buy, bought).

consistent

Staying the same all the way through.

CORE IDEAS

Pick a time and stay there. Most narratives are told in the past tense, because they tell what already happened. Once you start in the past, stay in the past. Switching to the present (“Then he runs to the door”) confuses the reader.

Watch irregular verbs. Many common verbs change their spelling in the past: *walk, walked* but *go, went; eat, ate; bring, brought*. Franklin uses many in the model: *gave, met, went, took*.

When a shift is right. A narrator may step out of the story to say something still true today: Franklin writes that “a man” is “sometimes more generous when he has but little money.” That general truth is in the present tense on purpose. Inside the story itself, keep the past.

The model. *Benjamin Franklin, Autobiography (Project Gutenberg #20203), his arrival in Philadelphia, 1723*

I was in my working dress, my best clothes being to come round by sea. I was dirty from my journey; my pockets were stuff'd out with shirts and stockings, and I knew no soul nor where to look for lodging. I was fatigued with traveling, rowing, and want of rest, I was very hungry; and my whole stock of cash consisted of a Dutch dollar, and about a shilling in copper. The latter I gave the people of the boat for my passage, who at first refus'd it, on account of my rowing; but I insisted on their taking it. A man being sometimes more generous when he has but a little money than when he has plenty, perhaps thro' fear of being thought to have but little.

PICTURE STUDY



The Capture of the Hessians at Trenton, December 26, 1776, John Trumbull, 1786-1828 · Oil on canvas ·
Yale University Art Gallery
Wikimedia Commons · Public domain

John Trumbull served as an officer in the Continental Army and later painted the great scenes of the war. This one shows the morning after Washington crossed the Delaware: Washington meeting the wounded Hessian commander, Colonel Rall.

Look closely

- Find Washington. What is he doing with his hand?
- Find the wounded officer. Who is helping him?
- What is the weather like?

Talk about it

1. Write two sentences in the past tense about what is happening.
2. This painting comes after the Leutze painting in time. What happened in between?

WRITING PROJECT: TENSE DETECTIVE

Revise your Lexington or Morse narrative so every verb in the story is in the past tense.

You will need

- Your narrative from 1.2 or 1.3
- A colored pencil

Steps

1. Underline every verb in your narrative.
2. Above each verb, write P (past) or N (present).
3. Change every N inside the story to past tense.
4. Check irregular verbs in a dictionary if unsure.
5. Copy the clean version.

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- Every verb in the story is in the past tense.
- I spelled irregular past-tense verbs correctly.

WRITING NOTEBOOK

1. Copy the model passage.
2. List ten verbs from it and their present-tense forms (gave, give).

History note. Trumbull's painting of Trenton is at the Yale University Art Gallery. Trumbull was an aide to Washington in 1775.

 **Grammar link.** Grammar Level 2, Lesson 11.4 "Progressive Forms and Consistent Tense." Also review 11.2 "Irregular Verbs."

For families. Franklin wrote the first part of his *Autobiography* in 1771. His spelling ("arriv'd," "refus'd") is the printed style of his day; the model keeps it as Project Gutenberg prints it.

WORKED EXAMPLES

Example 1. Fix the shift: “Morse sat at the machine. He taps out the message.”

1. First verb: sat (past).
2. Second verb: taps (present). Change to past.

Answer: Morse sat at the machine. He tapped out the message.

Example 2. Is this shift correct? “Franklin bought three rolls. Bread is cheap when you are hungry.”

1. The second sentence is a general truth, not part of the story.

Answer: Yes. It steps out of the story to state something always true.

PRACTICE

1. **EASY** What tense are most narratives told in?
2. **EASY** Give the past tense of go, bring and eat.
3. **EASY** Find two past-tense verbs in the model.
4. **EASY** How much money did Franklin have?
5. **MEDIUM** Fix: “The militia gather on the green and Parker orders them to go home.”
6. **MEDIUM** Why did Franklin give his last coins to the boatmen even though they refused?

COMMON MISTAKES

- Switching to the present tense in exciting parts (“Then he grabs the rope!”).
- Adding -ed to irregular verbs (“bringed,” “goed”).

Make it a game • Tense Tag. The leader calls a verb in the present tense. Players must call the past tense within three seconds. Irregular verbs score double.

Scripture. “Jesus Christ the same yesterday, and to day, and for ever.” (Hebrews 13:8, KJV)

Our verbs change with time, but Christ does not. Yesterday, today and for ever he is the same.

Practice: answers

1. The past tense.
2. Went, brought, ate.
3. Sample: gave, walked.

4. A Dutch dollar and about a shilling in copper.
5. The militia gathered on the green, and Parker ordered them to go home.
6. He insisted on paying, perhaps from fear of being thought to have little.

UNIT 1 REVIEW

Read each question aloud if needed. The student may answer in writing or out loud. Writing tasks are scored with the checklist from the unit, not for spelling alone.

1. (3 pts) Name the six parts of a narrative.
2. (3 pts) Name the three virtues of a narrative.
3. (2 pts) What happened at the North Bridge in Concord?
4. (3 pts) What message did Morse send on May 24, 1844, and where is it from?
5. (3 pts) Fix the tense: "Washington crossed the river and attacks Trenton."
6. (6 pts) Write a narrative of something you did this week in five sentences, all past tense.

UNIT PORTFOLIO PIECE: A BRIEF HISTORY

Choose one event from American history (a battle, an invention, a journey). With a parent, read about it in an encyclopedia. Write a narrative of 150 words or fewer that answers the six questions, keeps one tense and lists your source at the bottom.

- **Six parts:** Who, what, when, where, how and why are all answered.
- **Brevity:** 150 words or fewer, no wasted words.
- **Accuracy:** Facts match the source, which is listed.
- **Mechanics:** Past tense throughout; complete sentences.

Answer key

1. Person, action, time, place, manner, cause.
2. Clarity, brevity, believability.
3. The British fired on the advancing militia; the militia fired back.
4. "What hath God wrought!" from Numbers 23:23.
5. Washington crossed the river and attacked Trenton.
6. Five complete past-tense sentences answering the six questions.

THE CHREIA: A FAMOUS SAYING OR DEED

The third classical exercise: the chreia, a short saying or deed of a famous person. You will learn its three kinds and Aphthonius' eight heads for expanding it, practice on Aristotle and on Alexander and Diogenes, and write a full chreia on Franklin's "Lost time is never found again."

BEFORE YOU BEGIN

- Knows the six parts of narrative (Unit 1).
- Uses quotation marks around a speaker's exact words.

MASTERY CHECKLIST

- ☐ I can define a chreia and name its three kinds.
- ☐ I can name the eight heads in order.
- ☐ I can write each head as a short paragraph.
- ☐ I can write a full eight-head chreia.

OPTIONAL BOOKS

- **Franklin's Way to Wealth (Project Gutenberg #43855)**
(<https://www.gutenberg.org/ebooks/43855>): Free and short.
- **Plutarch's Lives, Dryden-Clough translation (Project Gutenberg #674)**
(<https://www.gutenberg.org/ebooks/674>): For parents; the Life of Alexander.

2.1 WHAT A CHREIA IS ★

OBJECTIVES

- Define a chreia: a brief saying or deed of a famous person, told for a lesson.
- Tell the three kinds of chreia: sayings, deeds and mixed.
- Write three chreias of your own from people you have studied.

Warm-up. Think of something wise a grandparent or teacher once said to you. Who said it, and when? Tell it in one sentence.

Video slot. Video coming. Diogenes and Alexander the Great, the story told for children (check that the video keeps Diogenes clothed and the language clean). Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

chreia

A brief, pointed saying or deed of a famous person, told because it teaches something. Say it KREE-uh. It comes from the Greek word for “useful.”

saying chreia

A chreia in which the person speaks.

action chreia

A chreia in which the person does something and does not speak.

mixed chreia

A chreia with both a deed and a saying.

CORE IDEAS

The third exercise. After fable and narrative, Greek and Roman students learned the chreia. A chreia is short: one or two sentences about something a real, famous person said or did. It is worth remembering because it teaches.

Three kinds. When someone asked Diogenes the philosopher what favor he wanted, he said, “Cease to shade me from the sun.” That is a *saying* chreia. When a man said motion was impossible, another philosopher simply got up and walked around: an *action* chreia. A *mixed* chreia has both.

A chreia is not a fable. A fable is made up; a chreia is about a real person. A chreia is not a full narrative either: it is just the one memorable moment. Next lesson you will learn to expand a chreia into a whole essay with eight steps.

The model. *Diogenes Laertius, Lives of Eminent Philosophers, translated by C. D. Yonge (1853), Diogenes and Alexander*

Once, while he was sitting in the sun in the Craneum, Alexander was standing by, and said to him, "Ask any favour you choose of me." And he replied, "Cease to shade me from the sun."

PICTURE STUDY



The School of Athens (detail: Plato and Aristotle), Raphael, 1509-1511 · Fresco · Apostolic Palace, Vatican City

Wikimedia Commons · Public domain

Raphael painted *The School of Athens* on a wall in the pope's palace. It gathers the great thinkers of Greece in one imagined hall. In the center walk Plato, pointing up, and his student Aristotle, holding out his hand over the earth. Ancient students collected chreias of all these men.

Look closely

- Which man points up? Which holds his hand flat?
- What books do they carry?
- Look at their robes and faces. How did Raphael make them look wise?

Talk about it

1. What might Plato be saying as he points up? Write it as a one-sentence chreia.
2. Why would schoolboys want to remember the sayings of wise men?

WRITING PROJECT: THREE CHREIAS

Collect three chreias: one saying, one action and one mixed.

You will need

- Writing notebook
- A Bible or history book

Steps

1. Write the definition of a chreia at the top of the page.
2. Write a saying chreia. Begin with the person's name and when or where it happened.
3. Write an action chreia from the Bible or history (Hint: what did Jesus do when the disciples argued about who was greatest? See Matthew 18:2).
4. Write a mixed chreia.
5. Label each kind.

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- Each chreia names a real person.
- Each is one or two sentences.
- I labeled each kind correctly.

WRITING NOTEBOOK

1. Copy the model chreia.
2. Write the three kinds of chreia with one example each.

History note. Aphthonius (about A.D. 400) placed the chreia third among his fourteen exercises, after fable and narrative. Raphael painted *The School of Athens* between 1509 and 1511 for Pope Julius II.

 **Grammar link.** Grammar Level 2, Lesson 15.2 “Quotation Marks and Dialogue.” A saying chreia puts the speaker's exact words in quotation marks.

For families. Diogenes of Sinope (4th century B.C.) was a rude and eccentric Greek philosopher. The course uses only this famous exchange with Alexander. Some paintings show him nearly unclothed; the picture study uses Raphael's Plato and Aristotle instead. The Diogenes Laertius passage is from Yonge's 1853 translation (Project Gutenberg #57342).

WORKED EXAMPLES

Example 1. What kind of chreia? “Asked what grows old most quickly, Aristotle answered, ‘Gratitude.’”

1. Someone speaks; no deed is described.

Answer: A saying chreia.

Example 2. What kind? “When Jesus’ disciples asked who was greatest, he set a little child in the midst of them and said, ‘Except ye be converted, and become as little children, ye shall not enter into the kingdom of heaven.’”

1. A deed: he set a child in the midst.
2. A saying: his words.

Answer: A mixed chreia (Matthew 18:1–3).

PRACTICE

1. **EASY** What is a chreia?
2. **EASY** What does the Greek word mean?
3. **EASY** Name the three kinds of chreia.
4. **EASY** Who asked Diogenes what favor he wanted?
5. **MEDIUM** How is a chreia different from a fable?
6. **MEDIUM** Write a saying chreia from a parent or grandparent.

COMMON MISTAKES

- Making up a chreia about a person who never said it. Chreias are true or traditionally reported.
- Writing a whole story instead of one moment.

Make it a game · Who Said It?. The teacher reads a famous saying (from Scripture, Franklin, a president). Players guess the speaker. Then they decide: saying, action or mixed?

Scripture. “And said, Verily I say unto you, Except ye be converted, and become as little children, ye shall not enter into the kingdom of heaven.” (Matthew 18:3, KJV)

Jesus often taught with a deed and a saying together, the way a mixed chreia does.

Practice: answers

1. A brief saying or deed of a famous person, told for a lesson.
2. Useful.
3. Saying, action, mixed.
4. Alexander the Great.
5. A chreia is about a real person; a fable is made up.
6. Sample: Asked why he rose before dawn, my grandfather said, "The cows don't sleep in."

2.2 THE EIGHT HEADS ★

OBJECTIVES

- Name the eight “heads” (steps) for expanding a chreia.
- Follow the eight heads using Aristotle’s saying about education.
- Write a paragraph for each of the first four heads.

Warm-up. Your teacher says, “Practice makes perfect.” Say why that is true. Now say what happens to someone who never practices. You have just done two of the eight heads.

Video slot. Video coming. The progymnasmata or classical writing: the chreia (for parents or older students; preview first). Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

head

One step or topic in an essay. The old teachers gave eight heads for the chreia.

paraphrase

Saying the same idea in your own words.

testimony of the ancients

Wise words from other trusted writers, and above all Scripture, that agree with the chreia.

epilogue

A short closing that sums up and urges the reader to act.

CORE IDEAS

From one line to one page. Aphthonius taught that a chreia can be expanded into a short essay using eight heads, in order:

1. Praise the speaker
2. Paraphrase the saying
3. Give the cause (why it is true)
4. Contrast (what if the opposite were done)
5. Comparison (it is like ...)
6. Example (a story that shows it)
7. Testimony of the ancients (what wise men and Scripture say)
8. Epilogue (a short ending that urges the reader)

Aphthonius’ own example. He used a saying of Isocrates, a teacher of Athens: “The root of education is bitter, but its fruits are sweet.” Diogenes Laertius gives a nearly identical saying to Aristotle, which is our model below. Either way, the eight heads work the same.

Each head is a short paragraph. At first, each head can be two or three sentences. Praise tells who the speaker was and why we listen. Paraphrase restates the saying. Cause explains why it is true. Contrast shows the opposite. Comparison likens it to something else (a farmer who plows in the cold and harvests in the sun). Example tells a true story. Testimony quotes others. Epilogue closes.

The model. *Diogenes Laertius, Lives of Eminent Philosophers, translated by C. D. Yonge (1853), a saying of Aristotle*

It was a saying of his that the roots of education were bitter, but the fruit sweet.

PICTURE STUDY



Aristotle with a Bust of Homer, Rembrandt van Rijn, 1653 · Oil on canvas · The Metropolitan Museum of Art, New York

Wikimedia Commons · Public domain

Rembrandt painted the philosopher Aristotle resting his hand on a bust of Homer, the poet, while a gold chain hangs from his shoulder. Students have wondered for centuries what the painting means: is Aristotle choosing between fame and wisdom?

Look closely

- Where is Aristotle's hand? Where is his other hand?
- Find the gold chain. What might it stand for?
- Where does the light fall?

Talk about it

1. Aristotle was a teacher. How does the painting show a thoughtful man?
2. If Aristotle could speak, what would he say about learning?

WRITING PROJECT: THE FIRST FOUR HEADS

Expand Aristotle's saying with the first four heads, one short paragraph each.

You will need

- Writing notebook

Steps

1. Praise: Who was Aristotle? (A Greek philosopher who taught Alexander the Great.) Why do we still read him?
2. Paraphrase: say the saying in your own words.
3. Cause: why is learning hard at first? Give two reasons.
4. Contrast: what happens to a person who quits when learning gets hard?
5. Read your four paragraphs aloud.

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- I wrote one paragraph for each of the first four heads, in order.
- Each paragraph sticks to its head.

WRITING NOTEBOOK

1. Copy the eight heads in order.
2. Make up a hand motion for each head to help you memorize them.

History note. Rembrandt's *Aristotle with a Bust of Homer* (1653) was painted for a Sicilian collector, Don Antonio Ruffo, and was bought by the Metropolitan Museum at auction in New York on November 15, 1961, for \$2.3 million, then the highest price ever paid for a painting.

 **Grammar link.** Grammar Level 2, Lesson 15.1 "Commas with Introductory Words, Direct Address and Appositives." "Aristotle, a Greek philosopher, ..." uses an appositive with commas.

For families. The eight heads (encomium, paraphrase, cause, contrary, comparison, example, testimony of the ancients, brief epilogue) are Aphthonius' pattern for the chreia. His model saying is from Isocrates; Diogenes Laertius (5.18) gives a similar saying to Aristotle, which is quoted from Yonge's public-domain translation.

WORKED EXAMPLES

Example 1. Paraphrase: “The roots of education were bitter, but the fruit sweet.”

1. Roots = the beginning of learning; bitter = hard and unpleasant.
2. Fruit = the result; sweet = good and enjoyable.

Answer: Learning is hard work at first, but what it gives you later is delightful.

Example 2. Write a comparison head for the same saying.

1. Find something else that is hard first and good later.

Answer: A farmer plows in the cold and mud of spring, but in the fall he gathers a sweet harvest. So the student who works hard now will enjoy the fruit of learning later.

PRACTICE

1. **EASY** How many heads are there for a chreia?
2. **EASY** Name the first head.
3. **EASY** Name the last head.
4. **EASY** What does “paraphrase” mean?
5. **MEDIUM** Which head tells a true story that shows the saying?
6. **MEDIUM** Write a contrast head for “Practice makes perfect.”

COMMON MISTAKES

- Mixing two heads in one paragraph.
- Skipping the cause: telling that something is true without saying why.

Make it a game • Eight-Head Chant. Stand in a line. Each player in turn says the next head with its hand motion, faster each round. Miss one and you go to the end.

Scripture. “Now no chastening for the present seemeth to be joyous, but grievous: nevertheless afterward it yieldeth the peaceable fruit of righteousness unto them which are exercised thereby.” (Hebrews 12:11, KJV)

Scripture agrees with the chreia: training is hard at first, then it yields good fruit. This verse could be your “testimony” head.

Practice: answers

1. Eight.
2. Praise of the speaker.

3. Epilogue.
4. Say it again in your own words.
5. Example.
6. Sample: A boy who never practices his piano will play the same mistakes at twelve that he played at eight.

2.3 A CHREIA OF DEEDS

OBJECTIVES

- Tell Plutarch's account of Alexander's visit to Diogenes.
- Explain what Alexander's reply showed about him.
- Write the last four heads (comparison, example, testimony, epilogue) for this chreia.

Warm-up. Imagine the most powerful person in the world visits you and offers you anything. What would you ask for? Why?

Video slot. Video coming. Alexander the Great for children (a short biography from a museum or encyclopedia channel). Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

Alexander the Great

King of Macedonia (356–323 B.C.) who conquered an empire from Greece to India.

Plutarch

A Greek writer (about A.D. 46–120) who wrote the lives of famous Greeks and Romans.

philosopher

A “lover of wisdom”: someone who studies what is true and good.

contentment

Being satisfied with what you have.

CORE IDEAS

The same story, told by two writers. Last lesson's Diogenes chreia came from Diogenes Laertius. Plutarch tells the same meeting in his *Life of Alexander*, but he adds the deed and Alexander's answer: “If he were not Alexander, he would choose to be Diogenes.” The meeting is a mixed chreia: Alexander's visit, Diogenes' words, and Alexander's reply.

What it teaches. Diogenes wanted nothing that power could give him. Alexander, who wanted the whole world, saw something great in a man who wanted almost nothing. The lesson can be put two ways: true wealth is contentment; or the wise man fears no king.

A Christian reading. Diogenes was not a Christian and lived a strange life. But Scripture also teaches that “godliness with contentment is great gain” (1 Timothy 6:6). We may learn from the pagan story and test it by God's Word.

The model. *Plutarch, Life of Alexander, in Lives, the Dryden translation revised by A. H. Clough*

While he stayed here, many public ministers and philosophers came from all parts to visit him, and congratulated him on his election, but contrary to his expectation, Diogenes of Sinope, who then was living at Corinth, thought so little of him, that instead of coming to compliment him, he never so much as stirred out of the suburb called the Cranium, where Alexander found him lying along in the sun. When he saw so much company near him, he raised himself a little, and vouchsafed to look upon Alexander; and when he kindly asked him whether he wanted anything, "Yes," said he, "I would have you stand from between me and the sun." Alexander was so struck at this answer, and surprised at the greatness of the man, who had taken so little notice of him, that as he went away, he told his followers who were laughing at the moroseness of the philosopher, that if he were not Alexander, he would choose to be Diogenes.

PICTURE STUDY



The Alexander Mosaic (detail: Alexander), unknown Roman artist, after a Greek painting, about 100 B.C. · Floor mosaic of small stones · From the House of the Faun, Pompeii; National Archaeological Museum, Naples
Wikimedia Commons · CC0

This portrait of Alexander was made of thousands of tiny colored stones on the floor of a rich house in Pompeii. It shows him charging in battle against the Persian king. It is one of the oldest pictures of Alexander we have.

Look closely

- Look at Alexander's eyes. What do they tell you?
- What is he wearing?
- How did the artist make a picture out of stones?

Talk about it

1. This is the man who conquered half the world. Why would he envy a poor philosopher?
2. Write one sentence of praise for Alexander that is true.

WRITING PROJECT: THE LAST FOUR HEADS

Using Plutarch's chreia, write the comparison, example, testimony and epilogue.

You will need

- Writing notebook
- A KJV Bible

Steps

1. Comparison: Diogenes is like ... (a bird that needs only its nest; a traveler with a light pack).
2. Example: tell a true story of someone content with little (from the Bible: Paul in prison, Philippians 4:11-12; or a person you know).
3. Testimony: quote 1 Timothy 6:6 or Philippians 4:11.
4. Epilogue: two sentences urging the reader to be content.
5. Read all four aloud.

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- I wrote all four heads in order.
- I quoted Scripture exactly and gave the reference.

WRITING NOTEBOOK

1. Copy Alexander's reply.
2. Write the lesson of the chreia in one sentence.

History note. Plutarch places the meeting at Corinth, after the Greeks chose Alexander to lead their war against Persia (336-335 B.C.).

 **Grammar link.** Grammar Level 2, Lesson 15.2 "Quotation Marks and Dialogue." Notice how Plutarch reports Alexander's words without quotation marks (indirect speech) but Diogenes' words with them.

For families. Plutarch's passage is from the Dryden translation revised by A. H. Clough (Project Gutenberg #674). Diogenes' way of life included much that Christians reject; the

lesson keeps to this one exchange. Paintings of this scene usually show Diogenes half-clothed, so the picture study uses the ancient Alexander Mosaic instead.

WORKED EXAMPLES

Example 1. Write a testimony head.

1. Find Scripture that agrees: 1 Timothy 6:6.
2. Introduce it and quote it exactly.

Answer: The apostle Paul agrees: “But godliness with contentment is great gain” (1 Timothy 6:6).

Example 2. Write an epilogue.

1. Sum up the lesson.
2. Urge the reader.

Answer: Riches cannot buy what Diogenes had. Let us be thankful for the sunshine God gives and not envy anyone’s empire.

PRACTICE

1. **EASY** Where was Diogenes living when Alexander visited?
2. **EASY** What was Diogenes doing?
3. **EASY** What did Diogenes ask?
4. **EASY** What did Alexander tell his followers?
5. **MEDIUM** Is this a saying, action or mixed chreia?
6. **MEDIUM** State the lesson in one sentence.

COMMON MISTAKES

- Praising Diogenes’ whole life. Praise only what the chreia shows: his contentment and courage.
- Quoting Scripture from memory without checking the words.

Make it a game · What Would You Ask?. Each player names what he would ask a king for, and the group decides: is it wise like Diogenes or foolish? Then try Solomon’s answer (1 Kings 3:9).

Scripture. “But godliness with contentment is great gain.” (1 Timothy 6:6, KJV)

Diogenes was content without God. Paul shows a better contentment: godliness with it.

Practice: answers

1. At Corinth, in the suburb called the Cranium.
2. Lying in the sun.
3. That Alexander stand from between him and the sun.
4. If he were not Alexander, he would choose to be Diogenes.
5. Mixed: there are deeds and sayings.
6. Sample: Contentment is worth more than power.

2.4 WRITING THE FULL CHREIA

OBJECTIVES

- Write a full eight-head chreia on Franklin’s “Lost time is never found again.”
- Use the Way to Wealth as the source of the saying.
- Revise for agreement of subjects and verbs.

Warm-up. Name one thing you lost and found again. Now name something you can never find again once it is lost.

Video slot. Video coming. Benjamin Franklin and Poor Richard’s Almanack for children. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

almanac

A yearly book with calendars, weather guesses, tides and short sayings.

Poor Richard

The made-up author of Franklin’s almanac, *Poor Richard’s Almanack* (1733–1758).

The Way to Wealth

Franklin’s collection of Poor Richard’s sayings about work and thrift, spoken by an old man called Father Abraham.

diligence

Steady, careful hard work.

CORE IDEAS

Franklin’s almanac. For twenty-five years Benjamin Franklin printed an almanac under the name “Poor Richard.” He filled the margins with short sayings. In the last one he gathered many of them into a speech by “Father Abraham” at an auction. That speech, later printed as *The Way to Wealth*, became one of the most-read pieces in America.

The saying. “Lost time is never found again.” Franklin did not claim all his sayings were new; he gathered wisdom from many sources and sharpened it. A chreia can be built on a saying that a famous person made his own.

Put it all together. Today you write all eight heads. Aim for eight short paragraphs, about 300 words in all. Use your notes from 2.2 and 2.3.

The model. *Benjamin Franklin, The Way to Wealth (from Poor Richard Improved; London edition, 1810, Project Gutenberg #43855)*

"If time be of all things the most precious, wasting time must be" as Poor Richard says, "the greatest prodigality;" since, as he elsewhere tells us, "Lost time is never found again; and what we call time enough, always proves little enough." Let us then up and be doing, and doing to the purpose: so by diligence shall we do more with less perplexity. "Sloth makes all things difficult, but industry all easy; and he that riseth late, must trot all day, and shall scarce overtake his business at night; while laziness travels so slowly, that poverty soon overtakes him. Drive thy business, let not that drive thee; and early to bed, and early to rise, makes a man healthy, wealthy, and wise," as Poor Richard says.

PICTURE STUDY



Benjamin Franklin, David Martin, 1767 · Oil on canvas · White House collection
Wikimedia Commons · Public domain

The Scottish painter David Martin painted Franklin in London in 1767, when Franklin was about sixty. He shows Franklin reading closely, with a bust of the scientist Isaac Newton watching over him.

Look closely

- What is Franklin doing?
- Find the bust. Who is it?
- What does his posture tell you about how he spent his time?

Talk about it

1. How does the painting show Franklin did not waste time?
2. What would Franklin say if he saw you wasting an afternoon?

WRITING PROJECT: THE FULL CHREIA

Write an eight-head chreia on “Lost time is never found again.”

You will need

- Writing notebook
- Notes from 2.2 and 2.3
- A KJV Bible

Steps

1. Praise: Franklin, printer, inventor and statesman.
2. Paraphrase the saying.
3. Cause: why can time not be found again?
4. Contrast: the person who wastes time.
5. Comparison: time is like water poured on the ground (2 Samuel 14:14) or like a river.
6. Example: a true story of someone who used time well or poorly.
7. Testimony: Ephesians 5:16, “Redeeming the time.”
8. Epilogue: urge the reader.
9. Check every subject and verb agree.

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- I wrote all eight heads in order.
- Every subject agrees with its verb.
- I quoted Franklin and Scripture exactly.

WRITING NOTEBOOK

1. Copy the saying and two more Poor Richard sayings from the model.
2. Write a list of three ways you waste time and three ways you redeem it.

History note. David Martin’s 1767 portrait of Franklin hangs in the Green Room of the White House (gift of Walter and Leonore Annenberg). Franklin liked it so well that he ordered a copy for his family; that replica is at the Pennsylvania Academy of the Fine Arts.

 **Grammar link.** Grammar Level 2, Lesson 12.1 “Agreement Basics” and 12.3 “Indefinite Pronouns as Subjects.”

For families. Franklin published *Poor Richard’s Almanack* from 1733; Father Abraham’s speech, which Franklin dated July 7, 1757, at sea, appeared as the preface to *Poor*

Richard Improved for 1758 and was later printed alone as *The Way to Wealth*. The model is cut from an 1810 London edition (Project Gutenberg #43855).

WORKED EXAMPLES

Example 1. Write a cause head.

1. Why is lost time lost forever?
2. Time moves only forward.

Answer: Time cannot be found again because it moves only one way. Yesterday's hours are gone, and no clock can turn them back.

Example 2. Fix the agreement: "Each of Franklin's sayings teach a lesson."

1. The subject is "each," which is singular.

Answer: Each of Franklin's sayings teaches a lesson.

PRACTICE

1. **EASY** Who is Poor Richard?
2. **EASY** What is an almanac?
3. **EASY** Finish the saying: "Early to bed, and early to rise ..."
4. **EASY** What does "the sleeping fox catches no poultry" mean?
5. **MEDIUM** Which head would Ephesians 5:16 fit?
6. **MEDIUM** Fix: "The minutes in a day is precious."

COMMON MISTAKES

- Writing one huge paragraph instead of eight short ones.
- Letting a long phrase confuse agreement ("The sayings of Franklin is ...").

Make it a game • Poor Richard Match. Write the first halves of six Poor Richard sayings on cards and the second halves on other cards. Players race to match them.

Scripture. "Redeeming the time, because the days are evil." (Ephesians 5:16, KJV)

To redeem the time is to buy it back, to use it well. Franklin's saying agrees with Paul.

Practice: answers

1. The made-up author of Franklin's almanac.
2. A yearly book with calendars, weather guesses and sayings.

3. "... makes a man healthy, wealthy, and wise."
4. A lazy person gets nothing.
5. Testimony of the ancients.
6. The minutes in a day are precious.

UNIT 2 REVIEW

Read each question aloud if needed. The student may answer in writing or out loud. Writing tasks are scored with the checklist from the unit, not for spelling alone.

1. (2 pts) Define a chreia.
2. (3 pts) Name the three kinds of chreia.
3. (8 pts) Name the eight heads in order.
4. (2 pts) What did Diogenes ask Alexander?
5. (2 pts) Write a paraphrase of “Lost time is never found again.”
6. (5 pts) Write the testimony and epilogue heads for “A soft answer turneth away wrath” (Proverbs 15:1).

UNIT PORTFOLIO PIECE: A CHREIA FOR THE BOOKLET

Begin your chreia booklet (the Grade 5 project). Copy your best full chreia (from 2.4) on clean paper with a title and a small drawing. You will add more chreias in Unit 4.

- **Eight heads:** All eight present, in order, each in its own paragraph.
- **Accuracy:** The saying, the speaker and Scripture are quoted exactly.
- **Style:** Clear sentences; a comparison that helps the reader see.
- **Mechanics:** Subject-verb agreement; commas and quotation marks.

Answer key

1. A brief saying or deed of a famous person, told for a lesson.
2. Saying, action, mixed.
3. Praise, paraphrase, cause, contrast, comparison, example, testimony, epilogue.
4. To stand out of his sun.
5. Sample: Once time is wasted, you can never get it back.
6. A quotation from another trusted source or Scripture and a two-sentence closing.

STORY: DIALOGUE

The creative track turns to dialogue, with Stevenson's *Treasure Island* as the model: how to punctuate talk on the page, how to make every line do a job, how to use tags and beats, and how to write a scene for two characters.

BEFORE YOU BEGIN

- Uses quotation marks (Grade 4, Grammar Level 1 Unit 8).

MASTERY CHECKLIST

- ☐ I punctuate dialogue correctly.
- ☐ I start a new paragraph for each new speaker.
- ☐ Every line of my dialogue does a job.
- ☐ I use plain tags and beats.
- ☐ I can write a scene with a goal, an obstacle and a turn.

OPTIONAL BOOKS

- **Robert Louis Stevenson, *Treasure Island* (Project Gutenberg #120)**
(<https://www.gutenberg.org/ebooks/120>): Free. Parents: pirates, rum and fighting; a classic adventure.
- **An edition with N. C. Wyeth's illustrations:** Optional; widely reprinted.

3.1 TALK ON THE PAGE 🍷 ★

OBJECTIVES

- Punctuate dialogue: quotation marks, commas and end marks in the right places.
- Start a new paragraph each time the speaker changes.
- Copy and then imitate the captain's first speech in *Treasure Island*.

Warm-up. With a partner, have a ten-second conversation about lunch. Then write it down exactly as you said it. How will a reader know who said what?

Video slot. Video coming. *Treasure Island*, Chapter 1, read aloud (an unabridged reading from a library or audiobook channel). Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

dialogue

The words characters say to each other, written in quotation marks.

quotation marks

The marks “ ” that go around a speaker's exact words.

dialogue tag

The words that tell who is speaking: *says he, she asked*.

new speaker, new paragraph

The rule that each change of speaker starts a new paragraph.

CORE IDEAS

Treasure Island. Robert Louis Stevenson's pirate story begins at the Admiral Benbow, a lonely inn on the English coast, kept by young Jim Hawkins's parents. One day an old sailor with a sea-chest and a scar arrives and asks to stay. Jim tells the story.

The rules of the marks. (1) Put the speaker's exact words inside quotation marks. (2) The comma or end mark that ends the spoken words goes *inside* the closing mark: “Much company, mate?” (3) When a tag comes first, put a comma after it: He said, “Bring up my chest.” (4) When the tag splits a sentence, use commas on both sides: “Well, then,” said he, “this is the berth for me.”

New speaker, new paragraph. Look at the model. When the captain speaks, then Jim's father answers, then the captain speaks again, each one gets his own paragraph. That is how readers keep track of who is talking.

The model. Robert Louis Stevenson, *Treasure Island* (1883), Chapter 1, “The Old Sea-dog at the Admiral Benbow”

“This is a handy cove,” says he at length; “and a pleasant sittiated grog-shop. Much company, mate?”

My father told him no, very little company, the more was the pity.

“Well, then,” said he, “this is the berth for me. Here you, matey,” he cried to the man who trundled the barrow; “bring up alongside and help up my chest. I’ll stay here a bit,” he continued. “I’m a plain man; rum and bacon and eggs is what I want, and that head up there for to watch ships off. What you mought call me? You mought call me captain. Oh, I see what you’re at--there”; and he threw down three or four gold pieces on the threshold. “You can tell me when I’ve worked through that,” says he, looking as fierce as a commander.

PICTURE STUDY



Captain Bill Bones, N. C. Wyeth, 1911 · Oil on canvas (book illustration) · From the 1911 Charles Scribner's Sons edition of *Treasure Island*
Wikimedia Commons · Public domain

N. C. Wyeth painted a set of full-color pictures for a 1911 edition of *Treasure Island*. They made him famous. He painted them as large oil paintings, which were then printed in the book.

Look closely

- Find the captain. What does he carry?
- What is the weather like?
- Where is he looking, and why might he watch the sea?

Talk about it

1. What does the captain's face tell you about him?
2. Write one line he might say, punctuated correctly.

WRITING PROJECT: DIALOGUE COPYWORK AND IMITATION

Copy the model, then write your own six-line version about a stranger arriving somewhere you know.

You will need

- Writing notebook
- A red pencil

Steps

1. Copy the model exactly, marks and all.
2. With a red pencil, circle every quotation mark and every comma touching one.
3. Write your own scene: a stranger arrives at a store, a church or your front door. Use at least three lines of dialogue and two speakers.
4. Start a new paragraph each time the speaker changes.
5. Check every mark against the rules.

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- Every spoken word is inside quotation marks.
- Commas and end marks are inside the closing marks.
- Each new speaker starts a new paragraph.

WRITING NOTEBOOK

1. Copy the four rules of dialogue marks.
2. Write three lines of dialogue with the tag first, last and in the middle.

History note. Stevenson began *Treasure Island* in 1881 with a map he drew for his stepson. It came out as a book in 1883.

 **Grammar link.** Grammar Level 2, Lesson 15.2 "Quotation Marks and Dialogue."

For families. *Treasure Island* is a pirate story with drinking, fighting and some violent deaths; the captain drinks rum throughout. The course quotes short passages and points out that the captain is a ruin because of rum. Stevenson's text is from Project Gutenberg #120. N. C. Wyeth's 1911 paintings are in the public domain in the United States.

WORKED EXAMPLES

Example 1. Punctuate: Much company mate he asked

1. Exact words: Much company, mate?
2. The question mark goes inside the quotation marks.
3. The tag comes after and starts with a small letter.

Answer: “Much company, mate?” he asked.

Example 2. Punctuate with a split tag: Well then said he this is the berth for me

1. First part: “Well, then,”
2. Tag: said he,
3. Second part: “this is the berth for me.” (small letter, because the sentence continues)

Answer: “Well, then,” said he, “this is the berth for me.”

PRACTICE

1. **EASY** Where do commas and periods go when they touch a closing quotation mark?
2. **EASY** When do you start a new paragraph in dialogue?
3. **EASY** Who narrates *Treasure Island*?
4. **EASY** What did the captain want to eat?
5. **MEDIUM** Punctuate: I’m a plain man said the captain
6. **MEDIUM** Why did the captain throw down gold pieces?

COMMON MISTAKES

- Putting the comma outside the closing quotation mark.
- Running two speakers together in one paragraph.

Make it a game • Human Quotation Marks. Two players hold up curved arms as quotation marks. The teacher reads a sentence; the players must step in at the exact spot where each mark belongs.

Scripture. “A man hath joy by the answer of his mouth: and a word spoken in due season, how good is it !” (Proverbs 15:23, KJV)

Good dialogue, in books and in life, says the right word at the right time.

Practice: answers

1. Inside it.
2. Each time the speaker changes.
3. Jim Hawkins.
4. Bacon and eggs (and rum).
5. "I'm a plain man," said the captain.
6. To pay for his stay and show he could pay.

3.2 DIALOGUE THAT MOVES THE STORY

OBJECTIVES

- Explain three jobs of dialogue: show character, raise tension, move the plot.
- Find each job in the Black Dog scene.
- Cut “empty” dialogue (hellos and small talk) from a scene.

Warm-up. Which line tells you more? (a) “Hello.” “Hello.” “How are you?” “Fine.” (b) “You came back.” “I said I would.” Why?

Video slot. Video coming. *Treasure Island*, Chapter 2 (“Black Dog Appears and Disappears”), read aloud. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

tension

The feeling that something is about to go wrong.

plot

The chain of events in a story.

subtext

What a character means but does not say out loud.

empty dialogue

Talk that does nothing for the story (greetings, weather, small talk).

CORE IDEAS

Every line has a job. In a good story, dialogue does at least one of three jobs: it shows what a character is like, it raises tension, or it moves the plot forward.

Black Dog. In Chapter 2 a pale stranger missing two fingers comes asking for “my mate Bill.” When the captain walks in, the stranger says, “Come, Bill, you know me.” The captain gasps, “Black Dog!” In a few lines we learn they were shipmates, the captain is afraid, and trouble is coming.

Leave out the boring parts. Real people say “Hi, how are you?” Stories skip that. Stevenson has the stranger say “Bill” as his very first word to the captain. Start dialogue where the trouble starts.

The model. *Robert Louis Stevenson, Treasure Island (1883), Chapter 2, “Black Dog Appears and Disappears”*

"Bill," said the stranger in a voice that I thought he had tried to make bold and big.

The captain spun round on his heel and fronted us; all the brown had gone out of his face, and even his nose was blue; he had the look of a man who sees a ghost, or the evil one, or something worse, if anything can be; and upon my word, I felt sorry to see him all in a moment turn so old and sick.

"Come, Bill, you know me; you know an old shipmate, Bill, surely," said the stranger.

The captain made a sort of gasp.

"Black Dog!" said he.

"And who else?" returned the other, getting more at his ease. "Black Dog as ever was, come for to see his old shipmate Billy, at the Admiral Benbow inn. Ah, Bill, Bill, we have seen a sight of times, us two, since I lost them two talons," holding up his mutilated hand.

"Now, look here," said the captain; "you've run me down; here I am; well, then, speak up; what is it?"

"That's you, Bill," returned Black Dog, "you're in the right of it, Billy. I'll have a glass of rum from this dear child here, as I've took such a liking to; and we'll sit down, if you please, and talk square, like old shipmates."

PICTURE STUDY



Black Dog and the Captain (Billy Bones fights Black Dog), N. C. Wyeth, 1911 · Oil on canvas (book illustration) · From the 1911 Charles Scribner's Sons edition of *Treasure Island*
Wikimedia Commons · Public domain

Wyeth painted the moment the friendly talk between the two old shipmates turns into a fight. Pictures, like dialogue, can show tension.

Look closely

- Find the captain and Black Dog. Who is winning?
- Where is the fight happening?
- What details tell you this is an inn?

Talk about it

1. What words might Black Dog shout as he runs? Write them with correct marks.
2. How does the painting raise tension the way dialogue does?

WRITING PROJECT: CUT THE SMALL TALK

Rewrite an “empty” scene so every line does a job.

You will need

- Writing notebook

Steps

1. Read this empty scene: “Hi, Sam.” “Hi, Joe.” “Nice day.” “Yes, it is.” “I broke your bike.” “What?”

2. Cross out every line that does no job.
3. Rewrite the scene in six to eight lines so every line shows character, raises tension or moves the plot.
4. Label each line C, T or P in the margin.
5. Punctuate every line correctly.

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- Every line of dialogue does a job.
- Each new speaker starts a new paragraph.

WRITING NOTEBOOK

1. Copy the model.
2. Label three lines in it C (character), T (tension) or P (plot).

History note. Stevenson first published *Treasure Island* in parts in a boys' magazine, *Young Folks*, in 1881–1882, under the name “Captain George North.”

 **Grammar link.** Grammar Level 2, Lesson 15.1 “Commas with Introductory Words, Direct Address and Appositives.” “Come, Bill, you know me” uses commas around a name in direct address.

For families. Black Dog later fights the captain with cutlasses and is wounded; the lesson stops before the fight. The passage is from Project Gutenberg #120.

WORKED EXAMPLES

Example 1. What job does “I lost them two talons” do?

1. It shows Black Dog is missing fingers and has a rough past with Bill.

Answer: Character (and a hint of a violent past).

Example 2. Make this line raise tension: “Can I borrow a pencil?”

1. Add a hint that something is wrong.

Answer: Sample: “Can I borrow a pencil? Mine’s still in the classroom, and I’m not going back in there.”

PRACTICE

1. **EASY** Name the three jobs of dialogue.
2. **EASY** What is Black Dog missing?
3. **EASY** What is the name of the inn?
4. **EASY** How did the captain look when he saw Black Dog?
5. **MEDIUM** What is subtext? Give an example from the scene.
6. **MEDIUM** Why does Stevenson skip greetings?

COMMON MISTAKES

- Filling scenes with greetings and small talk.
- Making every line a speech. Short lines carry tension.

Make it a game • Two-Line Drama. Each player writes two lines of dialogue that start a story. The group guesses what happens next. Points for the most tension in the fewest words.

Scripture. “But I say unto you, That every idle word that men shall speak, they shall give account thereof in the day of judgment.” (Matthew 12:36, KJV)

Jesus taught that idle words matter. A writer, too, should waste no words.

Practice: answers

1. Show character, raise tension, move the plot.
2. Two fingers (“two talons”).
3. The Admiral Benbow.
4. Pale, his nose blue, like a man who sees a ghost.
5. What a character means but does not say. Black Dog’s friendly words hide a threat.
6. They do no job; he starts where the trouble starts.

3.3 SAID IS NOT DEAD, BUT USE IT WELL

OBJECTIVES

- Use plain tags (*said*, *asked*) so they disappear.
- Use “beats” (small actions) instead of fancy tags.
- Revise a scene, replacing three fancy tags with beats.

Warm-up. Read aloud: “Give me that,” he ejaculated angrily. Now read: “Give me that.” He held out his hand. Which is stronger? Why?

Video slot. Video coming. *Treasure Island*, Chapter 1, the doctor and the captain, read aloud. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

tag

The words that tell who spoke: *said Jim*.

beat

A small action written next to dialogue that shows who is speaking and how.

adverb tag

A tag with an -ly word (“said angrily”). Use sparingly.

show, don’t tell

Let actions show a feeling instead of naming it.

CORE IDEAS

Said is invisible. Readers hardly notice *said* and *asked*; their eyes skip to the words. Fancy tags (*exclaimed*, *retorted*, *ejaculated*, *sarled*) pull attention from the dialogue. Use them rarely, when the word really adds something.

Beats. A beat is a short action: “He drew and opened a sailor’s clasp-knife.” It tells who is acting and shows feeling without naming it. Stevenson’s doctor “never so much as moved”: that beat shows his courage better than “he said bravely.”

Balance. A good page mixes plain tags, beats and lines with no tag at all (when only two people are talking and it is clear who is speaking). Read the model and find all three.

The model. *Robert Louis Stevenson, Treasure Island (1883), Chapter 1, Dr. Livesey and the captain*

“Were you addressing me, sir?” says the doctor; and when the ruffian had told him, with another oath, that this was so, “I have only one thing to say to you, sir,”

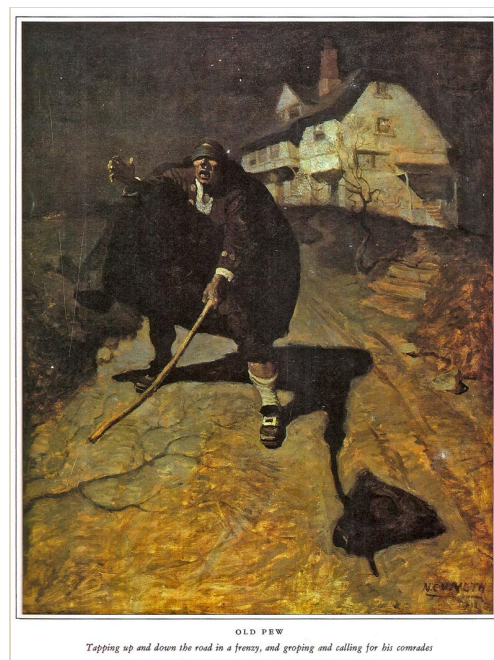
replies the doctor, “that if you keep on drinking rum, the world will soon be quit of a very dirty scoundrel!”

The old fellow’s fury was awful. He sprang to his feet, drew and opened a sailor’s clasp-knife, and balancing it open on the palm of his hand, threatened to pin the doctor to the wall.

The doctor never so much as moved. He spoke to him as before, over his shoulder and in the same tone of voice, rather high, so that all the room might hear, but perfectly calm and steady: “If you do not put that knife this instant in your pocket, I promise, upon my honour, you shall hang at the next assizes.”

Then followed a battle of looks between them, but the captain soon knuckled under, put up his weapon, and resumed his seat, grumbling like a beaten dog.

PICTURE STUDY



Blind Pew, N. C. Wyeth, 1911 · Oil on canvas (book illustration) · From the 1911 Charles Scribner’s Sons edition of *Treasure Island*
Wikimedia Commons · Public domain

Wyeth painted blind Pew, the most frightening of the pirates, tapping toward the inn. Body language is a picture’s version of a beat.

Look closely

- Find Blind Pew. How does he move?
- What is the weather like?
- What do his hands and stick tell you?

Talk about it

1. In Chapter 3, Pew grips Jim's arm and orders him to lead him to the captain. What beat would you write for Pew?
2. How does the painting show menace without words?

WRITING PROJECT: TAGS TO BEATS

Revise your scene from 3.1 or 3.2, replacing fancy tags with beats.

You will need

- Your scene from 3.1 or 3.2
- A colored pencil

Steps

1. Circle every tag in your scene.
2. Replace at least three fancy or -ly tags with beats or with plain *said*.
3. Remove tags where it is clear who is speaking.
4. Read it aloud. Can a listener still tell who is talking?
5. Copy the revised scene.

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- I used at least three beats.
- Most of my tags are *said* or *asked*.
- Every line is punctuated correctly.

WRITING NOTEBOOK

1. Copy the model.
2. List five beats from the model or your own ("He flapped his hand on the table").

History note. The "assizes" were the regular sessions of the county courts in England, held a few times a year.

 **Grammar link.** Grammar Level 2, Lesson 14.1 "Adjective or Adverb?" Most -ly words are adverbs. A strong verb or beat often beats an adverb.

For families. This scene includes the captain's rum drinking, an oath (not printed in the model) and a threat with a knife; it shows a brave man of the law facing down a bully. From Project Gutenberg #120.

WORKED EXAMPLES

Example 1. Replace the tag with a beat: “I’m not afraid,” said Jim bravely.

1. What would a brave boy do?

Answer: “I’m not afraid.” Jim stepped between the captain and the door.

Example 2. Which lines in the model have a beat instead of a tag?

1. Look for actions near the spoken words.

Answer: Sample: “The doctor never so much as moved. He spoke to him as before, over his shoulder...”

PRACTICE

1. **EASY** What is a beat?
2. **EASY** Name two plain tags.
3. **EASY** What did the captain do with his knife?
4. **EASY** What did the doctor promise if the captain did not put it away?
5. **MEDIUM** Why is a beat often better than an -ly tag?
6. **MEDIUM** Write a beat for a nervous speaker.

COMMON MISTAKES

- Using a different fancy tag every line.
- Using so many beats that the dialogue gets buried.

Make it a game · Act the Beat. One player reads a line of dialogue; another must act a beat that changes its meaning (smiling, slamming a book). The group writes the line with the beat.

Scripture. “A soft answer turneth away wrath: but grievous words stir up anger.” (Proverbs 15:1, KJV)

The doctor did not shout back; his calm answer won the battle of looks.

Practice: answers

1. A small action next to dialogue that shows who is speaking and how.
2. Said, asked.
3. Opened it and balanced it on his palm, threatening to pin the doctor to the wall.
4. That he would hang at the next assizes.

5. It shows the feeling instead of telling it.
6. Sample: She twisted the hem of her apron.

3.4 A TWO-CHARACTER SCENE

OBJECTIVES

- Plan a scene with two characters who want different things or face one problem together.
- Write a one-page scene using dialogue, tags and beats.
- Read the scene aloud with a partner.

Warm-up. Think of two people in your family. Name one thing each might want on a rainy Saturday. What happens if they want different things?

Video slot. Video coming. *Treasure Island*, a favorite chapter read aloud (Chapter 4 or 5). Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

scene

One continuous moment of a story in one place.

goal

What a character wants in a scene.

obstacle

What stands in the way.

turn

The moment the scene changes direction.

CORE IDEAS

A scene has a shape. One place, one time, at least two characters, a goal, an obstacle and a turn. The model scene: Mother needs help with a calf (goal), it is night and no help can come (obstacle), and Tom proves he can hold steady (turn).

Plan before you write. Fill in: who, where, what each wants, what is in the way, how it turns. Then write the dialogue.

Use what you learned. Correct marks (3.1), lines that do a job (3.2), plain tags and beats (3.3).

The model. *A sample scene*

A two-character scene written for this course.

Mother set the lantern on the barn shelf. “The calf is coming tonight,” she said.

“Tonight?” Tom pulled his boots on over his pajamas. “Should I fetch Mr. Avery?”

“No time.” She knelt in the straw beside the cow and laid a hand on its side. “You hold the light. Steady, now.”

Tom raised the lantern. His arm ached after a minute, then shook after five, but he did not lower it.

“There,” Mother whispered at last. A wet, knobby calf lay blinking in the straw. She looked up at Tom and smiled. “You held it steady. That’s a farmer’s arm.”

PICTURE STUDY



*Jim Hawkins and Israel Hands (“One more step, Mr. Hands”), N. C. Wyeth, 1911 · Oil on canvas (book illustration) · From the 1911 Charles Scribner’s Sons edition of *Treasure Island**

Wikimedia Commons · Public domain

In Chapter 26 Jim faces the pirate Israel Hands alone on the ship. It is a two-character scene full of tension, told by Stevenson almost entirely through action and short speeches.

Look closely

- Find Jim. Where is he?
- Who is following him?
- What does Jim hold?

Talk about it

1. What do the two characters want? What is in the way?

2. Write the two lines they say, with beats.

WRITING PROJECT: MY TWO-CHARACTER SCENE

Write a scene of one page with two characters.

You will need

- Writing notebook
- A planning chart

Steps

1. Plan: who, where, goal, obstacle, turn.
2. Write the first line where the trouble starts.
3. Write the scene, mixing dialogue, tags and beats.
4. End at the turn, or just after.
5. Read it aloud with a partner, each reading one character.
6. Revise anything that sounded wrong.

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- My scene has a goal, an obstacle and a turn.
- My dialogue is punctuated correctly.
- I used beats and plain tags.

WRITING NOTEBOOK

1. Fill in a scene-planning chart.
2. Write a list of five possible scene ideas from your own life.

History note. N. C. Wyeth was a student of Howard Pyle, whose own pirate pictures and *Robin Hood* you will meet in Grade 6.

 **Grammar link.** Grammar Level 2, Lesson 15.2 “Quotation Marks and Dialogue.”

For families. The model scene was written for this course. Encourage scenes from family life, work and adventure.

WORKED EXAMPLES

Example 1. Plan a scene: a brother and sister and the last piece of pie.

1. Goal: both want it.
2. Obstacle: there is only one piece.
3. Turn: one gives it up, or they share it, or Dad eats it.

Answer: A complete plan with goal, obstacle and turn.

Example 2. Find the turn in the model scene.

1. Where does the scene change direction?

Answer: When the calf is born and Mother tells Tom he has “a farmer’s arm.”

PRACTICE

1. **EASY** Name the three parts of a scene’s shape after characters and place.
2. **EASY** In the model, what is the obstacle?
3. **EASY** What does Tom do?
4. **MEDIUM** Find a beat in the model.
5. **MEDIUM** Why is “Tonight?” a good line?
6. **MEDIUM** Write a first line for a scene about a lost dog.

COMMON MISTAKES

- Two characters who agree about everything: no tension.
- Ending before anything changes.

Make it a game • Scene Swap. Players write a scene plan on a card (who, where, goal, obstacle). Swap cards and act out each other’s scenes in one minute.

Scripture. “Two are better than one; because they have a good reward for their labour.” (Ecclesiastes 4:9, KJV)

Many good scenes are about two people facing one problem together.

Practice: answers

1. Goal, obstacle, turn.
2. It is night and there is no time to fetch help.
3. Holds the lantern steady.
4. Sample: Tom pulled his boots on over his pajamas.

5. It is short, shows surprise and raises tension.

6. Sample: "The gate's open," Dad said. "Where's Rufus?"

UNIT 3 REVIEW

Read each question aloud if needed. The student may answer in writing or out loud. Writing tasks are scored with the checklist from the unit, not for spelling alone.

1. (3 pts) Punctuate: where is the map asked Jim
2. (3 pts) Punctuate: if you want it said the captain come and get it
3. (2 pts) When do you start a new paragraph in dialogue?
4. (3 pts) Name the three jobs of dialogue.
5. (3 pts) What is a beat? Write one.
6. (6 pts) Write six lines of dialogue between two characters with a goal and an obstacle.

UNIT PORTFOLIO PIECE: A SCENE FOR TWO VOICES

Revise your scene from 3.4. Copy it neatly and perform it aloud for your family with a partner (the oral component for this unit).

- **Shape:** Goal, obstacle and turn are clear.
- **Dialogue:** Every line does a job; tags are plain; beats show feeling.
- **Mechanics:** Quotation marks, commas, paragraphs.
- **Delivery:** Read aloud clearly, with expression.

Answer key

1. "Where is the map?" asked Jim.
2. "If you want it," said the captain, "come and get it."
3. Each time the speaker changes.
4. Show character, raise tension, move the plot.
5. A small action beside dialogue. Sample: He slammed the door.
6. Six correctly punctuated lines with a clear goal and obstacle.

CHREIA II: THE WORDS OF CHRIST AND THE SAINTS

More chreias, now from the Gospels, church history and the founders: Christ's answer about Caesar's coin, Luther at Worms and Patrick Henry's "Liberty or Death." The unit ends by planning an entry for the DAR American History Essay Contest.

BEFORE YOU BEGIN

- Knows the eight heads (Unit 2).

MASTERY CHECKLIST

- ☐ I can write all eight heads for a chreia from Scripture or history.
- ☐ I can tell when famous words are "as traditionally reported" or reconstructed.
- ☐ I can plan a contest essay that follows the rules.

OPTIONAL BOOKS

- **Patrick Henry, Give Me Liberty or Give Me Death (Project Gutenberg #6)**
(<https://www.gutenberg.org/ebooks/6>): Free; the Wirt text.
- **DAR essay contests page** (<https://www.dar.org/outreach/education/essay-contests>):
Rules and chapter locator.

4.1 CHREIA FROM THE GOSPELS ★

OBJECTIVES

- Tell the setting of Jesus' answer "Render therefore unto Caesar" (Matthew 22:15–22).
- Explain why it is a mixed chreia.
- Write the praise, paraphrase and cause heads for it.

Warm-up. Look at a coin. Whose picture is on it? What words? Why do you think a country puts its leaders on its money?

Video slot. Video coming. "Render unto Caesar" (Matthew 22) for children. Use a Bible-story source that follows the KJV; preview first.

KEY TERMS

Pharisees

A strict party of Jewish teachers in Jesus' day.

Herodians

Supporters of King Herod's family and of Roman rule.

tribute

A tax paid to a ruler.

denarius (penny)

A Roman silver coin; the KJV calls it a "penny." It bore Caesar's image.

CORE IDEAS

A trap. The Pharisees and the Herodians asked Jesus, "Is it lawful to give tribute unto Caesar, or not?" If he said yes, the people who hated Rome would turn against him. If he said no, the Romans could arrest him.

A deed and a saying. Jesus asked for a coin (a deed), asked whose image was on it, and then answered: "Render therefore unto Caesar the things which are Caesar's; and unto God the things that are God's." His enemies marveled and went away. It is a perfect mixed chreia.

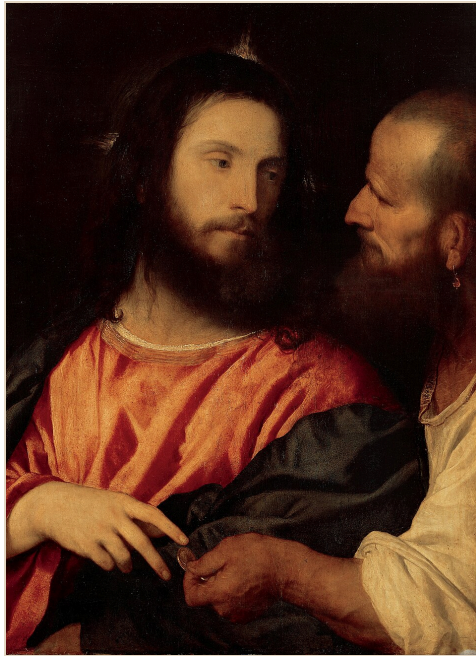
The deeper point. The coin bore Caesar's image, so give Caesar his coin. But man bears God's image (Genesis 1:27), so give God yourself. When you write the cause head, you may explain this.

The model. *Matthew 22:17–21 (KJV)*

Tell us therefore, What thinkest thou? Is it lawful to give tribute unto Caesar, or not? But Jesus perceived their wickedness, and said, Why tempt ye me, ye hypocrites? Shew me the tribute money. And they brought unto him a penny. And

he saith unto them, Whose is this image and superscription? They say unto him, Cæsar's. Then saith he unto them, Render therefore unto Cæsar the things which are Cæsar's; and unto God the things that are God's.

PICTURE STUDY



The Tribute Money, Titian, about 1516 · Oil on panel · Gemäldegalerie Alte Meister, Dresden
Wikimedia Commons · Public domain

The Venetian painter Titian shows only two faces and one coin. The Pharisee's rough hand holds the coin; Christ's calm face looks straight at him.

Look closely

- Compare the two faces. How are they different?
- Find the coin. Where are the two hands?
- What colors did Titian use for Christ?

Talk about it

1. What is Jesus about to say?
2. Why might Titian have left out the crowd?

WRITING PROJECT: THREE HEADS FOR A GOSPEL CHREIA

Write the first three heads for Matthew 22:21.

You will need

- Writing notebook
- A KJV Bible

Steps

1. Read Matthew 22:15–22 aloud.
2. Praise: who is the speaker? (Not a philosopher, but the Son of God; praise him rightly.)
3. Paraphrase: say his answer in your own words.
4. Cause: why is it wise? Use the coin and the image of God.
5. Read your three heads aloud.

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- I wrote the three heads in order.
- I quoted Scripture exactly.

WRITING NOTEBOOK

1. Copy Matthew 22:21.
2. Write one sentence explaining what we owe to God.

History note. Roman silver denarii of the emperor Tiberius, who ruled when Jesus taught, carry his portrait and titles. Many survive in museums today.

 **Grammar link.** Grammar Level 2, Lesson 10.2 “Pronouns and Antecedents.” In “unto God the things that are God’s,” what does *that* refer to?

For families. Matthew 22:15–22 also appears in Mark 12 and Luke 20. The lesson treats the chreia form reverently: Christ’s words are Scripture, not merely a wise saying.

WORKED EXAMPLES

Example 1. Write a paraphrase of Matthew 22:21.

1. Two parts: what we owe the government and what we owe God.

Answer: Pay the government what belongs to it, and give God what belongs to him.

Example 2. Why is it a mixed chreia?

1. Deed: he asked for the coin and showed it.
2. Saying: his answer.

Answer: It has both a deed and a saying.

PRACTICE

1. **EASY** Who tried to trap Jesus?
2. **EASY** What did they ask?
3. **EASY** What did Jesus ask them to show him?
4. **EASY** Whose image was on it?
5. **MEDIUM** Why was the question a trap?
6. **MEDIUM** Whose image does a person bear?

COMMON MISTAKES

- Praising Jesus as merely a wise teacher. He is the Lord.
- Leaving out the setting, so the reader misses the trap.

Make it a game • Two Columns. Players sort cards into “Caesar’s” and “God’s”: taxes, worship, obeying traffic laws, our hearts, the Lord’s Day, honesty. Discuss any that belong in both.

Scripture. “They say unto him, Cæsar’s. Then saith he unto them, Render therefore unto Cæsar the things which are Cæsar’s; and unto God the things that are God’s.” (Matthew 22:21, KJV)

The chreia itself. Memorize it.

Practice: answers

1. The Pharisees and the Herodians.
2. Whether it is lawful to give tribute to Caesar.
3. The tribute money (a penny).
4. Caesar’s.
5. Either answer could get him in trouble with the people or with Rome.
6. God’s (Genesis 1:27).

4.2 CHREIA FROM CHURCH HISTORY

OBJECTIVES

- Tell what happened at the Diet of Worms in April 1521.
- Explain what “as traditionally reported” means.
- Write the contrast, comparison and example heads for Luther’s answer.

Warm-up. Has anyone ever asked you to say something you knew was not true? What did you do?

Video slot. Video coming. Martin Luther at the Diet of Worms (1521) for children, from a church-history source; preview first.

KEY TERMS

diet

Here, a formal assembly of the rulers of the Holy Roman Empire.

retract

To take back what you said or wrote.

conscience

Your inner sense of right and wrong, which should be bound to God’s Word.

as traditionally reported

Told this way for centuries, though the earliest records may differ.

CORE IDEAS

The setting. In 1521 the monk and teacher Martin Luther was called before the Emperor Charles V and the princes of the empire at the city of Worms in Germany. His books were piled on a table, and he was asked whether he would take back what he had written.

His answer. On April 18 he said he could not, unless he was shown wrong by Scripture and plain reason, because his conscience was bound to the Word of God. The famous closing words, “Here I stand, I can do no other,” appear in early printed accounts. The earliest handwritten records give a shorter ending, “God help me. Amen.” So we say the words are “as traditionally reported.” In the model, the translator of d’Aubigné renders the German *Hier stehe ich* as “Here I am.”

Why it is a chreia. It is brief, it is a saying of a famous person in a famous moment, and it teaches: a Christian obeys God’s Word above any earthly power.

The model. *J. H. Merle d’Aubigné, History of the Reformation in the Sixteenth Century, Vol. 2 (English translation, 19th century; Project Gutenberg #41470)*

As soon as he had ceased, the Chancellor of Trêves, the orator of the Diet, said to him, indignantly, "You have not answered the question which was put to you. You are not here to throw doubt on what has been decided by Councils. You are asked to give a clear and definite reply. Will you, or will you not retract?" Luther then replied, without hesitation, "Since your most serene Majesty, and your high Mightinesses, call upon me for a simple, clear, and definite answer, I will give it; and it is this: I cannot subject my faith either to the pope or to councils, because it is clear as day that they have often fallen into error, and even into great self-contradiction. If, then, I am not disproved by passages of Scripture, or by clear arguments; if I am not convinced by the very passages which I have quoted, and so bound in conscience to submit to the word of God, *I neither can nor will retract any thing*, for it is not safe for a Christian to speak against his conscience." Then, looking around on the assembly before which he was standing, and which held his life in its hands, "HERE I AM," says he, "I CANNOT DO OTHERWISE: GOD HELP ME. AMEN."

PICTURE STUDY



Luther at the Diet of Worms, Anton von Werner, 1877 · Oil on canvas · Staatsgalerie Stuttgart
Wikimedia Commons · Public domain

Anton von Werner painted this scene more than 350 years after it happened, for a German audience proud of Luther. He imagined the faces and the room from old pictures and descriptions.

Look closely

- Find Luther. How is he dressed compared with the others?
- Find the emperor.
- What are the people around Luther doing?

Talk about it

1. How does the painter make one man look stronger than a room full of powerful men?
2. What do you think Luther felt?

WRITING PROJECT: THREE MIDDLE HEADS

Write contrast, comparison and example heads for Luther's answer.

You will need

- Writing notebook
- A KJV Bible

Steps

1. Contrast: what would have happened if Luther had taken it all back to save himself?
2. Comparison: Luther stood like ... (a rock in a river; a soldier at his post).
3. Example: Daniel praying with his window open (Daniel 6:10) or Peter and John before the council (Acts 4:19-20).
4. Read the three heads aloud.

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- I wrote three heads in order.
- My example is from Scripture or true history.

WRITING NOTEBOOK

1. Copy Luther's answer from the model.
2. Write Acts 5:29.

History note. The Diet of Worms met in 1521. Luther appeared on April 17 and gave his full answer on April 18. In May the Edict of Worms declared him an outlaw.

 **Grammar link.** Grammar Level 2, Lesson 13.3 "Predicate Nominatives." "My conscience is captive to the Word" uses a linking verb.

For families. D'Aubigné was a Swiss Protestant historian; his account is warmly pro-Luther. The lesson notes that Luther's closing words differ in the sources (see Samuel Young, "How Luther Became the Mythical 'Here I Stand' Hero," *Lutheran Quarterly*, 2022). Catholic families may wish to discuss the Reformation from their own tradition; the lesson's point is obeying conscience bound to Scripture.

WORKED EXAMPLES

Example 1. Write a comparison head.

1. What stays firm when pushed?

Answer: Like a rock in a river that the current cannot move, Luther stayed where God's Word had placed him.

Example 2. Write an example head.

1. Find someone who obeyed God before men.

Answer: When the council commanded Peter and John to stop preaching, they answered, "Whether it be right in the sight of God to hearken unto you more than unto God, judge ye" (Acts 4:19).

PRACTICE

1. **EASY** In what city did Luther give his answer?
2. **EASY** In what year?
3. **EASY** Who was the emperor?
4. **EASY** What was Luther asked to do?
5. **MEDIUM** What did Luther say would change his mind?
6. **MEDIUM** Why do we say "as traditionally reported"?

COMMON MISTAKES

- Quoting famous words as certain when the records differ.
- Turning the chreia into a whole history of the Reformation.

Make it a game • Stand Firm. The leader reads situations ("Your friends want you to lie to your mom"). Players stand up and give a short, kind, firm answer.

Scripture. "Then Peter and the other apostles answered and said, We ought to obey God rather than men." (Acts 5:29, KJV)

Luther's answer echoes the apostles before the council.

Practice: answers

1. Worms, Germany.
2. 1521.
3. Charles V.

4. Retract (take back) his writings.
5. Being shown wrong by Scripture or clear reason.
6. The earliest records do not include all the famous words; they appear in early printed versions.

4.3 CHREIA FROM THE FOUNDERS

OBJECTIVES

- Tell the setting of Patrick Henry’s speech of March 23, 1775.
- Explain how we know (and do not know) his exact words.
- Write a full eight-head chreia on “Give me liberty, or give me death.”

Warm-up. Read the last sentence of the model aloud as if you were standing before a crowd. Where do you pause? Which word do you stress?

Video slot. Video coming. Patrick Henry’s “Liberty or Death” speech (March 23, 1775), from Colonial Williamsburg, St. John’s Church or a museum. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

convention

A meeting of delegates. The Second Virginia Convention met in St. John’s Church, Richmond.

militia

Citizen soldiers; Henry urged Virginia to arm its militia.

reconstruction

A text rebuilt later from people’s memories.

rhetorical question

A question asked for effect, not for an answer.

CORE IDEAS

The setting. On March 23, 1775, less than a month before Lexington and Concord, the Second Virginia Convention met in St. John’s Church in Richmond. Patrick Henry urged them to prepare Virginia’s militia for war. His speech ended with the words “Give me liberty or give me death!” The convention voted for his plan.

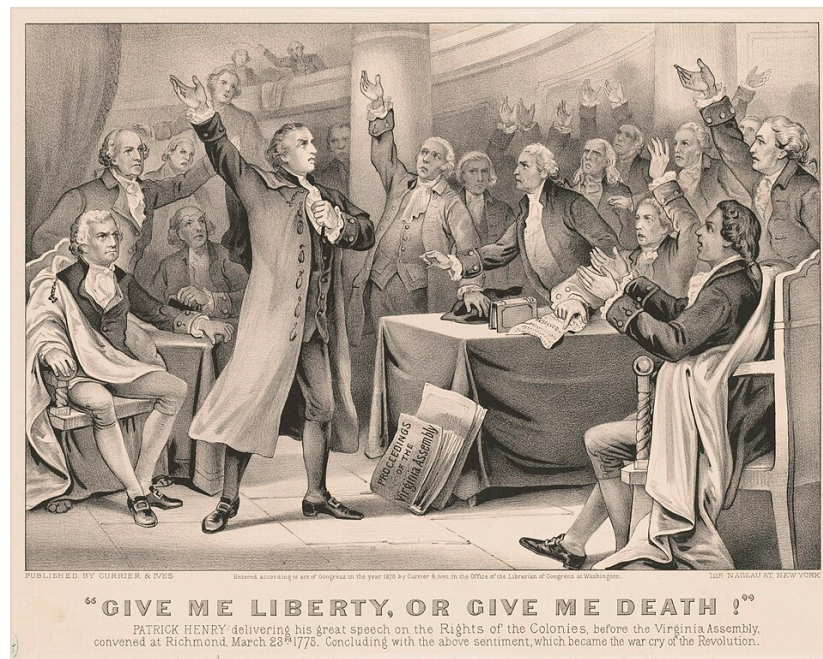
How we know. No one wrote the speech down that day. Forty years later, William Wirt rebuilt it for his 1817 biography of Henry from the memories of men who heard it, especially St. George Tucker. So the text is a reconstruction. Several listeners did remember the famous ending.

Study the style. Henry piles up rhetorical questions (“Is life so dear, or peace so sweet ...?”), repeats words (“let it come”), and ends with a short, sharp choice. These are tools you can use in an epilogue.

The model. *Patrick Henry, March 23, 1775, as reconstructed by William Wirt (1817); Project Gutenberg #6*

It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace-- but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

PICTURE STUDY



*Give me Liberty, or give me Death! (Patrick Henry delivering his great speech), Currier & Ives, 1876 · Hand-colored lithograph · Library of Congress
Wikimedia Commons · Public domain*

Currier & Ives sold inexpensive colored prints to American homes. This one came out in 1876, the hundredth birthday of the nation.

Look closely

- Find Henry. What is he doing with his arms?
- Look at the listeners. How do they react?
- What clues show this is a church?

Talk about it

1. How would you stand to give the last line of the speech?
2. Why would families in 1876 want this picture on the wall?

WRITING PROJECT: THE FULL CHREIA: LIBERTY OR DEATH

Write an eight-head chreia on Henry's closing words.

You will need

- Writing notebook
- Notes from Unit 2

Steps

1. Praise: Henry, lawyer and patriot, later governor of Virginia.
2. Paraphrase.
3. Cause: why did Henry think liberty worth his life?
4. Contrast: what if Virginia had done nothing?
5. Comparison.
6. Example: a true story of courage for freedom.
7. Testimony: Galatians 5:1 or 2 Corinthians 3:17.
8. Epilogue: use a rhetorical question.
9. Read it aloud as a speech (this unit's oral piece).

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- I wrote all eight heads in order.
- I said that the speech is a reconstruction.
- I used at least one rhetorical question.

WRITING NOTEBOOK

1. Copy the last paragraph of the model.
2. Find and copy three rhetorical questions from it.

History note. St. John's Church in Richmond was built in 1741 and still stands. Patrick Henry later served as the first governor of the Commonwealth of Virginia (1776).

 **Grammar link.** Grammar Level 2, Lesson 16.1 "Coordinating and Correlative Conjunctions." "Give me liberty *or* give me death" joins two choices with *or*.

For families. The text is William Wirt's 1817 reconstruction (Project Gutenberg #6); the Library of Virginia and Historic St. John's Church describe it the same way. In the speech, "chains and slavery" means political subjection to a government that rules without the people's consent.

WORKED EXAMPLES

Example 1. Turn this into a rhetorical question: “Peace bought with chains is not worth having.”

1. Ask it so the answer is obvious.

Answer: Is peace worth having if it is bought with chains?

Example 2. Write a testimony head.

1. Find Scripture about liberty.

Answer: Paul wrote, “Stand fast therefore in the liberty wherewith Christ hath made us free” (Galatians 5:1). Henry spoke of a nation’s freedom; Paul speaks of a greater freedom.

PRACTICE

1. **EASY** When did Henry give the speech?
2. **EASY** Where?
3. **EASY** Who reconstructed the text, and when?
4. **EASY** What did Henry want Virginia to do?
5. **MEDIUM** What is a rhetorical question? Find one in the model.
6. **MEDIUM** Why must we say the speech is a reconstruction?

COMMON MISTAKES

- Claiming we have Henry’s exact words.
- Forgetting the Christian testimony head: liberty in Christ.

Make it a game • Speech Echo. One player reads a line of the speech with feeling. The next player must repeat it with even more feeling, then the group votes on whose delivery was best.

Scripture. “Stand fast therefore in the liberty wherewith Christ hath made us free, and be not entangled again with the yoke of bondage.” (Galatians 5:1, KJV)

Henry spoke of political liberty. Paul speaks of liberty from sin, which Christ won.

Practice: answers

1. March 23, 1775.
2. St. John’s Church, Richmond, Virginia.

3. William Wirt, in 1817.
4. Prepare its militia for war.
5. A question asked for effect. Sample: "Why stand we here idle?"
6. No one wrote it down that day; it was rebuilt from memories.

4.4 A CHREIA FOR THE DAR ESSAY ★🏆

OBJECTIVES

- Read the 2026–2027 DAR American History Essay Contest topic and rules.
- Plan an essay that uses narrative and a chreia from the Declaration of Independence.
- Draft a Grade 5 entry of 300–600 words.

Warm-up. Imagine a man on horseback rides into your town shouting, “Independence! The Congress has declared it!” What would you do first?

Video slot. Video coming. The Declaration of Independence read aloud, and how the news spread in July 1776, from the National Archives or a museum. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

Declaration of Independence

The statement adopted by the Continental Congress on July 4, 1776, explaining why the colonies were breaking from Britain.

public reading

Reading a document aloud to a crowd. The Declaration was first read publicly in Philadelphia on July 8, 1776.

title page

The required first page of a DAR entry with your name and information.

bibliography

A list of the sources you used.

CORE IDEAS

The contest. The Daughters of the American Revolution hold a free American History Essay Contest for Grades 5–8, including homeschoolers, who may enter through a local chapter. The 2026–2027 topic asks students to imagine hearing the Declaration read aloud in 1776: How would you react? With whom would you share the news? What would you do? How would it change your life?

The rules that matter. Grade 5 essays are 300–600 words, typed in black, 12–14 point. A title page and a list of sources are required. The essay must be entirely the student’s own work: no parent, tutor or AI may write or edit it. Judges look at historical accuracy, adherence to the topic, organization, interest, originality, spelling, grammar, punctuation and neatness.

Use what you know. The essay is a narrative (Unit 1) told by an imagined colonist. A chreia from the Declaration (the model below) can be the heart of it: your character hears these words, thinks about why they are true, and acts.

The model. *The Declaration of Independence, July 4, 1776 (Project Gutenberg #1)*

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.

PICTURE STUDY



Declaration of Independence, John Trumbull, 1817-1818 · Oil on canvas · United States Capitol Rotunda
Wikimedia Commons · Public domain

John Trumbull painted the men of the Continental Congress presenting the Declaration. He painted many of the faces from life. The huge version hangs in the Capitol Rotunda in Washington.

Look closely

- Find the five men standing at the table. They wrote the draft.
- Find the papers. What is happening?
- How do the other men look?

Talk about it

1. These men risked their lives by signing. How does the painting show that it was a serious day?
2. Your essay imagines ordinary people hearing the news. Who would you be?

WRITING PROJECT: PLAN AND DRAFT

Plan and draft a DAR entry for Grade 5 (300–600 words).

You will need

- Writing notebook
- The current DAR rules from your local chapter
- A library book or encyclopedia article on July 1776

Steps

1. Read the topic aloud and underline its four questions.
2. Choose who you are: a farm boy in Virginia, a printer's apprentice in Philadelphia, a girl in a Connecticut village.
3. Find two true facts about how the news reached that place. Write down your sources.
4. Plan five paragraphs: hearing the news; the chreia (the words that struck you, and why they are true); whom you told; what you did; how it changed your life.
5. Draft the essay in your own words.
6. Count the words.

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- My draft answers all four questions in the topic.
- It is 300–600 words.
- Every fact is true and I listed my sources.
- I wrote it myself.

WRITING NOTEBOOK

1. Copy the model sentence.
2. Write the contest's four questions.

History note. Trumbull's painting was commissioned by Congress in 1817 and installed in the Capitol Rotunda in 1826. A smaller version is at Yale.

 **Grammar link.** Grammar Level 2, Lesson 12.1 "Agreement Basics." Check that every subject in your draft agrees with its verb.

For families. Rules are from the NSDAR 2026–2027 American History Essay Contest sheet as posted by state and chapter societies (West Virginia DAR and Cedar Brook Chapter, September–October 2026). Chapter deadlines vary, often in the fall or early winter; get the current sheet and deadline from your local chapter.

WORKED EXAMPLES

Example 1. Is a 650-word Grade 5 essay allowed?

1. Grade 5 limit: 300–600 words.

Answer: No. Cut at least 50 words.

Example 2. Can Mom fix the commas in the final copy?

1. The rules: research, writing and editing must be the student’s own.

Answer: No. She may point out that a rule was missed, but the student makes every correction.

PRACTICE

1. **EASY** Who may enter the DAR American History Essay Contest?
2. **EASY** How long is a Grade 5 essay?
3. **EASY** When was the Declaration first read publicly in Philadelphia?
4. **EASY** What two things must be included besides the essay?
5. **MEDIUM** Name three things the judges look for.
6. **MEDIUM** Which part of the model would make a good chreia?

COMMON MISTAKES

- Writing about the signing instead of hearing the reading (the topic).
- Inventing facts. Your character is imagined; the history must be true.

Make it a game • Town Crier. One player reads the model sentence aloud as a town crier. Each other player answers in character: “I am a blacksmith in Boston, and I will ...”

Scripture. “So God created man in his own image, in the image of God created he him; male and female created he them.” (Genesis 1:27, KJV)

The Declaration says rights come from the Creator. Scripture teaches that every person bears God’s image.

Practice: answers

1. Students in Grades 5–8, including homeschoolers.
2. 300–600 words.
3. July 8, 1776.
4. A title page and a list of sources.

5. Historical accuracy, adherence to the topic, organization (also interest, originality, mechanics, neatness).
6. Sample: "all men are created equal, that they are endowed by their Creator with certain unalienable Rights."

UNIT 4 REVIEW

Read each question aloud if needed. The student may answer in writing or out loud. Writing tasks are scored with the checklist from the unit, not for spelling alone.

1. (3 pts) Write the paraphrase head for Matthew 22:21.
2. (2 pts) What were Luther's traditional closing words at Worms?
3. (3 pts) Why is Henry's speech called a reconstruction?
4. (3 pts) Write a rhetorical question for an epilogue about honesty.
5. (3 pts) What is the 2026–2027 DAR topic about?
6. (4 pts) Write the example head for "We ought to obey God rather than men."

UNIT PORTFOLIO PIECE: CHREIA BOOKLET, PART TWO

Add your Patrick Henry chreia (4.3) to your chreia booklet, and deliver it aloud as a speech. If entering the DAR contest, finish and type your 4.4 essay by your chapter's deadline.

- **Eight heads:** All present and in order.
- **Accuracy:** History and Scripture are correct; reconstructions are named.
- **Delivery:** Spoken clearly, with pauses and stress.
- **Mechanics:** Agreement, commas, quotation marks.

Answer key

1. Sample: Give the government what is due it and God what is due him.
2. "Here I stand, I can do no other; God help me. Amen." (as traditionally reported)
3. William Wirt rebuilt it in 1817 from listeners' memories.
4. Sample: Who can trust a man whose word is worth nothing?
5. Imagining hearing the Declaration read in 1776 and how you would react.
6. A true example (Daniel, the apostles, Luther).

POETRY: COUPLET AND QUATRAIN

The creative track turns to two short forms: Pope's heroic couplet and Watts's hymn quatrain in common meter. You will hear and count beats, set a verse of Scripture in common meter, and memorize and recite a hymn.

BEFORE YOU BEGIN

- Knows rhyme and counts syllables (Grade 3–4 poetry units).

MASTERY CHECKLIST

- ☐ I can define a couplet, a heroic couplet and a quatrain.
- ☐ I can count syllables in iambic pentameter and common meter.
- ☐ I can write a quatrain in common meter faithful to Scripture.
- ☐ I can recite two stanzas from memory with good delivery.

OPTIONAL BOOKS

- **Isaac Watts, The Psalms of David (Project Gutenberg #13166)**
(<https://www.gutenberg.org/ebooks/13166>): Free.
- **A hymnal with meter indexes:** Most hymnals list hymns by meter (C.M., L.M., S.M.).

5.1 HEROIC COUPLETS ✍️ ★

OBJECTIVES

- Define a couplet and a heroic couplet.
- Hear and mark the ten-syllable, five-beat line (iambic pentameter).
- Write two heroic couplets of your own about writing or learning.

Warm-up. Clap this line as you say it: “da-DUM da-DUM da-DUM da-DUM da-DUM.” Now say “True ease in writing comes from art, not chance” the same way. Do they match?

Video slot. Video coming. Rhyming couplets and iambic pentameter for children. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

couplet

Two lines of poetry that rhyme with each other.

heroic couplet

A rhyming couplet in which each line has ten syllables and five beats (iambic pentameter).

iamb

A two-syllable beat: unstressed then stressed (da-DUM), as in *a-GAIN*.

meter

The regular pattern of beats in a line of poetry.

CORE IDEAS

Two lines that click shut. A couplet is two rhyming lines. When each line has five iambs (da-DUM five times, ten syllables), it is called a *heroic couplet*, because English poets used it for long poems about heroes.

Alexander Pope. Pope (1688–1744) was the master of the heroic couplet. In 1711, at about twenty-three, he published *An Essay on Criticism*, a poem full of advice about writing. Many of its lines became sayings: “A little learning is a dangerous thing.”

Sound and sense. In the model, Pope says good writing comes from practice, as graceful dancing does. Then he says the sound of a line should fit what it says: smooth lines for smooth things, rough lines for rough things. Read the model aloud and listen.

The model. *Alexander Pope, An Essay on Criticism (1711), lines 362–365 and 215–218 (Project Gutenberg #7409)*

True ease in writing comes from art, not chance,
As those move easiest who have learned to dance
'Tis not enough no harshness gives offense,
The sound must seem an echo to the sense.

...

A little learning is a dangerous thing
Drink deep, or taste not the Pierian spring
There shallow draughts intoxicate the brain,
And drinking largely sobers us again.

PICTURE STUDY



Wanderer above the Sea of Fog, Caspar David Friedrich, about 1818 · Oil on canvas · Hamburger Kunsthalle, Hamburg
Wikimedia Commons · Public domain

The German painter Caspar David Friedrich often painted people from behind, looking out at nature, so that we look with them. This man has climbed high above the clouds.

Look closely

- Where is the man standing? What does he see?
- Why do you think we cannot see his face?
- Find the shapes that poke up through the fog.

Talk about it

1. How might the man feel after his climb? Write a couplet about it.

2. Pope says learning is like climbing: a little is dangerous, much is sobering. Does the painting fit?

WRITING PROJECT: TWO HEROIC COUPLETS

Write two heroic couplets about learning to write, playing an instrument or climbing a hill.

You will need

- Writing notebook

Steps

1. Copy the model and mark the beats in the first line (da-DUM).
2. Choose a topic.
3. Write a first line of ten syllables. Count on your fingers.
4. Write a second line that rhymes and also has ten syllables.
5. Repeat for a second couplet.
6. Read aloud and clap the beats. Fix lines that stumble.

Check your work

- Each line has ten syllables.
- Each pair rhymes.
- The beats mostly go da-DUM.
- Each line begins with a capital letter.

WRITING NOTEBOOK

1. Copy the model.
2. Write five words that are iambs (a-GAIN, be-LIEVE, to-DAY, re-PLY, the SUN).

History note. Friedrich's *Wanderer above the Sea of Fog* is usually dated about 1817–1818 and belongs to the Hamburger Kunsthalle.

 **Grammar link.** Grammar Level 2, Lesson 14.2 “Degrees of Comparison.” Pope writes “move easiest” and “smoother numbers.” Find the comparative and the superlative.

For families. Pope's line numbers follow the standard numbering printed in the Project Gutenberg edition (#7409). This edition prints little punctuation at some line ends; the model keeps it as printed. The “Pierian spring” was a fountain sacred to the Muses in Greek myth.

WORKED EXAMPLES

Example 1. Count and mark: “True ease in writing comes from art, not chance.”

1. true EASE / in WRIT / ing COMES / from ART / not CHANCE.
2. Ten syllables, five beats.

Answer: A line of iambic pentameter.

Example 2. Fix the second line so it has ten syllables: “I practice every morning on my horn / and it gets better.”

1. The second line has five syllables; add five more and a rhyme for “horn.”

Answer: Sample: I practice every morning on my horn / And play my scales before the cows are born. (Or: ... until the night is worn.)

PRACTICE

1. **EASY** What is a couplet?
2. **EASY** How many syllables are in a line of a heroic couplet?
3. **EASY** How many beats?
4. **EASY** Who wrote *An Essay on Criticism*?
5. **MEDIUM** What does Pope compare writing to?
6. **MEDIUM** Explain “A little learning is a dangerous thing.”

COMMON MISTAKES

- Counting words instead of syllables.
- Twisting the word order just to get a rhyme (“to the store went I”).

Make it a game · Couplet Catch. One player says a ten-syllable line. The next must answer with a rhyming ten-syllable line within twenty seconds.

Scripture. “A word fitly spoken is like apples of gold in pictures of silver.” (Proverbs 25:11, KJV)

The series verse. A well-made couplet is a word fitly spoken.

Practice: answers

1. Two rhyming lines of poetry.
2. Ten.
3. Five.

4. Alexander Pope.
5. Dancing: both come from practice (art), not chance.
6. A person who knows only a little may think he knows a lot and make mistakes; learn deeply.

5.2 THE HYMN QUATRAIN

OBJECTIVES

- Define a quatrain and common meter (8.6.8.6).
- Read Watts’s Psalm 90 hymn and mark its rhymes and syllables.
- Compare Watts’s hymn with Psalm 90 in the KJV.

Warm-up. Sing or say the first verse of a hymn you know. Count the syllables in each line on your fingers.

Video slot. Video coming. “O God, Our Help in Ages Past” sung by a congregation or choir (traditional setting, ST. ANNE). Preview first.

KEY TERMS

quatrain

A stanza of four lines.

common meter

A quatrain with 8, 6, 8 and 6 syllables, rhyming ABAB or ABCB. Written C.M. in hymnals.

paraphrase in verse

A poem that retells a passage of Scripture in meter and rhyme.

rhyme scheme

The pattern of rhymes, written with letters: ABAB.

CORE IDEAS

The father of English hymns. Isaac Watts (1674–1748) was an English pastor who wrote hundreds of hymns. In 1719 he published the Psalms rewritten as Christian hymns, so congregations could sing them. One is his version of Psalm 90.

Common meter. Count the model: “Our God, our help in ages past” (8), “Our hope for years to come” (6), “Our shelter from the stormy blast” (8), “And our eternal home” (6). That is common meter, 8.6.8.6. Lines 1 and 3 rhyme (past, blast), and 2 and 4 (come, home): ABAB.

Our God or O God? Watts wrote “Our God.” In 1738 John Wesley changed it to “O God,” the way most hymnals print it today. The model is Watts’s original.

The model. *Isaac Watts, The Psalms of David Imitated in the Language of the New Testament (1719), Project Gutenberg #13166, Psalm 90, first part, stanzas 1–5*

1 Our God, our help in ages past,
Our hope for years to come,
Our shelter from the stormy blast,

And our eternal home.

2 Under the shadow of thy throne
Thy saints have dwelt secure;
Sufficient is thine arm alone,
And our defence is sure.

3 Before the hills in order stood,
Or earth receiv'd her frame,
From everlasting thou art God,
To endless years the same.

4 Thy word commands our flesh to dust,
"Return, ye sons of men:"
All nations rose from earth at first,
And turn to earth again.

5 A thousand ages in thy sight
Are like an evening gone;
Short as the watch that ends the night
Before the rising sun.

PICTURE STUDY



Isaac Watts, unknown artist (after a portrait of about 1727), 18th century · Oil on canvas · National Portrait Gallery, London
Wikimedia Commons · Public domain

This is Isaac Watts in his pastor's gown and bands. He was small and often sick, but he wrote hymns that Christians still sing three hundred years later.

Look closely

- What clues show he was a minister?
- What kind of face does he have: stern, kind, tired?

Talk about it

1. If you could tell Watts one thing about how his hymns are used today, what would it be?
2. Which of his lines would you put under this portrait?

WRITING PROJECT: PSALM AND HYMN SIDE BY SIDE

Copy Psalm 90:1-2 and 4 (KJV) beside Watts's stanzas and match them up.

You will need

- Writing notebook
- A KJV Bible
- Two colored pencils

Steps

1. Copy Psalm 90:1-2, 4 on the left side of a page.
2. Copy Watts's stanzas 1, 3 and 5 on the right.
3. Draw lines joining matching ideas ("dwelling place" and "shelter").
4. Mark each Watts line with its syllable count.
5. Label the rhyme scheme of one stanza.

Check your work

- I matched at least three ideas.
- I counted syllables correctly (8.6.8.6).
- I labeled the rhyme scheme.

WRITING NOTEBOOK

1. Copy stanza 1 of the hymn.
2. Write the syllable counts and rhyme scheme beside it.

History note. Watts's Psalm 90 was first published in *The Psalms of David Imitated* in 1719. The tune most often used, ST. ANNE, was first printed without a composer's name in 1708 and later credited to William Croft.

 **Grammar link.** Grammar Level 2, Lesson 10.4 "Other Kinds of Pronouns." Watts uses

thou, thy and *thine* for God. They are old second-person pronouns.

For families. Watts's text is from Project Gutenberg #13166, *The Psalms of David*. Wesley's 1738 change to "O God" is recorded by the Canterbury Dictionary of Hymnology and Hymnology Archive.

WORKED EXAMPLES

Example 1. Count: "A thousand ages in thy sight / Are like an evening gone."

1. a THOU-sand A-ges IN thy SIGHT: 8.
2. are LIKE an EVE-ning GONE: 6.

Answer: 8 and 6, common meter.

Example 2. Which verse of Psalm 90 matches stanza 5?

1. Stanza 5: a thousand ages like an evening.

Answer: Psalm 90:4: "For a thousand years in thy sight are but as yesterday when it is past, and as a watch in the night."

PRACTICE

1. **EASY** What is a quatrain?
2. **EASY** What are the syllable counts of common meter?
3. **EASY** Who wrote this hymn?
4. **EASY** What psalm is it based on?
5. **MEDIUM** What change did John Wesley make?
6. **MEDIUM** Find the rhymes in stanza 2.

COMMON MISTAKES

- Counting a word like "heaven" wrong; in hymns it is often one syllable ("heav'n"). Say it as you would sing it.
- Thinking Watts translated the psalm word for word. He paraphrased it in a Christian light.

Make it a game • Meter Match. The leader says a line. Players hold up 8 or 6 fingers for its syllables. Then try to make up the next line in the right count.

Scripture. "Lord, thou hast been our dwelling place in all generations. Before the mountains were brought forth, or ever thou hadst formed the earth and the world, even

from everlasting to everlasting, thou art God.” (Psalm 90:1-2, KJV)

Watts turned these verses into the first stanzas of the hymn.

Practice: answers

1. A four-line stanza.
2. 8, 6, 8, 6.
3. Isaac Watts.
4. Psalm 90.
5. He changed “Our God” to “O God” (1738).
6. Throne/alone and secure/sure (ABAB).

5.3 IMITATION

OBJECTIVES

- Write a quatrain in common meter (8.6.8.6).
- Base it on a verse of Scripture, as Watts did.
- Check meter by singing it to a common-meter tune.

Warm-up. Sing “Amazing Grace” and then the first stanza of Watts’s Psalm 90 to the same tune. Why does it work?

Video slot. Video coming. Singing a hymn in common meter (any traditional congregation recording); preview first.

KEY TERMS

imitation

Writing in the same form as a model, with your own words.

C.M.

Common meter: 8.6.8.6.

tune

The melody. Any common-meter text fits any common-meter tune.

ABCB

A rhyme scheme in which only lines 2 and 4 rhyme.

CORE IDEAS

Watts again. Watts also turned Psalm 23 into common meter. Read the model and count the syllables. Notice he used ABAB rhyme.

Your turn. Choose a short verse of Scripture with a clear picture (a sparrow, a shepherd, a rock). Write four lines: 8, 6, 8, 6. Rhyme lines 2 and 4 at least (ABCB); rhyme 1 and 3 too if you can (ABAB).

Sing to check. If you can sing it to “Amazing Grace” or ST. ANNE without squeezing or stretching, the meter is right.

The model. *Isaac Watts, The Psalms of David Imitated in the Language of the New Testament (1719), Project Gutenberg #13166, Psalm 23, stanzas 1–2*

1. My Shepherd will supply my need,
Jehovah is his name;
In pastures fresh he makes me feed
Beside the living stream.

2 He brings my wandering spirit back,
When I forsake his ways;
And leads me for his mercy's sake,
In paths of truth and grace.

A sample quatrain in common meter, written for this course.

The sparrow does not sow or reap,
Yet God provides her bread;
So I will trust him when I sleep
And when I rise from bed.

PICTURE STUDY



Two Men Contemplating the Moon, Caspar David Friedrich, about 1825–1830 · Oil on canvas · The Metropolitan Museum of Art, New York
Wikimedia Commons · Public domain

Friedrich painted several versions of this quiet scene. Two friends stand on a path at evening and look at the crescent moon.

Look closely

- Find the moon and the evening star.
- What is unusual about the tree?
- What colors make it feel like evening?

Talk about it

1. Psalm 8:3 speaks of the moon and stars. What would the two friends say?
2. Write a line of 8 syllables about this painting.

WRITING PROJECT: MY COMMON-METER QUATRAIN

Write one or two quatrains in common meter on a verse of Scripture.

You will need

- Writing notebook
- A KJV Bible

Steps

1. Choose a verse: Matthew 6:26, Psalm 18:2, Psalm 121:1–2 or Psalm 8:3–4.
2. Write the main picture and idea in plain words.
3. Write line 1 (8 syllables) and line 2 (6).
4. Write lines 3 (8) and 4 (6), rhyming 4 with 2.
5. Sing it to “Amazing Grace.” Fix any line that does not fit.
6. Write the verse reference under your poem.

Check your work

- My quatrain is 8.6.8.6.
- Lines 2 and 4 rhyme.
- It says what the verse says, faithfully.
- It sings to a common-meter tune.

WRITING NOTEBOOK

1. Copy the Watts model.
2. Write a list of ten rhyming pairs you might use.

History note. Friedrich’s painting at the Metropolitan Museum (about 1825–1830) is one of several versions; another is in Dresden.

 **Grammar link.** Grammar Level 2, Lesson 16.3 “Words Often Confused.” In poems, check homophones carefully: *reign, rain, rein; there, their*.

For families. The sample quatrain was written for this course. Watts’s Psalm 23 is quoted from Project Gutenberg #13166.

WORKED EXAMPLES

Example 1. Which verse inspired the sample quatrain?

1. Sparrows, sowing and reaping, God feeds them.

Answer: Matthew 6:26 (“Behold the fowls of the air: for they sow not, neither do they reap ...”).

Example 2. Fix line 2 so it has 6 syllables: “The Lord my shepherd is, so I / will never ever be in want.”

1. Line 2 has 7 syllables. Cut one, and rhyme it with line 4.

Answer: Sample: “Shall never be in want” (6).

PRACTICE

1. **EASY** What are the syllable counts of C.M.?
2. **EASY** Which lines must rhyme in ABCB?
3. **EASY** Name a common-meter tune.
4. **EASY** What is the rhyme scheme of Watts’s Psalm 23, stanza 1?
5. **MEDIUM** Why should a Scripture hymn be faithful to the verse?
6. **MEDIUM** Count the syllables: “Jehovah is his name.”

COMMON MISTAKES

- Changing the meaning of Scripture for the sake of a rhyme.
- Lines that have the right count but stress the wrong syllables.

Make it a game • Hymn Swap. Sing one common-meter hymn’s words to another common-meter tune. Try three combinations.

Scripture. “Behold the fowls of the air: for they sow not, neither do they reap, nor gather into barns; yet your heavenly Father feedeth them. Are ye not much better than they?” (Matthew 6:26, KJV)

The verse behind the sample quatrain.

Practice: answers

1. 8.6.8.6.
2. 2 and 4.
3. Amazing Grace (NEW BRITAIN) or ST. ANNE.

4. ABAB (need/feed, name/stream, an off rhyme).
5. Because people will sing it as God's truth; it must not change the meaning.
6. Six.

5.4 MEMORIZE AND RECITE

OBJECTIVES

- Memorize the first two stanzas of Watts’s “Joy to the World.”
- Recite with clear words, steady pace and expression.
- Explain that Watts wrote it as a psalm of Christ’s coming kingdom (Psalm 98).

Warm-up. What is the hardest thing you ever memorized? How did you do it?

Video slot. Video coming. “Joy to the World” sung by a congregation; preview first.

KEY TERMS

memory

The fourth canon of rhetoric: holding a speech or poem in mind so you can say it without notes.

delivery

The fifth canon: how you say it (voice, pace, eye contact).

recite

To say a poem aloud from memory.

expression

Showing meaning with your voice.

CORE IDEAS

A Christmas carol? Not quite. Watts wrote “Joy to the World” as part of his Psalm 98 in 1719. It celebrates Christ the King coming to rule the earth. It became a Christmas favorite, but it also looks ahead to his return.

Memory and delivery. The old teachers named five canons of rhetoric. You met invention and arrangement in Unit 1. Memory and delivery come last: a speaker must remember his words and say them well.

How to memorize. Read the stanza aloud five times. Cover the last line and say it. Cover two lines, then three, then all. Say it again before bed and after breakfast. Picture each line (heart, room, fields, floods, rocks, hills).

The model. *Isaac Watts, The Psalms of David Imitated in the Language of the New Testament (1719), Project Gutenberg #13166, Psalm 98, second part, “The Messiah’s coming and kingdom”*

1 Joy to the world; the Lord is come;
Let earth receive her King;

Let every heart prepare him room,
And heaven and nature sing.

2 Joy to the earth, the Saviour reigns;
Let men their songs employ;
While fields and floods, rocks, hills and plains,
Repeat the sounding joy.

3 No more let sins and sorrows grow,
Nor thorns infest the ground;
He comes to make his blessings flow
Far as the curse is found.

4 He rules the world with truth and grace,
And makes the nations prove
The glories of his righteousness,
And wonders of his love.

PICTURE STUDY



Morning in the Riesengebirge, Caspar David Friedrich, 1810–1811 · Oil on canvas · Alte Nationalgalerie, Berlin (Schloss Charlottenburg)
Wikimedia Commons · Public domain

Friedrich painted rolling mountain ranges in the morning light with a cross on the nearest peak. Two small figures climb toward it.

Look closely

- Find the cross and the climbers.

- How many ridges of mountains can you count?
- What time of day is it? How do you know?

Talk about it

1. Which line of “Joy to the World” fits this painting? (“rocks, hills and plains”)
2. Why might Friedrich put a cross on the mountain?

WRITING PROJECT: RECITATION

Memorize and recite stanzas 1-2 of “Joy to the World” for your family (this unit’s oral piece).

You will need

- The model
- An index card

Steps

1. Read both stanzas aloud five times.
2. Use the cover-a-line method until you can say both stanzas.
3. Practice delivery: stand still, look up, speak slowly, pause at commas.
4. Recite for your family.
5. Ask them to tell you one thing you did well and one to improve.

Check your work

- I said every word correctly.
- I spoke slowly and clearly.
- I looked at my listeners.

WRITING NOTEBOOK

1. Copy stanzas 1-2 from memory, then check.
2. Write the five canons of rhetoric.

History note. Friedrich painted *Morning in the Riesengebirge* after a walking trip in the Riesengebirge (Giant Mountains) in 1810. It belongs to the Berlin State Museums.

 **Grammar link.** Grammar Level 2, Lesson 15.4 “Semicolons and Colons.” Watts’s first line has two semicolons. What do they join?

For families. The model is Watts’s original 1719 text (Project Gutenberg #13166). Most hymnals print the same words, with “the Saviour reigns” and the familiar tune ANTIOCH (first printed in Lowell Mason’s *Modern Psalmist*, 1839, as “arranged from Handel”).

WORKED EXAMPLES

Example 1. Mark pauses: “Joy to the world; the Lord is come; Let earth receive her King.”

1. Pause at each semicolon; longer pause at the period.

Answer: Joy to the world; / the Lord is come; / Let earth receive her King. //

Example 2. Which psalm verse matches “And heaven and nature sing”?

1. Psalm 98:7-8: the sea roars, the floods clap their hands, the hills are joyful.

Answer: Psalm 98:7-8.

PRACTICE

1. **EASY** Who wrote “Joy to the World”?
2. **EASY** Which psalm is it based on?
3. **EASY** Name the five canons of rhetoric.
4. **EASY** What is the meter?
5. **MEDIUM** Why is it about more than Christmas?
6. **MEDIUM** Give two tips for good delivery.

COMMON MISTAKES

- Racing through a recitation.
- Memorizing by eye only. Say it aloud.

Make it a game • Line Ladder. Players stand in a circle and recite the stanzas one line each. Miss a word and you sit; last one standing wins.

Scripture. “Make a joyful noise unto the LORD , all the earth: make a loud noise, and rejoice, and sing praise.” (Psalm 98:4, KJV)

The psalm behind the hymn calls all the earth to rejoice.

Practice: answers

1. Isaac Watts.
2. Psalm 98.
3. Invention, arrangement, style, memory, delivery.
4. Common meter (8.6.8.6).
5. It celebrates Christ’s reign over the earth, including his return.

6. Speak slowly; look at listeners; pause at punctuation.

UNIT 5 REVIEW

Read each question aloud if needed. The student may answer in writing or out loud. Writing tasks are scored with the checklist from the unit, not for spelling alone.

1. (3 pts) What is a heroic couplet?
2. (3 pts) Mark the beats: "The sound must seem an echo to the sense."
3. (2 pts) What is common meter?
4. (2 pts) Who changed "Our God" to "O God," and when?
5. (2 pts) Name the last two canons of rhetoric.
6. (8 pts) Write a common-meter quatrain on Psalm 121:1.

UNIT PORTFOLIO PIECE: A HYMN STANZA

Copy your best common-meter quatrain (5.3) neatly with its Scripture reference. Sing it with your family to a common-meter tune.

- **Meter:** 8.6.8.6, natural stresses.
- **Rhyme:** Lines 2 and 4 rhyme (ABCB or ABAB).
- **Faithfulness:** True to the verse.
- **Delivery:** Sung or recited clearly.

Answer key

1. Two rhyming lines of iambic pentameter (ten syllables, five beats).
2. the SOUND / must SEEM / an ECH / o TO / the SENSE.
3. A quatrain of 8.6.8.6 syllables.
4. John Wesley, 1738.
5. Memory and delivery.
6. Four lines, 8.6.8.6, lines 2 and 4 rhyme, faithful to the verse.

PARAPHRASE AND SUMMARY

Practical skills every writer needs: paraphrase (every idea in your words), summary (only the main ideas), note-taking, and Franklin's method of teaching himself to write from the *Spectator*.

BEFORE YOU BEGIN

- Writes complete sentences; knows the six questions.

MASTERY CHECKLIST

- ☐ I can paraphrase a passage without copying.
- ☐ I can summarize a chapter in five sentences or fewer.
- ☐ I can take notes in phrases under headings.
- ☐ I can use Franklin's method: notes, rewrite, compare.

OPTIONAL BOOKS

- **Benjamin Franklin, Autobiography (Project Gutenberg #20203)**
(<https://www.gutenberg.org/ebooks/20203>): Free.
- **Aesop's Fables, Townsend translation (Project Gutenberg #21)**
(<https://www.gutenberg.org/ebooks/21>): Free; endless practice material.

6.1 SAYING IT ANOTHER WAY ★

OBJECTIVES

- Define paraphrase and tell it apart from copying and from summary.
- Paraphrase a fable sentence by sentence, keeping every idea.
- Use synonyms and new sentence patterns without changing the meaning.

Warm-up. Say “The cat sat on the mat” three different ways without changing what happened.

Video slot. Video coming. “The Fox and the Crow” read aloud. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

paraphrase

Saying every idea of a passage in your own words. About the same length as the original.

summary

A short version that keeps only the main ideas.

synonym

A word that means nearly the same as another.

plagiarism

Passing off someone else’s words as your own. It is a kind of lying.

CORE IDEAS

Same meaning, new words. To paraphrase is to say the whole passage again in your own words. Nothing is added and nothing important is lost. A paraphrase is about as long as the original; a summary is much shorter.

Two tools. (1) Synonyms: *stolen* becomes *snatched*; *deceitfully* becomes *with a lie*. (2) New sentence patterns: turn a long sentence into two short ones, or start with a different part (“Longing for the meat, the Fox ...”).

Honest writing. When you use another writer’s ideas, say whose they are, even in a paraphrase. Copying someone’s words and calling them your own is plagiarism, which breaks the commandment “Thou shalt not steal.”

The model. *Aesop, translated by George Fyler Townsend (1867), Project Gutenberg #21, “The Fox and the Crow”*

A Crow having stolen a bit of meat, perched in a tree and held it in her beak. A Fox, seeing this, longed to possess the meat himself, and by a wily stratagem succeeded. "How handsome is the Crow," he exclaimed, "in the beauty of her shape and in the fairness of her complexion! Oh, if her voice were only equal to her beauty, she would deservedly be considered the Queen of Birds!" This he said deceitfully; but the Crow, anxious to refute the reflection cast upon her voice, set up a loud caw and dropped the flesh. The Fox quickly picked it up, and thus addressed the Crow: "My good Crow, your voice is right enough, but your wit is wanting."

PICTURE STUDY



The Fox and the Crow (Le Corbeau et le Renard), Jean-Baptiste Oudry, 1750s (engraved 1755–1759) · Engraving after Oudry's drawing · From the illustrated edition of La Fontaine's Fables (Paris, 1755–1759) · Wikimedia Commons · Public domain

Jean-Baptiste Oudry was a French painter of animals. His drawings for La Fontaine's fables were engraved for a famous four-volume edition.

Look closely

- Find the crow and what she holds.
- How does the fox look up at her?
- What is around them?

Talk about it

1. What is the fox saying right now? Paraphrase it in one sentence.
2. How did the artist show the fox's cunning?

WRITING PROJECT: A SENTENCE-BY-SENTENCE PARAPHRASE

Paraphrase “The Fox and the Crow” one sentence at a time.

You will need

- Writing notebook

Steps

1. Number each sentence in the model.
2. Paraphrase sentence 1 without looking at it again (read, cover, write).
3. Do the same for each sentence.
4. Check: did you keep every idea? Did you add any?
5. Underline three synonyms you used.

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- My paraphrase keeps every idea.
- I added nothing new.
- I used my own words and sentence patterns.

WRITING NOTEBOOK

1. Copy the model.
2. Write five synonym pairs from your paraphrase.

History note. Aphthonius’ students practiced paraphrase long before printing; Roman teachers such as Quintilian recommended paraphrasing poets into prose.

 **Grammar link.** Grammar Level 2, Lesson 9.3 “Simple and Compound Sentences.” Turn one compound sentence from the model into two simple ones.

For families. Townsend’s fable is from Project Gutenberg #21. Oudry’s La Fontaine engravings (1755–1759) are public domain.

WORKED EXAMPLES

Example 1. Paraphrase: “A Fox, seeing this, longed to possess the meat himself, and by a wily stratagem succeeded.”

1. Synonyms: longed = wanted badly; wily stratagem = clever trick.
2. New pattern: start with the Fox’s wish.

Answer: Wanting the meat for himself, a fox who saw her got it with a clever trick.

Example 2. Is this a paraphrase or a summary? “A flattering fox tricked a crow into dropping her meat.”

1. It is much shorter and leaves out the speeches.

Answer: A summary.

PRACTICE

1. **EASY** What is a paraphrase?
2. **EASY** How is a summary different?
3. **EASY** Give a synonym for “stolen.”
4. **EASY** What did the fox praise?
5. **MEDIUM** Paraphrase: “your wit is wanting.”
6. **MEDIUM** Why is plagiarism wrong?

COMMON MISTAKES

- Changing only one or two words. That is still copying.
- Adding your own opinions to a paraphrase.

Make it a game · Synonym Swap. The leader reads a sentence. Players take turns replacing one word with a synonym until no word is left from the original. The meaning must stay the same.

Scripture. “Thou shalt not steal.” (Exodus 20:15, KJV)

Plagiarism is stealing words. Honest writers give credit.

Practice: answers

1. Every idea of a passage in your own words.
2. It is shorter and keeps only the main ideas.
3. Taken, snatched.

4. The crow's shape and complexion (her beauty).
5. Sample: you are not very smart.
6. It steals another person's work and lies about who wrote it.

6.2 SUMMARIZING A CHAPTER

OBJECTIVES

- Write a summary that keeps only main events.
- Use the six questions to choose what to keep.
- Summarize Jonah 1 in five sentences or fewer.

Warm-up. Tell the whole story of your favorite movie or book in one breath. What did you keep?

Video slot. Video coming. Jonah and the storm (Jonah 1) for children. Use a Bible-story source that follows the KJV; preview first.

KEY TERMS

summary

A short retelling that keeps only the main ideas.

main event

An event without which the story would not make sense.

detail

A smaller fact that adds color but is not needed for the main line.

topic sentence

The first sentence of a summary, naming who and what.

CORE IDEAS

Keep the bones. A summary is the skeleton of a story. Keep the main events; leave out the details, the speeches and your opinions.

Use the six questions. Answer who, what, when, where, how and why in as few sentences as you can. Then check: could a reader follow the story from your summary alone?

Jonah 1. God tells Jonah to preach to Nineveh. Jonah runs the other way on a ship to Tarshish. God sends a storm; the sailors cast lots, and the lot falls on Jonah. He tells them to throw him overboard; the sea grows calm, and a great fish swallows him. That is a summary in five sentences.

The model. *Jonah 1:1–5 (KJV); read all of Jonah 1 in your Bible*

Now the word of the LORD came unto Jonah the son of Amittai, saying, Arise, go to Nineveh, that great city, and cry against it; for their wickedness is come up before me. But Jonah rose up to flee unto Tarshish from the presence of the LORD, and went down to Joppa; and he found a ship going to Tarshish: so he paid the

fare thereof, and went down into it, to go with them unto Tarshish from the presence of the LORD . But the LORD sent out a great wind into the sea, and there was a mighty tempest in the sea, so that the ship was like to be broken. Then the mariners were afraid, and cried every man unto his god, and cast forth the wares that were in the ship into the sea, to lighten it of them. But Jonah was gone down into the sides of the ship; and he lay, and was fast asleep.

PICTURE STUDY



Ships in Distress in a Raging Storm, Ludolf Bakhuizen, about 1690s · Oil on canvas · Rijksmuseum, Amsterdam
Wikimedia Commons · Public domain

Ludolf Bakhuizen was a Dutch painter of the sea. He sometimes went out in boats in rough weather to watch storms.

Look closely

- Find the ships. Which one is in the most danger?
- Where is the light coming from?
- What are the waves doing?

Talk about it

1. How would the sailors in Jonah 1 have felt in a storm like this?
2. Summarize what you see in one sentence.

WRITING PROJECT: JONAH 1 IN FIVE SENTENCES

Read all of Jonah 1, then write a summary of five sentences or fewer.

You will need

- Writing notebook
- A KJV Bible

Steps

1. Read Jonah 1 aloud.
2. List the main events on scrap paper.
3. Cross out details (Joppa, the fare, the lots' details) you do not need.
4. Write a topic sentence naming who and what.
5. Write the main events in order.
6. Count your sentences.

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- My summary is five sentences or fewer.
- It keeps the main events in order.
- It has no opinions.

WRITING NOTEBOOK

1. Copy Jonah 1:3.
2. Write the main events of Jonah 1 as a numbered list.

History note. Bakhuizen (1630–1708) worked in Amsterdam; the Rijksmuseum holds several of his storm paintings.

 **Grammar link.** Grammar Level 2, Lesson 13.1 “Direct Objects Reviewed.” In “The LORD sent out a great wind,” what is the direct object?

For families. The whole chapter is read from the family Bible; the model prints verses 1–5 from the offline KJV text.

WORKED EXAMPLES

Example 1. Is this needed in a summary of Jonah 1? “He paid the fare thereof.”

1. Does the story make sense without it? Yes.

Answer: No. It is a detail.

Example 2. Write a topic sentence for Jonah 1.

1. Who: Jonah. What: ran from God's command.

Answer: Jonah tried to run away from God's command to preach to Nineveh.

PRACTICE

1. **EASY** What is a summary?
2. **EASY** Where did God tell Jonah to go?
3. **EASY** Where did Jonah try to go instead?
4. **EASY** What did God send?
5. **MEDIUM** Why do we leave opinions out of a summary?
6. **MEDIUM** Name one detail you left out and why.

COMMON MISTAKES

- Retelling every detail (that is a paraphrase, not a summary).
- Leaving out the ending.

Make it a game • Shrink It. The leader tells a story in ten sentences. Players shrink it to five, then three, then one. Which sentence survives every round?

Scripture. "But Jonah rose up to flee unto Tarshish from the presence of the LORD , and went down to Joppa; and he found a ship going to Tarshish: so he paid the fare thereof, and went down into it, to go with them unto Tarshish from the presence of the LORD ." (Jonah 1:3, KJV)

Jonah ran "from the presence of the LORD," but no one can.

Practice: answers

1. A short retelling with only the main ideas.
2. To Nineveh.
3. Tarshish.
4. A great wind and a mighty tempest.
5. A summary reports what the text says, not what we think of it.
6. Sample: The city of Joppa; the story makes sense without it.

6.3 NOTE-TAKING

OBJECTIVES

- Take notes in short phrases, not whole sentences.
- Organize notes under headings.
- Take notes on Franklin’s virtues and turn them into a short paragraph.

Warm-up. Your mother gives you a list of chores out loud. How would you remember all of them without writing every word?

Video slot. Video coming. How to take notes for students (a short, clean study-skills video). Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

notes

Short phrases that record the main ideas of what you read or hear.

heading

A title that groups related notes.

key word

An important word that brings back a whole idea.

abbreviation

A shortened form of a word (e.g., “govt.” for government).

CORE IDEAS

Phrases, not sentences. Notes catch the main ideas in a few key words. “Temperance: eat not to dullness” is enough to remember the whole idea later.

Headings. Group notes under headings, like folders in a drawer. Franklin did this himself: thirteen virtues, each with its own short precept.

From notes back to sentences. Good notes let you write a paragraph without looking at the original. That is the first step of Franklin’s method in the next lesson.

The model. *Benjamin Franklin, Autobiography, his list of virtues (first six of thirteen; Project Gutenberg #20203)*

These names of virtues, with their precepts, were:

1. Temperance.

Eat not to dullness; drink not to elevation.

2. Silence.

Speak not but what may benefit others or yourself; avoid trifling conversation.

3. Order.

Let all your things have their places; let each part of your business have its time.

4. Resolution.

Resolve to perform what you ought; perform without fail what you resolve.

5. Frugality.

Make no expense but to do good to others or yourself; *i. e.*, waste nothing.

6. INDUSTRY.

Lose no time; be always employ'd in something useful; cut off all unnecessary actions.

PICTURE STUDY



The Young Schoolmistress, Jean-Siméon Chardin, about 1735–1736 · Oil on canvas · National Gallery, London

Wikimedia Commons · Public domain

The French painter Chardin painted quiet moments of everyday life. Here an older girl teaches a little one to read, pointing to each letter.

Look closely

- What is the older girl pointing with?
- Look at the little child's face. Is she paying attention?
- What colors did Chardin use?

Talk about it

1. What notes might the teacher write about her student?
2. How do you learn best: by listening, reading or writing notes?

WRITING PROJECT: NOTES TO PARAGRAPH

Take notes on Franklin's first six virtues, then write a paragraph from your notes.

You will need

- Writing notebook

Steps

1. Read the model once all the way through.
2. Write one heading per virtue.
3. Under each, write the precept in five words or fewer.
4. Close the book. Write a paragraph about Franklin's plan from your notes.
5. Open the book and check your facts.

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- My notes are short phrases under headings.
- My paragraph is in my own words.
- My facts match the source.

WRITING NOTEBOOK

1. Your notes on the six virtues.
2. Choose one virtue and write how you could practice it this week.

History note. Franklin made his list of virtues as a young man in Philadelphia, about 1728 (he says only "about this time"; his first written Plan of Conduct dates from his 1726 voyage home), and kept a little book with a chart for marking faults each day.

 **Grammar link.** Grammar Level 2, Lesson 15.4 “Semicolons and Colons.” Franklin uses semicolons to join related commands.

For families. Franklin listed thirteen virtues; the model quotes the first six. His list is morally earnest but not a Christian creed; his thirteenth precept puts Jesus beside Socrates, which families may discuss.

WORKED EXAMPLES

Example 1. Take a note on: “Let all your things have their places; let each part of your business have its time.”

1. Find the key words: things, places; business, time.

Answer: Order: a place for things, a time for tasks.

Example 2. Turn the note “Silence: speak only to benefit” into a sentence.

1. Add a subject and verb.

Answer: Franklin resolved to speak only when his words would help someone.

PRACTICE

1. **EASY** Should notes be whole sentences?
2. **EASY** What is a heading?
3. **EASY** What was Franklin’s first virtue?
4. **EASY** What was the precept for Resolution?
5. **MEDIUM** Write a five-word note for Industry.
6. **MEDIUM** Why should you check notes against the source?

COMMON MISTAKES

- Copying whole sentences into notes.
- Writing notes with no headings, so they are a jumble.

Make it a game • Five-Word Challenge. The leader reads a paragraph aloud. Each player writes a five-word note. Compare: whose five words caught the main idea best?

Scripture. “And the LORD answered me, and said, Write the vision, and make it plain upon tables, that he may run that readeth it.” (Habakkuk 2:2, KJV)

Write it plain, so that one who reads can run with it. Good notes are plain.

Practice: answers

1. No, short phrases.
2. A title that groups related notes.
3. Temperance.
4. Resolve to perform what you ought; perform without fail what you resolve.
5. Sample: Lose no time; stay useful.
6. To make sure your facts are right.

6.4 FRANKLIN'S SPECTATOR METHOD

OBJECTIVES

- Explain Franklin's method: notes, rewrite, compare.
- Use it on a short fable.
- Find and fix your own faults by comparing with the original.

Warm-up. Have you ever tried to draw something from memory and then compared it with the real thing? What did you notice?

Video slot. Video coming. Benjamin Franklin's youth and the printing trade for children. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

The Spectator

A London daily paper of essays by Joseph Addison and Richard Steele (1711–1712).

hints

Franklin's word for short notes on each sentence.

imitation

Learning to write by rebuilding a good writer's work.

revision

Seeing your work again and making it better.

CORE IDEAS

How Franklin taught himself. As a teenage apprentice in his brother's print shop in Boston, Franklin wanted to write well. He took essays from *The Spectator*, made short notes on each sentence, set them aside for a few days, rewrote the essay from his notes, and compared his version with the original.

Three steps. (1) Notes: a few words per sentence. (2) Rewrite: wait, then write the full piece from the notes alone. (3) Compare: put your version beside the original, find your faults and correct them.

Going further. Franklin also turned prose into verse and back again, to grow his stock of words, and jumbled his notes to practice putting ideas in order. You will try the basic method on a fable.

The model. *Benjamin Franklin, Autobiography (Project Gutenberg #20203); then the fable to rebuild, from Townsend's Aesop (#21)*

About this time I met with an odd volume of the *Spectator*. It was the third. I had never before seen any of them. I bought it, read it over and over, and was much delighted with it. I thought the writing excellent, and wished, if possible, to imitate it. With this view I took some of the papers, and, making short hints of the sentiment in each sentence, laid them by a few days, and then, without looking at the book, try'd to compleat the papers again, by expressing each hinted sentiment at length, and as fully as it had been expressed before, in any suitable words that should come to hand. Then I compared my *Spectator* with the original, discovered some of my faults, and corrected them.

The Crow and the Pitcher

A crow perishing with thirst saw a pitcher, and hoping to find water, flew to it with delight. When he reached it, he discovered to his grief that it contained so little water that he could not possibly get at it. He tried everything he could think of to reach the water, but all his efforts were in vain. At last he collected as many stones as he could carry and dropped them one by one with his beak into the pitcher, until he brought the water within his reach and thus saved his life.

Necessity is the mother of invention.

PICTURE STUDY



Joseph Addison, Sir Godfrey Kneller, about 1703–1712 · Oil on canvas · National Portrait Gallery, London
Wikimedia Commons · Public domain

Joseph Addison wrote many of the *Spectator* essays that Franklin copied. Kneller painted him as one of the members of the Kit-Cat Club, a group of writers and statesmen.

Look closely

- Describe Addison's wig and clothes.
- What kind of person does he look like?

Talk about it

1. Franklin never met Addison, but learned from him. Whose writing would you like to learn from?
2. Why is copying good writing not the same as plagiarism when you do it to practice?

WRITING PROJECT: THE CROW AND THE PITCHER, FRANKLIN'S WAY

Use Franklin's method on "The Crow and the Pitcher."

You will need

- Writing notebook
- The fable below

Steps

1. Day 1: Read the fable. Write a three-to-five-word note for each sentence. Close the book.
2. Day 2 (or after an hour): Rewrite the whole fable from your notes only.
3. Compare with Townsend's version, printed below.
4. Circle three places where Townsend's words were better than yours. Write why.
5. Rewrite your version, fixing those three places.

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- I wrote notes for every sentence.
- I rewrote from notes alone.
- I found and fixed at least three faults.

WRITING NOTEBOOK

1. Copy the model.
2. Write Franklin's three steps from memory.

History note. Franklin wrote that he did these exercises while apprenticed to his brother James, a Boston printer, in the years before he ran away to Philadelphia in 1723.

 **Grammar link.** Grammar Level 2, Lesson 14.4 “Using Modifiers Correctly.” Replace “really thirsty” with one exact word.

For families. The model and the fable are cut from Project Gutenberg texts (#20203 and #21). For the rewrite on Day 2, cover the fable.

WORKED EXAMPLES

Example 1. Make a note for: “A Crow perishing with thirst saw a pitcher, and hoping to find water, flew to it with delight.”

1. Key ideas: thirsty crow, pitcher, hope, flew.

Answer: Thirsty crow — pitcher — flew hopefully.

Example 2. Compare: student wrote “The crow was really thirsty.” Townsend: “A Crow perishing with thirst.” What did the student learn?

1. “Perishing” is stronger and more exact than “really thirsty.”

Answer: Use a strong, exact word instead of “really” plus a weak word.

PRACTICE

1. **EASY** What paper did Franklin imitate?
2. **EASY** Name Franklin’s three steps.
3. **EASY** Why did he wait a few days before rewriting?
4. **EASY** Who wrote many of the Spectator essays?
5. **MEDIUM** Why did Franklin turn prose into verse?
6. **MEDIUM** What did Franklin find when he compared?

COMMON MISTAKES

- Peeking at the original during the rewrite.
- Comparing only for spelling, not for word choice and order.

Make it a game • Memory Rebuild. The leader reads a short paragraph twice. Players write it from memory. Score one point for each idea kept and a bonus for any word better than the original.

Scripture. “Iron sharpeneth iron; so a man sharpeneth the countenance of his friend.” (Proverbs 27:17, KJV)

A good model sharpens a writer, as iron sharpens iron.

Practice: answers

1. *The Spectator*.
2. Notes, rewrite, compare.
3. So he would forget the exact words and have to find his own.
4. Joseph Addison (with Richard Steele).
5. To build a stock of words and a readiness in using them.
6. Some of his faults, which he corrected (and sometimes an improvement).

UNIT 6 REVIEW

Read each question aloud if needed. The student may answer in writing or out loud. Writing tasks are scored with the checklist from the unit, not for spelling alone.

1. (3 pts) What is the difference between a paraphrase and a summary?
2. (3 pts) Paraphrase: “Necessity is the mother of invention.”
3. (3 pts) Summarize the Crow and the Pitcher in one sentence.
4. (2 pts) Write notes (phrases under a heading) for Franklin’s virtue of Order.
5. (3 pts) Name Franklin’s three steps.
6. (2 pts) Why is plagiarism wrong?

UNIT PORTFOLIO PIECE: FRANKLIN’S METHOD LOG

Use Franklin’s method on one more fable of your choice. Keep all three stages on one page: notes, rewrite, and a list of what you learned when you compared.

- **Notes:** Short phrases, one per sentence.
- **Rewrite:** Complete and in your own words.
- **Comparison:** At least three specific lessons.
- **Mechanics:** Complete sentences; correct modifiers.

Answer key

1. A paraphrase keeps every idea at about the same length; a summary keeps only the main ideas and is shorter.
2. Sample: When people really need something, they find a new way to get it.
3. Sample: A thirsty crow raised the water in a pitcher by dropping in stones.
4. Order — a place for things — a time for tasks.
5. Notes, rewrite, compare.
6. It steals and lies about who wrote the words.

PERSONAL NARRATIVE: THE JOURNAL

The personal-narrative track turns to the journal, with the explorers Lewis and Clark as models: the features of an entry, a week of your own, turning a journal entry into a story, and a nature journal entry with a sketch.

BEFORE YOU BEGIN

- Writes complete sentences and short narratives.

MASTERY CHECKLIST

- ☐ I can name the features of a journal entry.
- ☐ I kept a journal for seven days.
- ☐ I can turn a journal entry into a story without inventing facts.
- ☐ I can write an ordered nature description with a sketch.

OPTIONAL BOOKS

- **The Journals of Lewis and Clark (Project Gutenberg #8419)**
(<https://www.gutenberg.org/ebooks/8419>): Free; for parents to choose passages.
- **Audubon's Birds of America:** Many libraries have a reprint; all plates are public domain.

7.1 JOURNALS OF EXPLORERS ✍️ ★

OBJECTIVES

- Tell who Lewis and Clark were and why they kept journals.
- Name the features of a journal entry: date, place, weather, events, observations.
- Copy part of Lewis’s entry on the Great Falls and mark its features.

Warm-up. If you were exploring land no one in your family had ever seen, what five things would you want to write down each night?

Video slot. Video coming. The Lewis and Clark Expedition for children, from the National Park Service (Lewis and Clark National Historic Trail) or a museum. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

journal

A written daily record of events, thoughts and observations.

Corps of Discovery

The name of the Lewis and Clark Expedition (1804–1806).

observation

Something you notice carefully with your senses.

entry

One day’s writing in a journal, headed with the date.

CORE IDEAS

The expedition. In 1803 the United States bought the Louisiana Territory from France. President Thomas Jefferson sent Captain Meriwether Lewis and Captain William Clark with a company of men to explore it and find a route to the Pacific Ocean. They left the St. Louis area in May 1804 and returned in September 1806.

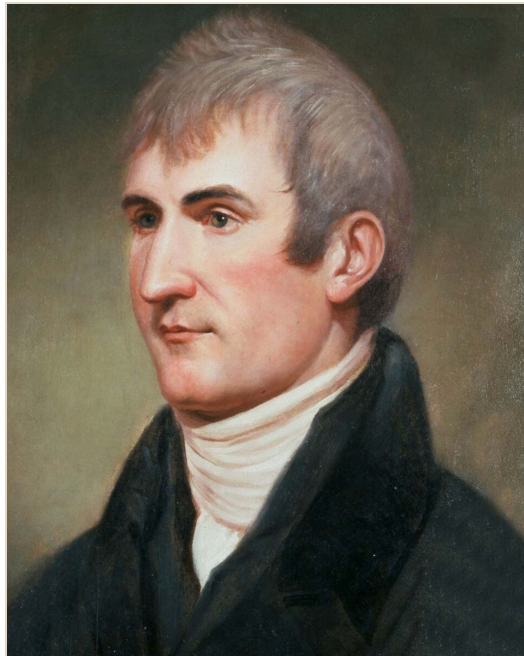
Write it all down. Jefferson ordered them to keep careful records of rivers, plants, animals, weather and peoples. Lewis, Clark and several of their men kept journals. Their spelling was often wrong (they wrote quickly, in tents, by firelight, in an age before spelling was settled), but their observations are exact.

June 13, 1805. Walking ahead of the boats, Lewis heard a roar and saw spray rising “like a column of smoke.” He had found the Great Falls of the Missouri, in what is now Montana. Notice how his entry gives direction, time, distance and sound, in the order he experienced them.

The model. Meriwether Lewis and William Clark, *The Journals of Lewis and Clark, 1804–1806* (Project Gutenberg #8419), spelling as in the original, Lewis, June 13, 1805

I had proceeded on this course about two miles with Goodrich at some distance behind me when my ears were saluted with the agreeable sound of a fall of water and advancing a little further I saw the spray arise above the plain like a column of smoke which would frequently disappear again in an instant caused I presume by the wind which blew pretty hard from the S. W. I did not however lose my direction to this point which soon began to make a roaring too tremendous to be mistaken for any cause short of the great falls of the Missouri.

PICTURE STUDY



Meriwether Lewis, Charles Willson Peale, 1807 · Oil on paper on board · Independence National Historical Park, Philadelphia
Wikimedia Commons · Public domain

Charles Willson Peale ran a museum in Philadelphia and painted portraits of the heroes of his day. He painted both Lewis and Clark after their return.

Look closely

- How old do you think Lewis was here?
- What kind of coat is he wearing?
- Does he look like an explorer? Why or why not?

Talk about it

1. What would you ask Lewis about the journey?
2. Write one line he might have written in his journal on the day he sat for this portrait.

WRITING PROJECT: MARK THE JOURNAL

Copy the model and mark its features.

You will need

- Writing notebook
- Colored pencils

Steps

1. Copy the model in your best hand, keeping Lewis's spelling.
2. Underline in one color every word about direction or distance.
3. Underline in another every word about sound or sight.
4. Write the entry's date and place at the top (June 13, 1805; the Great Falls of the Missouri).
5. Write three questions you would ask Lewis about that day.

Check your work

- I copied it exactly.
- I marked direction, distance, sight and sound.
- I added the date and place.

WRITING NOTEBOOK

1. Copy the model.
2. List the five features of a journal entry.

History note. Peale's portraits of Lewis and Clark hang in the Second Bank of the United States portrait gallery at Independence National Historical Park.

 **Grammar link.** Grammar Level 2, Lesson 16.4 "Capitalization in Depth." Lewis capitalizes many words we would not. Which words in the model should be capitalized today?

For families. Facts follow the National Park Service and the journals themselves (Project Gutenberg #8419). The expedition met many Indian nations; this unit keeps to landscape and animals. Lewis's spelling is kept in models; students spell correctly in their own work.

WORKED EXAMPLES

Example 1. Find the time and distance in the model.

1. Look for numbers.

Answer: About 12 o'clock; about 15 miles; about two miles; a hill about 200 feet high.

Example 2. Why do we keep Lewis's spelling when we copy?

1. It is a primary source; changing it changes the record.

Answer: To copy the record exactly as he wrote it. (In our own journals we spell correctly.)

PRACTICE

1. **EASY** Who sent Lewis and Clark west?
2. **EASY** In what years was the expedition?
3. **EASY** What did Lewis discover on June 13, 1805?
4. **EASY** What did he see first, and what did he hear?
5. **MEDIUM** Name the five features of a journal entry.
6. **MEDIUM** Why was Lewis's journal important to Jefferson?

COMMON MISTAKES

- "Fixing" spelling when copying a primary source.
- Writing journal entries with no date.

Make it a game • Explorer's Senses. Go outside for five minutes. Each player writes one observation for each sense he can use (sight, sound, smell, touch). Share the most exact one.

Scripture. "O LORD , how manifold are thy works! in wisdom hast thou made them all: the earth is full of thy riches." (Psalm 104:24, KJV)

Lewis recorded wonders he had never seen. The psalmist praises the God who made them.

Practice: answers

1. President Thomas Jefferson.
2. 1804-1806.
3. The Great Falls of the Missouri.
4. Spray rising like a column of smoke; a roaring of falling water.

5. Date, place, weather, events, observations.

6. It recorded the land, rivers, plants, animals and peoples for the nation.

7.2 A WEEK'S JOURNAL

OBJECTIVES

- Keep a journal for seven days.
- Write each entry with date, weather, events and at least one exact observation.
- Choose strong, exact words over vague ones.

Warm-up. Which entry is better? (a) “Today was fun.” (b) “Caught a bluegill as long as my hand.” Why?

Video slot. Video coming. Keeping a nature or daily journal, for children (a museum or naturalist channel). Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

vague

Not clear or exact (“stuff,” “nice,” “fun”).

exact

Precise; it names the very thing (“bluegill,” “frost on the windshield”).

fragment

A group of words that is not a complete sentence. Journals may use some; finished writing should not.

primary source

A record made at the time by someone who was there.

CORE IDEAS

Clark’s joy. On November 7, 1805, after a year and a half of travel, Clark wrote: “Great joy in camp we are in View of the Ocian.” In fact they were still in the wide mouth of the Columbia River, and reached the open coast days later. But the entry records exactly what they believed and felt that day. That is why journals are precious.

A journal is for you and for later. Write the date, the weather and what happened. Then add at least one exact observation. Years from now, your journal will be a primary source about your family.

Exact words. “Fun,” “nice” and “stuff” say almost nothing. Name the fish, the bird, the food, the person. Journals may use short fragments, but every entry needs at least one full sentence.

The model. Meriwether Lewis and William Clark, *The Journals of Lewis and Clark, 1804–1806* (Project Gutenberg #8419), spelling as in the original, Clark, November 7, 1805; then a

sample student week

Great joy in camp we are in View of the Ocean, this great Pacific Ocean which we been So long anxious to See. and the roaring or noise made by the waves breaking on the rocky Shores (as I Suppose) may be heard distinctly

Three sample entries from a student's week, written for this course.

Monday, March 3. Frost on the truck windshield. Dad and I fed the calves before breakfast. The brown one, Pepper, butted the bucket out of my hands. Read Chapter 4 of *Treasure Island*.

Tuesday, March 4. Rain all day. Grandma came for supper and told how she rode a horse to school in 1958. Three miles each way!

Wednesday, March 5. Sun at last. Found a killdeer's nest in the gravel by the shed: four speckled eggs, no nest at all really, just stones. The mother ran off dragging her wing to trick me.

PICTURE STUDY



Wild Turkey (Plate 1, The Birds of America), John James Audubon, 1827-1838 · Hand-colored engraving (Havell edition) · From *The Birds of America*
Wikimedia Commons · Public domain

John James Audubon traveled America drawing every bird he could find, life-size. His *Birds of America* was printed in England as 435 huge hand-colored plates. The wild turkey was Plate 1.

Look closely

- Look at the turkey’s feathers. How many colors can you find?
- What is the turkey doing?
- What plants are around it?

Talk about it

1. Audubon took notes as well as drawings. What notes would you write about this turkey?
2. Write one exact sentence describing the bird.

WRITING PROJECT: SEVEN DAYS

Keep a journal for one week.

You will need

- Writing notebook (or a small separate journal)

Steps

1. Each day, write the date and weather on the first line.
2. Write two to five sentences about what happened.
3. Add one exact observation (a sound, an animal, something someone said).
4. Circle any vague word and replace it with an exact one.
5. At the end of the week, read the entries aloud to a parent.

Check your work

- I wrote seven entries, each dated.
- Each entry has weather, events and an observation.
- I replaced vague words.

WRITING NOTEBOOK

1. Your seven entries.
2. A list of ten vague words and an exact word for each.

History note. Audubon’s *Birds of America* was engraved and colored by Robert Havell Jr. in London and issued from 1827 to 1838.

 **Grammar link.** Grammar Level 2, Lesson 9.2 “Fragments and Run-ons.” Journals may hold fragments, but turn at least one into a full sentence each day.

For families. Clark’s November 7, 1805 entry is quoted from Project Gutenberg #8419. The National Park Service notes the party was then at the Columbia estuary near Pillar Rock; the ocean coast was reached about mid-November. The sample student entries were written for this course.

WORKED EXAMPLES

Example 1. Replace the vague words: “We ate some good stuff at the nice place.”

1. Name the food and the place.

Answer: We ate fried catfish and hush puppies at Aunt May’s farm.

Example 2. Was Clark wrong to write “in View of the Ocian”?

1. They were at the wide estuary of the Columbia; the coast was still ahead.
2. He wrote truly what he saw and believed that day.

Answer: He was mistaken about the place, but honest about what he saw and felt. A journal records the moment.

PRACTICE

1. **EASY** On what date did Clark write “Great joy in camp”?
2. **EASY** What river were they on?
3. **EASY** What is a primary source?
4. **EASY** Replace “fun”: “The game was fun.”
5. **MEDIUM** Why keep a journal even if nothing big happens?
6. **MEDIUM** Find an exact observation in the sample week.

COMMON MISTAKES

- Writing only “Nothing happened today.” Something always happens; look closer.
- Skipping the date.

Make it a game • Vague Hunt. Read a paragraph full of vague words aloud. Players shout “Vague!” at each one and offer an exact replacement.

Scripture. “So teach us to number our days, that we may apply our hearts unto wisdom.” (Psalm 90:12, KJV)

A journal is one way to number our days.

Practice: answers

1. November 7, 1805.
2. The Columbia.
3. A record made at the time by someone who was there.
4. Sample: The game was close until the last inning.

5. Small things become precious records later; it trains observation.
6. Sample: four speckled eggs in the gravel.

7.3 FROM JOURNAL TO STORY

OBJECTIVES

- Turn a journal entry into a short narrative.
- Add order, detail and a clear ending without adding false facts.
- Retell Lewis’s discovery of the Great Falls as a story.

Warm-up. Read one of your journal entries from last week. What would you need to add to make it a story someone else would enjoy?

Video slot. Video coming. The Great Falls of the Missouri and the Lewis and Clark portage (NPS or the Lewis and Clark Interpretive Center, Great Falls, Montana). Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

narrative

A story told in order with a beginning, middle and end.

expand

Add detail to make something fuller (like amplifying a fable).

point of view

Who tells the story. Lewis wrote in the first person (“I”).

climax

The high point of a story.

CORE IDEAS

A journal is raw material. Journals are written fast, in the order things happen, with no shaping. A story shapes the same facts: it opens with a hook, builds to a high point and ends with meaning.

Lewis’s high point. Lewis’s entry already has a shape: the walk, the sound, the spray, the roar, and then his first view of the falls. In the second part of the model he describes the falls themselves, “the grandest sight I ever beheld.”

Do not invent. You may imagine Lewis’s feelings, but do not make up events. If you are not sure, leave it out or say “perhaps.”

The model. *Meriwether Lewis and William Clark, The Journals of Lewis and Clark, 1804–1806 (Project Gutenberg #8419), spelling as in the original, Lewis, June 13, 1805, continued*

the remaining part of about 200 yards on my right formes the grandest sight I ever beheld, the hight of the fall is the same of the other but the irregular and somewhat projecting rocks below receives the water in it's passage down and brakes it into a perfect white foam which assumes a thousand forms in a moment sometimes flying up in jets of sparkling foam to the hight of fifteen or twenty feet and are scarcely formed before large roling bodies of the same beaten and foaming water is thrown over and conceals them.

PICTURE STUDY



Carolina Parakeet (Plate 26, The Birds of America), John James Audubon, 1827-1838 · Hand-colored engraving (Havell edition) · From The Birds of America
Wikimedia Commons · Public domain

The Carolina parakeet was the only parrot native to the eastern United States. Flocks once filled the woods. Audubon painted them from life. The last known one, a bird named Incas, died at the Cincinnati Zoo in 1918; the species was declared extinct in 1939.

Look closely

- Count the birds.
- What colors are their heads and bodies?
- What are they doing?

Talk about it

1. Write a journal entry Audubon might have made the day he saw these birds.
2. Now turn it into the first two sentences of a story.

WRITING PROJECT: THE GREAT FALLS, A STORY

Retell Lewis's discovery as a story of 150–250 words, in the first person, as Lewis.

You will need

- Writing notebook
- Both Lewis models

Steps

1. List the events in order from both parts of the model.
2. Write a hook: start with the sound.
3. Build up: the walk, the spray, the climb down.
4. Climax: the first full view.
5. End: one sentence of meaning (Lewis called it “sublimely grand”).
6. Check every fact against the journal.

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- My story keeps Lewis's facts.
- It has a hook, a climax and an ending.
- I spelled correctly (I did not copy Lewis's spelling).

WRITING NOTEBOOK

1. Copy the second model.
2. Write a hook sentence for a story from your own journal.

History note. Getting the boats and supplies around the Great Falls took the expedition about a month of hard portage in June and July 1805.

 **Grammar link.** Grammar Level 2, Lesson 11.4 “Progressive Forms and Consistent Tense.” Keep your story in the past tense.

For families. Lewis's Great Falls entry is quoted from Project Gutenberg #8419. The falls are now partly covered by dams near Great Falls, Montana.

WORKED EXAMPLES

Example 1. Turn into a hook: “I had proceeded on this course about two miles ... when my ears were saluted with the agreeable sound of a fall of water.”

1. Start with the sound.

Answer: A low roar rolled across the plain, and I stopped in my tracks.

Example 2. Is this allowed? “Lewis fell into the river and swam to shore.”

1. Did the journal say it?

Answer: No. It is not in the record; do not invent events.

PRACTICE

1. **EASY** What did Lewis call the falls?
2. **EASY** How high did he say the falls were?
3. **EASY** What happened to the water on the rocks below?
4. **EASY** What point of view did Lewis write in?
5. **MEDIUM** What is the difference between a journal and a story?
6. **MEDIUM** Write a closing sentence for the story.

COMMON MISTAKES

- Adding exciting events that did not happen.
- Copying the journal’s spelling into your own story.

Make it a game • Hook Contest. Each player writes a one-sentence hook for the same journal entry. Read them aloud; the family votes for the one that most makes them want to hear more.

Scripture. “Where wast thou when I laid the foundations of the earth? declare, if thou hast understanding.” (Job 38:4, KJV)

God asked Job where he was when the earth was made. Great sights remind us how small we are.

Practice: answers

1. “the grandest sight I ever beheld” (also “sublimely grand spectacle”).
2. About 80 feet.
3. It broke into white foam that took a thousand forms.

4. First person.
5. A journal records events as they happen; a story shapes them with a hook, climax and ending.
6. Sample: I sat on the rocks a long time, thanking God for such a sight.

7.4 A NATURE JOURNAL ENTRY

OBJECTIVES

- Observe an animal or plant closely and record what you see.
- Organize a description: size, shape, color, parts, behavior.
- Write a nature journal entry with a sketch (with the Gardening & Animals course).

Warm-up. Look at your hand for one full minute. Write five things you never noticed before.

Video slot. Video coming. Prairie dogs in the wild (a nature film from a national park or zoo); preview first.

KEY TERMS

nature journal

A journal of what you observe in God’s creation, often with sketches.

specimen

One example of a plant or animal studied closely.

behavior

What an animal does.

compare

Describe something by likening it to something known (Clark: “mouth resemble the rabbit”).

CORE IDEAS

Clark meets the prairie dog. On September 7, 1804, the expedition found a “village” of an animal the French called the prairie dog. The men spent much of the day pouring water into the burrows to catch one alive, and sent a live prairie dog back to President Jefferson the next spring.

Compare to the known. Notice how Clark describes a new animal by comparing it with ones his readers knew: mouth like a rabbit, tail like a ground squirrel, eyes like a dog.

Order your description. Size and shape first, then color, then parts (head, legs, tail), then behavior. Add a sketch. Label it.

The model. *Meriwether Lewis and William Clark, The Journals of Lewis and Clark, 1804–1806 (Project Gutenberg #8419), spelling as in the original, Clark, September 7, 1804*

near the foot of this high Nole we discovered a Village of an annamale the french
Call the Prarie Dog which burrow in the grown & with the rattle Snake and Killed

one & Caught one Dog alive caught in a whole 2 frogs near the hole Killed a Dark Rattle Snake with a Prairie dog in him

The Village of those little dogs is under the ground a considerable distance we dig under 6 feet thro rich hard clay without getting to their Lodges Some of their wholes we put in 5 barrels of water without driveing them out, we caught one by the water forcing him out. ther mouth resemble the rabbit, head longer, legs short, & toe nails

long ther tail like a ground Squirrel which they Shake and make chattering noise ther eyes like a dog, their colour is Gray and Skin contains Soft fur

PICTURE STUDY



Prairie Dog (Prairie Marmot Squirrel), John James Audubon and John Woodhouse Audubon, 1845–1851 · Hand-colored lithograph (octavo edition, 1851) · From *The Viviparous Quadrupeds of North America* · Wikimedia Commons · Public domain

Late in life, Audubon and his sons drew the mammals of North America for a book with the Rev. John Bachman. The prairie dogs here are standing guard and peeping from their holes, just as Clark saw them.

Look closely

- How many prairie dogs can you find?
- What are they doing?
- Compare their size with something you know.

Talk about it

1. Which of Clark's words fit this picture?
2. Write one sentence comparing a prairie dog with an animal you know.

WRITING PROJECT: MY NATURE JOURNAL ENTRY

Observe one animal or plant for ten minutes and write a journal entry with a labeled sketch.

You will need

- Writing notebook
- Pencil and colored pencils
- A magnifying glass if you have one

Steps

1. Choose a specimen: a bird at the feeder, a beetle, a leaf, a hen.
2. Write the date, place and weather.
3. Observe for ten minutes. Take notes: size, shape, color, parts, behavior.
4. Sketch it and label at least four parts.
5. Write a paragraph in order: size and shape, color, parts, behavior. Use at least one comparison.
6. Spell correctly in your own entry.

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- My entry has date, place and weather.
- My description follows an order.
- I used at least one comparison.
- My sketch is labeled.

WRITING NOTEBOOK

1. Copy the model.
2. Your nature journal entry and sketch.

History note. The live prairie dog went down the Missouri in April 1805 with the keelboat and other specimens and reached Jefferson at the President's House later that year.

 **Grammar link.** Grammar Level 2, Lesson 14.3 "Adjective and Adverb Phrases." "With a tail like a ground squirrel's" is an adjective phrase.

For families. Clark's prairie dog entry is from Project Gutenberg #8419; it mentions killing a rattlesnake. Coordinate with the School Launch Gardening & Animals course if your student takes it.

WORKED EXAMPLES

Example 1. Write a comparison for a robin.

1. Liken it to something known.

Answer: A robin is about as long as a new pencil, with a breast the color of a rusty nail.

Example 2. Put in order: (a) it hops and tilts its head; (b) about ten inches long; (c) gray back, orange breast; (d) yellow beak.

1. Size and shape, color, parts, behavior.

Answer: b, c, d, a.

PRACTICE

1. **EASY** On what date did Clark describe the prairie dog?
2. **EASY** What did Clark say the mouth looked like?
3. **EASY** How did the men catch one?
4. **EASY** Give the order for a description.
5. **MEDIUM** Why compare a new animal to known ones?
6. **MEDIUM** What happened to a live prairie dog the expedition caught?

COMMON MISTAKES

- Describing from memory instead of looking.
- Jumping back and forth between color and behavior.

Make it a game · Twenty Seconds. The leader shows an object for twenty seconds, then hides it. Players write as many exact details as they can. Most correct details wins.

Scripture. "But ask now the beasts, and they shall teach thee; and the fowls of the air, and they shall tell thee:" (Job 12:7, KJV)

Job says the beasts and birds can teach us. A nature journal listens.

Practice: answers

1. September 7, 1804.

2. A rabbit's.
3. By pouring water into a burrow to force it out.
4. Size and shape, color, parts, behavior.
5. Readers can picture it.
6. One was later sent to President Jefferson (in 1805).

UNIT 7 REVIEW

Read each question aloud if needed. The student may answer in writing or out loud. Writing tasks are scored with the checklist from the unit, not for spelling alone.

1. (3 pts) Name the five features of a journal entry.
2. (3 pts) Who were Lewis and Clark, and who sent them?
3. (2 pts) What did Lewis find on June 13, 1805?
4. (3 pts) Replace the vague words: "It was a nice day and we did stuff."
5. (2 pts) Why must a story made from a journal not invent events?
6. (5 pts) Write a four-sentence description of an animal in order (size, color, parts, behavior).

UNIT PORTFOLIO PIECE: A PAGE FROM MY JOURNAL

Choose your best journal entry and your nature entry. Copy them neatly with your sketch. Read one aloud to your family (this unit's oral piece).

- **Features:** Date, place, weather, events, observation.
- **Exact words:** No vague words; at least one comparison.
- **Order:** The description follows a clear order.
- **Mechanics:** Correct spelling and capitals in your own writing.

Answer key

1. Date, place, weather, events, observations.
2. Captains who led the Corps of Discovery (1804–1806), sent by President Jefferson.
3. The Great Falls of the Missouri.
4. Sample: The sky was clear, and we split firewood.
5. The journal is a true record; inventing makes it false.
6. Four ordered sentences, one comparison.

REVIEW AND PORTFOLIO

The year closes with revision and celebration: revising a chreia and a story, reading aloud, and assembling a portfolio with an honest self-assessment and a timed writing sample.

BEFORE YOU BEGIN

- Has drafts from Units 1–7.

MASTERY CHECKLIST

- ☐ I can revise with a checklist.
- ☐ I can use a reader's response.
- ☐ I can read aloud with good delivery.
- ☐ I assembled a portfolio and assessed my growth.

OPTIONAL BOOKS

- **A folder or binder for the portfolio:** Kept through Grade 12.

8.1 REVISING A CHREIA ★

OBJECTIVES

- Use a revision checklist on a chreia.
- Strengthen vague sentences with exact facts and words.
- Revise your Franklin or Henry chreia for the portfolio.

Warm-up. Look at a drawing you made last year. What would you change now? Writers look at their work again, too.

Video slot. Video coming. Revising and editing writing for students (a short, clean video). Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

revise

To “see again”: improve the ideas, order and words of a draft.

edit

To fix spelling, capitals and punctuation.

checklist

A list of things to check, one at a time.

draft

A version of a piece of writing before it is finished.

CORE IDEAS

Revise, then edit. First look at the big things: Are all eight heads there? Is each one clear? Is every fact true? Then look at the small things: spelling, capitals, commas, quotation marks.

Vague to exact. The most common weakness in a first draft is vagueness: “he did lots of things.” Revision names the things.

The checklist. (1) All eight heads, in order. (2) Each head has its own paragraph. (3) Facts and quotations are exact. (4) No vague words. (5) Subjects and verbs agree. (6) One tense. (7) Commas and quotation marks are right.

The model. *A sample draft and its revision*

A sample student chreia (first draft, praise and paraphrase heads), written for this course, with a parent’s margin notes in brackets.

Benjamin Franklin was a very good man and he did lots of things. [Which things? Name two.] He said lost time is never found again. [Quotation marks.] This means that you can't get time back. [Apostrophe: can't.] Time is really important. [Vague. Why?]

The same heads, revised.

Benjamin Franklin, the Philadelphia printer who helped write the Declaration of Independence, filled his almanac with short, wise sayings. One of them is this: "Lost time is never found again." In other words, an hour wasted is gone for good; no one can earn it back, borrow it or buy it.

PICTURE STUDY



The Village School (Die Dorfschule), Albert Anker, 1896 · Oil on canvas · Kunstmuseum Basel
Wikimedia Commons · Public domain

The Swiss painter Albert Anker loved to paint children at school and at home. Here a whole village school works together in one room.

Look closely

- Find the teacher.
- Find a child who is working hard and one who is not.
- What are the children writing on?

Talk about it

1. What would the teacher say about a first draft?
2. Which child would you be?

WRITING PROJECT: PORTFOLIO CHREIA

Revise your 2.4 or 4.3 chreia with the checklist.

You will need

- Your chreia
- A colored pencil

Steps

1. Read your chreia aloud.
2. Go through the checklist, one item at a time, marking problems in color.
3. Rewrite any vague sentence with exact facts.
4. Edit for spelling and punctuation.
5. Copy the clean version for your portfolio.

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- I used every item on the checklist.
- I replaced vague sentences.
- My final copy is clean.

WRITING NOTEBOOK

1. Copy the revision checklist.
2. List three changes you made and why.

 **Grammar link.** Grammar Level 2, Lesson 12.2 “Agreement with Compound Subjects.”

For families. The sample draft and revision were written for this course. Praise what is good before marking what to fix.

WORKED EXAMPLES

Example 1. Revise: “Patrick Henry gave a good speech.”

1. When? Where? What made it good?

Answer: On March 23, 1775, in St. John’s Church, Patrick Henry urged Virginia to arm, ending with words still remembered.

Example 2. Edit: he said lost time is never found again

1. Capital at the start.
2. Comma and quotation marks.

Answer: He said, “Lost time is never found again.”

PRACTICE

1. **EASY** What does “revise” mean?
2. **EASY** What does “edit” mean?
3. **EASY** Which comes first?
4. **EASY** Name three items on the checklist.
5. **MEDIUM** Fix: “Franklin and Henry was patriots.”
6. **MEDIUM** Make exact: “Time is really important.”

COMMON MISTAKES

- Only fixing spelling and calling it revision.
- Trying to fix everything at once instead of one item at a time.

Make it a game • Red-Pen Relay. Teams get the same messy paragraph. Each player fixes one error and passes it on. First team with a clean paragraph wins.

Scripture. “The preacher sought to find out acceptable words: and that which was written was upright, even words of truth.” (Ecclesiastes 12:10, KJV)

Solomon worked to find “acceptable words.” Revision is that work.

Practice: answers

1. To see again and improve ideas, order and words.
2. To fix spelling, capitals and punctuation.
3. Revise, then edit.
4. Sample: all eight heads; exact facts; agreement.
5. Franklin and Henry were patriots.
6. Sample: Every hour is a gift from God that cannot be replaced.

8.2 REVISING A STORY

OBJECTIVES

- Revise your two-character scene (3.4) or Great Falls story (7.3).
- Check dialogue, beats, tense and the scene's shape.
- Ask a reader for one specific suggestion and use it.

Warm-up. Tell a joke twice: once badly, once well. What made the difference?

Video slot. Video coming. Revising a story: show, don't tell (for children). Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

reader response

A listener's honest reaction to your story.

specific

Exact and clear, not general.

show, don't tell

Let actions and details show a feeling instead of naming it.

final copy

The clean, finished version.

CORE IDEAS

Story checklist. (1) Goal, obstacle and turn. (2) Every line of dialogue does a job. (3) Plain tags and beats. (4) One tense. (5) Exact words. (6) Correct dialogue marks.

Ask a reader. Read your story to someone and ask: Where were you bored? Where were you confused? What did you like best? Use at least one answer.

Show, don't tell. "Tom was tired" tells. "Tom's arm shook, but he did not lower the lantern" shows. Look for two places to show instead of tell.

The model. *Proverbs 27:6 (KJV), on honest readers*

Faithful are the wounds of a friend; but the kisses of an enemy are deceitful.

PICTURE STUDY



Snap the Whip, Winslow Homer, 1872 · Oil on canvas · Butler Institute of American Art, Youngstown, Ohio
Wikimedia Commons · Public domain

Winslow Homer painted country boys playing a game at recess in front of a little red schoolhouse.

Look closely

- Find the boys who have fallen.
- What is the game? How does it work?
- Where is the school?

Talk about it

1. Tell what is happening using only “show” sentences.
2. What will happen in the next second?

WRITING PROJECT: STORY REVISION

Revise your scene or story with the checklist and one reader’s response.

You will need

- Your story from 3.4 or 7.3
- A reader

Steps

1. Read your story aloud to a reader. Ask the three questions.

2. Write down the answers.
3. Go through the story checklist.
4. Change at least two “tell” sentences to “show.”
5. Copy the final version.

Check your work

- Every sentence starts with a capital letter.
- Every sentence ends with a period, question mark or exclamation point.
- Every sentence is complete: it has a subject and a predicate.
- I used a reader’s suggestion.
- I changed two tells to shows.
- My dialogue is correctly punctuated.

WRITING NOTEBOOK

1. Write the reader’s answers.
2. Write your two tell-to-show changes, before and after.

 **Grammar link.** Grammar Level 2, Lesson 15.2 “Quotation Marks and Dialogue.”

For families. Be an honest, kind reader: one praise, one specific suggestion.

WORKED EXAMPLES

Example 1. Show, don’t tell: “Jim was scared.”

1. What does a scared boy do?

Answer: Jim’s hand shook so that the lantern rattled.

Example 2. Turn a vague response into a specific one: “It was good.”

1. Ask: what part? Why?

Answer: I liked when the calf blinked; I could see it.

PRACTICE

1. **EASY** Name three items on the story checklist.
2. **EASY** What three questions should you ask a reader?
3. **EASY** Tell or show: “She was happy.”
4. **MEDIUM** Change to show: “The dog was excited.”
5. **MEDIUM** Why do we need honest readers?

6. **MEDIUM** What does Proverbs 27:6 teach about criticism?

COMMON MISTAKES

- Getting upset at a reader's honest answer.
- Changing so much that the story loses its heart.

Make it a game • Tell-to-Show Charades. One player draws a “tell” card (“He was angry”). He acts it out; others write a “show” sentence for what they see.

Scripture. “Faithful are the wounds of a friend; but the kisses of an enemy are deceitful.” (Proverbs 27:6, KJV)

Honest readers are faithful friends.

Practice: answers

1. Sample: goal/obstacle/turn; dialogue jobs; tense.
2. Where were you bored? Confused? What did you like best?
3. Tell.
4. Sample: The dog spun in circles and thumped his tail against the door.
5. They help us see what we cannot see ourselves.
6. A friend who tells us hard truths is faithful.

8.3 READ-ALOUD

OBJECTIVES

- Prepare a polished piece to read aloud.
- Practice delivery: posture, voice, pace, pauses, eye contact.
- Read your chreia or story to an audience (family or co-op).

Warm-up. Read a sentence in a whisper, then in a shout, then normally. Which is best for a room of people?

Video slot. Video coming. Tips for reading aloud or public speaking for children. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

delivery

The fifth canon: how you speak your words.

posture

How you stand.

pace

How fast you speak.

eye contact

Looking at your listeners.

CORE IDEAS

The fifth canon. Delivery matters. A good piece read badly is lost. Stand tall, feet still. Hold the paper at chest height. Speak slower than feels natural.

Mark your copy. Draw a slash / where you pause, two slashes // at long pauses, and underline words to stress.

Practice three times. Once alone, once in front of a mirror, once for one person. Then perform.

The model. *1 Peter 3:15 (KJV)*

But sanctify the Lord God in your hearts: and be ready always to give an answer to every man that asketh you a reason of the hope that is in you with meekness and fear:

PICTURE STUDY



The Country School, Winslow Homer, 1871 · Oil on canvas · Saint Louis Art Museum
Wikimedia Commons · Public domain

Homer painted a young teacher in a bright one-room school. One small boy stands reading aloud, or perhaps crying over his lesson.

Look closely

- Find the teacher. What is she holding?
- Find the child who is reading or reciting.
- Where does the light come from?

Talk about it

1. How would you stand to read aloud in this room?
2. What would help the shy boy?

WRITING PROJECT: PERFORMANCE

Read a polished piece aloud to an audience (the oral component for Unit 8).

You will need

- Your revised chreia or story
- A pencil to mark pauses

Steps

1. Choose your piece.

2. Mark pauses and stress.
3. Practice three times.
4. Perform for family, grandparents or a co-op.
5. Ask for one praise and one suggestion.

Check your work

- I stood still and tall.
- I spoke slowly and clearly.
- I looked up at least three times.

WRITING NOTEBOOK

1. Write the five tips for delivery.
2. Write what went well and what to improve.

 **Grammar link.** Grammar Level 2, Lesson 15.4 “Semicolons and Colons.” Pause at semicolons when reading aloud.

For families. If possible, invite grandparents or another family to hear the reading.

WORKED EXAMPLES

Example 1. Mark: “Lost time is never found again; and what we call time enough, always proves little enough.”

1. Pause at the semicolon; stress “never” and “little.”

Answer: Lost time is never found again; / and what we call time enough, / always proves little enough. //

Example 2. Your audience looks bored. What can you change?

1. Pace? Volume? Eye contact?

Answer: Slow down, speak up and look at them.

PRACTICE

1. **EASY** Which canon is about how you speak?
2. **EASY** What does a single slash mean on your copy?
3. **EASY** Should you read fast or slow?
4. **EASY** How many times should you practice?
5. **MEDIUM** Why hold your paper at chest height?

6. **MEDIUM** What does 1 Peter 3:15 ask us to be ready to do?

COMMON MISTAKES

- Hiding behind the paper.
- Rocking or shuffling while speaking.

Make it a game • Pause Power. Read the same sentence with pauses in different places. Listeners guess which version means what.

Scripture. “But sanctify the Lord God in your hearts: and be ready always to give an answer to every man that asketh you a reason of the hope that is in you with meekness and fear:” (1 Peter 3:15, KJV)

Christians should be ready to speak well about their hope.

Practice: answers

1. Delivery.
2. A short pause.
3. Slower than feels natural.
4. At least three.
5. So your voice goes out and you can look up easily.
6. Give an answer for the hope in us with meekness and fear.

8.4 PORTFOLIO AND SELF-ASSESSMENT

OBJECTIVES

- Gather the year's best work into a portfolio.
- Write a self-assessment of growth and goals.
- Complete the end-of-year timed writing sample.

Warm-up. Compare your first journal entry of the year with your last. What changed?

Video slot. Video coming. (No video needed; use the time to assemble the portfolio.)

KEY TERMS

portfolio

A folder of your best work.

self-assessment

An honest look at your own work.

goal

Something to work toward.

timed writing

Writing on an unseen topic in a set time.

CORE IDEAS

The portfolio. Include: your brief history (Unit 1), chreia booklet (Units 2 and 4), scene (Unit 3), hymn stanza (Unit 5), Franklin log (Unit 6), journal page (Unit 7) and revised pieces (Unit 8).

Self-assessment. Write a paragraph: What is your best piece and why? What did you learn? What will you work on in Grade 6? Be honest and thankful.

Timed writing. In 30 minutes, write a narrative or chreia on an unseen topic your parent chooses. It is scored with the same checklist as the year, to compare with your mid-year sample.

The model. *2 Timothy 2:15 (KJV)*

Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.

PICTURE STUDY



The Writing Lesson (Die Schreibschule) or Schoolgirl writing, Albert Anker, 19th century · Oil on canvas ·
Private collection or Swiss museum
Wikimedia Commons · Public domain

Anker painted children working with care. Notice the patience in the small writer.

Look closely

- What is the child writing on?
- How is the child sitting?

Talk about it

1. What would you tell this child about learning to write?
2. What is one thing you are proud of this year?

WRITING PROJECT: MY PORTFOLIO

Assemble your portfolio and write your self-assessment.

You will need

- A folder
- Your best pieces

Steps

1. Gather one piece from each unit.
2. Make a table of contents.

3. Write your self-assessment paragraph.
4. Do the timed writing.
5. Present your portfolio to your family.

Check your work

- My portfolio has one piece from each unit.
- My self-assessment names my best piece, what I learned and a goal.
- I completed the timed writing.

WRITING NOTEBOOK

1. Your self-assessment.
2. Three goals for Grade 6.

 **Grammar link.** Grammar Level 2, Lesson 16.4 “Capitalization in Depth.” Check every title in your table of contents.

For families. Keep the portfolio; Grade 6 begins by looking back at it. Score the timed writing with the checklist (content, arrangement, style, mechanics, 4 points each).

WORKED EXAMPLES

Example 1. Write a self-assessment sentence about growth.

1. Compare then and now.

Answer: In September I wrote vague sentences; now I name exact things, like “four speckled eggs.”

Example 2. Write a goal.

1. Make it specific.

Answer: In Grade 6, I want to write dialogue without looking up the rules.

PRACTICE

1. **EASY** What is a portfolio?
2. **EASY** How long is the timed writing?
3. **EASY** Name three pieces that go in the portfolio.
4. **MEDIUM** Why compare the timed writing with the mid-year sample?
5. **MEDIUM** Write one goal for next year.
6. **MEDIUM** What does 2 Timothy 2:15 say a workman should be?

COMMON MISTAKES

- Choosing pieces by neatness only.
- A self-assessment that only says “I did good.”

Make it a game • Gallery Walk. Lay portfolio pieces around the room. Family members walk through and leave a sticky note of praise on each.

Scripture. “Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.” (2 Timothy 2:15, KJV)

Study and work so that you need not be ashamed.

Practice: answers

1. A folder of your best work.
2. 30 minutes.
3. Sample: brief history, chreia, scene.
4. To see growth.
5. Sample: use more beats in dialogue.
6. One that needeth not to be ashamed, rightly dividing the word of truth.

UNIT 8 REVIEW

Read each question aloud if needed. The student may answer in writing or out loud. Writing tasks are scored with the checklist from the unit, not for spelling alone.

1. (3 pts) What is the difference between revising and editing?
2. (3 pts) Change to show: "The boy was cold."
3. (3 pts) Name three tips for delivery.
4. (2 pts) Fix: "Each of the boys have a notebook."
5. (4 pts) Write a two-sentence self-assessment.

UNIT PORTFOLIO PIECE: THE GRADE 5 PORTFOLIO

One piece from each unit, a table of contents, a self-assessment and the timed writing sample, presented to the family.

- **Complete:** One piece from each unit.
- **Revised:** Pieces show revision, not just neat copying.
- **Self-assessment:** Honest, specific, with goals.
- **Presentation:** Organized and presented aloud.

Answer key

1. Revising improves ideas, order and words; editing fixes spelling and punctuation.
2. Sample: The boy stuffed his hands under his arms and stamped his feet.
3. Sample: stand still, speak slowly, look up.
4. Each of the boys has a notebook.
5. Honest, specific sentences about growth and a goal.

BONUS: CONTEST LAB

An optional unit for students who want to enter a real contest: finish a DAR American History Essay Contest entry with sources and a title page, and write an eight-line poem for the Catholic Daughters Education Contest.

BEFORE YOU BEGIN

- Draft from 4.4; common meter from Unit 5.

MASTERY CHECKLIST

- ☐ I can turn rules into a checklist.
- ☐ I can list trustworthy sources.
- ☐ I can prepare a clean final entry.

OPTIONAL BOOKS

- **DAR essay contests** (<https://www.dar.org/outreach/education/essay-contests>): Official page and chapter locator.
- **Catholic Daughters of the Americas** (<https://catholicdaughters.org>): Find a local court.

9.1 SOURCES AND THE DAR RULES

OBJECTIVES

- Read the full DAR rule summary and make a checklist.
- Find at least two trustworthy sources on July 1776.
- Write a bibliography for your essay.

Warm-up. If a friend told you something surprising about history, how could you check if it was true?

Video slot. Video coming. How the news of independence spread in July 1776, from the National Archives, a museum or the Library of Congress. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

source

Where information comes from: a book, a document, a museum page.

trustworthy

Reliable: written by people who know, and checked.

bibliography

A list of sources, usually in alphabetical order by author.

primary source

A document made at the time (the Declaration itself; a 1776 newspaper).

CORE IDEAS

The rules. Read the summary below with a parent and turn it into a checklist.

Good sources. Use the Declaration itself (a primary source), a library book on the Revolution, the National Archives or Library of Congress websites, or a good encyclopedia. Be careful with random websites and never copy from them.

Your bibliography. List each source: author (if any), title, publisher or website, and year. The DAR requires it.

A sample bibliography for a Grade 5 DAR essay, in a simple style.

“Declaration of Independence: A Transcription.” National Archives. Online.
Franklin, Benjamin. *Autobiography*. Project Gutenberg, eBook #20203.
[Encyclopedia article title.] [Encyclopedia name], [year].

The model. *DAR American History Essay Contest, 2026–2027 (summary)*

A summary of the NSDAR 2026–2027 American History Essay Contest sheet (as posted by state and chapter societies). Get the official sheet and deadline from your local chapter.

Who: Grades 5–8 in public, private or parochial schools, or homeschooled. A student whose school is not taking part may enter directly through a local DAR chapter.

Topic: Imagine hearing the Declaration of Independence read aloud in your community in 1776 (it was first read publicly in Philadelphia on July 8). How would you react? With whom would you share the news? What would you do? How would it change your life?

Length: Grade 5, 300–600 words; Grades 6–8, 600–1,000 words.

Form: typed, black, non-script font, 12–14 point; a completed title page; a list of all sources (bibliography). No student photograph.

Own work: all research, writing and editing must be the student's own, not a parent's, teacher's, tutor's or AI's.

Judged on: historical accuracy, adherence to topic, organization, interest, originality, spelling, grammar, punctuation and neatness.

PICTURE STUDY



*Pulling Down the Statue of King George III, New York City, Johannes Adam Simon Oertel, 1852–1853 · Oil on canvas · New-York Historical Society
Wikimedia Commons · Public domain*

After the Declaration was read to Washington's troops in New York on July 9, 1776, a crowd pulled down the city's statue of King George III. This painting was made about seventy-five years later, and the painter imagined the scene.

Look closely

- What are the men doing?
- Find the women and children. How do they react?
- What does the statue show?

Talk about it

1. How would you react to hearing the Declaration? Would you cheer, worry, or both?
2. The painting is not a primary source. Why not?

WRITING PROJECT: CHECKLIST AND SOURCES

Make a rule checklist and a bibliography of at least two sources.

You will need

- Writing notebook
- Library books or approved websites

Steps

1. Turn every rule into a checkbox.
2. Find two trustworthy sources about how the Declaration was read or spread in July 1776.
3. Take notes (Unit 6) on three true facts you can use.
4. Write your bibliography.
5. Ask a parent to find your local DAR chapter and its deadline.

Check your work

- My checklist covers every rule.
- I have at least two trustworthy sources.
- My bibliography is complete.

WRITING NOTEBOOK

1. Your checklist.
2. Three facts with their sources.

 **Grammar link.** Grammar Level 2, Lesson 15.3 “Titles.” Book titles are italicized (or underlined); article titles go in quotation marks.

For families. The rules summary follows the NSDAR 2026–2027 contest sheet as posted by the West Virginia DAR (September 2026) and Cedar Brook Chapter (October 2026). The New York statue event and the July 9 reading are well documented (New-York Historical Society). Chapter deadlines vary.

WORKED EXAMPLES

Example 1. Is a painting from 1852 a primary source for 1776?

1. It was made 75 years later.

Answer: No. It is a later artist's imagination.

Example 2. Which is more trustworthy for the text of the Declaration: the National Archives or an unsigned blog?

1. The Archives holds the original.

Answer: The National Archives.

PRACTICE

1. **EASY** What is a bibliography?
2. **EASY** Name one primary source for July 1776.
3. **EASY** How long must a Grade 5 DAR essay be?
4. **EASY** May a parent edit your essay?
5. **MEDIUM** Why must you list sources?
6. **MEDIUM** What happened in New York on July 9, 1776?

COMMON MISTAKES

- Using a source you cannot name.
- Missing the chapter deadline.

Make it a game · Source Sort. The leader names sources (an encyclopedia, a cartoon, a letter from 1776, a novel). Players sort them: primary, trustworthy secondary, or not trustworthy.

Scripture. "He that is first in his own cause seemeth just; but his neighbour cometh and searcheth him." (Proverbs 18:17, KJV)

Check the story; the first telling is not always the whole truth.

Practice: answers

1. A list of sources.
2. The Declaration itself (or a 1776 newspaper).
3. 300–600 words.
4. No.

5. To show where facts came from and give credit; the rules require it.
6. The Declaration was read to the troops, and a crowd pulled down the statue of George III.

9.2 AN EIGHT-LINE POEM FOR CATHOLIC DAUGHTERS

OBJECTIVES

- Read the Catholic Daughters poetry rules.
- Write an eight-line poem on the theme.
- Use common meter (Unit 5) or another form.

Warm-up. Name a time you saw someone help a person who could not pay them back.

Video slot. Video coming. (Optional) A short clean reading of a poem about service. Search approved channels (e.g., Homeschool Pop (Alternate), a library or museum read-aloud); preview first.

KEY TERMS

theme

The idea every entry must be about.

division

A group of entrants by grade; Grades 4–5 are Division 1.

court

A local chapter of the Catholic Daughters.

originality

Your own idea, not copied.

CORE IDEAS

The contest. The Catholic Daughters of the Americas hold a free yearly contest with poetry and essay categories. Grade 5 is in Division 1. Poems may be no more than eight lines.

Read the rubric. The theme counts 40 points, originality 30. Write about something you have really seen.

Two quatrains. Two common-meter quatrains make exactly eight lines. The sample does this.

The model. *Catholic Daughters rules (summary) and a sample poem*

A summary of the 2025–2026 Catholic Daughters of the Americas Education Contest rule sheet (as posted by the Virginia State Court). The 2026–2027 theme and rules may differ; get the current sheet from your local court.

Who: Division 1 is Grades 4–5. Catholic and non-Catholic students may enter.

Theme (2025–2026): “The Least of These. Matthew 25:40” or “The Least of

These: Lifting Others Up.”

Poetry: any style, typed, not more than eight lines.

Rule for all: entries must be the contestant’s own imagination and creation.

Judges’ rubric: follows rules 5; neatness 10; grammar, spelling and punctuation 15; originality 30; clear depiction of the theme 40 (total 100).

How to enter: through a local Catholic Daughters court, by its deadline.

A sample eight-line poem in common meter, written for this course.

The Night Shift

When snow came down on Miller Road
And no one else could go,
My father plowed the widow’s lane
Before he plowed our own.
He never said a word of it;
He had no need to tell.
The Lord who sees the least of these
Saw Father’s plow as well.

PICTURE STUDY



The Angelus, Jean-François Millet, 1857–1859 · Oil on canvas · Musée d’Orsay, Paris
Wikimedia Commons · Public domain

Millet painted two poor farm workers stopping their work to pray when they hear the distant church bell at evening.

Look closely

- Find the church steeple.

- What tools and baskets are near them?
- What time of day is it?

Talk about it

1. What could this couple teach about “the least of these”?
2. Write two lines of a poem about this painting.

WRITING PROJECT: MY EIGHT LINES

Write an eight-line poem on the current theme.

You will need

- Writing notebook
- The current rule sheet

Steps

1. Confirm the current theme with your local court.
2. List three true moments that fit the theme.
3. Choose one and write two quatrains.
4. Count lines (no more than eight).
5. Type it neatly.

Check your work

- My poem fits the theme.
- It is eight lines or fewer.
- It is my own.

WRITING NOTEBOOK

1. Your three true moments.
2. Your draft.

 **Grammar link.** Grammar Level 2, Lesson 16.4 “Capitalization in Depth.” Capitalize *Lord* and pronouns for God as your family does; be consistent.

For families. The sample poem was written for this course. The rules are from the 2025–2026 Virginia State Court sheet; the 2026–2027 theme had not been posted on the national site when this course was written. Confirm with your local court.

WORKED EXAMPLES

Example 1. Is a ten-line poem allowed?

1. Limit: eight lines.

Answer: No.

Example 2. Which counts more: neatness or theme?

1. Neatness 10, theme 40.

Answer: The theme.

PRACTICE

1. **EASY** How many lines may the poem have?
2. **EASY** What division is Grade 5?
3. **EASY** Who may enter?
4. **MEDIUM** What is worth the most points?
5. **MEDIUM** Why check for a new rule sheet?
6. **MEDIUM** In the sample, who are “the least of these”?

COMMON MISTAKES

- Using last year’s theme.
- Writing more than eight lines.

Make it a game · Eight Exactly. In ten minutes, each player writes a poem of exactly eight lines on “helping.” Read them aloud.

Scripture. “And the King shall answer and say unto them, Verily I say unto you, Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me.” (Matthew 25:40, KJV)

The 2025–2026 theme came from this verse.

Practice: answers

1. Eight or fewer.
2. Division 1 (Grades 4–5).
3. Catholic and non-Catholic students.
4. Clear depiction of the theme (40).
5. The theme and rules may change each year.

6. The widow whose lane the father plowed.

9.3 FINAL POLISH AND TITLE PAGE

OBJECTIVES

- Check a contest entry against every rule.
- Prepare a DAR title page and final typed copy.
- Submit (with a parent) by the deadline.

Warm-up. What is the difference between “almost done” and “done”?

Video slot. Video coming. (No video needed.)

KEY TERMS

final copy

The finished, clean version.

word count

The number of words; use a word processor or count by hand.

font

The style of type; the DAR asks for a non-script font, 12–14 point.

deadline

The last day an entry is accepted.

CORE IDEAS

Check every rule. Go through your checklist line by line: topic, length, font, title page, bibliography, own work.

Read it aloud one last time. Your ear catches what your eye misses.

Submit. A parent helps with the forms and the deadline; the student does all the writing and editing.

The model. *Colossians 3:23 (KJV)*

And whatsoever ye do, do it heartily, as to the Lord, and not unto men;

PICTURE STUDY



Benjamin Franklin and the Printing Press (Franklin at work), Charles E. Mills, about 1914 · Painting ·
Library of Congress / Detroit Publishing
Wikimedia Commons · Public domain

Franklin was a printer before he was a statesman. Every sheet he printed had to be checked for errors before it went out.

Look closely

- What is Franklin doing?
- What tools are around him?

Talk about it

1. Why would a printer check every page?
2. What will you check before sending your entry?

WRITING PROJECT: READY TO SEND

Finish and check your DAR essay (and CDA poem, if entering).

You will need

- Your drafts
- A computer and printer
- The rule checklists

Steps

1. Type the final copy in a 12-14 point plain font.

2. Count the words.
3. Fill out the title page.
4. Attach the bibliography.
5. Read aloud once more.
6. Submit with a parent by the deadline.

Check your work

- Every rule is checked.
- The essay is within the word limit.
- The title page and bibliography are attached.

WRITING NOTEBOOK

1. Your completed checklist.
2. A note of thanks to God for the work, whatever the result.

 **Grammar link.** Grammar Level 2, Lesson 16.3 “Words Often Confused.” Check *their/there/they’re* and *its/it’s* one last time.

For families. The picture is a 20th-century imagined scene of Franklin as a printer (checked on Commons for date and license). Contest placement is a bonus, not a grade.

WORKED EXAMPLES

Example 1. The essay has 612 words. What now?

1. Grade 5 limit: 600.

Answer: Cut at least 12 words, then recount.

Example 2. The font is a fancy script. Allowed?

1. Rules: non-script.

Answer: No. Change to a plain font.

PRACTICE

1. **EASY** What font size does the DAR allow?
2. **EASY** What must be attached?
3. **EASY** Who types and edits the essay?
4. **MEDIUM** Why read aloud one last time?
5. **MEDIUM** What does Colossians 3:23 teach about contests?

6. **MEDIUM** Is winning the goal?

COMMON MISTAKES

- Waiting until the deadline day.
- Forgetting the title page.

Make it a game · Rule Detective. The parent makes three “entries,” each breaking one rule. Find the broken rule.

Scripture. “And whatsoever ye do, do it heartily, as to the Lord, and not unto men;” (Colossians 3:23, KJV)

Do it heartily, as to the Lord.

Practice: answers

1. 12 to 14 point.
2. A title page and a bibliography.
3. The student.
4. The ear catches mistakes the eye misses.
5. Work heartily, as to the Lord.
6. No; doing good work for the Lord is. Placing is a bonus.

UNIT 9 REVIEW

Read each question aloud if needed. The student may answer in writing or out loud. Writing tasks are scored with the checklist from the unit, not for spelling alone.

1. (3 pts) Name three DAR rules.
2. (2 pts) What is a primary source?
3. (2 pts) How many lines may a Catholic Daughters poem have?
4. (2 pts) What counts most in the CDA rubric?

UNIT PORTFOLIO PIECE: CONTEST ENTRY

Your finished DAR essay and/or Catholic Daughters poem.

- **Rules:** Every rule met.
- **Accuracy:** History is true and sourced.
- **Originality:** The student's own work and idea.
- **Polish:** Clean, checked final copy.

Answer key

1. Sample: 300–600 words for Grade 5; title page; bibliography; own work.
2. A document made at the time.
3. Eight or fewer.
4. Clear depiction of the theme.