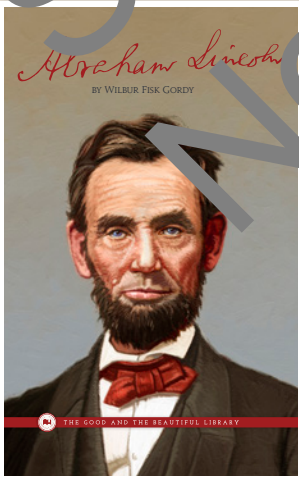


# The Good and the Beautiful

LEVEL EIGHT

# BOOK STUDY

ABRAHAM LINCOLN BY WILBUR FISK GORDY



Writing

Spelling

- Grammar, usage, and punctuation
- Geography
- Literature
- Handwriting
- Art

# LEVEL 8

# BOOK STUDY

*Abraham Lincoln*

By Winifred Fisk Gordy

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Created by Jenny Phillips

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## ABOUT THE BOOK STUDY

### What are book studies?

The Good and the Beautiful Book Studies are student-directed, consumable booklets that accompany select books from The Good and the Beautiful Library, helping children explore the book while also studying language arts, geography, and art. To complete a book study, the student simply reads and follows the instructions in each lesson. The parent or teacher checks the student's work using the answer key.

### What topics does this book study cover?

- Literature
- Writing
- Spelling
- Vocabulary
- Geography
- Art
- Handwriting
- Grammar, Usage, Punctuation

### Who use the book studies for?

Rather than replacing the language arts courses, book studies are extra, optional courses. Book studies are especially helpful for summer learning or for children who complete a language arts course in less than a year and need more material to finish off the year.

The Good and the Beautiful curriculum has no Level 8 Language Arts course. The language arts courses go from Level 7 to the high school courses. **Levels 8 and 9 book studies are designed for students who have completed The Good and the Beautiful Level 7 Language Arts course but do not want to start high school courses yet because**

- 1) they finished Level 7 in the middle of a year and want something to work on before starting high school in the upcoming school year.
- 2) they are not interested in eventually completing high school courses earlier than 12th grade.
- 3) they are not quite ready for more intense reading or need more review of principles before moving on to high school courses.

4) they are not old enough for books with more mature (but still appropriate) topics and some wholesome romance.

Book studies are optional. Students do not need to complete any book studies between Level 7 and high school.

Levels 8 and 9 book studies review grammar principles learned through Level 7. Book studies include new literature, spelling, memorization, geography, art, handwriting, and writing assignments.

## What materials are needed?

To complete this book study, you will need the following items:

- This book study booklet
- *Abraham Lincoln* by Wilbur Fisk Gordy (published by The Good and the Beautiful Library)
- *The Good and the Beautiful Grammar and Writing Guides* (This non-consumable guide is also used for the high school courses.)
- A blank (unlined) notebook for writing and drawing
- Tracing paper and a pencil

## How many book studies should be completed and in what order?

- Each book study has a different number of lessons, depending on the length of the book. Each lesson takes an average of 25–35 minutes to complete. It is recommended that a student doing book studies for their schooling or parts instruction do 1–2 lessons or more per day.
- The book studies do not go in any order. Students are encouraged to choose the book studies they would like to complete, but they are also encouraged to choose a variety of genres, including biographies.
- There is not a set number of Levels 8 and 9 book studies that should be completed. These studies are a way to keep children reading good literature, learning new vocabulary, writing, and reviewing principles learned in previous levels until they are ready to begin the high school courses.

# AT-A-GLANCE

28  
Lessons

This section lists the main topics and principles covered in this book study.

## Art

- Ancient Greek art
- Art appreciation
- Simple line drawing practice
- Mediums and styles of Greek artists of the 1800s

## Geography Locations/Principles

- Kentucky
- Washington, D.C.
- Greece
- Geography terms and principles

## Grammar, Usage, and Punctuation

Review of the following grammar, usage, and punctuation rules from Level 4–7 Language Arts courses:

- Abbreviations
- Plural nouns
- Capitalization rules
- Comma Rules 1, 2, 4, 5
- Possessive apostrophes

## Handwriting

- Handwriting practice with inspiring quotes by Abraham Lincoln
- Handwriting assignments can be completed in print or cursive

## Homophones

altar/alter

bail/bale

hostel/hostile

arc/ark

capital/capitol

## Correlated Literature Studies

- *Two Noble Lives* by Helen E. Richards (This short, full-length book is included in this booklet.)
- “Battle Hymn of the Republic” and other hymns by Julia Ward Howe

## Rule Breakers and Commonly Misspelled Words

lasagna

achievement

analyze

mysterious

acquaintance

annual

accidentally

acquire

apparatus

accommodate

anated

apparent

accumulate

analysis

ascend

Note:  
Some  
spelling  
words  
from  
Level 4  
are also  
reviewed  
briefly.

## Writing

- Writing a response paper
- Short paragraph informative writing
- Effective writing instruction and practice

## Vocabulary

- Practice reading vocabulary words that are hard to pronounce (not listed here)
- Practice with vocabulary words from reading assignments:

**Allocate** [AL - uh - cate]: to assign, distribute, or set apart for a special purpose

Please **allocate** one box of donations to each recipient.

**Annihilate** [uh - NAHY - uh - late]: to reduce to utter ruin or nonexistence; destroy utterly

The flood **annihilated** the town, leaving nothing untouched.

**Anomaly** [uh - NOM - uh - lee]: something that deviates from what is standard, normal, or expected

This year's severe tornado season was considered an **anomaly** in weather history.

**Antithesis** [an - TITH - ih - sis]: exact opposite

His negative response was the **antithesis** of what I expected to hear.

**Assimilate** [uh - SIM - uh - late]: to take in and incorporate as one's own; absorb

It didn't take long to **assimilate** to the lifestyle of the family that took her in.

**Coercion** [koh - JUR - shun]: compelling through force or threats

Rather than using **coercion**, I prefer using gentle persuasion.

**Cordial** [CORE - jewel]: warm and friendly

Their meeting had been perfectly **cordial**; no one quarreled.

**Dingy** [DIN - jee]: shabby, dirty; lacking brightness and freshness

After washing it in the river, the white shirt became **dingy** and dull.

**Eminent** [EM - uh - nunt]: distinguished, noteworthy; lofty, high  
An **eminent** explorer, he shares many adventurous experiences of travel throughout the southern hemisphere.

**Emulate** [EM- yoo- late]: to strive to equal or become better than; to imitate

We **emulate** our ancestors because we admire their perseverance.

**Iconic** [i - CON - ic] : 1) widely recognized and well-established, like an iconic brand name; 2) widely known and acknowledged, especially for distinctive excellence, like an iconic author

This song has become **iconic** of the beauty that came from the depression era.

**Pallor** [PAL- er]: paleness, as from fear, ill health, or death

In spite of her stillness and dreadful **pallor**, the woman was yet alive.

**Garner** [GAHR - ner]: to gather and store, reap

We will **garner** the crop in preparation for times of famine.

**Piazza** [PIZZE - az - uh]: an open square or public place in a city or town

People love to feed the pigeons at Venice's many **piazas**.

**Prominent** [PROH - uh - nuhnt] : widely known; immediately noticeable, just outward

His jaw has a distinctly **prominent** shape.

**Proponent** [pruh - POE - nuhnt]: a person who argues in favor of something

She is a **proponent** of the new rule; she feels it is very worthwhile.

**Preceding** [pre - SEE - ding]: previous; coming before

Our float will be **preceding** all the others during the parade.



**Porous** [POUR - us]: full of pores; permeable by liquid or water

Because of their **porous** shells, it is best not to immediately wash off the protective coating of farm fresh eggs.

**Rival** [RIE - vul]: competitor

The cheesecake that Suzanna brought to the dinner could impress even her biggest **rival**.

**Secession** [sih - SESH - uhn]: the act of seceding [SIH - seed - ing] (formally withdrawing from an alliance, political group, organization, etc.)

Because of differing opinions on slavery, the South opted for **secession** from the Union.

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## MEMORIZATION

In this course you will work on memorizing verses from “Battle Hymn of the Republic” by Julia Ward Howe, a writer you will study in this course. The course will refer you to this section to complete memorization exercises.

### *Battle Hymn of the Republic*

*(Verses 1, 4, and 5)*

Mine eyes have seen the glory of the coming of the Lord;  
 He is trampling out the vintage where the grapes of wrath are stored;  
 He hath loosed the fateful lightning of his terrible swift sword,  
 His truth is marching on.

He has sounded forth the trumpet that shall never call retreat;  
 He is sifting out the hearts of men before his judgment seat;  
 Oh, be swift, my soul, to answer him, be jubilant, my feet!  
 Our God is marching on!

In the beauty of the lilies Christ was born across the sea,  
 With a glory in his bosom that transfigures you and me;  
 As he died to make men holy, let us die to make men free,  
 While God is marching on!

## PRACTICE 1

### *Battle Hymn of the Republic*

(Verses 1, 4, and 5)

Mine eyes have seen the \_\_\_\_\_:  
 He is trampling out the \_\_\_\_\_;  
 He hath loosed the fateful \_\_\_\_\_,  
 His truth is \_\_\_\_\_!

He has sounded forth the trumpet that \_\_\_\_\_;  
 He is sifting out the hearts of men \_\_\_\_\_;  
 Oh, be swift, my soul, to answer him, \_\_\_\_\_!  
 Our God is \_\_\_\_\_!

In the beauty of the lilies \_\_\_\_\_,  
 With a glory in his boom \_\_\_\_\_,  
 As he died to make men free, \_\_\_\_\_,  
 While God is \_\_\_\_\_!

## PRACTICE 2

### *Battle Hymn of the Republic*

(Verses 1, 4, and 5)

March \_\_\_\_\_ the coming of the Lord:  
 He is \_\_\_\_\_ the grapes of wrath are stored;  
 He hath \_\_\_\_\_ of his terrible swift sword,  
 \_\_\_\_\_ marching on!

He has sounded \_\_\_\_\_ that shall never call retreat;  
 He is \_\_\_\_\_ before his judgment seat;  
 \_\_\_\_\_, be jubilant, my feet!  
 \_\_\_\_\_ marching on!

In the \_\_\_\_\_ Christ was born across the sea,  
 With a \_\_\_\_\_ that transfigures you and me;  
 As \_\_\_\_\_, let us die to make men free,  
 \_\_\_\_\_ marching on!

### PRACTICE 3

## Battle Hymn of the Republic

(Verses 1, 4, and 5)

\_\_\_\_\_:  
 \_\_\_\_\_ the vintage where the grapes of wrath are stored;  
 He hath \_\_\_\_\_,  
 His truth is marching on!

\_\_\_\_\_ that shall never call retreat;  
 \_\_\_\_\_ be jubilant, my feet!  
 Our God is \_\_\_\_\_!

\_\_\_\_\_ that transfigures you and me;  
 As \_\_\_\_\_ men free,  
 \_\_\_\_\_!

### PRACTICE 4

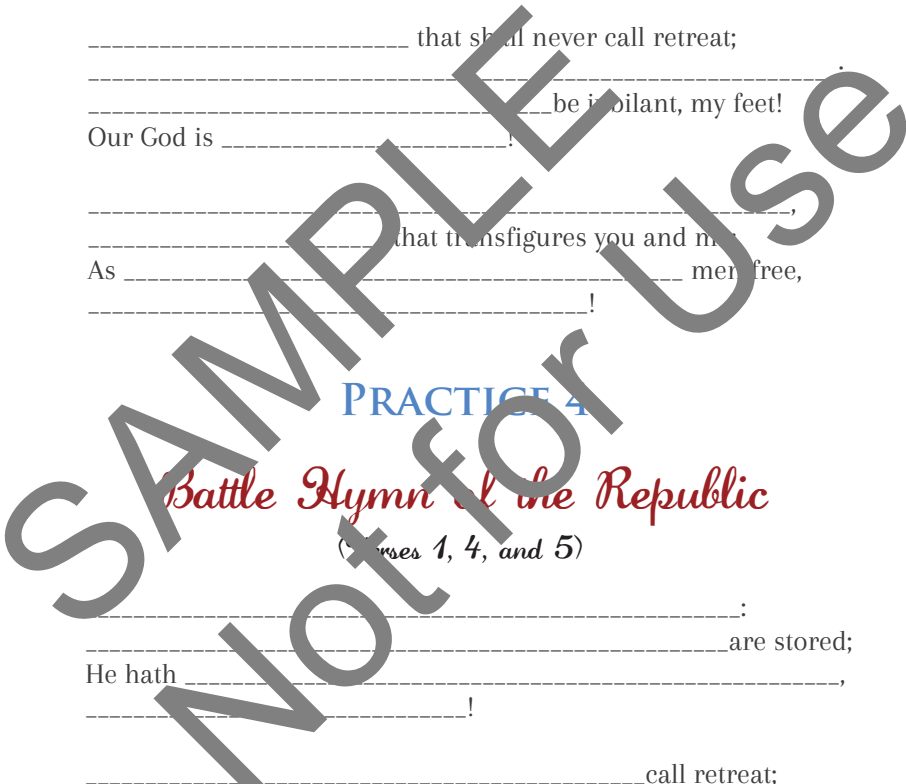
## Battle Hymn of the Republic

(Verses 1, 4, and 5)

\_\_\_\_\_:  
 \_\_\_\_\_ are stored;  
 He hath \_\_\_\_\_,  
 \_\_\_\_\_!

\_\_\_\_\_ call retreat;  
 \_\_\_\_\_;  
 \_\_\_\_\_ be jubilant, my feet!  
 \_\_\_\_\_!

\_\_\_\_\_  
 \_\_\_\_\_ you and me;  
 \_\_\_\_\_ men free,  
 \_\_\_\_\_!



# LESSON 1

## Course Introduction

Welcome to the *Abraham Lincoln* book study! The goal of The Good and the Beautiful Book Studies is to strengthen both your mind and your heart. Thus, you are about to dive into a study of things that are pure, lovely, and of good report (Philippians 4:8), and . . . you are about to have a lot of fun! This is because learning that is connected to truth, meaning, and beauty, even if it requires challenging work, makes you feel good as it brightens and gives nourishment to your spirit. If you give the needed water, sunshine, and care to a plant, it grows. Your mind and heart also need nourishment to grow and expand and bloom.



This book study is centered on the book *Abraham Lincoln* by Wilbur Fisk Gordy. Did you know that more words have been written about Abraham Lincoln than any historical personage except Jesus Christ? Abraham Lincoln was an inspiring man!

This book study will also have you practice grammar, usage, punctuation, editing, spelling, writing, vocabulary, geography, art, handwriting, and drawing, as well as introduce you to two other inspiring people who,

like Lincoln, worked for the abolition of slavery: Samuel Gridley Howe and Julia Ward Howe (who were invited to the White House to meet Abraham Lincoln). You will learn about this husband and wife couple through the short book *Two Noble Lives* by Laura E. Richards, which is incorporated right into this booklet.

In this course, you will also memorize three stanzas of Julie Ward Howe's song "Battle Hymn of the Republic," which you will learn about later in this course.

- Read the "Battle Hymn of the Republic" on page 9 two times out loud.

### Prefaces and Forewords

- Read the paragraph below. Then read the preface at the beginning of the book *Abraham Lincoln* by Wilbur Fisk Gord.

In a **preface** the author explains why and/or how the book came to be. Sometimes in prefaces, authors will acknowledge those who inspired them, supported them, or contributed to the book in some way.

A **foreword** is like a stamp of approval and is not usually written by the author, but by an expert in the field, the publisher, or another author.

### Handwriting

- Copy the following quote by Abraham Lincoln.

"Whatever you are, be a good one."

*"Whatever you are, be a good one."*

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# LESSON 2

## Spelling

Complete the exercises.

LOOK at it, SAY it, COVER it, WRITE it, CHECK it. Complete twice for each word.

lasagna \_\_\_\_\_

mysterious \_\_\_\_\_

Write the following spelling words in alphabetical order: accumulate, accidentally, accommodate, achievement.

1. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

Write the syllables for each spelling word in the boxes.

ox - y - gen      ex - er - cise      re - li - gion



### Homophones

- **ALTAR:** a platform or table used for worship. (Saul built an altar.)
- **ALTER:** to change (we had to alter our plans. I altered my dress.)

Write a short sentence that uses each word correctly.

altar \_\_\_\_\_

alter \_\_\_\_\_

## Vocabulary

**proponent** - a person who argues in favor of something

**garner** - to gather and store; reap

**prominent** - widely known; immediately noticeable; jutting outward

**assimilate** - to take in and incorporate as one's own; absorb

**emulate** - to strive to equal or become better than; to imitate

**allocate** - to assign, distribute, or set apart for a special purpose

- Fill in the blanks below with a vocabulary word from above.

1. Joseph will \_\_\_\_\_ into the culture quickly.
2. The \_\_\_\_\_ congressman has a very \_\_\_\_\_ nose.
3. I want to \_\_\_\_\_ the famous Sauk athlete, Jim Thorpe.
4. The farmer will \_\_\_\_\_ an abundance of wheat this year.
5. My company will \_\_\_\_\_ a large amount of funds for remodeling projects next year.
6. My optimistic sister is a \_\_\_\_\_ of all that is good in the world.

## Memorization

- Read the "Battle Hymn of the Republic" on page 9 two times out loud.



## Wilbur Fisk Gordy Biography



- To your parent or teacher, read the following biography of Wilbur Fisk Gordy, author of *Abraham Lincoln*.

Although little is known about the personal life of Wilbur Fisk Gordy, his values and beliefs are evident in his life's work. Wilbur poured his heart and soul into his efforts as an educator, author, and proponent of peace. His desire to strengthen America's youth by creating curriculum that illustrated lessons learned from history in engaging and enlightening ways, which at the same time emphasized ideals of peace, harmony, and cooperation, provided a firm foundation in a nation that was still struggling to repair the damage done by its own Civil War.

Born in Salisbury, Maryland, on June 14, 1854, to Elijah Melson Gordy and Martha E. Sheppard, Wilbur was the middle child, with sister Lavina four years older and brother Vaughn six years younger.

Wilbur graduated from Wesleyan University in 1880 and accepted a position as vice-principal of Middletown Connecticut High School, where he stayed for three years. He then became principal at Henry Barnard School in Hartford, Connecticut, superintendent of schools in Hartford, Connecticut, and later superintendent of schools in Springfield, Massachusetts. Education was his passion, and Wilbur became a leader in his field. He served as president of the New England Teacher's Association and as a member of the Board of Education from 1913 to 1928.

During this time, Wilbur saw what was happening in European countries as they prepared for war, and he feared what could happen if America followed suit. He was determined to call his beloved countrymen to remembrance of the principles and values our nation had been forged

with, and he set to work writing, lecturing, and forming organizations to garner the support and strength needed to effectively instigate a return to our country's founding virtues.

In his lifetime, Wilbur authored 69 literary works and 246 publications. He began by collaborating on the book *Pathfinder in American History*, but he soon took the reins and continued to make American history come to life on his own. His most popular work, *School History of the United States*, has seen over 50 editions. Mindful of his audience, Wilbur recognized that in the early 1900s, half of the nation's students would not continue past sixth grade. It was Wilbur's desire to acquaint all American youth with prominent events and important people in American history. In his own words, "It is without a doubt a great mistake to allow half of the pupils to go out from our public schools with almost no knowledge of the moral and material forces which have made this nation what it is today. It is an injustice to the young people themselves; it is also an injury to their country, the vigor of whose life will depend much upon their intelligence and patriotic support."

A quick glance at the titles of some of Wilbur's most popular works clearly demonstrates how committed Wilbur was to sharing America's legacy with our schoolchildren. *American Leaders and Heroes*, *Elementary History of the United States*, *Stories of American Explorers*, *Colonial Days*, *American Beginnings in Europe*, *Stories of Early American History*, *Stories of Later American History*, and *Abraham Lincoln* were just a few of his works, created in the hope that the nation's youth would see that cooperation and interdependence lead to progression in society and improvement of life for everyone.

Wilbur's goal was to present "the dramatic, the picturesque, the concrete, the personal" details of history to capture the attention of his readers. By invoking their imaginations and stirring sympathy in their hearts, he believed the content would be assimilated and students would seek to emulate those of noble character among our nation's heroes.

In many of his publications, Wilbur credits his wife, Isabel Drummond Hunter, for her criticism and feedback throughout the writing process.

The couple had no children of their own, but their tireless efforts blessed the lives of generations of schoolchildren with an understanding of and deep love for their country.

Although American history was riddled with war, Gordy proposed that Americans should not allocate their time and resources to preparations for war, but should unite in brotherhood and grow together in industry and civility. He believed that “our supreme business as a people is not the frightening of rivals but the making of friends.” And that “to put this ideal into practice, we must live up to the motto that justice and righteousness are the keystone of national greatness.” His strong convictions led him to join and become a board member of the American School Peace League—to promote “international justice and fraternity” through public education. A publication from the league in 1909 explained how the organization hoped to “further the work of developing a peace loving spirit among school children” by teaching the “destructive effects of war,” including the loss of men—the moral wealth of the country—and the financial devastation it causes. Wilbur also served as president of the Connecticut Peace Society.

Although much of his life's work centered around education, Wilbur was a concerned citizen who sought to be involved in public life in his community. He, along with four other Harvard residents, founded the 1892 Club. This exclusive group of professionals met five times a year to discuss educational, social, and religious topics they deemed relevant to their lives or to worldwide welfare. Membership was by invitation only, and members took turns presenting at meetings. Remarkably, the club continues to operate to this day.

Wilbur's hard work and service did not go unnoticed. He received an honorary Masters of Arts degree from Marietta College as well as a Doctor of Humane Letters degree from Wesleyan University.

Wilbur Fisk Gordy passed away December 23, 1929, at the age 75, but many of his works are still in circulation today and touching the hearts of American schoolchildren generations later.

## Grammar, Usage, Punctuation

- ❑ Read the following rules. Then, title a section in your notebook “Some of My Favorite Songs” and list three or more song titles, remembering to put them in quotation marks.
- Titles of books are put in italics or all capital letters, for example, *Little Men* or LITTLE MEN.
- Titles of songs are put in quotation marks, for example, “Amazing Grace.”

## Handwriting

- ❑ Copy the following quote by Abraham Lincoln

“Resolve to be honest in all events, and, if in your own judgment you cannot be an honest lawyer, resolve to be honest without being a lawyer.”

*“Resolve to be honest in all events; and, if in your own judgment you cannot be an honest lawyer, resolve to be honest without being a lawyer.”*

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# LESSON 3

## Spelling

□ Complete the exercises:

Write the following spelling words in alphabetical order: amateur, acquaintance, analysis, acquire.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

Write each word twice, separated into syllables. (Write small.)

- 1. in - for - ma - tion \_\_\_\_\_
- 2. re - ceived \_\_\_\_\_
- 3. cap - tain \_\_\_\_\_

### Homophones

Ar - a curved path

Ark - the vessel Noah built/a sacred chest of the Jews

□ Write the correct word, AR or ARK, on each blank.

1. Noah obeyed God and built an \_\_\_\_\_.

2. The \_\_\_\_\_ of the Covenant was sacred to the Jews.

3. I love observing the huge \_\_\_\_\_ of the sky.

4. Lightning is an electric \_\_\_\_\_ between two clouds.

5. Noah boarded the \_\_\_\_\_ with his family.

## Reading

- In your notebook, title a section "Noble Character Traits of Abraham Lincoln." As you read Lincoln's biography for this book study, keep notes in this section about his character. What little and big things made him great? Write your observations and include examples in your notebook. You will use these notes to write an essay after reading the book. Illustrate your notes if desired.
- Read Chapter 1 of *Abraham Lincoln*.

## Editing

- In your *Grammar and Writing Guide*, read Comma Rules 4 and 15 (page 19). Then, edit the following sentences from *Abraham Lincoln* using editing marks as shown on page 4 of your *Grammar and Writing Guide*. Hint: remember to capitalize proper nouns. There are 13 mistakes.

1) It was on june 12 1806, that Thomas Lincoln and Nancy Hanks were married in elizabethtown Kentucky.

2) Yet, at twenty-five, he had bought a farm in hardin County Kentucky, and had learned a trade.

3) Here, on february 12 1809, Abraham Lincoln was born.

4) They did not return until sometime in june 1828.

5) It was the custom of farmers living in Ohio Indiana and Illinois to collect the produce of there communities on flatboats and float it down the River to new Orleans.

# LESSON 4

## Spelling

- Complete the exercise:

Create a spelling ribbon (the words written in a line that curves, waves, or takes any form you would like to make) with these spelling words (each used 2-3 times): **analyze, annual, apparatus.**



## Reading

- Read Chapter 2 of *Abraham Lincoln*. Remember to make notes in the section of your notebook you titled “Noble Character Traits of Abraham Lincoln.”

## Art and Geography

### Read:

Abraham Lincoln was born in Kentucky—a beautiful land of dense forests, mountains, rolling hills, meadows, and swampy lowlands.



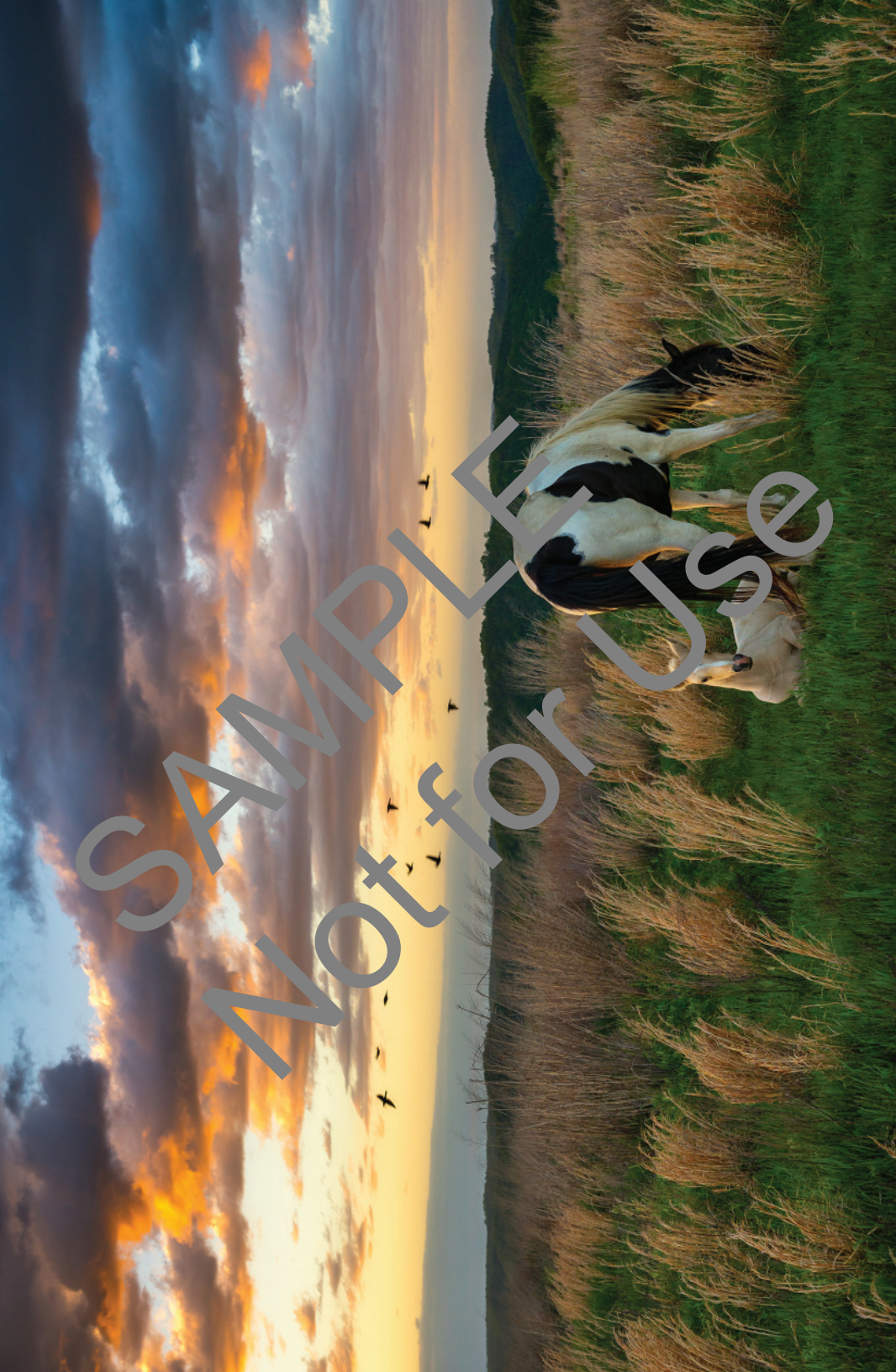
- Kentucky was a part of Virginia until Virginia agreed to part with Kentucky in 1792. Kentucky became the 15th state of the Union.
- Kentucky has over 76,000 farms.
- Kentucky is considered the Horse Capital of the World because of its many horse farms and prestigious horse shows.
- The famous frontiersman, Daniel Boone, helped to explore and settle the land that is now called Kentucky.

In your notebook, copy the map on this page (or trace it on tracing paper), labeling each state's name.

Carefully observe the pictures of rural areas of Kentucky in this lesson. Take time to explore the details and appreciate the beauty. Imagine what it would feel, smell, and sound like to be there. (**Rural** areas are areas outside of major cities and big towns. We use the word **urban** to describe places where a lot of people live, like cities. **Suburbs** are areas right outside major cities.)







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## Vocabulary

- Complete the exercise.

proponent | garner | prominent  
assimilate | emulate | allocate

Fill in the blanks below with a vocabulary word from above. Refer to pages 6–8 for definitions, if needed.

1. If he can \_\_\_\_\_ enough donations, he can provide an education for a child in Africa.
2. Our mayor is a \_\_\_\_\_ of helping the homeless.
3. The statue is a \_\_\_\_\_ ornament in the city square.
4. By reading, we can \_\_\_\_\_ the knowledge of others.
5. We strive to \_\_\_\_\_ people who are good examples.
6. The art class will \_\_\_\_\_ fifty dollars for supplies.

## Handwriting

- Copy the following quote by Abraham Lincoln.

“Nearly all men can stand adversity, but if you want to test a man’s character, give him power.”

*“Nearly all men can stand adversity, but if you want to test a man’s character, give him power.”*

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## Memorization

- Read the “Battle Hymn of the Republic” on page 9 two times out loud. Then, read the lyrics below, filling in the missing ends of the lines. Refer to page 9 if needed.

### *Battle Hymn of the Republic*

*(Verses 1, 4, and 5)*

Mine eyes have seen the \_\_\_\_\_:  
 He is trampling out the \_\_\_\_\_;  
 He hath loosed the fateful \_\_\_\_\_  
 His truth is \_\_\_\_\_!

He has sounded forth the trumpet that \_\_\_\_\_;  
 He is sifting out the hearts of men \_\_\_\_\_;  
 Oh, be swift, my soul, to answer him, be \_\_\_\_\_!  
 Our God is \_\_\_\_\_!

In the beauty of the lilies \_\_\_\_\_,  
 Whose glory is his bosom \_\_\_\_\_;  
 As he did to make men holy \_\_\_\_\_,  
 While God is \_\_\_\_\_!

## LESSON 5

### Reading

- Read Chapter 3 of *Abraham Lincoln*. Remember to make notes in the section of your notebook you titled “Noble Character Traits of Abraham Lincoln.”

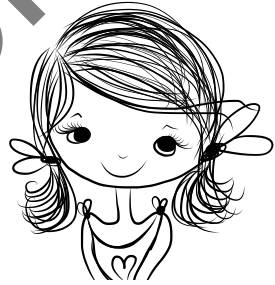
## Writing & Drawing

### □ Read and complete:

In the chapter you just read, you learned that, although he had no military experience, Lincoln was successful as a military leader because of his character.

*“His men admired him because of his physical strength, his good humor, and his ready wit. They cheerfully obeyed his commands because they liked him so much.”*

In your notebook, write one or more paragraphs (at least six sentences total) discussing what you think it means to have “good humor” (which is not the same thing as being funny). Then, practice drawing one or more of the faces of happy people from this page.







## Plural Nouns

- Make each word plural. (Drop the Y and add IES if a word ends with a consonant + Y.)

diary \_\_\_\_\_

chimney \_\_\_\_\_

discovery \_\_\_\_\_

biography \_\_\_\_\_

ability \_\_\_\_\_

## Challenging Pronunciation Vocabulary

- To your parent or teacher, read the following words and definitions.

1. **Porous** [POUR - us]: full of pores; permeable by liquid or water
2. **Iconic** [i - CON - ic]: 1) widely recognized and well-established, like an iconic brand name; 2) widely known and acknowledged, especially for distinctive excellence, like an iconic author
3. **Antithesis** [an - THA - ih - sis]: exact opposite
4. **Annihilate** [uh - NAHY - uh - lee]: to reduce to utter ruin or nonexistence; destroy utterly
5. **Anomaly** [uh - NO - mal - lee]: something that deviates from what is standard, normal, or expected

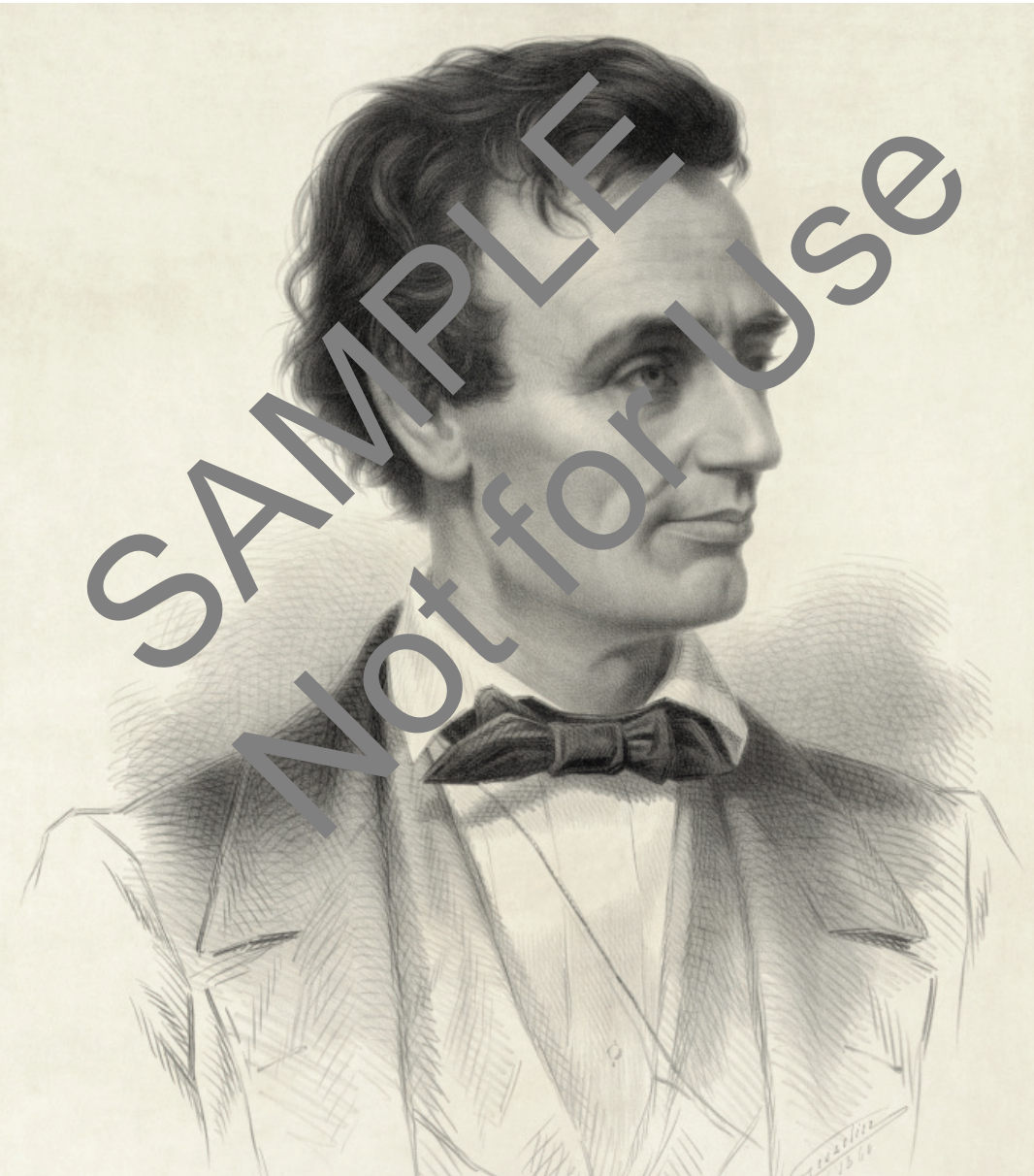
## Art

- Read:**

**Lithography** is a method of printing in which a piece of stone or metal is treated so that ink sticks to some parts of it and not to others. The process was invented by Alois Senefelder, in Germany, around 1798. He used a porous limestone for his plate. In lithography the positive part of an

image is a water-repelling substance, while the negative image is water-retaining. When a certain type of ink is put on the plate, the ink will adhere to the positive part only. The plate is then pressed on the paper.

Below is a lithograph created by lithographer Leopold Grozelier (1830–1865) from the painting by Thomas Hicks (1823–1890). This image was created in 1860, before Lincoln grew his iconic beard.



## Reading

- Read Chapter 4 of *Abraham Lincoln*. Remember to take notes in the section of your notebook you titled “Noble Character Traits of Abraham Lincoln.”

## LESSON 7

### Effective Writing Practice

- Complete the exercises.

**Rewrite the sentences to be clearer and less redundant, without losing any important or helpful information.**

In order to become president, there were many things that Lincoln had to do that were hard and difficult.

It is obvious to me that Abraham Lincoln was an admirable man. That is one reason that a large number of writers and authors have written about him and his life. He was very admired. He was been written about more than any other person in modern history.

## Handwriting

- ☐ Copy the following quote by Abraham Lincoln. (Gall = anything extremely bitter)

"A drop of honey catches more flies than a gallon of gall."

*"A drop of honey catches more flies than a gallon of gall."*

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## Memorization

- ☐ Read the "Battle Hymn of the Republic" on page 9 two times out loud.

## Reading

- ☐ Read chapters 5 and 6 of *Abraham Lincoln*. Take notes in the section of your notebook you titled "Major Character Traits of Abraham Lincoln."

## Vocabulary

- ☐ Draw a line from each vocabulary word to its definition. Refer to pages 7-8 for definitions, if needed.

**proponent** to strive to equal or become better than; to imitate

**garner** to gather and store; reap

**prominent** a person who argues in favor of something

**assimilate** widely known; immediately noticeable

**emulate** to take in and incorporate as one's own; absorb



# LESSON 8

## Spelling

□ Complete the exercises.

Write the following spelling words in alphabetical order: ascend, analysis, acquaintance, amateur

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

Write each word twice, separated into syllables. (Write small.)

- 1. in - for - ma - tion \_\_\_\_\_
- 2. re - ceived \_\_\_\_\_

### Homophones

**bail** - 1) *Verb* to set free from imprisonment, upon security given that the person bailed shall appear and answer in court; 2) *Noun* the security given to release a prisoner; 3) *Verb* to free from water, as to bail out a boat

**bale** - A tied bundle of hay, paper, cotton, or other material

□ Write the correct word, BAIL or BALE, on each blank. Then, circle whether the homophone is used in the sentence as a noun or verb.

- 1. I took a \_\_\_\_\_ of hay to the barn. NOUN VERB
- 2. I will \_\_\_\_\_ you out of jail. NOUN VERB
- 3. The \_\_\_\_\_ was \$5,000. NOUN VERB
- 4. I'll \_\_\_\_\_ the water out of the boat. NOUN VERB
- 5. I bought a \_\_\_\_\_ of cotton. NOUN VERB

## Reading

- Read Chapter 7 of *Abraham Lincoln*. Take notes in the section of your notebook you titled “Noble Character Traits of Abraham Lincoln.”

## LESSON 9

### Editing

- In your *Grammar and Writing Guide*, read Comma Rules 2, 4, and 5 (pages 18 and 19). Then, edit the following sentences from *Abraham Lincoln*. Use editing marks as shown on page 4 of your *Grammar and Writing Guide*. Hint: remember to capitalize proper nouns. There are 13 mistakes.

1) He made an address at Cooper Union on February 27  
1860

2) He overtook Lee at Antietam, where he defeated him  
on September 17 1862

3) At first the Confederate capital was Montgomery but  
later it was made richmond Virginia.

4) His wife begged to go with him and share his danger  
but that did not seem wise and he was obliged to leave her  
sobbing in fear that his life might be taken

## Challenging Pronunciation Vocabulary

Read the following words and definitions [to your parent or teacher](#).

1. **Porous** [POUR - us]: full of pores; permeable by liquid or water
2. **Iconic** [i - CON - ic] : 1) widely recognized and well-established, like an iconic brand name; 2) widely known and acknowledged, especially for distinctive excellence, like an iconic author
3. **Antithesis** [an - TITH - ih - sis]: exact opposite
4. **Annihilate** [uh - NAHY - uh - late]: to reduce to utter ruin or nonexistence; destroy utterly
5. **Dingy** [DIN - gee]: shabby, dirty; lacking brightness and freshness
6. **Rival** [RIE - vul]: competitor
7. **Eminent** [EM - uh - nunt]: distinguished, noteworthy; lofty, high
8. **Piazza** [PEE - az - uh]: an open square or public place in a city or town
9. **Secession** [sih - SESH - en]: the act of seceding [SIH - send - in] (formally withdrawing from an alliance, political group, organization, etc.)
10. **Coercion** [ko - OR - shun]: compelling through force or threats
11. **Cordial** [COR - di - ewl]: warm and friendly

Fill in the blanks with the appropriate vocabulary word from above.

1. Love is the \_\_\_\_\_ of selfishness.
2. We need a \_\_\_\_\_ material for our science projects because water needs to \_\_\_\_\_ into it.
3. I will compete against my \_\_\_\_\_ in the town \_\_\_\_\_.
4. The \_\_\_\_\_, crab house did not feel at all \_\_\_\_\_.
5. Dan was an \_\_\_\_\_ figure in the organization, so his \_\_\_\_\_ was a shock to everyone.
6. The \_\_\_\_\_ commander threatened to completely \_\_\_\_\_ the city.

## Handwriting

- Copy the following quote by Abraham Lincoln.

"I do not think much of a man who is not wiser today than he was yesterday."

*"I do not think much of a man who is not wiser today than he was yesterday."*

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## Grammar, Usage, Punctuation

### Possessives

Possessives are words that show ownership. Add an apostrophe and an S to show possession.

Example: I found the fox's den.



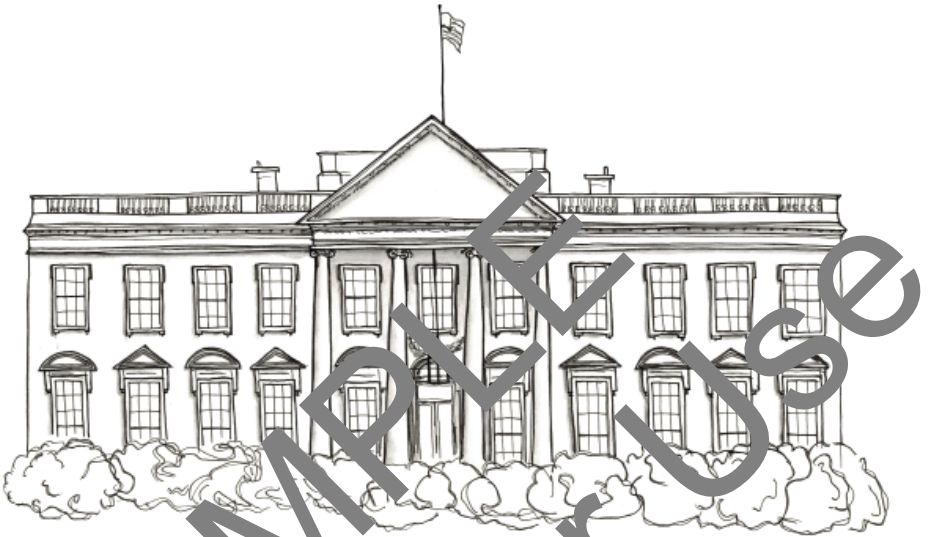
- Write the possessive form of the noun that has been placed in parentheses at the end of each sentence. Also, circle the correct word, BAIL or BALE. (See previous lesson if needed.)

- I put the BAIL | BALE of hay on the \_\_\_\_\_ truck. (farmer)
- Yes, BAIL | BALE \_\_\_\_\_ dad out of prison. (Ralph)
- Untie \_\_\_\_\_ BAIL | BALE of cotton. (Paul)
- Let's BAIL | BALE water out of the \_\_\_\_\_ boat. (neighbor)
- The BAIL | BALE of hay is in the \_\_\_\_\_ stall. (horse)



# LESSON 10

## Geography



- Read the following facts about Abraham Lincoln's family and the White House:
1. President Abraham Lincoln, his wife Mary, and their sons Willie and Tad moved into the White House in March of 1861. Lincoln was the first president to set up family and official sides of the White House.
  2. About a year after becoming president, Abraham Lincoln started living in a large summer cottage (on 250 acres of land) three miles from the White House from June to November. This allowed the Lincolns to escape the stresses of the city for part of the year.
  3. Congressman Isaac Arnold, friend to Lincoln, wrote: "It will interest those who did not see him at the White House . . . to know something of his life and habits while he lived in the Executive Mansion. At Springfield, his home was a small, modest, comfortable, wooden cottage, such as is found everywhere in the villages of our country. Here he lived in a quiet unostentatious [not flashy] manner, without

any pretension, and dispensed to his personal friends and members of the bar and judges, a cordial but very simple hospitality. At the White House, he was compelled by custom and usage to have large receptions, to give dinners, and to adopt a life of conventional form and ceremony, to which it was not easy for him to conform, and which was far less agreeable than the simple and easy life he had led before.”

□ [Read the following information about Washington, D.C.](#)

Washington, D.C., with a total area of just over 60 square miles, is the capital city of the United States. It is not a state; it’s a federal district.

When George Washington became the first president of the United States, the capital city of the country was New York. In those days there were only 13 states, and they were all along the East Coast. People wanted a capital city that was not too far north or south. George Washington chose a spot for the capital right in the middle of the 13 states. The city of Washington was named for George Washington, and the District of Columbia was named for explorer Christopher Columbus.

Because it was feared that people living in Washington, D.C. might unfairly influence Congress, residents of the District of Columbia pay full taxes but do not have representatives in the U.S. Congress. They can vote for the president of the United States, however. The federal government maintains jurisdiction over the city. Over 600,000 people currently live in Washington, D.C., and over 16 million people visit the area every year, enjoying the monuments and museums.

Important government buildings in Washington, D.C. include the U.S. Capitol Building (where Congress meets), the Supreme Court building, and the White House. The area also includes the Washington Monument, the Thomas Jefferson Memorial, and the Lincoln Memorial.

### Interesting Facts

- The city was nearly destroyed during the War of 1812 against Great Britain.
- President George Washington never lived in the White House because it was not completed until a year after he died. John Adams was the first president to live in the White House.

- In 1912, Japan gave 3,000 cherry trees to the city as a show of friendship. They are especially beautiful when they blossom in the spring.



- Miles and miles of tunnels in Washington, D.C. are used by Congress.
- The huge Potomac River makes up a border of Washington, D.C. Several islands on the river have fantastic walking trails.
- The Library of Congress in Washington, D.C. is the largest library in the world. It houses more than 160,000,000 objects. If you were to set all the bookshelves side by side, they would extend for more than five hundred miles. The Library contains more than 6,000 books that were owned by Thomas Jefferson.
- “The district’s population is among the most educated in the entire United States. Nearly half of all adults have at least a bachelor’s degree. That’s because Washington draws to it many of the nation’s most ambitious young people, who come seeking opportunity in public service and politics.” (<https://at.usembassy.gov>)

### Reading

- Read Chapter 8 of *Abraham Lincoln*. Remember to take notes in the section of your notebook you titled “Noble Character Traits of Abraham Lincoln.”

### Memorization

- Read the “Battle Hymn of the Republic” on page 9 two times out loud. Then, on page 10 complete the “Practice 1” activity by reading the song out loud and filling in the blanks verbally.

# LESSON 11

## Spelling

Complete the exercises.

**Look at each word. Cover the word. Spell the word out loud. Do this four times for each word:** tomorrow, because, February, field, another.  
(These words are purposefully repeated from the last lesson's reading.)

**Write the following spelling words in alphabetical order:** ninety, eighty, tomorrow, serious, fossil, prairie.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

### Homophones

**bail** 1) *Verb* to set free from imprisonment, upon security given that the person bailed shall appear and answer in court; 2) *Noun* the security given to release a prisoner; 3) *Verb* to free from water, as to bail out a boat

**bale** - A tied bundle of hay, paper, cotton, or other material

Write the correct word, BAIL or BALE, on each blank. Then, circle whether the homophone is used in the sentence as a noun or verb.

1. I sold a \_\_\_\_\_ of hay this morning.      NOUN    VERB
2. I will \_\_\_\_\_ Mr. Harrison out of jail.      NOUN    VERB
3. His prison \_\_\_\_\_ was set at \$10,000.      NOUN    VERB
4. Help me \_\_\_\_\_ the water out of the boat.      NOUN    VERB
5. I bought a \_\_\_\_\_ of cotton.      NOUN    VERB

## Handwriting

- Copy the following quote by Abraham Lincoln.

"I remember my mother's prayers and they have always followed me. They have clung to me all my life."

*"I remember my mother's prayers and they have always followed me. They have clung to me all my life."*

Handwriting practice lines consisting of multiple sets of four horizontal lines (top, dashed midline, baseline, and bottom) for copying the quote.

### Reading

- Read Chapter 9 of *Abraham Lincoln*. Remember to take notes in the section of your notebook you titled "Noble Character Traits of Abraham Lincoln."

### Memorization

- Read the "Battle Hymn of the Republic" on page 9 two times out loud. Then, on page 10 complete the "Practice 1" activity by reading the song out loud and filling in the blanks verbally.

# LESSON 12

## Reading

- Read Chapter 10 of *Abraham Lincoln*. Take notes in the section of your notebook.

## Effective Writing Practice

- Rewrite the sentences to be clearer and less redundant, without losing any important or helpful information. (Note: The map on the previous page is a relief map.)

Maps that are called relief maps try to depict and show the shape and elevation of the land. They are made by people that we call cartographers. Relief maps use colors in them, blue for showing water, green for lower areas, yellow for higher areas, and brown for the highest areas.

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Relief maps use sea level, the height of the world's oceans, as the elevation starting point. However, some parts of the world, such as places like the Death Valley and the Netherlands, are below sea level. On a map you can read elevation by following the color scheme that is given or by seeing if there are any numbers that have been given to indicate elevation.

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# LESSON 13

## Handwriting

- Copy the following quote by Abraham Lincoln.

“Stand with anybody that stands right, stand with him while he is right and part with him when he goes wrong.”

*“Stand with anybody that stands right,  
stand with him while he is right and part  
with him when he goes wrong.”*

## Challenging Pronunciation Vocabulary

- Read the following words and definitions to your parent or teacher.
- Anomaly** [uh - NOM - uh - uh]: something that deviates from what is standard, normal, or expected
  - Eminent** [EM - uh - nuh]: distinguished, noteworthy; lofty, high
  - Piazza** [PEE - ah - uh]: an open square or public place in a city or town
  - Secession** [sih - SES - ion]: the act of seceding [SIH - seed - ing] (formally withdrawing from an alliance, political group, organization, etc.)
  - Coercion** [koh - UR - shun]: compelling through force or threats
  - Cordial** [CORE - jewel]: warm and friendly
  - Pallor** [PAL - er]: paleness, as from fear, ill health, or death
  - Preceding** [pre - SEE - ding]: previous, coming before

- Fill in the blanks with the correct vocabulary word from the previous page.
1. In the \_\_\_\_\_ chapter, we read about Robinson Crusoe's shipwreck.
  2. The \_\_\_\_\_ tone of his greeting made everybody smile.
  3. \_\_\_\_\_ produces bitterness; no one likes to feel threatened.
  4. He rose to possess an \_\_\_\_\_ place in history.
  5. We are having lunch in the \_\_\_\_\_ today.
  6. Her \_\_\_\_\_ matched that of the large white marble statue beside her.
  7. California may opt for \_\_\_\_\_ from the U.S. someday.
  8. This type of disruption is an \_\_\_\_\_; things are usually so peaceful around company.

### Reading

- Read chapters 11 and 12 of *Abraham Lincoln*. Remember to take notes in the section of your notebook you titled "Noble Character Traits of Abraham Lincoln."

### Grammar, Usage, Punctuation

- Read "Rule 6: Family Relationships" on page 17 of your *Grammar and Writing Guide*. Then underline the correct word choice for each sentence.
1. My **Mother** | **mother** is a great listener.
  2. Give a flower to every **Mother** | **mother** in the room.
  3. Does your **Mother** | **mother** listen to classical music?
  4. Yesterday, **Mother** | **mother** helped me build a birdhouse.
  5. Did you buy all of the **Mothers** | **mothers** a pot of flowers?



# LESSON 14

## Spelling

- Complete the exercises.

Write the following spelling words in alphabetical order: ascend, apparent, analysis, annual.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

Write each word twice, separated into syllables. (Write small.)

1. rac - coon \_\_\_\_\_

2. lug - gage \_\_\_\_\_

3. lit - er - a - ture \_\_\_\_\_

4. suc - ceed \_\_\_\_\_

## Homophones

**Ark** - a curved path

**Ark** - the vessel Noah built, a sacred chest of the Jews

- Write the correct word, ark or ARK, on each blank.

1. Noah obeyed God and built an \_\_\_\_\_.

2. Lightning is an electric \_\_\_\_\_ between two clouds.

## Reading

- Read Chapter 13 of *Abraham Lincoln*. Remember to take notes in the section of your notebook you titled "Noble Character Traits of Abraham Lincoln."

## Handwriting

- Copy the following quote by Abraham Lincoln.

“All that I am, or hope to be, I owe to my angel mother.”

*“All that I am, or hope to be, I owe to my angel mother.”*

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## Editing

- Edit the following sentence from *Abraham Lincoln*. Use editing marks as shown on pages of your *Grammar and Writing Guide*. There are nine mistakes that deal with these rules in your *Grammar and Writing Guide*: Page 13—Apostrophes, Page 16—Rule 1, Page 17—Rule 8, Page 18—Comma Rule 1.

- 1) They were both simple direct honest, and straight forward, and each respected the good qualities of the other. It must have been with confidence and keen satisfaction that Lincoln now looked forward to the outcome of the campaign as Grants army started South toward richmond.
- 2) On the first day, he selected a place near Little Pigeon creek, eighteen miles North of the river.
- 3) Abraham Lincolns hunger for books led him to devour anything that was printed.

# LESSON 15

## Challenging Pronunciation Vocabulary

□ Read the following words and definitions [to your parent or teacher](#).

1. **Porous** [POUR - us]: full of pores; permeable by liquid or water
2. **Iconic** [i - CON - ic] : 1) widely recognized and well-established, like an iconic brand name; 2) widely known and acknowledged, especially for distinctive excellence, like an iconic author
3. **Antithesis** [an - TITH - ih - sis]: exact opposite
4. **Annihilate** [uh - NAHY - uh - late]: to reduce to utter ruin or nonexistence; destroy utterly
5. **Anomaly** [uh - NOM - uh - lee]: something that deviates from what is standard, normal, or expected
6. **Eminent** [EM - uh - nuh]: distinguished, noteworthy; lofty, high
7. **Piazza** [PEE - ah - uh]: an open square or public place in a city or town
8. **Secession** [seh - SESH - un]: the act of seceding [SIH - seed - ing] (formally withdrawing from an alliance, political group, organization, etc.)
9. **Coercion** [koh - UR - shun]: compelling through force or threats
10. **Cordial** [CORE - jewel]: warm and friendly
11. **Pallor** [PAL - er]: paleness, as from fear, ill health, or death
12. **Preceding** [pre - SEE - ding]: previous, coming before

□ Fill in the blanks with the appropriate vocabulary word from above.

1. Our group will meet in the \_\_\_\_\_ to study the architecture.
2. The \_\_\_\_\_ of the \_\_\_\_\_ author showed that she was not well.

3. Dan was an \_\_\_\_\_ figure in the organization, so his \_\_\_\_\_ was a shock to everyone.
4. The \_\_\_\_\_ covering was not effective at keeping the boxes dry.
5. I will not allow him to make me do it through \_\_\_\_\_.
6. Difficult days are usually an \_\_\_\_\_ for me.
7. Persistence is the \_\_\_\_\_ of failure.
8. As we passed, her greeting was \_\_\_\_\_.
9. The \_\_\_\_\_ presentation was worth repeating today.
10. Another storm like that might completely \_\_\_\_\_ the city.
11. Their \_\_\_\_\_ from the alliance was a great tragedy to many.
12. \_\_\_\_\_ our dinner, we watched a lovely show in the town \_\_\_\_\_.

### Reading

- Read chapter 4, the final chapter of *Abraham Lincoln*. Remember to take notes in the section of your notebook you titled "Noble Character Traits of Abraham Lincoln."

### Grammar, Usage, Punctuation

- Read "Rule 6: Family Relationships" on page 17 of your *Grammar and Writing Guide*. Then underline the correct word choice for each sentence.

1. My **Father** | **father** is an excellent fisherman.
2. Would **Father** | **father** like to read this book?
3. Yes, **Father** | **father** is helping me learn to build a shelf.
4. Did you give all of the **Fathers** | **fathers** a new shirt?
5. Is your **Father** | **father** traveling far?

# LESSON 16

## Writing

As you read *Abraham Lincoln*, you took notes on noble traits you found in this great man. Over the next few lessons, you are going to write a response paper using those notes.

A response paper discusses your reaction to a text. It is not a summary of the text; it is your own personal analysis and impressions of what you read. Response papers are written from the first person point of view, which means you may have phrases such as “I believe” or “I feel.” Writing a response paper is a wonderful exercise for subjective thinking, organizing, and writing. You are encouraged to put your best efforts into the project so that it will leave you with great feelings of accomplishment and satisfaction.

- In preparation for writing your own response paper, read this model response paper out loud to your parent or teacher.

As you read the essay, notice these things:

1. It starts with an attention-grabbing opening—something creative.
2. The opening contains a thesis statement (underlined), letting the reader know what will be discussed in the paper.

### EXAMPLE RESPONSE PAPER #1

Katie Davis, popular homecoming queen from Nashville, never guessed that a short trip to Uganda over Christmas break during her senior year would utterly change her course of life. Within a few short years, this brave young woman would be living in Uganda, having adopted a dozen Ugandan daughters and helping hundreds more. Katie’s autobiography, *Kisses for Katie*, had many powerful messages, but the one that stuck out most to me was the importance of not being self-centered.

*(After the opening paragraph, the first section covers the first point*

*of discussion for the paper. The topic sentence is underlined. A topic sentence lets the reader know the point that will be discussed. The rest of the section, which may be one or more paragraphs, should stay focused on the topic sentence.)*

I was deeply impressed with Katie's decision to move to Africa to help the children in need there. As I read her story, I asked myself, "Should we all be giving up our college careers and our normal lives and do something hugely selfless like this?" Katie gave me the answer in her book. We should all do *something* to help others, but it does not always need to be something huge. Even small things add up. Inspired by Katie's example, I started doing small things, such as packing a sandwich to take to work instead of buying lunch and choosing less expensive facial lotion and clothes when shopping. With the money I saved through these small sacrifices, I was able to sponsor a child in Katie's program.

*(The next section covers the second point of discussion. The topic sentence is underlined. A topic sentence introduces the topic for the section. The rest of the section, which may be one or more paragraphs, should stay focused on the topic sentence).*

Another thing I learned from Katie's book is that we don't need an invitation or a title to serve; we just need hard work and courage. Katie did not get the job to help in Uganda that she applied for, but that did not stop her from staying there and serving on her own. Young and inexperienced, Katie just rolled up her sleeves and went to work. She figured everything out step by step, just by having courage and putting her heart into her work. Eventually, she created an incredible, well-organized foundation, but it all started with just some simple acts of service.

*(The next paragraph concludes the paper by wrapping up the main ideas in an interesting way.)*

Certainly, we live in a self-centered world where the focus seems to be on getting ahead, finding success, and making yourself look good to others. *Kisses for Katie* was a wake up call for me. There are so many opportunities in this world to do good if we can shift our focus away from ourselves and serve others with courage like Katie Davis has.

## LESSON 17

### Handwriting

- Copy the following quotes by Abraham Lincoln.

“Those who look for the bad in people will surely find it.”

*“Those who look for the bad in people will surely find it.”*

“Every man’s happiness is his own responsibility.”

*“Every man’s happiness is his own responsibility.”*

### Writing

- Complete the assignment.

Using the notes you took about the book *Abraham Lincoln* to spark ideas, create two separate thesis statements that you could use to write a short response paper. Read page 73 in your *Grammar and Writing Guide* if you need more information about thesis statements. There is so much you could discuss about the book *Abraham Lincoln*. Your thesis statement will help you focus on just one thing, or just a few things.

Here are some examples of thesis statements for another book, *Up From*

*Slavery*, an autobiography by Booker T. Washington.

- Booker T. Washington's ability to push through difficulties was one of his most admirable traits.
- I was most inspired by Booker T. Washington's persistence and positive attitude.
- *Up From Slavery* is a very worthwhile book, not only for its educational value, but also for its powerful messages about persistence.
- *Up From Slavery* helped me more deeply value my own educational opportunities.
- Booker T. Washington's autobiography made me want to be a better person, especially in the way I treat other people.

### Writing

- Complete the assignment.

Choose one of the thesis statements you wrote in the last lesson to use for your response paper. Read pages 78–80 in your *Grammar and Writing Guide*. Then, create an outline for your response paper.

## LESSON 18

### Writing

- Complete the assignment.

Write the introduction to your response paper. If needed, read pages 74–75 of your *Grammar and Writing Guide* for information on creating introductory paragraphs.





## LESSON 19

- Complete the assignment.

Finish your response paper.

## LESSON 20

- Complete the assignment.

Read your response paper out loud to yourself, marking areas that could use improvement. Then use the “Revising Checklist” on page 86 of your *Grammar and Writing Guide* to identify areas of your response paper that could use improvement. Revise your essay.

## LESSON 21

### Handwriting

- Copy the following quote by Abraham Lincoln.

“Do good to those who hate you and turn their ill will to friendship.”

*“Do good to those who hate you and turn  
their ill will to friendship.”*

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### Memorization

- Read the “Battle Hymn of the Republic” on page 9 two times out loud. Then, on page 10 complete the “Practice 2” activity by reading the song out loud and filling in the blanks verbally.

## Commonly Confused Words

- **BREATHE:** I breathe the fresh air.
  - **BREATH:** I can hardly catch my breath.
- Write a short sentence that uses each word correctly.

breathe \_\_\_\_\_

breath \_\_\_\_\_

## Introduction to TWO NOBLE LIVES

- Read the following introduction to *TWO NOBLE LIVES* to your parent or teacher.

The American author Laura E. Richards (1850–1942) is studied in *The Good and the Beautiful Level 6 Language Arts Course*. Laura wrote more than 90 books of fiction, biography, and poetry. Her works are wonderful examples of truly good and beautiful literature. Not only are her stories and poems packed with beautiful descriptions and literary devices, but they also contain high educational value and wonderful messages.

In this lesson, you will begin reading a biography written by Laura E. Richards called *Two Noble Lives*. This wonderful biography is about her parents: Samuel Gridley Howe and Julia Ward Howe—both amazing historical figures. This book is included as part of the *Abraham Lincoln* book study because of the connection Julia and Samuel had to Lincoln and the anti-slavery work of the Civil War Era, of which Lincoln was a large part.

Julia Ward Howe is most remembered for her Civil War-era song “Battle Hymn of the Republic.” It was written first as a poem (it is not known who wrote the music), and President Abraham Lincoln reportedly cried when he first heard it. Samuel Gridley Howe was a physician and teacher of the blind. Samuel and Julia both had a repulsion for slavery and did much work in the effort to abolish slavery.

Julia was invited to the White House to meet President Abraham Lincoln. She wrote a poem about Lincoln after he died. When she was 90 years old, she was invited to read the poem at Symphony Hall in Boston at the celebration of Lincoln's 100th birthday.

Through the dim pageant of the years  
A wondrous tracery appears:  
A cabin of the western wild  
Shelters in sleep a new-born child.

Nor nurse, nor parent dear can know  
The way those infant feet must go;  
And yet a nation's help and hope  
Are sealed within that horoscope.

Beyond is toil for daily bread,  
And thought, to noble issues led,  
And courage, arming for the horn  
For whose behest this man was born.

A man of homely, rustic ways,  
Yet he achieves the forum's praise,  
And soon earth's highest meed has won,  
The seat and way of Washington.

No throne of honors and delights,  
Distrustful days and sleepless nights,  
To struggle, suffer and aspire,  
Like Israel, led by cloud and fire.

A treacherous shot, a sob of rest,  
A martyr's palm upon his breast,  
A welcome from the glorious seat  
Where blameless souls of heroes meet;

And, thrilling through unmeasured days,  
A song of gratitude and praise;  
A cry that all the earth shall heed,  
To God, who gave him for our need.

## LESSON 22

### Challenging Pronunciation Vocabulary

□ Read the following words and definitions to your parent or teacher.

1. **Porous** [POUR - us]: full of pores; permeable by liquid or water
2. **Iconic** [i - CON - ic]: 1) widely recognized and well-established, like an iconic brand name; 2) widely known and acknowledged, especially for distinctive excellence, like an iconic author
3. **Antithesis** [an - TITH - ih - sis]: exact opposite
4. **Dingy** [DIN - gee]: shabby, dirty; lacking brightness and freshness
5. **Anomaly** [uh - NOM - uh - lee]: something that deviates from what is standard, normal, or expected
6. **Eminent** [EM - uh - nuh - ish - ting]: distinguished, noteworthy; lofty, high
7. **Piazza** [PEE - az - ee]: an open square or public place in a city or town
8. **Secession** [si - SESH - un]: the act of seceding [SIH - seed - ing] (formally withdrawing from an alliance, political group, organization, etc.)
9. **Coercion** [koh - JUR - shun]: compelling through force or threats
10. **Cordial** [CORE - jewel]: warm and friendly
11. **Pallor** [PAL - er]: paleness, as from fear, ill health, or death
12. **Preceding** [pre - SEED - ding]: previous, coming before

□ Fill in the blanks with the appropriate vocabulary word from above.

1. We managed to clear the town \_\_\_\_\_ without the use of \_\_\_\_\_.
2. The \_\_\_\_\_ countertop seemed to absorb everything that touched it.
3. After years of hard work, his bakery had finally become \_\_\_\_\_ to the town.

4. Although they were disappointed following his \_\_\_\_\_ from the organization, the members were still \_\_\_\_\_.
5. With the \_\_\_\_\_ of a ghost, I stood before the crowd and sang my first solo.
6. It was a wonderful surprise to find that there would be a dinner \_\_\_\_\_ the play.
7. The \_\_\_\_\_ home was an \_\_\_\_\_ in the neighborhood.
8. Dr. Hansen, an \_\_\_\_\_ surgeon, completed the challenging procedure in record time.
9. The cheery disposition of the nanny was a welcome \_\_\_\_\_ to the previous babysitter.

### Memorization

- Read the “Battle Hymn of the Republic” on page 9 two times out loud. Then, on page 11 complete the “Practice 3” activity by reading the song out loud and filling in the blanks verbally.

### Reading

- Read Chapter 1 of *Two Noble Lives*.

# TWO NOBLE LIVES

SAMUEL GRIDLEY HOWE AND JULIA WARD HOWE

*By Their Daughter, Laura E. Richards*

First published in 1893

## CHAPTER I: THE HERO

My father, Samuel Gridley Howe, was born in Boston, Massachusetts, November 10, 1801. He came of good Colonial stock on both sides, his grandfather, Edward Compston Howe, having been one of the “Indians” of the Boston Tea Party, while his mother’s uncle, Richard Gridley, was a gallant soldier and engineer who served at Louisburg in 1745, fortified Bunker Hill the night before the battle, and, under Washington’s orders, aided in preparing the siege works which finally drove the British from Boston.

Sam Howe, as my father was called, was a handsome boy with dark hair, rosy cheeks, and bright blue eyes—full of fun and mischief.

His father was a maker of ropes and cordage, and had a large “rope walk” on Charles Street. Sam was very fond of playing about the rope-walk and on the shore closely by; for in those days the Back Bay was really a bay, and the water flowed up to the Charles Street houses, and stood deep over the spot where now the Public Garden blossoms. In winter the broad sheet was a clear surface of ice where there was fine skating and sliding. In spring, when the ice was breaking up, there was another sport, exciting but not at all safe, in which little Sam Howe delighted; and he spent much of his play time in “running tiddlies,” which means jumping from one floating ice-cake to another. Once, while doing this, he fell in and was fished out and brought to his father’s office, which was nearby, dripping with ice-cold water.

“Go home,” said Grandfather Howe, “and tell your mother to whip you!”

“I went home,” my father used to say, “but my mother did not whip me.”

Sam went through the Boston Latin School. Then came the question, “What next?” There were three boys, Joseph, Samuel, and Edward. Their father was not rich and could not send them all to college. He called them round him one day and opened the big family Bible.

“Do you each read me a chapter!” he said. “The one who reads best shall go to college.”

Sam read very much the best, so he was sent to Brown University in Providence, Rhode Island. Here he stayed for four years, studying a good deal, but sometimes playing naughty pranks. But the spirit of adventure which led him into mischief was soon to lead him to far different things.

On leaving college, Sam Howe went through the Harvard Medical School and received his diploma as Doctor of Medicine.

At that time the Greek War of Independence was going on. Greece had for centuries been under the cruel rule of Turkey, but now the Greek had resolved to be free and had taken up arms against their oppressor. They were a brave and gallant people, and many young men of other countries went to help them in their struggle for freedom. Among these was my father (as I shall call him from now on). He had always loved Greek history; he greatly admired the poetry of Lord Byron, who had recently given his services to Greece; and he determined to do likewise and join the band of Philhellenes, or lovers of Greece.

In 1824, being then twenty-three years of age, he sailed for Greece and offered his services as surgeon to the Greek government. They were accepted, and for six years he remained in Greece, first with the army

and later as surgeon-in-chief to the Greek fleet. He fought in many a battle, side by side with the hardy Greek mountaineers; dressed like them in the "snowy camise and the shaggy capote;" he shared their toils and their hardships; and slept rolled in his cloak, with a stone for his pillow, under the open stars. Often for months at a time he tasted no flesh save that of mountain snails or roasted wasps. For weeks he went without bread, and sometimes for days together without food of any kind.

I remember asking him once, long years after, whether roasted wasps were not "horrid!"

"Not at all," he replied. "Roasted to a crisp and strung on a straw like dried cherries, they were not at all bad. I was often thankful enough to get them!"

The Greek chiefs loved him and called him "the beautiful youth." You may read in Whittier's ballad how he once saved the life of a wounded Greek, putting him on his own horse, with the Turkish soldiers close at hand, and barely escaping on foot with his own life. This man became his faithful servant and followed him like a dog, sleeping at his feet at night and unwilling to lose sight of him even for an hour.

An officer who served with him said afterward that the only fault found with him was that he always would be in the fight and was only a surgeon when the battle was over.

My father kept a journal during the Greek Revolution, as this war was called. I have it now, a little sheepskin volume, small enough to carry in the pocket, the pages covered with very fine, crabbed writing in faded ink, which is now hard to read. In this book, by the light of the campfire or the smoky lamp in a village hut, he would jot down the events of the day and the thoughts which filled his eager young mind.



In one place he tells how—

“Squatted down upon a sort of straw pillow placed on the ground, I enjoy all the luxury of a Grecian hut; which in point of elegance, ease, and comfort, although not equal to the meanest of our negro huts, is nevertheless somewhat superior to the naked rock. We have two apartments, but no partitions between them, the different rooms being made by the inequality of the ground—we living up the hill, while the servants and horses live down in the lower part; and the smoke of our fires, rising to the roof and seeking in vain for some hole to escape, comes back again to me.”

Again, he tells of his visit to an old Greek priest, who lived with his family in a tiny cottage, the best house in the village. He found the good old man just sitting down to supper with his wife and children (the priests of the Greek church are allowed to marry) and was invited most cordially to join them. The supper consisted of a huge beet, boiled, and served with butter and black bread. This was enough for the whole family and the guest too, and my father, seeing the cheerfulness and contentment of one and all, decided that the old “Papa” had a much better supper than many rich people he remembered at home, who feasted three times a day on all the fine things that money could buy and found neither joy nor comfort in their food.

Long, long years after this time, when I was a young girl, I went to Greece with my father, and he showed me a curious hollow in an ancient wall, built thousands of years ago, and told me that he and his comrades once lay hidden there for hours, while the Turks, scimitar in hand, scoured the fields in search of them.

So the young surgeon went about, through the villages and among the mountains, binding up wounds and tending the sick and dying. But after a time he came to see that there was much worse suffering

in Greece than that of the soldiers and sailors. They, after all, had the joy of fighting for their country. But the women and children, left thus alone, were starving. His great heart could not bear the sight of their suffering. He came back to this country, told of the sad things he had seen, and begged for money and clothes and food for the perishing wives and mothers and children of the Greek soldiers. He told the story well, for he put his heart into it, and people listen to a story so told. Many hearts beat in answer to his, and in a short time he sailed again for Greece with a good ship full of rice and flour, and cloth to make into garments and money to buy whatever else might be needed.

When he landed in Greece, the women came flocking about him in hundreds, crying for bread and praying God to bless him. He felt blessed enough, you may be sure, when he saw the children eating bread and saw the naked backs covered and the sad, hungry faces smiling again. So he went about doing good and helping wherever he saw need. Many a poor woman may have thought that the beautiful youth was an angel sent by God to relieve her, and she may not have been far wrong.

But my father was not satisfied with feeding and clothing the people. There were many sick persons among them, and no place where they could be cared for. He established a hospital and put it under the charge of a good physician, Dr. Rus, while he came to this country again to raise money to support the hospital and carry on another work for which he had set his heart.

He always said, "Help people to help themselves!" and this is what he wished to do now. He saw that if the Greek people continued to be fed by charity, doing no work, it would injure them. So on his return, he made work for them. The island of Aegina, where many of the Greek women and children, as well as the men who were not fighting, were gathered together, had no wharf or pier, and there was great need of

one.

My father called the refugees together and told them that he was going to build a pier, that they should do the work, and he would pay them for it. Great was the joy in the hearts of the poor people. He gave them all clothing, and they set to work at once under his orders. There were plenty of great stones nearby, which had been the foundation stones of an old temple, long since destroyed. The men dug out the huge blocks and dragged them on a flatcar down to the shore. The women and children brought baskets of dirt and small stones, to fill in with. One day he writes in his journal—

“Getting on finely. The poor who labor are now five hundred, and it is cheering my heart to go among them and see the change that has taken place. Instead of, as formerly, humbly and tremblingly addressing me and begging for assistance, they look up brightly and confidently and cry out, ‘Welcome among us, sir!’ and they often add as I go away, ‘God bless your father and mother, God save the souls of your relatives; long life to the Americans!’ or some such endearing expression, which gives me a thrill of satisfaction and repays me for all the toils and vexations attendant upon the task of an almoner.”

This wharf, or mole, is still standing, and still known as “the American Mole.”

Besides all this, my father founded a village on the Isthmus of Corinth, getting land from the Greek government and supplying the people with seed to sow their crops, and helping them to build their houses. Here he established fifty families, who came to him ragged and starving, and whom he left the next year thriving and happy. They had never seen a wheeled vehicle of any kind. My father made them a wheelbarrow himself. And later, finding a sick straggler from the army who had formerly been a wheelwright, he cured him and then

employed him to build a cart, which was such a marvel that the people came flocking from miles around to see it. In fact, as he says himself, “I labored here day and night, in season and out, and was governor, legislator, clerk, constable, and everything but patriarch!”

Fifteen years later my father visited Greece again and went to see how his village was prospering. As he rode through the street, one villager said to another, “This man looks like Howe!” Presently someone cried out, “It is Howe!” and then all the people came running out of their houses, and pulled him off his horse, and embraced him, and made a feast in his honor; and the whole village wept and laughed and rejoiced because their hero was come again.

## LESSON 23

### Art and Geography

#### Read and complete.

In the previous lesson, you read about the work Samuel Howe did in Greece. You will learn more about Greece in this lesson and upcoming lessons.

### Greece

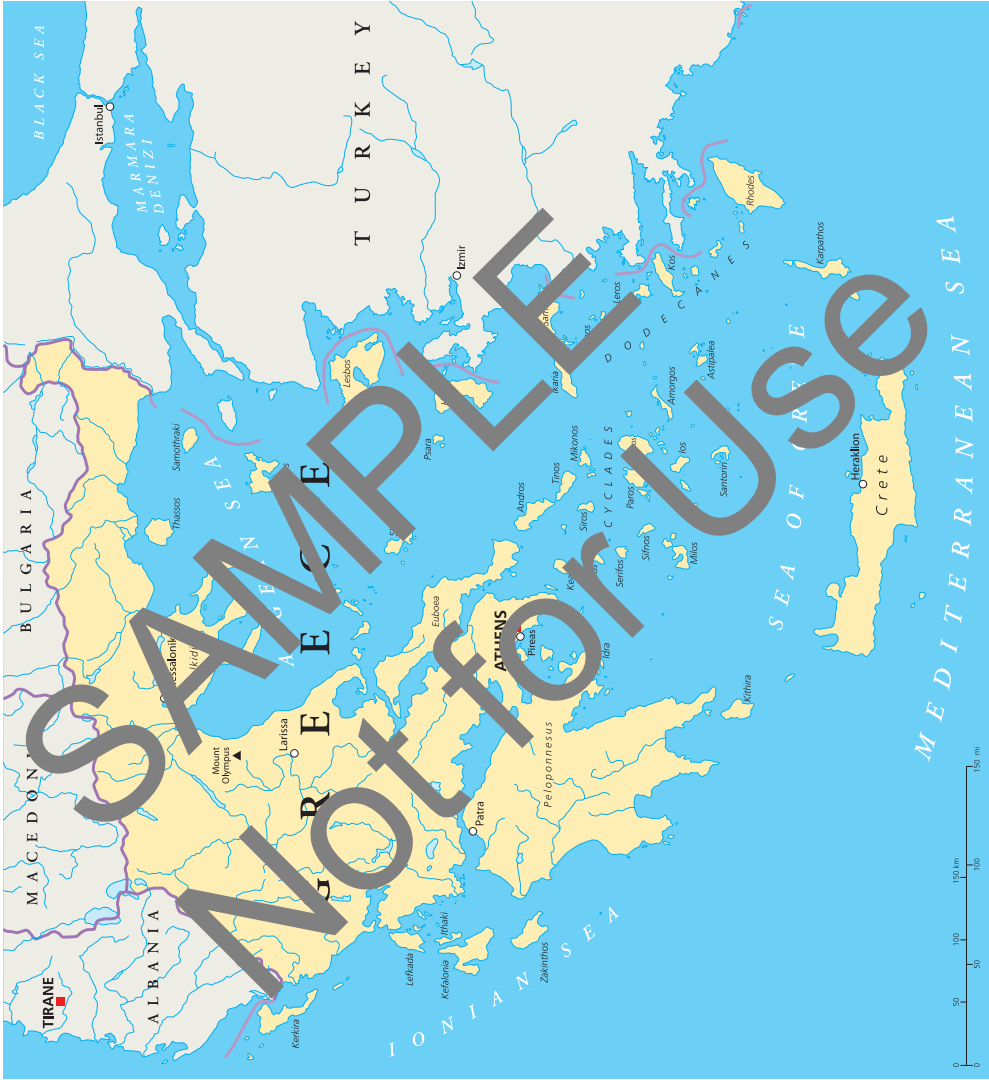
With the longest coastline in all of Europe, Greece is an astounding country filled with mountains, forests, lakes, and thousands of islands. The 51,000 square miles of land is home to almost 11 million people, though only 168 of its 2,000 islands are inhabited. Close to one-third of the Greek population resides in the capital city of Athens near the southern coast. Farther north is Mount Olympus, Greece’s highest mountain.

The Greek coast, with its crystal clear water, is an attractive place to view many different sea creatures, including sea turtles, sharks, sea stars,

sea anemones, sea sponges, and seahorses. Warm, dry summers and rainy winters make up the mild climate, with occasional snowfall in the mountains. Birdwatching is a favorite tourist attraction as many migratory birds from Africa pass through on their way to Europe. Found on the land are brown bears, wild boar, and hedgehogs, among other Mediterranean animals. Olives are an important part of the Greek diet, and olive groves can be found in every village throughout the country.

At the center of Greek culture is the family. Family life is very important and often extended families live together, or very close to each other, for most or all of their lives. The Greek people are generally very healthy and because of that, have long life spans.

- In your notebook, copy the map on the next page (or trace it on tracing paper), labeling each country's name.
- Carefully observe the photographs on the following pages of rural areas of Greece. Take time to explore the details and appreciate the beauty. Imagine what it would feel, smell, and sound like to be there. (**Rural** areas are areas outside of major cities and big towns. We use the word **urban** to describe places where a lot of people live, like cities. **Suburb** are areas right outside major cities.)







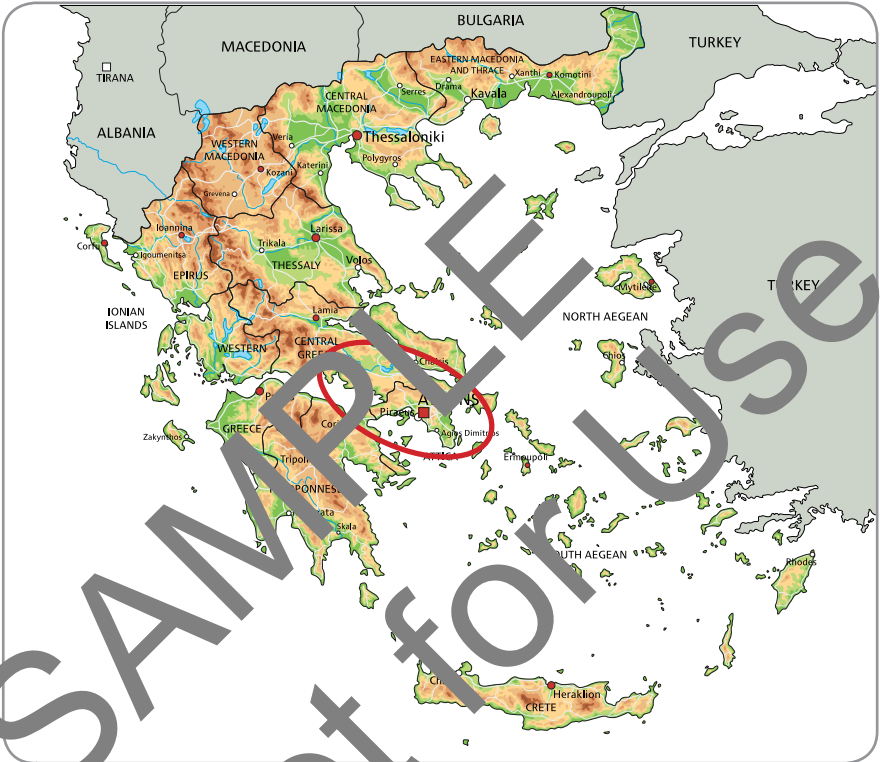




SAMPLE  
Not for Use

Read and complete.

**Athens**, the capital city of Greece, is the largest city in Greece, with a population of about 3.5 million people. Athens lies on a long **peninsula**, a piece of land almost surrounded by water or projecting out into a body of water.



Athens has a mild, gentle climate. The winters are cool without frost or snow. The summers are very warm and dry, often with light, pleasant breezes and cool nights. This lovely climate affects the architecture of the city.





The historically important city of Athens is considered by many to be the birthplace of Western civilization because of the many artistic and intellectual ideas that were developed there anciently. Many tourists visit Athens each year to tour the ancient ruins, the two most famous ruins being the Parthenon and the Acropolis.

The **Parthenon** was a temple built in honor of the goddess Athena more than 2,000 years ago. It is part of the **Acropolis**, which is a huge, ancient complex on one of the highest hills in the city.



Parthenon



Acropolis

# LESSON 24

## Memorization

- On page 11 complete the “Practice 3” activity by reading the song out loud and filling in the blanks verbally.

## Handwriting

- Copy the following quote by Abraham Lincoln.

“You can tell the greatness of a man by what makes him angry.”

*“You can tell the greatness of a man by what makes him angry.”*

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## Vocabulary

- Draw a line from each vocabulary word to its definition. Refer to pages 6–8, if needed.

<b>proponent</b>	to gather and store; reap
<b>assimilate</b>	to assign, distribute, or set apart for a special purpose
<b>allocate</b>	a person who argues in favor of something
<b>garner</b>	something that deviates from what is standard, normal, or expected
<b>anomaly</b>	to take in and incorporate as one’s own; absorb
<b>emulate</b>	warm and friendly
<b>cordial</b>	to strive to equal or become better than; to imitate

## Reading

- Read Chapter 2 of *Two Noble Lives*.

## CHAPTER 2: IN THE PRISON OF THE KAISER

When the war was over and Greece a free country, my father came home and began to look about him to see what he could do to help others to help themselves. He had long since made up his mind that he did not care about making money or getting power for himself, but to help those who needed help. So all through his life he was a philanthropist, which means a lover of man.

He had not long to wait for his new work. Up to that time there had been no teaching for the blind in this country. If a child was blind, he or she must sit with folded hands at home, while the other children went to school and to play. At the time of my father's return, a school for blind children was about to be started in Boston, and my father was asked if he would take charge of it. This was just what he wanted, and he said "Yes," with right good will. But first he felt he must prepare himself for this new task so that he might do it thoroughly and well. So he went to Europe, where the teaching of the blind had already begun to learn how it was best done. On this trip one of the strangest adventures of his life befell him.

This was in the year 1832. The people of Poland, that unhappy country which had been conquered some years before and divided among its conquerors, Russia, Prussia, and Austria, had made an effort to regain their independence. They were defeated, after a gallant struggle against hopeless odds, and a time of great suffering followed for the Polish soldiers, as well as the women and children. The people of France and America felt deep sympathy for the Poles and wished to help them in their great need; and a Polish Committee was formed in

Paris, with General Lafayette at its head, and our own novelist, James Fenimore Cooper, as one of its members.

My father was in Paris at this time. He had been studying the French methods of teaching the blind and was now on the point of going to Germany to see what he could learn there.

General Lafayette saw that here was the man to help the Committee carry out its plans, and he asked my father if he would take charge of money, clothing, and provisions for a body of Polish troops who had taken refuge in Prussia and were known to be suffering great hardships. My father accepted the trust joyfully and carried it out faithfully. As in Greece, so on the banks of the Vistula, the naked were clothed and the hungry fed, and then he went on his way to Berlin, the capital of Prussia. He realized as he traveled that he was being "shadowed," but he thought nothing of it. He had done no harm and feared no evil.

Arriving in Berlin, he went quietly to his hotel. At midnight he was roused by a knock at the door, and opening it, he saw three men in citizen's clothes who bade him come with them. On his asking who they were, they opened their coats and showed him the badge of the police. My father told them he was very tired and that if they would let him have a few hours' sleep, he would go with them quietly in the morning. They finally consented and left him alone.

Now, he had in his reading pocket some important papers, letters to and from Lafayette and others, the discovery of which might prove dangerous to himself and to them. What should he do with them? Fortunately, the police had not searched him this time, but they would be sure to do so in the morning. Glancing round the bare little room, he spied a plaster bust of the king of Prussia, standing on top of the stove. He thrust his dangerous papers up into the hollow of the head—the first time that head had ever received any ideas of freedom! Then, taking some other papers of no importance, he carefully tore them into tiny bits, threw them into a basin of water, and peacefully went to bed.

Early in the morning the police returned, pounced on the floating scraps of paper (which they afterwards showed him carefully pasted together!), and marched him off to prison. What kind of prison it was you shall see by reading one of his letters.

*Berlin Prison, March 20, 1832.*

*I have oft dated my letters to you from queer, out-of-the-way places, from city and from camp, from mountain, from cottage, and I believe from cavern; but never did it enter my imagination that I should write to you from the cell of a prison; and that, too, by stealth or a bit of brown paper (in which my candle had been wrapped) with a stub of a pencil coaxed from a turnkey, and by the glimmer of light from a close-grated window. Yet so it is; here I am, as sure and fast as bolts and bars can make me. Here I have been for the last twenty days, and here I may be for the next twenty months, for aught I know....I am snug enough, between four granite walls, in a wee bit cell, fast barred and bolted.*

Here he stayed for five long, weary weeks, and here he might have died, had it not been for a fortunate happening. The day he arrived in Berlin, on his way to the hotel, he met an American gentleman whom he knew. They stopped and exchanged greetings, and my father told the gentleman the name of the hotel to which he was going. The next day this gentleman, whose name was Albert Brisbane, went to the hotel to call on my father. He asked for Dr. Howe and was told, to his astonishment, that no such person was there or had ever been there.

Mr. Brisbane suspected treachery and wrote to Mr. Rives, the American Minister at Paris. Mr. Rives wrote to the Prussian government, demanding "the person of an American citizen, unjustly detained."

The Prussian government replied that it knew nothing of any such person. Mr. Rives persisted, the more strongly that he soon received a letter from my father. I have this letter now, written in faint pencil on a fragment of coarse gray wrapping paper.



“It is now twenty days,” he says, “since I was seized by order of the Minister of Police of Prussia, and thrust into prison, where I have since been kept in the strictest seclusion. I can see no one, I can hear from no one; even a newspaper is forbidden to enter my cell, and it is only today that I have received permission to address you and my relatives.

“I have in vain sought to know my offence, I have in vain prayed to be brought to judgment; it is now ten days since they have ceased to examine and cross-question me, and it is a fortnight that all my papers have been in the hands of the Minister of Police.”

Finally, Mr. Rives grew so urgent in his demands that the Prussian government decided it would be unwise to rouse the American flag to anger. My father was taken out of prison and put in a post wagon in the charge of two police officers, who were charged to hurry him day and night, to avoid the large cities, to prevent his speaking to anyone, to refuse him rest on any pretext, and to imprison him in the nearest fortress if he attempted to escape. In this way, weak and ill from his long imprisonment, harshly treated, sometimes refused even a glass of water, my father was hurried for seven days over rough country roads and finally left on the frontier of France, alone and penniless, to make his way home as best he might.

Although his imprisonment, he was obliged to pay the jailor for his board. Many years after, when his name was known throughout the civilized world for his work among the blind, the king of Prussia sent him a gold medal as a token of admiration. My father had the curiosity to weigh it and found that its value in money was equal to the amount he had paid the Prussian government for his prison lodging in 1832.

The precious papers, mostly letters from Lafayette, remained in the hollow plaster head of old King Frederick William for six months; then a friend of my father's, visiting Berlin, managed to secure the room and quietly took them out and brought them away.

# LESSON 25

## Spelling

Complete the exercises.

**Write the following spelling words in alphabetical order: ascend, analysis, acquaintance, achievement.**

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

**Write each word twice, separated into syllables.**

1. prai - rie \_\_\_\_\_

2. re - ceived \_\_\_\_\_

### Homophones

**bail** 1) *Verb* to set free from imprisonment, upon security given that the person bailed shall appear and answer in court; 2) *Noun* the security given to release a prisoner; 3) *Verb* To free from water, as to bail out a boat

**bale** - A tied bundle of hay, paper, cotton, or other material

Write the correct word, BAIL or BALE, on each blank. Then, circle if the homophone is used in the sentence as a noun or verb.

1. I have a \_\_\_\_\_ of papers to recycle.      NOUN    VERB

2. Grandpa will not \_\_\_\_\_ you out of jail.      NOUN    VERB

3. Each \_\_\_\_\_ weighed two tons.      NOUN    VERB

4. We couldn't \_\_\_\_\_ the water out of the boat.      NOUN    VERB

5. She paid the \$40,000 \_\_\_\_\_.      NOUN    VERB

## Memorization

- On page 11 complete the “Practice 3” activity by reading the song out loud and filling in the blanks verbally.

## Editing

- Edit the following sentences from *Two Noble Lives*. Use editing marks as shown on page 4 of your *Grammar and Writing Guide*. There are 15 mistakes that deal with these rules in your *Grammar and Writing Guide*: page 13—apostrophes, page 18—Rules 1 and 2, page 19—Rules 4 and 5.

1) My father, Samuel Gridley Howe, was born in Boston massachusetts November 10 1801.

2) They were a brave and gallant people and many young men of other countries went to help them in there struggle for freedom.

3) He found some little blind children took them home to his fathers house and taught them to read and write.

4) He gave them all clothing, and they set to work at once under his orders

5) My father was now an old man but he felt that he could not let them suffer while he had strength to help. He called a meeting of kind people in boston told them the sad story of the brave cretans and called on them for aid.

## Reading

- Read Chapter 3 of *Two Noble Lives*.

## CHAPTER 3: THE CADMUS OF THE BLIND

Soon after this, having learned all that was to be learned in those days about teaching the blind, my father came home and straightway took up his new work, which was to end only with his life. First of all, he put a bandage over his own eyes and wore it for some time so that he might realize a little of what it meant to be blind.

Then, he found some little blind children, took them home to his father's house, and taught them to read and write; the first by means of raised letters which they could feel with their fingers; the second by means of raised lines, which enabled them to guide the pencil and keep the lines straight. He made maps for them with raised dots of rough plaster for mountains and pinheads for cities. Their little fingers felt of all these things and became so skillful that in a short time they could read as readily as many children with the full use of their eyes.

This is why Whittier called my father "the Cadmus of the Blind," Cadmus having made the first letters for the Greeks, in old, old days.

When people heard that blind children could be taught to read, more and more parents came, bringing their children to the new school. Soon my grandfather's house could not hold them. There was no room and no money to carry on the fast-growing school.

My father's favorite saying was "Obstacles are things to be overcome!" So he went to work to overcome these. He took his blind pupils before the Legislature, showed what he had done, and asked for money to carry on the school. The Legislature instantly voted to give six thousand dollars a year to the school; and soon after, a Boston gentleman, Colonel Perkins, gave his fine house and garden for the use of the blind children. The

school was moved there and has been known ever since as the Perkins Institution and Massachusetts School for the Blind.

But this did not satisfy my father. The blind children of his own state were now provided for, but he knew that in the other states of the union (except New York, where a school was opened in the same year, and Pennsylvania, which followed suit the year after), the blind children were still sitting with folded hands, knowing nothing of the pleasant world of books, unable to write or sew or knit or play the piano, or do any of the things that his pupils were so happily doing in their new life. So he went from state to state, taking a little band of children with him, going before the legislatures, showing what the children had learned to do, begging them to do the same thing for the blind children of their own state. And in his footsteps, all over this great country, sprang up the schools for the blind, bringing light into darkness, and joy where there had been sorrow.

In the year 1827, my father overcame an obstacle that people had always thought could never be overcome. He heard of a little girl named Laura Bridgman, who was deaf, dumb, and blind. She had lost her sight and hearing when she was a baby. She was now seven years old and could neither see, hear, smell, nor—save in a very slight degree—taste. My father went to see her and persuaded her parents to let her come to the Perkins Institution. Here he set himself patiently to bring the child's mind out of darkness into light.

You shall hear how he did it.

He took things in common use, such as knives, forks, spoons, keys, and so forth, and pasted on them labels with their names in raised letters. These he gave to Laura, who felt them carefully. She soon found that the crooked lines "spoon" on one object were different from the crooked lines "key" on another. Next, he gave her some of the labels without the objects, and she soon found (for she was a very bright, observant child), that they bore the same crooked lines that were on

the spoons, keys, etc. After a little time she would lay the “spoon” label on the spoon, the “key” label on the key, and so on, of her own accord. Then my father would pat her on the head, and she knew he was pleased, but she did not yet know what he was trying to do.

When she had learned to put the right labels on many similar things, one day my father gave her, instead of a label, the different letters of the word, on separate bits of paper. First, he put them in the right order, to spell spoon, key, book, etc. Then, he mixed them up in a heap and made a sign to her to arrange them herself in the right order. This she did, patiently and correctly, but still she was merely imitating his actions and learning as a clever dog learns tricks. She did not know what it meant, nor why she was doing it.

But one happy day, as my father watched the little girl at her patient task, he saw her face change. Light seemed to flash over it. All in a moment it had come to her. She knew what it all meant. She knew that, by these raised marks on paper, she could make a sign for every thought, every wish. She knew that she was no longer alone in a dark and silent world, but could make herself understood and could understand in turn the thoughts of others.

I think this was the happiest day of my father's life; and since that day, no blind deaf-mute child has ever needed to be alone in the world.

Laura Bridgman lived many years and became a happy, earnest, industrious woman. She learned to talk with her fingers, and could talk faster than most people with their tongues. I am her namesake, and I knew her well. She was a great reader, wrote many letters, sewed beautifully, made lace and crochet work; I doubt if she was ever idle. She loved my father always, better than anyone else in the world, and she was very dear to him also.

But there were other obstacles for him to overcome. Up to the year 1841, little had been done in this country for the insane. Many of them were shut up in jails and almshouses and often cruelly treated. A noble

woman, Miss Dorothea Dix, had found out something about their sad condition, and she asked my father to help her to bring about a better state of things. So they worked together, and other good people worked with them; and today in every state in the union, there is an asylum for the insane, where they are cared for and kindly treated, and often cured and sent home happy.

While carrying on this work, my father found that there were other sufferers in the village of almshouses beside the insane. There were many feeble-minded children who could not go to school like other children, and who—alas!—were often not wanted at home. No one had ever thought of teaching these children. They could not learn the regular lessons; therefore, they could not learn any. That is what people thought. Nowhere in all this country had anything been done to help children of this class, and yet there were thousands and thousands of them in the land.

But my father said, "A little is better than nothing. They can be taught something."

When he thought of a thing, his next step was to do it, and then show people that it could be done. He took some idiotic and feeble-minded children into a corner of the Perkins Institution, and there he taught them patiently, little by little, the things that they could learn.

At first people laughed at him. "Do you know," said one friend of his to another, "what Howe is going to do next? He is going to teach idiots! Ha ha!" And they thought it was a great joke.

But when they came to see what he had done, saw the sad vacant faces grown cheerful, saw the weak helpless hands growing strong and capable, saw the girls learning to sew and the boys to work, they ceased to laugh, and many of them helped him. In a short time, he had founded the School for Feeble-minded Children, which has been a pleasant and cheerful place, full of hope and promise.

These are some of the things my father did, but there were many others. All through his long life, he worked to overcome obstacles and to help people to help themselves. The slave, the soldier, the prisoner, the poor, the unfortunate, for all these he worked without pause and without rest, so long as life remained to him.

After his death, his friend Dr. Edward Everett Hale wrote these words about him:

“He found idiots chattering, tainted and ridiculed by each village fool, and he left them cheerful and happy. He found the insane shut up in their wretched cells, miserable, starving, cold, and dying, and he left them happy, hopeful, and brave. He found the blind sitting in darkness and he left them glad in the sunshine of the love of God.”

### Homophones

- **HOSTEL:** inexpensive lodging, especially for young travelers
  - **HOSTILE:** unfriendly, opposing
- Write a short sentence that uses each word correctly.

hostel \_\_\_\_\_

hostile \_\_\_\_\_

### Memorization

- On page 81 complete the “Practice 4” activity by reading the song out loud and filling in the blanks verbally.

### Art

- Carefully observe the paintings on the following pages and read about 19th century Greek art. Take time to notice the lighting and think about the emotion involved. Notice the details in the scenes that help tell a story.





This 1883 painting, by Nikolaos Gyzis, is called "Learning by Heart." Along with many other Greek artists, Gyzis studied art at the Royal Academy of Fine Arts of Munich in Germany because art education options were scarce in Greece during the 1800s. These men became part of the Greek "Munich School" of artists.



"The Waiting," an iconic 1900 painting by Nikiforos Lytras, was one of his most well-known depictions of Greek life. Using a large variety of color, these artists created works that made life look idealistic.

*First Steps (1893)*

Georgios Valabides, another member of the Munich School, loved to paint scenes of infants and children. During the academic realism era, landscape painting became less common and most art depicted portraits or scenes of everyday life with realistic details that helped tell a story.



## LESSON 26

### Reading

- Read Chapters 4–6 of *Two Noble Lives*.

## CHAPTER 4: JULIA HOWE

While Sam Howe was still in college, learning lessons and playing pranks, a little girl was born in New York, in a house on the beautiful Bowling Green, near where the emigrant ships now come in. Her father's name was Samuel Ward, and she was named Julia, after her lovely young mother. People were very sorry for little Julia Ward, because she had red hair, which was thought a great misfortune in those days. Visitors coming to see her mother would shake their heads and say, "Poor little Julia! What a pity she has red hair!" And the tender mother, whose own hair was dark, would sigh and wonder how such a thing should happen in her family. The beautiful hair was combed with a leaden comb, as one old lady said that would turn it dark. And it was soaked in honey water, as another old lady said that was really the best thing you could do with it. And the little girl felt that she might almost as well be a hunchback or cripple as that unfortunate creature, a red-haired child.

Still, there were some who saw Julia's beauty, for there is a story of how once, when she was very little, she heard her aunts talking about her looks and saying how pretty she was, despite the red hair. Julia could not reach up to the mirror, even on tiptoe, so she climbed on a chair and took a good look at herself. "Is that all?" she cried, and scrambled down again as fast as she could, sadly disappointed.

When she was six years old, her beautiful, dark-eyed mother died,

and after that Julia and her brothers and sisters (there were six of them in all) were brought up by their good aunt, who came to make her home with them and their father.

A very good, kind aunt she was, devoted to the motherless children.

Julia Ward was very happy at school, for study was one of the things she loved best in the world, then and all through her long life, to the very end. At nine years old, she was studying Paley's "Moral Philosophy" with girls of sixteen and eighteen. She could not have been older than this when, one day, she heard a class reciting an Italian lesson. She was delighted with the sound of the musical language and listened, and listened again and again. Then she managed to get hold of an Italian grammar and studied it by herself, saying nothing to anyone, till one day she handed to the astonished Italian teacher a letter correctly written in Italian, begging to be allowed to join the class. She loved the study of languages, always. She spoke French and German beautifully, and wrote them easily and correctly. Later in life, she studied Spanish somewhat. She was never afraid to try to speak any language that she heard. Once when she and my father were in Santo Domingo, where Spanish is the national language, my father wrote home to her sister, "Julia knows three words of Spanish, and talks it all day long."

I shall have more to say by and by about her studies.

Her father was a grave, stern man, but devoted to his children. He loved Julia deeply, and she loved him as much as she feared him, which is saying a great deal. She always sat on his left at table, and often he would take her hand in his and hold it. He could go on with his dinner because it was his left hand that held hers, but it was Julia's right hand that was held, and as she dared not draw it away, she often got little dinner.

Julia began to read poetry when she was very little indeed, and she was still a child when she began to write it. I have beside me as I write a

little brown blank book, in which are many poems and hymns written by her in her eleventh, twelfth, and thirteenth years. One of these poems is in French, and in the four stanzas there is only one mistake.

When Julia was still a growing girl, her father built a fine new house on the corner of Bond Street and Broadway. It was considered very far up town, which will amuse New York children who may happen to read this. The rooms were large and lofty, and Julia spent much of her spare time in walking up and down the long picture gallery, dreaming of all the wonderful things she would see and do someday. She was generally alone, for the little sisters were much younger, and paired off naturally together, and her brothers were at boarding school. But she was not lonely, for her mind was full of beautiful thoughts. She read Shakespeare and Byron, and all the poetry she could find, and she wrote more and more herself.

The Wards spent the summer at Newport, and that was always a happy time. The boys were at home then, Sam and Henry and Marion, and they all played and walked and rode together. Julia had a little thoroughbred mare on which she used to camper all about the country. Sometimes the mare, a wild little creature, would throw her off, though she was a good rider. Then Julia would pick herself up and run home, and creep in at the back door for fear Auntie should see her and forbid her riding any more.

So Julia Ward grew up, dreaming and studying, writing and playing and thinking; grew up into a lovely young woman. And then, while on a visit to Boston, she heard the wonderful story of Laura Bridgman, and of the man who had brought her from darkness into light. She went with some friends to visit the Perkins Institution for the Blind, and there met my father. She has herself told how she first saw him, "a noble rider, on a noble horse." She felt at once that he was the most remarkable man she had ever met. He was no less strongly attracted by her. Acquaintance ripened into friendship, friendship into love; and in 1843, Samuel Gridley Howe and Julia Ward were married.

## CHAPTER 5: THE TWO HAPPY HOMES

Now begins the part of these two noble lives that I and my sisters and brother remember, the happy time when Dr. and Mrs. Howe were our dear father and mother. I have told fully about these happy years in another book, but I must say something about them here, for we children were a very important part of the two lives. I suppose there never were more tender or devoted parents than these two people, whose days were so full of work for all kinds of other people and causes. I think one reason why they were able to do so much was that they never wasted any time. My father was up at four or five o'clock, winter and summer, writing his letters and reports, which were eagerly read all over the world. At six o'clock he was ready for his ride, and one of us children always went with him. He was a superb rider, and he taught us all how to set a horse, how to hold the whip and reins, and so forth. There were many stories of his skill in managing horses.

Once when my sister Julia was a baby, and my mother were traveling in Italy. There were no railroads there in those days, so they drove in an old-fashioned traveling carriage. One day they stopped at the door of an inn, and my father went in for a moment to make some inquiries. No sooner was he out of sight than the driver slipped in at the side door to get a glass of wine; and the next moment, the horses, finding themselves free, ran away, with my mother, the nurse and baby, in the carriage.

My father, hearing the sound of wheels, came out, caught sight of the driver's guilty face peering round the corner in affright, and at once saw what had happened. He ran along the road in the direction in which the horses were headed; and presently, rounding a corner of the mountain which the road skirted, he saw a country wagon coming towards him, drawn by a stout horse, with a stout driver half asleep

on the seat. My father ran up, stopped the horse, unhitched him in the twinkling of an eye, leaped on his back, and was off like a flash, before the man got his eyes fairly open. He galloped on at full speed till he overtook the lumbering carriage horses, which were easily stopped. No one was hurt. He turned the horses back and soon came to where the wagoner still sat on his seat with his mouth wide open. My father paid him well for the use of the horse, and he probably regretted that there were no more mad Americans to steal a ride and pay for it.

Another time (this was at home), the horses ran away with my father inside the carriage, a carryall with a large plate-glass window in front. The coachman had got down to pick up his whip, which he had dropped. Again, like a flash, my father did the thing that had to be done—sprang through the glass, shattering it to atoms, caught up the reins, and stopped the runaway before any damage was done.

Still another time, we were sitting at dinner when word came that the Perkins Institution was on fire. Between our house and the Institution was a high hill, the last remaining bit of “Washington Heights,” where General Washington gathered his troops in the Revolutionary days. The messenger had come round by way of the street, wasting precious minutes, but my father never wasted minutes. He ran up the hill, which slopes gently up behind our house but on the further side showed a steep descent like the face of a cliff. Down this cliff he slid, reached the Institution, and before anyone knew he had come, had swarmed up the gutter-spout and was hacking away at the burning timbers with an axe that he had managed to pick up on his way. The fire was soon put out. So were all the fires he had to do with.

We lived at South Boston then, in a very old house, quaint and comfortable. It stood in a beautiful green garden full of lilacs and snowballs, and lovely blossoming trees, the laburnum, with its showers of gold, and white and pink hawthorn. When my mother first entered the garden, in early summer, she exclaimed, “Oh! This is green peace!” and Green Peace the place was called ever after.

My mother did not get up at four o'clock, as my father did, but she was busy in her way as he in his. When she had finished her housekeeping duties and taken her morning walk, she went straight to her desk and spent the morning, and often a great part of the day, in study and composition. When we were children, she seemed always to be studying Latin and German. Later, when she was fifty years old, she learned Greek, and from that time on always read some of it every day. She helped my father, too, in his anti-slavery work, and in editing a newspaper, the Commonwealth, which he carried on for some time. But most of the time when she was not studying, she was writing poems and plays and essays, which have given pleasure and help to their readers ever since.

My first recollection of my mother is standing by the piano in the great dining room at Green Place, in a black velvet dress with her beautiful neck and arms bare, singing to us. She had a wonderful voice, and her singing was one of our chief delights. She knew every song that ever was written, or so we thought. English, Scotch and Irish songs; French, German, Italian, and even Polish, there truly was no end to them. She taught us to sing with her, too, and so we learned a great deal, besides having the most delightful times. But she made songs of her own also, and these we loved best of all.

We were not allowed to interrupt my mother's study hours unless there was some good reason, but there came a time in the afternoon that was all our own. Then "Mamma" would sit down at the piano, and we would all sing and dance together. First, we sang, my mother leading, old German student songs, plantation melodies, "Dearest May" and the like, and those of her songs that we loved best. Then, when we could sing no more, the dancing began, my mother playing the most delightful tunes that ever were. And while we were dancing, perhaps the door would open and "Papa" come in to join the merrymaking. He might come playing bear, wrapped in his great fur coat, growling terribly. That was wonderful fun, for he was the good-natured bear of



the fairy stories, and we could climb all over him, and pull him about, and make him dance with us. Only when he was tired, he said he had “a bone in his leg,” and would dance no more.

They both read aloud to us a great deal, these dear parents. Both read very beautifully. From them we learned to love Shakespeare and Scott and Dickens; and we never can forget how my father read the Bible, in his deep, melodious voice. They made us read aloud, too, and took great pains to make us finish our words, read clearly and with the right emphasis. My mother was specially careful about our reading poetry and never let us read it, as some people do today, as if it were prose. We must always make the music of the verse evident.

We had plenty of good books; I never saw any “trash” in my father’s house.

As I have told you, they were busy all day long, from morning till night, but they were never too busy to listen to us, to help us, when we needed anything. When my mother took her morning walk, she might have liked to think over what she had to write that day; but instead, she had two or three children “tagging” after her, asking questions, and telling important things: about how Sally Branford, the rubber doll, had a hole in her head; or why the cover of the sugar bowl was buried in the garden. And when my father was pruning his trees and gathering his pears, we must go, too, and get in his way (only we never knew we were in it!), and find out all about everything connected with pears or peaches.

We must have harassed them sadly sometimes, but as I say, we never knew it. And, oh, how much we learned this way! Not only a great deal about fruits and flowers, but things far different: that it was not honorable to take fruit without leave; that we must not be greedy but must share with the rest; that it was delightful to give pleasure to others, as by taking baskets of fruit to the “Institution,” and distributing it among our little blind friends, and seeing them enjoy it.

We had school, of course, and learned lessons out of books as other children do, but no other children ever had our father and mother to learn from.

They had parties for us, too. My mother wrote plays, and she and my father and some of their friends acted them for us, till we grew big enough to take part ourselves; and there was Jose, the brown donkey, for us to ride on; and the “junk,” or rocking boat, for us to rock in. There was really no end to our pleasures.

All these things were at Green Peace, and were pleasures of spring and autumn and winter. In summer we went to our other home, no less dear: Lawton's Valley, near Newport, Rhode Island. This was another children's paradise. We were always as happy to get down to the Valley as we were to get back to Green Peace; we never knew which one we loved best. There was the brook to paddle in, and the old mill, and the Valley itself, like a big green parlor, shaded by trees and floored with smooth turf, where we used to have the most wonderful picnics that ever were. There were the apple trees, too, not to be compared with the Green Peace trees for fruit bearing, but far better for climbing in; and the meadows full of blackberries, and the salt water to bathe in.

We had nurses to take care of us, but when we were ill I cannot remember them at all. I only remember my mother tending us, soothing the aching head with her beautiful white hands, singing to us softly, making us forget the pain; and my father, leaving his work to come and cheer us up and tell us the wonderful story about Jacky Nory, the story that had no end. And when we had to go to the dentist—it was much more dreadful to go in those days, for there was no “gas,” and when a tooth had to be pulled—well!—never mind about that. Anyhow, when we had to go, either Papa or Mamma always went with us, and held our hand, and helped us to bear it as well as we could.

And all this time, remember, the great work was going on without pause or rest. The blind, the deaf, the insane, and all the sufferers were

being helped. The beautiful poems and books were being written. Every day and all day, people of all kinds and all nations were coming to my father and mother for help, or comfort, or pleasure. But the happy home was always there for the children.

## CHAPTER 6: IN WAR TIME

In the year 1861, the terrible Civil War broke out in this country, and North and South were for a time divided. My father was just past the age for active service and could not join the army, as he would have liked to do, but he was able to help a great deal: first by going, at Governor Andrew's request, to examine the condition of the Union soldiers in the field; and later by helping to found the famous Sanitary Commission (the forerunner of the Red Cross) and taking part in its labors. This duty took him to battlefield, camp, hospital, and prison; and wherever he went, he shed the light of his wisdom and the fire of his patriotism.

My mother, too, longed to help her country. At first she did not know how she could do this, except by doing what all the women and children were doing in those days, making clothing and sending comforts to the soldiers in camp and field. Soon, however, she found a way of her own.

In the late autumn of this year, 1861, she went to Washington with my father and a party of friends, among them Governor Andrew, who was called "the great War Governor." One day they drove out of the city to see a review of the troops. It had hardly begun when the alarm was given. Some of the Union soldiers nearby had been surrounded and surprised by the enemy. The review was given up, and some troops sent to the rescue of their comrades. The rest of the army marched back to Washington, and the carriage containing Governor and Mrs. Andrew, my mother, and the Reverend James Freeman Clarke, returned also,

moving at a foot-pace, the soldiers marching on either side and filling the roadway. My mother and her friends began to sing some of the well-known war songs, among them

“John Brown’s body lies a-mouldering in the grave.”

This seemed to please the soldiers, who cried out “Good for you!” and took up the song themselves.

Mr. Clarke said to my mother, “Mrs. Howe, why do you not write some good words for that stirring tune?”

“I wish I might!” said my mother.

Very early the next morning, when the east was still gray, my mother awoke and found, to her amazement, that lines of poetry seemed to be shaping themselves in her mind.

“Mine eyes have seen the glory of the coming of the Lord—”

She lay quite still, and the words went on, grouping themselves into lines, the lines flowing on into verses. By and by, the whole poem was complete in her mind. Then she said to herself, “I shall lose this if I don’t write it down immediately!” She rose at once, found a sheet of paper and an old stump of pen which she had had the night before, and began to write down the lines almost without looking, as she had often done while watching busy children in our sleep.

Mine eyes have seen the glory of the coming of the Lord:

He is tramping out the vintage where the grapes of wrath are stored;  
He hath loosed the fateful lightning of his terrible swift sword,  
His truth is marching on!

I have seen him in the watch-fires of a hundred circling camps;  
They have builded him an altar in the evening dews and damps;  
I can read his righteous sentence by the dim and flaring lamps;  
His day is marching on!

I have read a fiery gospel writ in burnished rows of steel:  
 "As ye deal with my contemners, so with you my grace shall deal;"  
 Let the hero born of woman crush the serpent with his heel,—  
 Since God is marching on!

He has sounded forth the trumpet that shall never call retreat;  
 He is sifting out the hearts of men before his judgment seat;  
 Oh, be swift, my soul, to answer him, be jubilant, my feet!  
 Our God is marching on!

In the beauty of the lilies Christ was born across the sea,  
 With a glory in his bosom that transfigures you and me;  
 As he died to make men holy, let us die to make men free,  
 While God is marching on!

"Having completed this," she says, "I lay down again and fell asleep, but not without feeling that something of importance had happened to me."

Something of importance, indeed, not to her alone, but to her whole country. The "Battle Hymn of the Republic" was printed in the *Atlantic Monthly* by most people were to, but just then to read poetry, but my mother heard that her verses were making their way into the camps and being sung by the soldiers, and she was well content. Among those who read them was Chaplain McCabe, a good and earnest man, who was about to devote his time and strength to the service of his country. He was so much impressed by the poem that he learned it by heart.

Soon after, he went to the front with his regiment, was taken prisoner at Winchester while caring for the wounded, and sent to Libby prison. Here he was confined, with many other Union soldiers, in a large bare room, like a loft in a warehouse. There was no furniture in it. The prisoners sat on the floor by day and slept on it by night, without

mattress or pillow. One evening, the officer in charge of them told them that the Union armies had just sustained a terrible defeat. This filled them with sorrow, and they gathered together in little groups, some sitting on the cold bare floor, some standing by the narrow windows to get a little light, and talked over the sad news with heavy hearts. As they sat thus in darkness and sorrow, the negro who waited on them came in and, bending over one of the groups seated on the floor, whispered something in their ears. The news they had heard, he said, was false; the Union armies had triumphed, had won a great and glorious victory.

The glad tidings spread like wildfire through the gloomy vault. Men wept and laughed, embracing one another wild with joy and hope. And Chaplain McCabe, his heart lifted up in thanksgiving, lifted up his voice also, a noble one, and began to sing the poem he had so lately learned.

Every soul in that prison knew the tune, and every voice joined in the chorus that rang out upon the night air.

“Glory, glory, hallelujah!

Glory, glory, hallelujah!

Glory, glory, hallelujah!

His truth is marching on!”

That was a happy night in Libby Prison, for the victory was that of Gettysburg.

By and by Chaplain McCabe was released and came to Washington. Here he gave a lecture, in which he told about the things he had seen and done, on the field and in prison. Among other stirring tales, he told of the scene in Libby Prison; and once more, to a vast audience of loyal people, he sang the “Battle Hymn of the Republic.” The effect was magical. People sprang to their feet, wept, and shouted and sang with

all their might. And when the song was ended, above all the tumult was heard the voice of Abraham Lincoln, crying, while the tears rolled down his cheeks, "Sing it again!"

So the Battle Hymn sang itself into the heart of the nation. And today, as I need not tell you, it is sung in church and school and home, throughout the length and breadth of the land my mother loved.

She wrote many other poems about the war. One of them, "The Flag," was always a favorite of hers and of mine, so I shall print two stanzas from it here.

### THE FLAG

There's a flag hangs over my threshold, whose folds are more dear to me

Than the blood that thrills in my bosom its earnest of liberty;

And dear are the stars it harbors in its sunny field of blue,

As the hope of a further heaven, that lights all our dim lives through.

• • •

A flag of our stately battles, not struggles of wrath and greed,

Its stripes were a holy lesson, its spangles a deathless creed;

'Twas red with the blood of freemen, and white with the fear of the foe;

And the stars that fight in their courses 'gainst tyrants its symbols know.

## LESSON 27

### Reading

- Read Chapter 7 of *Two Noble Lives*, the final chapter of the book.

## CHAPTER 7: AFTERNOON AND EVENING

In the year 1867, my father had the happiness of going once more to Greece on an errand of mercy. When Greece won her freedom, the island of Crete had been left under Turkish rule; but now the islanders, a brave and hardy race, had risen against their tyrants and made gallant struggle to win their freedom too.

As in the case of Greece so many years before, there was great suffering among the women and children. My father was now an old man, but he felt that he could not let them suffer while he had strength to help. He called a meeting of kind people in Boston, told them the sad story of the brave Cretans, and called on them for aid. It was generously given, and once more he sailed for Greece, carrying food for the hungry and clothing for the naked.

My mother went with him, as did my sister Julia and I, and we all helped in giving out the clothes, many of which had been made by Boston school girls. It was a delightful time for all of us. The Turks were angry and forbade my father to go to Crete, setting a price on his head, but he went all the same and came back safe.

Once, indeed, he came very near shipwreck. He was in a wretched little steamboat, the machinery of which broke down, leaving the vessel helpless. They drifted about all night at the mercy of the waves. With the morning a breeze sprang up, but the captain and crew of the tug (for it was nothing more) were only the more frightened and wept and



wailed, calling on the saints to help them. My father, however, tore down a piece of the awning and, with the help of a passenger, held it up by way of a sail, and so brought the vessel safe into port.

The brave Cretans did not succeed in winning their freedom that year, though they fought hard for it, but now they have their own government and are prosperous and thriving.

So long as he lived, my father never ceased to work for the good of others. He has been called "the Servant of Humanity," because he gave his whole life for the service of his fellow men.

In the year 1876, this great and good life ended.

My mother had still many long years before her, and she continued to fill them full of good and loving and helpful deeds. She did not give up her studies, but she added to them all kinds of other work. We children were now grown up and married, so she had much more time at her disposal. She felt that the women of our country and of all countries might make their lives fuller and finer and broader than they had been. So she founded or helped to found many clubs and associations of women, some for work and some for study, all based upon the idea of helping women to help themselves. She felt that women should have the right to vote, and worked ardently in this cause. She wrote many essays and lectures, and went about the country delivering them. And wherever she went, she was gladly welcomed, as the author of the famous Battle Hymn, and as an earnest lover of her kind. The words of wisdom and cheer that she spoke gave help and comfort and strength to very many people, and her name became more and more beloved.

She felt that war was one of the most terrible evils, and that women ought to fight against it with the weapons of peace. So, for this cause too she spoke, often and well, and for it she wrote more than one poem.

My mother's poems fill several volumes, and some of them have

become household words. Here is one which I have always specially loved.

### THE PARABLE

“I sent a child of mine today;  
I hope you used him well.”  
“Now, Lord, no visitor of yours  
Has waited at my bell.

The children of the Millionaire  
Run up and down our street;  
I glory in their well-combed hair,  
Their dress and trim complete.

But yours would in such haste come,  
With thoroughbred’s soft way;  
And little merry men and maids  
To cheer him on his way.”

“Stood then, no child before your door?”  
The Lord, persistent, said.  
“Only a ragged beggar-boy,  
With rough and frozy head.”

The dirt was crusted on his skin,  
His muddy feet were bare;  
The cook gave victuals from within;  
I cursed his coming there.”

What sorrow, silvered with a smile,  
Slides o’er the face divine?  
What tenderest whisper thrills rebuke?  
“The beggar-boy was mine!”

As the long, golden afternoon of my mother's life deepened toward sunset, with every year she grew dearer and wiser and more beautiful. You have all seen pictures of her, taken in recent years, with the quaint, pretty cap crowning her silver hair. And with every year more and more people came to her, from all parts of the country and from foreign countries, just for the pleasure of looking in her face and hearing her voice. They wrote to her, too, from all over the world. Many merely asked for her autograph, but there were others who asked and expected strange things. She always tried to answer every letter, to send her autograph to every man, woman, and child who asked for it; but as she grew older and less strong, she could not keep up with the flood of requests that poured in upon her. As it was, I suppose she wrote more letters in a year than many people do in their whole lives long.

She never seemed to be in haste. The habit of work was so strong in her that she could work rapidly and quietly. She knew what to say and how to say it, and so her words were never wasted, and there were never too many of them.

She kept up her studies, reading Greek every morning, holding fast to the ancient wisdom, and yet keeping abreast of all the new thought and welcoming new light whenever it shone. She loved to visit schools and talk to the children. Some children who read these words may have seen and heard her, and they will never forget it, I am sure. Hundreds of children wrote to her, and she answered their letters whenever it was possible for her to do so.

On her ninetieth birthday she received a letter from an old gentleman in New York, reminding her how, nearly seventy years before, she had picked him up, a little orphan boy, five years old, and had found a home for him in the Orphan Asylum. She was a young girl then; she had done the kind deed and forgotten it, but he had never forgotten.

Some of her best poems were written during the last ten years of her life, several of them when she was over ninety years old, and she did not cease writing till the very end.

In her later years, a pleasant and graceful custom grew up in Boston, the city she loved so well, and spread to other cities. When she entered a theater or hall, the audience would rise unbidden to their feet and remain standing till she had taken her seat. This never failed to surprise her, for she was as modest as she was beloved.

She had grandchildren and great-grandchildren, and was never happier than when she could gather them around her. Never was such a wonderful and delightful grandmother seen, or so they thought. She was as ready to play with them as to talk of high and grave matters with the wise and good men and women who came from afar to see her, and she loved to sit down at the piano and play and sing for them the nursery rhymes which she had set to music. Music and words were all her own, and when she played the jig, everyone wanted to dance, just like the people in the story. She was as full of fun as she was of wisdom and goodness, and there was no other fun like hers.

So the long golden afternoon passed, and evening came. She died on the seventh day of October, 1910.

The lives of husband and wife together had covered more than a century.

You have seen, when the sun has set in a clear sky, how the light lingers, first in the west, then broadening and brightening over hill and dale, till all the world is bathed in golden glory? So the light of these two lives, and of other good and great lives, may shine for you and for me, brightening the path before us and helping us on our way.

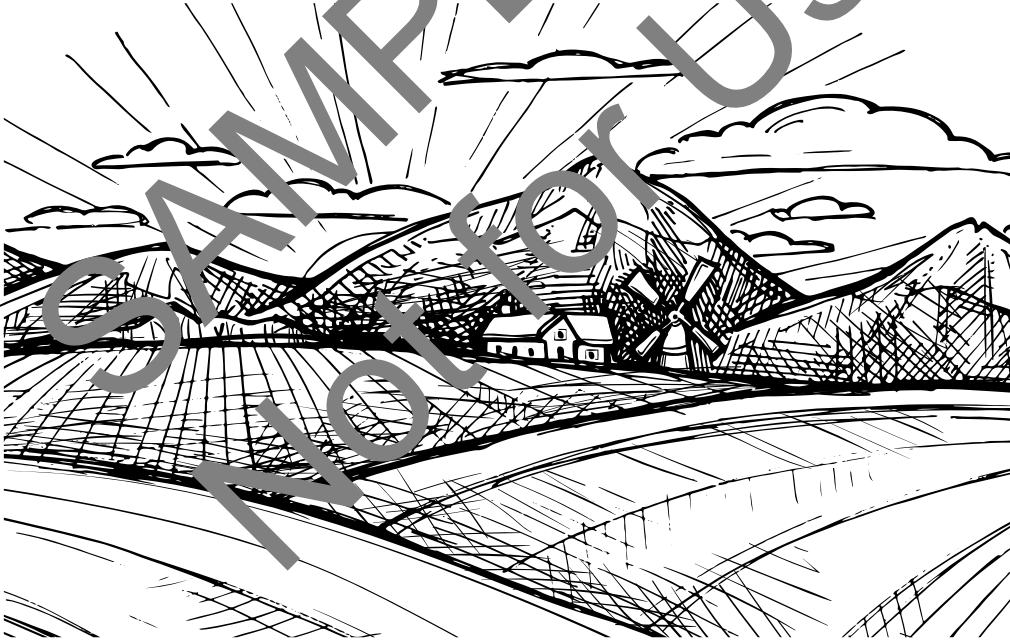
## LESSON 28

### Art and Writing

- Complete the assignment.

Laura Richards uses the beautiful imagery of a golden sunset to describe the end of her parents' lives. In your notebook, draw the sunset scene below or your own variation of the scene.

Then, in your notebook or on a computer, write your thoughts about this question: "What do I want to accomplish in my life so that the end of my life could be described as a beautiful sunset bathing the world around it in glory?"



### Memorization

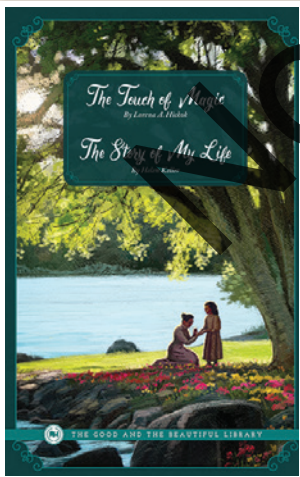
- Recite to a small or large group the verses of "Battle Hymn of the Republic" that you memorized in this course.

The Good and the Beautiful

LEVEL EIGHT

# BOOK STUDY

THE TOUCH OF MAGIC BY LORENA A. HICKOK AND  
THE STORY OF MY LIFE BY HELEN KELLER



- Writing
- Spelling
- Grammar, usage, and punctuation
- Vocabulary
- Literature
- Handwriting
- Art

# LEVEL 8

## BOOK STUDY

*The Touch of Magic*

by Lorena A. Hickok

*The Story of My Life*

By Helen Keller

Created by Jenny Phillips and Maggie Felsch

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## ABOUT THE BOOK STUDY

### What are book studies?

The Good and the Beautiful Book Studies are student-directed, consumable booklets that accompany select books from The Good and the Beautiful Library, helping children explore the book while also studying language arts, geography, and art. To complete a book study, the student simply reads and follows the instructions in each lesson. The parent or teacher checks the student's work using the answer key.

### What topics does this book study cover?

- Literature
- Writing
- Spelling
- Vocabulary
- Art
- Handwriting
- Grammar, Usage, Punctuation
- Geography

### Who are the book studies for?

Rather than replacing the language arts courses, book studies are extra, optional courses. Book studies are especially helpful for summer learning or for children who complete a language arts course in less than a year and need more material to finish off the year.

The Good and the Beautiful curriculum has no Level 8 Language Arts course. The language arts courses go from Level 7 to the high school courses. Levels 8 and 9 book studies are designed for students who have completed The Good and the Beautiful Level 7 Language Arts course but do not want to start high school courses yet because

- 1) they finished Level 7 in the middle of a year and want something to work on before starting high school in the upcoming school year.
- 2) they are not interested in eventually completing high school courses earlier than 12th grade.
- 3) they are not quite ready for more intense reading or need more review of principles before moving on to high school courses.
- 4) they are not old enough for books with more mature (but still appropriate) topics and some wholesome romance.



Book studies are optional. Students do not need to complete any book studies between Level 7 and high school.

Levels 8 and 9 book studies review grammar principles learned through Level 7. Book studies include new literature, spelling, memorization, geography, art, handwriting, and writing assignments.

## What materials are needed?

To complete this book study, you will need the following items:

- This book study booklet and the accompanying answer key
- *The Touch of Magic* by Lorena A. Hickok and *The Story of My Life* by Helen Keller (published by The Good and the Beautiful Library)
- *The Good and the Beautiful Grammar and Writing Guide* (This non-consumable guide is also used for the high school courses.)
- A blank (unlined) notebook for writing and drawing
- Drawing paper, drawing pencil and eraser, and a ruler
- 36-count or 48-count Prismacolor colored pencils (Note: Prismacolor colored pencils are a high-quality colored pencil. They are a little more expensive than other colored pencil brands. If you choose to use a cheaper brand, the smoothness, blending quality, and overall look of your drawing will not be as nice.)

## How many book studies should be completed and in what order?

- Each book study has a different number of lessons, depending on the length of the book. Each lesson takes an average of 25–35 minutes to complete. It is recommended that students doing book studies for their sole language arts instruction do 1–2 lessons or more per day.
- The book studies do not go in any order. Students are encouraged to choose the book studies they would like to complete, but they are also encouraged to choose from a variety of genres, including biographies.
- There is not a set number of Levels 8 and 9 book studies that should be completed. These studies are a way to keep children reading good literature, learning new vocabulary, writing, and reviewing principles learned in previous levels until they are ready to begin the high school courses.

# AT-A-GLANCE

30  
Lessons

This section lists the main topics and principles covered in this book study.

## Art

- Nature art appreciation
- Famous nature artists
- Art instruction in colored pencil

## Grammar, Usage, and Punctuation

Review of the following grammar, usage, and punctuation rules from our Levels 4–7 Language Arts courses:

- Adjective & Adverb Rule #3: Double Negatives
- Adjective & Adverb Rule #4: Comparisons
- Adjective & Adverb Rule #5: Irregular Comparisons: Little and Bad
- Apostrophes—Indicating Possession (Plural and Multiple Nouns)
- Avoiding Faulty Comparisons
- Avoiding Shifts in Person, Voice, and Number
- Interjections

## Commonly Confused Words

breath/breathe	may be/maybe
everyday/every day	of/have

## Literary Devices

- Simile
- Metaphor
- Foreshadowing
- Imagery
- Hyperbole
- Onomatopoeia

## Handwriting

- Handwriting practice with inspiring quotes by Helen Keller and Annie Sullivan
- Handwriting assignments can be completed in print or cursive

## Homophones

soul/sole	coarse/course
beat/beet	desert/dessert

## Correlated Literature Studies

- Poetry by John Greenleaf Whittier
- Biography on Alexander Graham Bell

## Rule Breakers and Commonly Misspelled Words

arctic	business	battalion
beginning	appearance	benefited
belief	arithmetic	boundaries
believe	athletic	calendar
beneficial	attendance	candidate
Britain	balance	category

## Writing

- Writing effective short answer responses
- General writing instruction and practice

## Vocabulary

- Practice reading vocabulary words that are hard to pronounce (not listed here)
- Practice with vocabulary words from reading assignments:

**Ambition** [am - BIH - shun]: a strong desire to do or to achieve something, typically requiring determination and hard work  
His friends and family knew that his **ambition** would take him far in life.

**Amiable** [AIM - ee - uh - bull]: friendly; pleasant; good-natured personality  
She was **amiable** with everyone she met.

**Adulation** [add - you - LAI - shun]: excessive admiration, praise, or flattery  
He was introduced with **adulation** to the expectant crowd.

**Antagonism** [an - TAG - uh - niz - um]: hostility; opposition; rivalry  
The man dressed in black treated the young newcomer with **antagonism**.

**Auspicious** [oss - PISH - uss]: favorable; conducive to success; promising  
Her inspiring graduation speech became an **auspicious** springboard to a life of public speaking.

**Barren** [BEAR - un]: bleak; lifeless; without much or any vegetation  
To grow successful crops on such **barren** land would be a challenge indeed.

**Conveyance** [cun - VAY - unce]: transportation; making an idea or feeling understandable to someone  
The stagecoach was the only **conveyance** available.  
Through his unique **conveyance** of sign language, I was able to comprehend his meaning.

**Despondent** [dih - SPAWN - dunt]: discouraged; disheartened; in low spirits from loss of hope

They tried to cheer her, but she remained **despondent** throughout the evening.

**Exploitation** [ex - ploy - TAY - shun]: unfairly using or taking advantage of someone to benefit oneself

The protestors would not relent until the **exploitation** of the migrant workers was put to a stop.

**Inauguration** [in - ohg - yore - AY - shun]: the formal admission of someone to an office; the beginning of a period or policy  
I eagerly watched the **inauguration** of the president.

**Insatiable** [in - SAY - shun - bull]: impossible to satisfy

Ever since she was young, she had an **insatiable** desire to learn.

**Lurid** [LURE - id]: bright and vivid in color or description, sometimes overwhelmingly so

The party decorations were so **lurid** that I struggled to enjoy the environment.

**Ostensibly** [aw - STEN - sh - blee]: apparently or supposedly, but maybe not actually

Our first minister resigned after only one year of service, **ostensibly** due to ill health.

**Predecessor** [PREH - dih - seh - sir]: someone or something replaced by or followed by another

I would like to thank my **predecessor** for her excellent groundwork.

**Regale** [rih - GALE]: to entertain or amuse with talk; to entertain lavishly with food or drink

They liked to **regale** one another with childhood stories.

**Reticent** [REH - tih - sent]: withdrawn; not readily sharing thoughts and feelings

She was **reticent** with the unfamiliar group that morning.

**Scrupulous** [SCREW - pew - luss]: attentive to details; very careful to not do wrong

He was **scrupulous** in everything he wrote.

**Unpretentious** [uhn - pree - TEN - shuss]: modest; humble; sincere; not concerned with appearing grand

Her **unpretentious** manner made everyone instantly feel at ease.

**Veneration** [vehn - ir - AY - shun]: great respect; reverence

I could not help but treat the gentle old man with **veneration**.

**Virtually** [VIR - choo - ole - ee]: practically; nearly; almost

The bullet he shot straight into the air could have landed **virtually** anywhere.

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# LESSON 1

## Course Introduction

Welcome to *The Touch of Magic* and *The Story of My Life* book study! This book study is centered on two books: *The Touch of Magic* by Lorena A. Hickok and *The Story of My Life* by Helen Keller. You will read about Helen Keller, who was stricken both blind and deaf by illness as a very young girl. You will also study the life of Annie Sullivan, the teacher who overcame extreme trials in her own life and accomplished unprecedented feats in her work with Helen Keller.

The goal of The Good and the Beautiful Book Studies is to strengthen both your mind and your heart. You will find, as you read about these two women who overcame obstacles in their lives, that these true stories are filled with both excellent literary workmanship and inspiring messages.



This book study will also have you practice grammar, usage, punctuation, editing, spelling, writing, vocabulary, nature art, handwriting, poetry, and drawing. You will also read some beautiful poetry written by John Greenleaf Whittier, a dear friend to Helen Keller and her teacher.

## Biographies and Autobiographies

- Read the information below and then fill in the blanks.

A **biography** is the story of a person's life written by an author other than the subject of the work.

An **autobiography** is the story of a person's life written by herself or himself.

The **point of view** is the perspective from which the story is told.

In the **first person** point of view, the story is related from the view of a single character. First person stories use the words "I" and "me" in telling the story.

The **third person** point of view presents the story outside of any single character's perspective. Third person stories use the words "he," "she," and "they" in telling the story.

1. *The Touch of Magic*, written by Lorena A. Hickok, is a \_\_\_\_\_ about the life of Annie Sullivan, written in a \_\_\_\_\_ point of view.
2. *The Story of My Life* is an \_\_\_\_\_ written by Helen Keller about her life. She wrote it in a \_\_\_\_\_ point of view.

Reading

- In your notebook, title a section "Inspiration from Annie Sullivan and Helen Keller." As you read the biography of Annie Sullivan and the autobiography of Helen Keller, keep notes in this section about overcoming hardships and becoming one's best self. What did Annie Sullivan and Helen Keller do that inspires you? Write your observations and include examples in your notebook. It is helpful to write the page number or chapter of the book in your notes. Illustrate your notes if desired.
- Read Chapter 1 of *The Touch of Magic*.



# LESSON 2

## Spelling

Complete the exercises.

LOOK at it, SAY it, COVER it, WRITE it, CHECK it. Complete twice for each word.

appearance \_\_\_\_\_

attendance \_\_\_\_\_

Write the following spelling words in alphabetical order: belief, beginning, beneficial, believe.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

Write the syllables for each spelling word in the boxes.

cal - en - dar      can - di - date      ath - le - tic



## Homophones

- **COARSE:** rough in texture (The wooden rail felt coarse.); rude in language or appearance (Her coarse manner was unattractive.)
- **COURSE:** a route or direction (We need to follow the course.); a series of classes about a particular subject in school (I finished the language arts course yesterday.)

Write a short sentence that uses each word correctly.

coarse \_\_\_\_\_

course \_\_\_\_\_

## Vocabulary

**amiable** - friendly; pleasant; good-natured personality

**conveyance** - transportation; making an idea or feeling understandable to someone

**barren** - bleak; lifeless; without much or any vegetation

**predecessor** - someone or something replaced by or followed by another

**virtually** - practically; nearly; almost

**regale** - to entertain or amuse with talk; to entertain lavishly with food or drink

Fill in the blanks below with a vocabulary word from above.

1. Throughout the evening he attempted to \_\_\_\_\_ his guest with endless tales of his adventures.
2. The hot, \_\_\_\_\_ land was no place to hike without water.
3. She was so \_\_\_\_\_ that everyone at the concert was drawn to her.
4. We must find some \_\_\_\_\_ to the store to buy groceries.
5. Though his \_\_\_\_\_ had grown crops the year before, the new farmer grew \_\_\_\_\_ nothing because of the drought.

## Reading

- Read Chapter 2 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled "Inspiration from Annie Sullivan and Helen Keller."

## LESSON 3

### Editing

- In your *Grammar and Writing Guide*, read Adjective & Adverb Rule #3: Double Negatives (page 12). Then, edit the following sentences from *The Touch of Magic*. Use editing marks as shown on page 4 of your *Grammar and Writing Guide*. Hint: watch for double negatives. There are 12 mistakes.

1) No one in the women's ward knew nothing about her past

2) annie couldn't see nothing of course, but she could smell the Burned cloth and scorched flesh.

3) Also she spent a great deal of time with father barbara.

4) "You're not afraid no more, are you, Annie?" he asked.

5) She must have been in constant pain, but no one never heard her complain

### Reading

- Read Chapter 3 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled "Inspiration from Annie Sullivan and Helen Keller."

### Art

- When Jimmie died, Annie picked lilacs to place on his body. Study the lilacs below. Using colored pencils, fill in the circles with as many shades of purple and green as you can. Using lighter and harder pressure will create different tints. Use blues, reds, browns, and yellows to blend colors to create a beautiful purple and green pallet.



○	○	○	○
○	○	○	○
○	○	○	○

## LESSON 4

### Spelling

- Complete the exercise:

Create a spelling ribbon (the words written in a line that curves, waves, or takes any form you would like to make) with these spelling words (each used 2–3 times): Britain, business, battalion.



### Reading

- Read Chapter 4 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Handwriting

- Copy the following quote by Helen Keller.

“When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has been opened for us.”

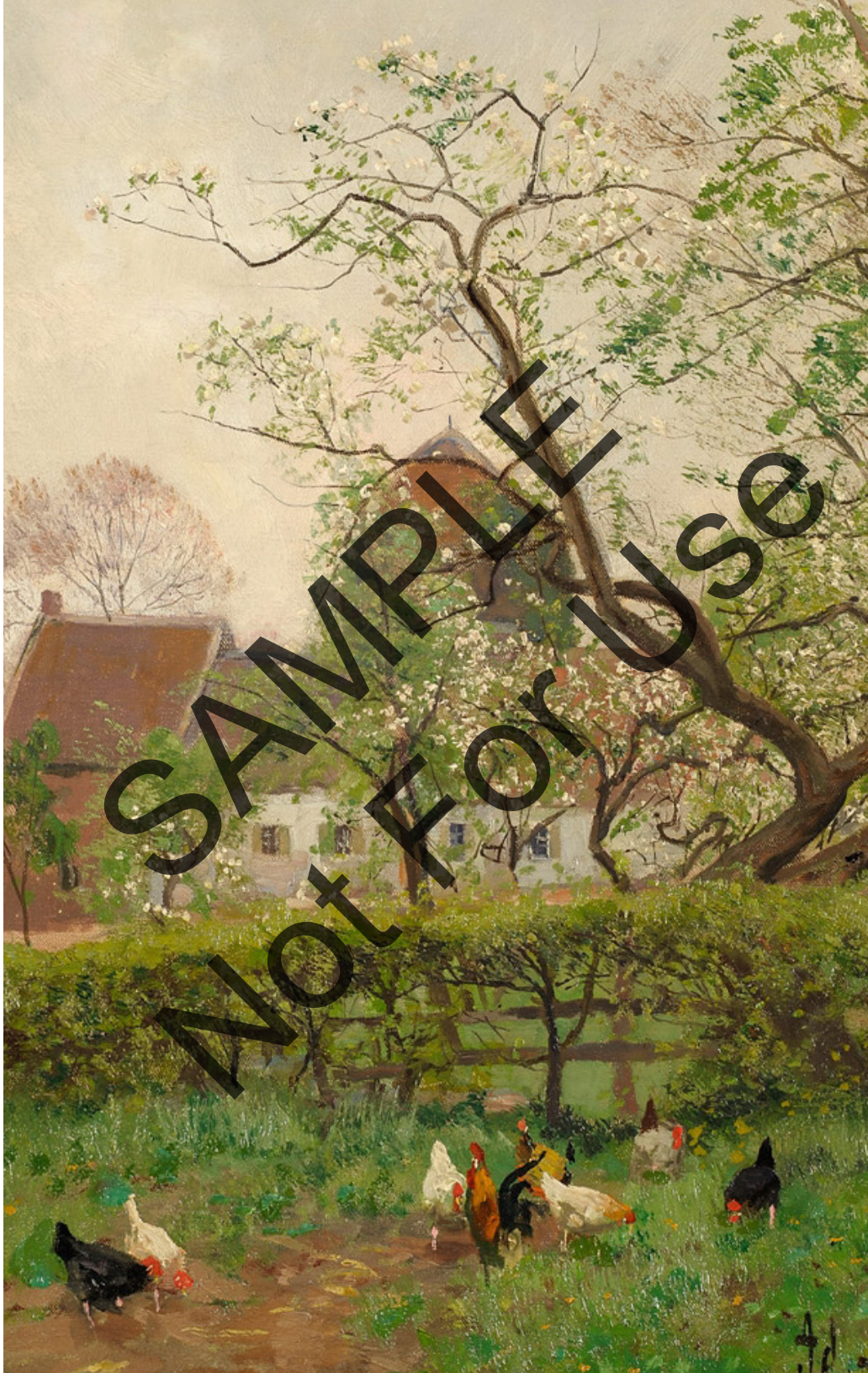
*“When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has been opened for us.”*

SAMPLE  
Not For Use

## Art

- Though blind, Helen Keller loved nature and was able to discover beauty all around her. Adolf Lins (1856–1927) was a German painter who lived at the same time as Helen Keller (1880–1968). Study the paintings by Adolf Lins on the following pages. Notice the colors, contrast, shadows, and the beauty that he found in the world around him. Ponder how you can notice the beauty around you with all of your senses.

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## LESSON 5

### Reading

- Read Chapter 5 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

### Vocabulary

- Complete the exercise.

auspicious | veneration | ostensibly  
lurid | antagonism | insatiable

Fill in the blanks below with a vocabulary word from above. Refer to pages 6–8 for definitions, if needed.

1. Nobody really understood why young Freddy acted with such \_\_\_\_\_ toward the new boy.
2. The \_\_\_\_\_ painting was so bright that it clashed with the rest of the decor in the lobby.
3. She turned down the opportunity, \_\_\_\_\_ because she was too busy with her other projects.
4. I esteem her with such \_\_\_\_\_ for her gentle, selfless work with the neglected children.
5. His desire to become a great artist was \_\_\_\_\_.
6. Her \_\_\_\_\_ performance the first night was a great start to her singing career.

## Literary Devices

### □ Read the following:

Writers often use ***literary devices*** to add depth to their works and to help the reader really feel the meaning and understand the intent of the writer. There are many different literary devices. In this book study, you will learn about and practice six of the most common and useful literary devices: ***similes***, ***metaphors***, ***foreshadowing***, ***imagery***, ***hyperbole***, and ***onomatopoeia***.

***Similes*** draw parallels or comparisons between two unrelated things. By using similes, the writer is better able to convey the intended sentiment to the reader. Similes use the words “as” and “like.”

Here are some examples:

He was quiet as a mouse.

Her eyes are like the ocean after a storm.

My horse sprinted as fast as the wind.

In the chapter you just read, it said:

“For anything printed on paper, Annie Sullivan had a hunger as avid as that of a starving man for food.”

Does that simile help you understand how badly Annie wanted to read? Compare that with this sentence:

“Annie really wanted to read.”

Which sentence conveys the most meaning and depth of feeling to you? Look at two more examples:

“As I approached her, she looked worried.”

“As I approached her, she trembled like a lost kitten.”

Complete the exercise.

**Rewrite the sentences with similes to create greater meaning, depth, and description. Remember to use the connecting words “as” or “like.”**

The soldiers fought hard.

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He was really mad.

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There was a little purple flower on the path.

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---

Her hair was messy.

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The baby's fingers were small and cute.

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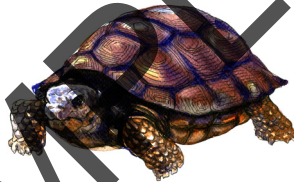
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## Poetry

□ Read the following.

Poets frequently use similes to create feeling and meaning. Writer John Greenleaf Whittier became a dear friend to Annie Sullivan and Helen Keller. Read the following stanza from his poem "Telling the Bees."

*A year has gone, as the tortoise goes,  
Heavy and slow;  
And the same rose blows, and the same sun glows,  
And the same brook sings of a year ago.*



Did you notice the simile? Did it help you understand how the year has gone? Here's another example, from his poem "The Yankee Girl."

*How brilliant and mirthful the light of her eye,  
Like a star glancing out from the blue of the sky!*

His use of similes gives much more meaning and visualization to his lines. Here is one more example from "The Yankee Girl":

*With a scorn in her eye which the gazer could feel,  
And a glance like the sunshine that flashes on steel!*



# LESSON 6

## Spelling

Complete the exercises.

Write each word twice, separated into syllables.

1. arc - tic \_\_\_\_\_

2. bal - ance \_\_\_\_\_

3. cat - e - go - ry \_\_\_\_\_

Complete the exercises.

Write the following spelling words in alphabetical order: benefited, boundaries, arithmetic, beneficial

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

## Homophones

- **SOUL:** a living being (I love God with all my heart and soul.)
- **SOLE:** the only one (He was the sole participant.); the bottom of a foot or shoe (The sole of her shoe was worn through.)

Write a short sentence that uses each word correctly.

soul \_\_\_\_\_

sole \_\_\_\_\_

## Writing Short Answer Responses

### □ Read and complete:

Writing short answer responses can be challenging because the answer must be concise.

**Concise** means giving a lot of information clearly and with few words. If the answer is concise, it is brief but comprehensive.

It is very important that you refine your skill of writing short answer responses. This ability can help you with college admittance, test-taking, your career, and in your communications with other people.

So, what is a short answer response? A short answer response is a paragraph written in full sentences that concisely answers a question. The short answer response contains three parts:

- 1 Topic sentence that states the main idea
- 2 2-3 reasons, details, or explanations in full sentences
- 3 Concluding sentence that states the main idea again

Here are some tips before you write your first short answer response:



Read the entire question and make sure you understand it.




Write on the assigned topic (don't stray).



Write your answer in full sentences.

On the next page, read the three questions and following examples (one correct and two incorrect) of short answer responses.


What is your favorite sport?

My favorite sport is tennis. *(The answer starts with a topic sentence that states the main idea.)* First of all, tennis is a great workout that uses many different muscles in the body and improves eye-hand coordination. Also, tennis is very affordable because once you have some tennis shoes, a tennis racket, and some tennis balls, you can find a free tennis court in just about any town. Lastly, you don't need a team to play tennis, just a partner with whom you enjoy spending time. *(2-3 reasons, details, or explanations in full sentences. Notice the transition words between each sentence.)* For all these reasons and more, tennis is my favorite sport. *(The answer ends with a concluding sentence that states the main idea again.)* 

Should children be allowed to vote in general elections?

Yes, I think they should because they're smart enough to know what's going on. *(This doesn't state the main idea; doesn't give enough reasons; doesn't have a concluding sentence.)* 

Are zoos inhumane for keeping animals locked behind bars?

I don't think zoos are inhumane. First, the animals are safe and fed and well cared for. Second, many zoos have programs to help endangered animals to be able to repopulate and to help scientists understand the needs of the species. *(This doesn't have a concluding sentence.)* 

**On the next page, complete your own short answer response. Then, check your work and make adjustments if necessary.**



What would be your ideal job?

1 [ \_\_\_\_\_  
\_\_\_\_\_ ]

2 [ \_\_\_\_\_  
\_\_\_\_\_ ]

3 [ \_\_\_\_\_  
\_\_\_\_\_ ]

1 Topic sentence that states the main idea      2 2-3 reasons, details, or explanations in full sentences      3 Concluding sentence that states the main idea again

**Check it!**

- Did you answer the question?
- Did you answer in full sentences?
- Does your answer have a topic sentence that states the main idea?
- Did you use 2-3 reasons, details, or explanations?
- Does your answer have a concluding sentence that states the main idea again?

## Reading

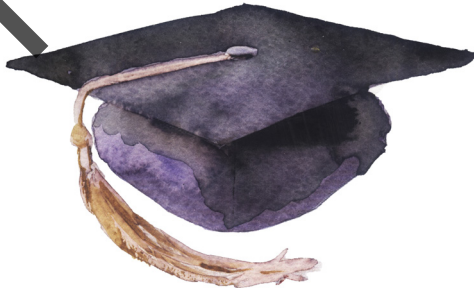
- Read Chapter 6 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Handwriting

- Copy the following quote given by Annie Sullivan during her valedictorian speech.

“Every man who improves himself is aiding the progress of society, and every man who stands still, holds it back.”

*“Every man who improves himself is aiding the progress of society, and every man who stands still, holds it back.”*



# LESSON 7

## Grammar, Usage, Punctuation

### Comparisons

- In your *Grammar and Writing Guide*, read Adjective & Adverb Rule #4: Comparisons (page 12). Then, complete the exercises.

Circle the correct word for each sentence. Also, circle whether the word is comparative or superlative. Refer to your *Grammar and Writing Guide* as needed.

1. Giving made her HAPPIER | HAPPIEST than receiving ever did. (*comparative | superlative*)
2. The way he methodically explained algebra to her was UNDERSTANDABLE | MORE UNDERSTANDABLE than reading it from the textbook. (*comparative | superlative*)
3. The lion is the DANGEROUSEST | MOST DANGEROUS when it is injured. (*comparative | superlative*)
4. He appreciated all the gifts, but his FAVORITEST | MOST FAVORITE was the card written by his little son. (*comparative | superlative*)
5. The brown puppy with a white chest is SMALLER | MORE SMALL than its black littermate. (*comparative | superlative*)

### Reading

- Read Chapter 7 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”



## Challenging Pronunciation Vocabulary

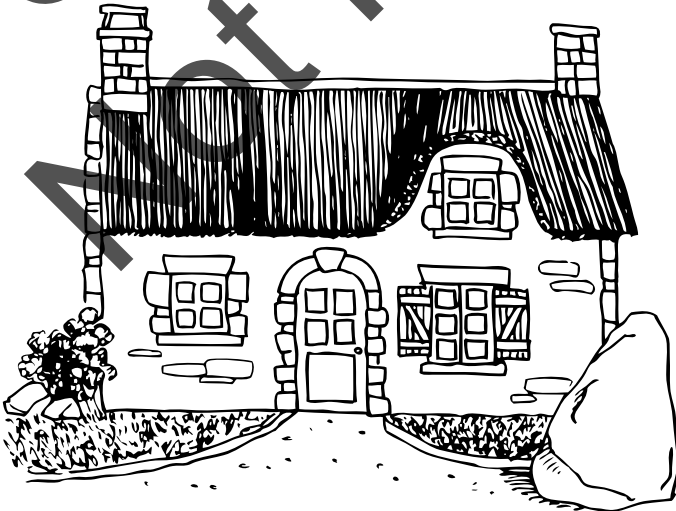
□ **To your parent or teacher**, read the following words and definitions.

1. **Reticent** [REH - tih - sent]: withdrawn; not readily sharing thoughts and feelings
2. **Adulation** [add - you - LAY - shun]: excessive admiration, praise, or flattery
3. **Ostensibly** [aw - STEN - sih - blee]: apparently or supposedly, but maybe not actually
4. **Auspicious** [oss - PISH - uss]: favorable; conducive to success; promising
5. **Unpretentious** [uhn - pree - TEN - shuss]: not concerned with appearing grand; modest; humble; sincere

Art

□ **Read and complete:**

In the chapter you just read, Annie and Helen moved into a cottage. In your notebook, draw (don't trace) the cottage below. Color it in with colored pencils, if desired.



# LESSON 8

## Spelling

- Complete the exercises.

Write the following spelling words in alphabetical order: beginning, business, believe, belief

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_



## Homophones

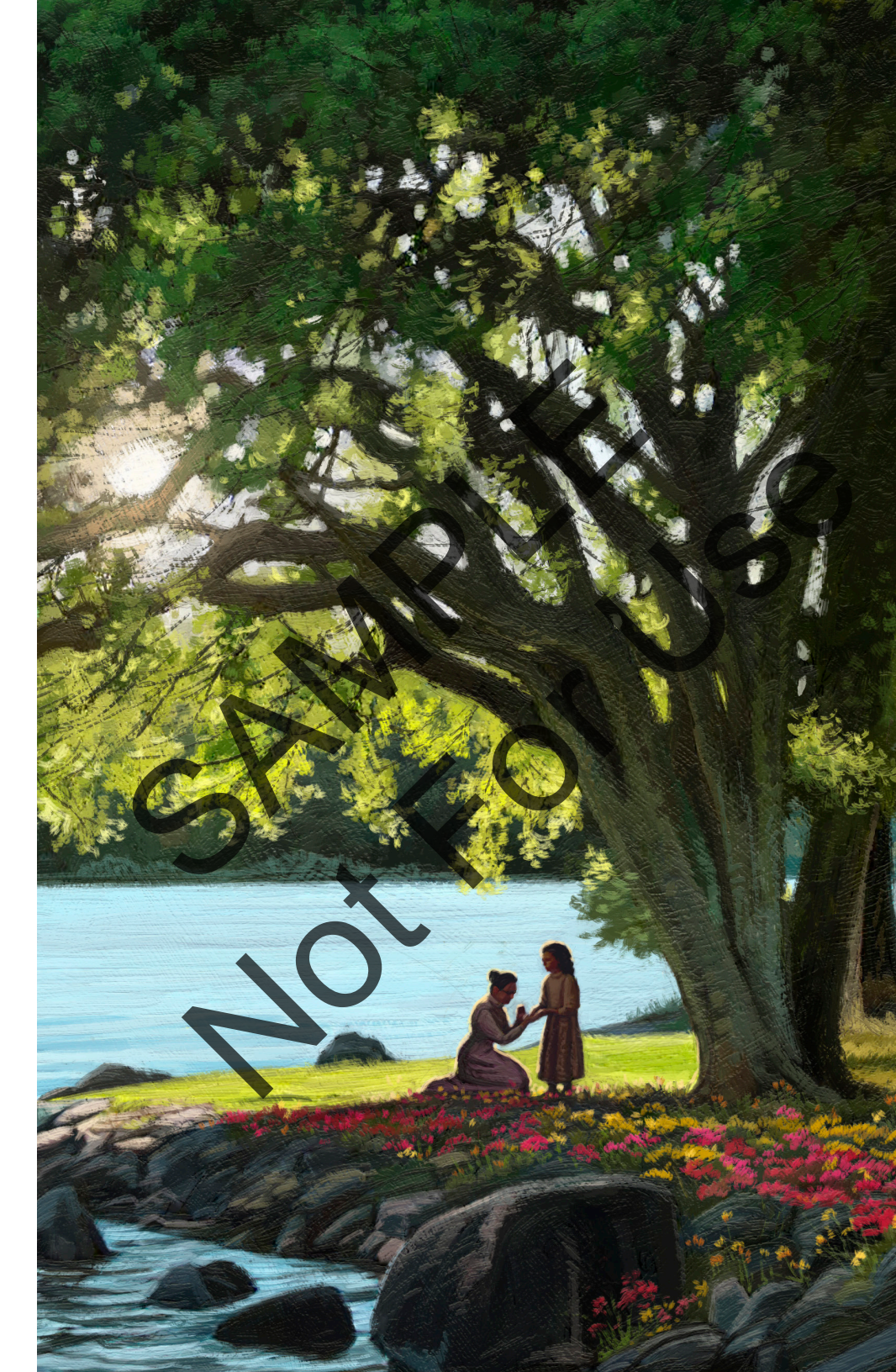
**beat** - 1) *Verb* to hit or strike repeatedly to cause injury;  
 2) *Verb* to defeat in a game, competition, or election;  
 3) *Noun* a main rhythmic accent in music or poetry

**beet** - a nutritious vegetable with an edible taproot and leaves

- Write the correct word, BEAT or BEET, on each blank. Then, circle whether the homophone is used in the sentence as a noun or verb.

- He dug up the first \_\_\_\_\_ in June. NOUN VERB
- He \_\_\_\_\_ me every time at checkers. NOUN VERB
- I wouldn't let him \_\_\_\_\_ his dog again. NOUN VERB
- I always tap my foot to the \_\_\_\_\_. NOUN VERB
- She \_\_\_\_\_ her competition by a mile. NOUN VERB
- I want you to clap on the third \_\_\_\_\_. NOUN VERB
- The boiled \_\_\_\_\_ was delicious with butter. NOUN VERB





Not for use

# LESSON 9

## Reading

- Read Chapter 9 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Handwriting

- Copy the following quote by Helen Keller.

“We are never really happy until we try to brighten the lives of others.”

*“We are never really happy until we try to brighten the lives of others.”*

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## Vocabulary

- Draw a line from each vocabulary word to its definition. Refer to pages 6–8, if needed.

<b>despondent</b>	the formal admission of someone to an office
<b>exploitation</b>	impossible to satisfy
<b>inauguration</b>	unfairly using or taking advantage of someone
<b>insatiable</b>	discouraged; disheartened; in low spirits from loss of hope
<b>scrupulous</b>	practically; nearly; almost
<b>virtually</b>	attentive to details; very careful to not do wrong



## Grammar, Usage, Punctuation

### Irregular Comparisons

- In your *Grammar and Writing Guide*, read Adjective & Adverb Rule #5: Irregular Comparisons (page 12). Then, complete the exercises.

**Circle the correct word for each sentence. If applicable, circle SIZE or AMOUNT after the sentence. Refer to your *Grammar and Writing Guide* as needed.**

1. My ice cream cone was the LITTLEST | LEAST because I wasn't very hungry. (*size | amount*)
2. After the recession I had the LITTLEST | LEAST amount of money in savings that I've ever had. (*size | amount*)
3. I was surprised that my stubbed toe felt even BADDER | WORSE in the morning.
4. We will do well to complain LITTLER | LESS and show gratitude more. (*size | amount*)
5. We chose a LITTLER | LESS home because we want a smaller mortgage. (*size | amount*)
6. I think it was the BADDEST | WORST dream I've ever had.

### Writing Short Answer Responses

- Answer the question on the following page with a short answer response. Refer to Lesson 5, if needed. Use your notebook or a piece of paper to brainstorm. When you have written your short answer, check your work. Make changes if necessary. When you are satisfied, read the question and your short answer to your parent or teacher.

Do you feel like Helen could have been successful in life without the help of Annie Sullivan?

1 [ \_\_\_\_\_  
\_\_\_\_\_ ]

2 [ \_\_\_\_\_  
\_\_\_\_\_ ]

3 [ \_\_\_\_\_  
\_\_\_\_\_ ]

1 Topic sentence that states the main idea

2 2-3 reasons, details, or explanations in full sentences

3 Concluding sentence that states the main idea again

**Check it!**

- Did you answer the question?
- Did you answer in full sentences?
- Does your answer have a topic sentence that states the main idea?
- Did you use 2-3 reasons, details, or explanations?
- Does your answer have a concluding sentence that states the main idea again?

## LESSON 10

### Reading

- Read Chapter 10 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

### Commonly Confused Words

**may be** - *Verb Phrase* a phrase that means “might be”

**maybe** - *Adverb* perhaps; potentially, possibly

- Circle the correct word(s) below. See examples on page 59 of your *Grammar and Writing Guide*, if needed.
  1. That MAY BE | MAYBE the prettiest bird I’ve ever seen.
  2. MAY BE | MAYBE we should go visit the museum this weekend.
  3. The geese MAY BE | MAYBE flying south for the winter.
  4. Her new poem could MAY BE | MAYBE win the grand prize.

### Poetry

- Read and complete the following.

John Greenleaf Whittier was a dear friend to Helen Keller. The poem on the following page is the second stanza from John Greenleaf Whittier’s poem “The Barefoot Boy.” Read the poem twice to yourself. Try to understand all of the words and meanings. Use a dictionary if necessary. Imagine the animals, insects, woods, and flowers as they are described. Underline similes and metaphors that you notice. Write notes on the page, if desired. Then, read the poem aloud to your parent or teacher.

Excerpt from

## “The Barefoot Boy”

by John Greenleaf Whittier

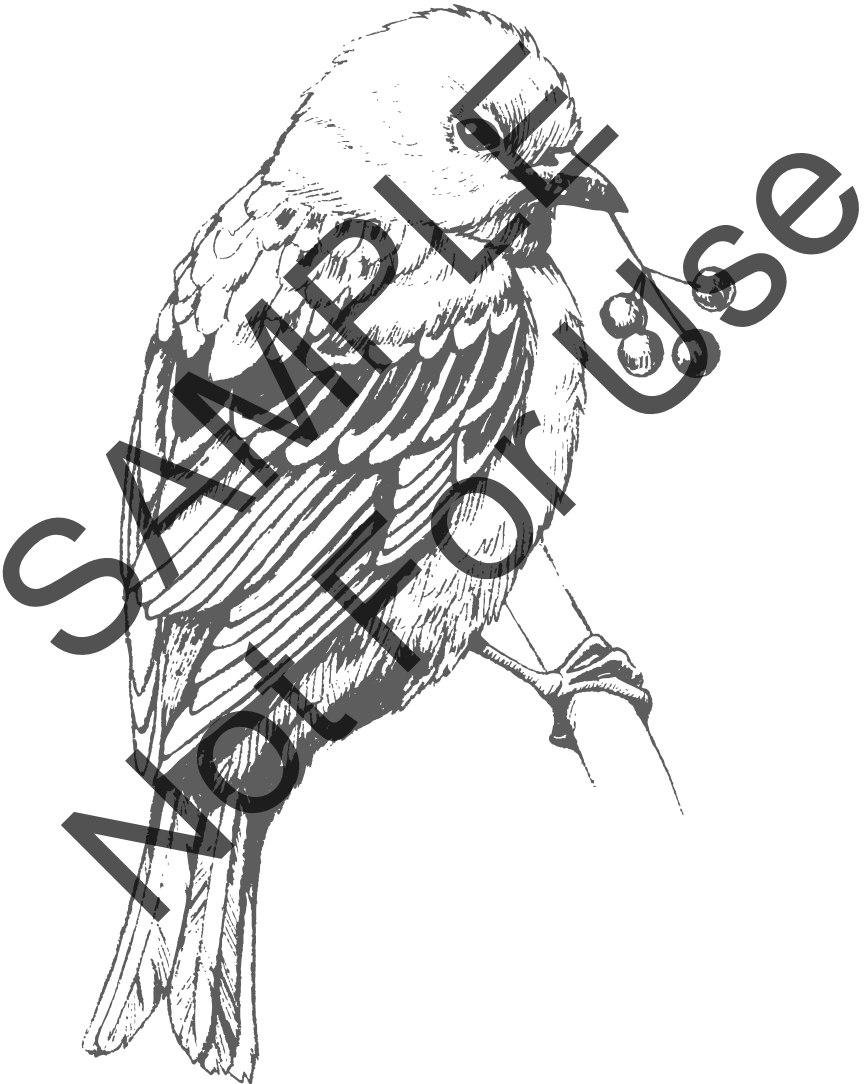
Oh for boyhood’s painless play,  
 Sleep that wakes in laughing day,  
 Health that mocks the doctor’s rules,  
 Knowledge never learned of schools,  
 Of the wild bee’s morning chase,  
 Of the wild-flower’s time and place,  
 Flight of fowl and habitude  
 Of the tenants of the wood,  
 How the tortoise bears his shell,  
 How the woodchuck digs his cell,  
 And the ground mole sinks his well;  
 How the robin feeds her young,  
 How the oriole’s nest is hung,  
 Where the whitest lilies blow,  
 Where the freshest berries grow,  
 Where the ground-nut trails its vine,  
 Where the wood-grape’s clusters shine;  
 Of the black wasp’s cunning way,  
 Mason of his walls of clay,  
 And the architectural plans  
 Of gray hornet artisans!  
 For, eschewing books and tasks,  
 Nature answers all he asks;  
 Hand in hand with her he walks,  
 Face to face with her he talks,  
 Part and parcel of her joy,—  
 Blessings on the barefoot boy!

the oriole is a small songbird who hangs her nest from the branches of a tree

to eschew means to deliberately not use

## Art

- Color the image with colored pencils. Do your best work! Don't just rush through it. Practice the blending and shading you used in Lesson 3.



# LESSON 11

## Reading

- Read Chapter 11 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Grammar, Usage, Punctuation

### Apostrophes

- In your *Grammar and Writing Guide*, read *Apostrophes: Indicating Possession—Singular*, and *Apostrophes: Indicating Possession—Plural* (page 13). Then, write the possessive form of the noun that has been placed in parentheses at the end of each sentence.

*Example:* I found the bear's den.

*Example:* I found the two bears' favorite fishing spot.



1. I placed the purple flower on my \_\_\_\_\_ pillow. (mother)
2. The busy street was blaring with all the \_\_\_\_\_ horns. (cars)
3. \_\_\_\_\_ father owned many fine hounds. (Helen)
4. Let's leave cookies on the \_\_\_\_\_ porches. (neighbors)
5. The doors to every last one of the \_\_\_\_\_ stalls had been left open. (horses)
6. The \_\_\_\_\_ artwork was on display at the fire station. (children)
7. On our hike we spotted three \_\_\_\_\_ nests. (birds)

## Editing

- Edit the following sentences from *The Touch of Magic*. Use editing marks as shown on page 4 of your *Grammar and Writing Guide*. Hint: remember to capitalize proper nouns, including languages. There are 12 mistakes.

1) She read always the classics, the worlds great literature—only the best was good enough for helen.

2) Annie explained to him the problem of Helens studies, and he called in one of his Friends.

3) during her first year at the school, Helens progress exceeded annies fondest hopes

4) Helen passed them all with flying color's and with honors in german and english.

## Homophones

- **DESERT:** to leave or abandon (I decided to desert the barren farm.)
- **DESSERT:** a sweet treat (We'll have dessert after dinner.)

- Write a short sentence that uses each word correctly.

desert \_\_\_\_\_

dessert \_\_\_\_\_

## LESSON 12

### Reading

- Read Chapter 12 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

### Vocabulary

**ambition** - a strong desire to do or to achieve something, typically requiring determination and hard work

**amiable** - friendly; pleasant; good-natured personality

**inauguration** - the formal admission of someone to an office

**lurid** - bright and vivid in color or description, sometimes overwhelmingly so

**ostensibly** - apparently or supposedly, but maybe not actually

**reticent** - withdrawn, not readily sharing thoughts and feelings

- Fill in the blanks below with a vocabulary word from above.

1. He described the hospital room in \_\_\_\_\_ detail.
2. Though she was too young to speak, her \_\_\_\_\_ nature won her smiles and adoration wherever she went.
3. I couldn't understand why he was suddenly acting so \_\_\_\_\_ and shy.
4. The handicap with which he was born was no match for his great \_\_\_\_\_ to become a world class violinist.
5. She dropped the cup, \_\_\_\_\_ because of her arthritis.
6. The students applauded at the end of the new class president's \_\_\_\_\_ speech.



# Spelling

Complete the exercises.

LOOK at it, SAY it, COVER it, WRITE it, CHECK it. Complete twice for each word.

calendar \_\_\_\_\_

category \_\_\_\_\_

Write the following spelling words in alphabetical order: candidate, arctic, Britain, appearance.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

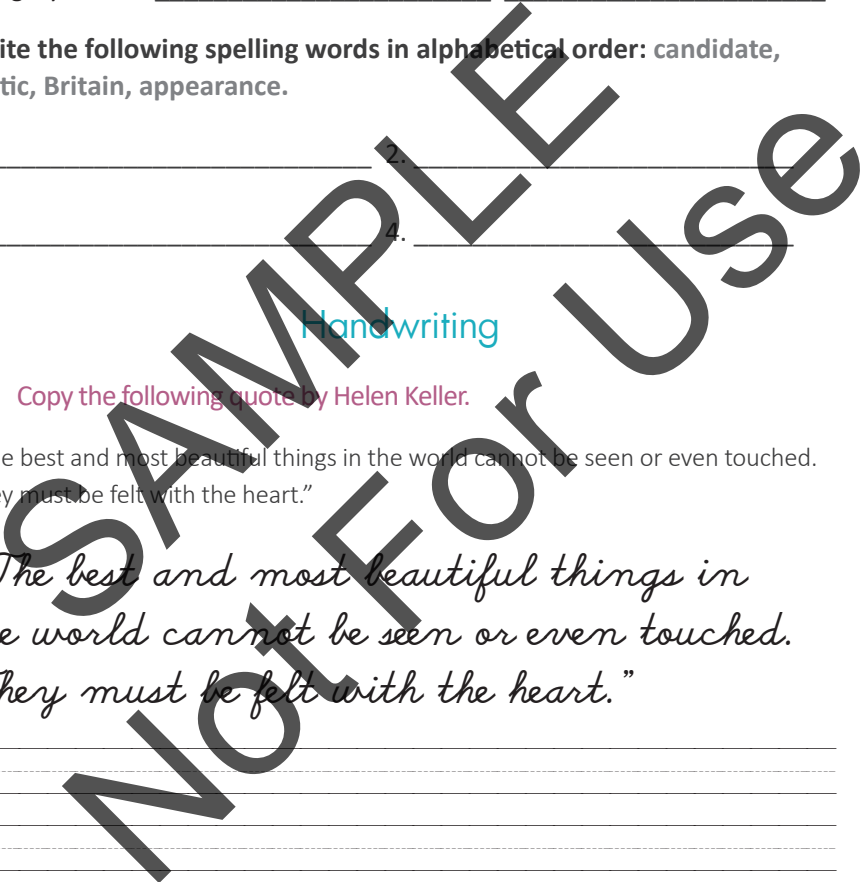
# Handwriting

Copy the following quote by Helen Keller.

“The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart.”

*“The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart.”*

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.



## Art

 Read and complete.

Both Helen Keller and Annie Sullivan loved horses. Helen Keller even had a black horse she named Black Beauty after the beloved horse in the book by Anna Sewell. Lucy Kemp-Welch was a British teacher and painter who lived from 1869-1958. She, too, had a special fondness of horses. She painted the famous image below of Black Beauty, titled "She Chose Me for Her Horse."



On the following pages, look at the paintings by Lucy Kemp-Welch. Study the eyes, ears, noses, legs, muscles, and other beautiful features of the horses.





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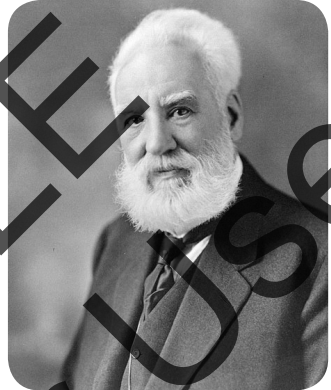
## LESSON 13

### Dr. Alexander Graham Bell Biography

- To your parent or teacher, read the following biography of Dr. Alexander Graham Bell, a dear friend to Annie Sullivan and Helen Keller.

“The inventor... looks upon the world and is not contented with things as they are. He wants to improve whatever he sees, he wants to benefit the world.”

— Alexander Graham Bell



Alexander Graham Bell is best known for inventing the telephone, yet throughout his life, Alexander invented numerous scientific devices, most involving the generation and interpretation of sound waves. He also worked tirelessly to develop technologies that helped his deaf students improve their abilities to communicate and the quality of their lives. His interest in helping others was heavily influenced by his family and upbringing.

Alexander Graham Bell was born on March 3, 1847, in Edinburgh, Scotland. His father, Alexander Melville Bell, was a teacher as well as a phonetician and elocutionist, helping people improve their speech. His uncle and grandfather were also elocutionists. Paradoxically, his mother, Eliza Grace, began to lose her hearing when Alexander was 12 years old. Alexander was very compassionate and attentive to his mother. He learned the manual alphabet and would sit with her in the evenings, interpreting the family's conversation for her. He would also speak directly onto her forehead, which enabled her to hear him. Most of Alexander's early learning took place at home. He was very interested in music and taught himself to play the piano at a young age. He enjoyed creating things to solve problems and make things more efficient. He crafted his first invention at age 12. His best friend's family operated a flour mill, where Alexander often played. After watching the men work long hours husking grain, Alexander came up with a contraption using paddles, brushes, and nails that helped remove the husks

from grains of wheat. The device was used regularly at the mill. To show his appreciation for Alexander's invention, his friend's father gave Alexander a small workshop where he could work on other inventions. His father and family also encouraged him in this pursuit. Once, he and his brothers decided to invent a mechanical "talking head." They shaped vocal chords out of tin and rubber and used bellows to blow air through them like lungs. Their creation could say, "Mama." Alexander also trained his dog to growl on command. As the dog growled, Alexander would then use his own hands to manipulate the dog's mouth so that it sounded like the dog was saying, "How are you, Grandma?"

Alexander was sent to high school, but he did not like having to take required classes. He thrived in his science courses but ignored the others. It wasn't until he went to live with his grandfather for a year in London that he began to love learning. His grandfather invested hours of study and discussion with Alexander, training him to think and speak more clearly in preparation for further formal education. At the age of 16, Alexander went on to college, teaching language courses in exchange for housing and living expenses.

Around this time, Alexander had two brothers who both died of complications from tuberculosis. Alexander was also sick due to exhaustion from working and studying so much. His parents were worried that they would lose him as well, so they sold the family property and moved to Canada where they felt the air was better for Alexander's health. "At the homestead, Bell set up his own workshop in the converted carriage house near to what he called his 'dreaming place,' a large hollow nestled in trees at the back of the property above the river."<sup>1</sup> Later Alexander was quoted to say, "Leave the beaten track behind occasionally and dive into the woods. Every time you do, you will be certain to find something you have never seen before."

His health improved quickly, and the next year he moved to Boston to become a teacher for the deaf. He used his father's invention of Visual Speech, or sound written as symbols, to help deaf children learn to speak. While he was very passionate about teaching, he also felt drawn towards inventing. The fathers of two of his students funded Alexander's work on the harmonic telegraph, an invention that would enable more than one telegraph to be sent at a time over a single telegraph wire. It was while

he was working on this concept that Alexander realized he could send the sound of human speech over wires. Those funding his research felt he should focus on the harmonic telegraph, but Joseph Henry at the Smithsonian Institute told Alexander that he had “the germ of a great invention.” When Alexander lamented that he didn’t have enough knowledge of electricity to bring his idea into fruition, Henry’s response was, “Get it!”

Alexander studied many long hours to get that knowledge. He also commissioned Thomas Watson, a specialist in electricity, to help him. Together, after many failed attempts, they got their invention to work. Alexander had just spilled acid on himself and called out to Watson saying, “Mr. Watson, come here, I want you.” Watson heard him over the wires of the telephone and came in to help. They celebrated that their invention had finally worked!

Despite being known for his invention of the telephone, Alexander actually did not consider this accomplishment as his most significant work. In fact, he refused to keep a telephone in his workshop, as he worried that it would distract him from his work. Alexander felt that his most important work was accomplished as he helped the hearing impaired. In 1887, when Helen Keller was six years old, her father brought her to meet with Alexander to seek help since she could neither hear nor see. Alexander sent them to Annie Sullivan at the Perkins School for the Blind in Boston. Annie Sullivan helped Helen learn to sign, write, speak, and read. When Helen Keller wrote her life story, she dedicated it to Alexander, graciously writing: “To Alexander Graham Bell, who has taught the deaf to speak and enabled the listening ear to hear speech from the Atlantic to the Rockies.” Alexander learned to use a Braille typewriter so that he could correspond with Helen, and they were lifelong friends.

Alexander eventually married Mabel Hubbard, one of his deaf students and the daughter of Gardiner Greene Hubbard, who had funded his research on the harmonic telegraph and the telephone. They had two daughters named Elsie and Marian, as well as two sons who died as infants.

Alexander died in Nova Scotia on August 2, 1922. At the end of his funeral, all of the telephones in North American went silent for one minute while the phone operators stood quietly at attention to honor this man who indeed looked upon the world and improved whatever he saw.



## Writing Short Answer Responses

- Answer the following question with a short answer response. Then, check your work. When you are satisfied, read the question and your short answer to your parent or teacher.

What do you feel was Alexander Graham Bell's greatest contribution to the world?

Handwriting practice lines consisting of a solid top line, a dashed midline, and a solid bottom line. A large, diagonal watermark reading "NOT FOR USE" is overlaid across the lines.

### Check it!

- Did you answer the question?
- Did you answer in full sentences?
- Does your answer have a topic sentence that states the main idea?
- Did you use 2-3 reasons, details, or explanations?
- Does your answer have a concluding sentence that states the main idea again?

## Reading

- Read Chapter 13 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Commonly Confused Words

**breath** - *Noun* the air taken into and expelled from the lungs

**breathe** - *Verb* to inhale and exhale

- Write the correct word, BREATHE or BREATH, on each blank. Then, circle whether the commonly confused word is used in the sentence as a noun or verb.
1. He took his first \_\_\_\_\_ moments later.      NOUN    VERB
  2. Please try not to \_\_\_\_\_ down my neck.      NOUN    VERB
  3. I could tell she was struggling to \_\_\_\_\_.      NOUN    VERB
  4. I soon had to come up for another \_\_\_\_\_.      NOUN    VERB
  5. Running makes me \_\_\_\_\_ very hard.      NOUN    VERB
  6. After the race, she had to catch her \_\_\_\_\_.      NOUN    VERB

## LESSON 14

## Reading

- Read Chapter 14 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Editing

- Edit the following sentences from *The Touch of Magic*. Use editing marks as shown on page 4 of your *Grammar and Writing Guide*. There are nine mistakes.

1) Helens mother sister and brother came for the summer.

2) Annie and John were married on May 2 1905, in the living room of the home in wrentham.

3) it was Annies wedding, but everybody was watching Helen and thinking about Her.

4) "I intend to earn my living," She proudly announced.

## Homophones

- **COARSE:** rough in texture (The wooden rail felt coarse.); rude in language or appearance (Her coarse manner was unattractive.)
- **COURSE:** a route or direction (We need to follow the course.); a series of classes about a particular subject in school (I finished the language arts course yesterday.)

- Write a short sentence that uses each word correctly.

coarse \_\_\_\_\_

course \_\_\_\_\_

## Handwriting

- Copy the following quote by Helen Keller.

“Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved.”

*“Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved.”*

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## LESSON 15

### Literary Devices

- Read the following and complete the exercises.

The literary device **foreshadowing** is using words and phrases to hint at what is going to happen without revealing the story or spoiling the suspense.

*Examples:* “She had no idea that leaving the rake in the path would end up stopping a crime.” “He never would have left his horse in the stall if he knew what was to take place that very night.”

The opening line of Chapter 15 of *The Touch of Magic* reads: “There were a few happy, carefree years at Wrentham—four or five years in all—before it became apparent that Helen Keller was not going to be able to earn her living as a professional writer.” This use of foreshadowing creates an interest in what will happen in the story, without revealing the story.

Read the following sentences and match them to the literary device used.

**simile** The barren places in my mind blossomed like a rose.

**metaphor** But about this time, I had an experience which taught me that nature is not always kind.

**foreshadowing** She broadened my mind into a deep river.

**simile** These happy days did not last long.

**metaphor** The bits of knowledge one gathers become pearls of thought.

**foreshadowing** The air stung my cheeks like fire.

## Reading

- Read Chapter 15 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Optional Art Project

- Annie and Helen loved to spend time at the lake. Lakes so often bring a feeling of calm and peace to people. What do you think of when you look at a lake? In this lesson, you will use colored pencils to create a calm lake scene. Follow the steps in order.

### *Materials Needed*

drawing paper | drawing pencil and eraser | ruler  
36-count or 48-count Prismacolor colored pencil set\*

\*Prismacolor colored pencils are a high-quality colored pencil. They are a little more expensive than other colored pencil brands. If you choose to use a cheaper brand, the smoothness, blending quality, and overall look of your drawing will not be as nice.

### *Coloring a Lake Landscape*



1. With your ruler and pencil, draw a box on your drawing paper that measures 8.5" wide by 5.5" tall.
2. Draw a halfway point grid. Remember to draw your grid lines lightly because you will be erasing them before you begin adding colored pencil. This grid will help you to place things such as the horizon line (where the land meets the sky), the canoe, other landmasses, and cloud shapes in relation to the grid lines themselves.



3. Open to the next page, which has the final lake scene with grids. Begin by looking at the horizontal halfway line on your print. Notice that it falls directly on the horizon line where the lake meets the hill in the distance, and where the canoer is placed. Lightly draw the canoe and the hill in the distance above the canoe. Notice that the canoe falls right below and to the left of the intersection of the grid lines. To draw the canoe and passenger, use very basic shapes. Draw a simple canoe shape, an oval shape for the body, a round shape for the head, and a slanted line for the arms and paddle. Since the canoe and passenger are so far away, the only details we can see are those basic shapes.
4. From there, draw the outline of the dark green trees and the outline of the dark blue mountains on both sides of the canoer. Also, draw in the light green grassy areas.

**SAMPLE**  
**Not For Use**



A landscape painting of a valley with a river and mountains, overlaid with a large watermark. The painting features a wide river flowing through a lush green valley, with steep, rocky mountains in the background. The sky is filled with soft, white clouds. The overall style is impressionistic, with visible brushstrokes and a rich color palette. A large, black, semi-transparent watermark is centered over the image, reading "SAMPLE" in a bold, sans-serif font, and "Not For Use" in a smaller, italicized font below it. The watermark is oriented diagonally across the page.

**SAMPLE**  
Not For Use

5. Now it's time to draw the reflections of the trees and mountains in the water. The halfway grid line cuts the image in half so that the reflections should look nearly symmetrical to the mountains and trees.
6. Lastly, lightly draw some wispy clouds in the sky and some watery looking reflections of clouds in the water.
7. When you are done drawing the lake scene, erase your halfway point grid lines, except for the part of the horizontal line that defines the horizon line of the lake and the lighter blue hill in the distance. Also, if you have drawn any heavy lines with your pencil, lightly erase them so that you can still see the lines, but they are faint. After you have added colored pencil and you have completely finished, you do not want to have any graphite pencil lines showing.

### *Adding the First Layer of Color*

When making a colored pencil drawing, it is important to understand that you are essentially blending layers of colors to achieve an overall look. Each colored pencil set comes with a wide variety of colors. In your set, you will likely find several different blues, several different greens, several different reds, and so on. You may not have the exact perfect "blue" in one colored pencil that you might need for the sky, but you can almost always achieve the blue that you are wanting (or something very close to it), by mixing and layering different colors together. Also, when you are trying to dull a color, or make a shadow color, you will never use black to do this, at least for the purpose of this colored pencil project. Often times there is a darker version of that color that you can layer over the top to darken or dull something, or you can use a color's opposite—or complementary—color to darken an area. For example, red's complementary color is green, yellow's is violet, and blue's is orange. You will begin by blocking in areas of colors for the first couple of layers.

1. Lighter blue mountain in the distance above the canoe: Using a light blue, color in the mountain in the distance. Layer a medium violet color over it, specifically on the upper top of the mountain area and the area to the right on the mountain.



2. Dark blue mountains above the trees: Using a dark blue, color in the mountains above the trees and the reflection of those mountains in the water. Do this on both sides of the canoe.
3. Trees: Choose a dark green and fill in the tree areas and tree reflections in the water.
4. Strip of grassy area at the base of the trees: Using a light green, block in the grassy area strip at the base of the trees.
5. Sky: Color in a medium blue for the bottom layer over the entire sky area, except for the clouds. Also, gradually press lighter and softer on your colored pencil as you fill in the sky areas above the canoe and the mountain in the distance, so that the sky appears to be a lighter blue in those areas. Next, layer a darker, royal blue over the sky, mostly near the top of your picture, and let it gradually fade as you get to the lighter blue parts of the sky.
6. Canoe: For the canoe, use a turquoise blue and a dark blue. Outline the passenger's body shape with a dark blue and dark brown, and leave the passenger's body either white or lightly color it in with brown.

7. Water with the sky reflection: The darkest parts of the water are a mix of dark blue and turquoise blue. The lighter parts of the water are a mix of dark blue and medium blue, both colored in lightly as needed. Use the example on page 61 as a reference to block in these colors.
8. Clouds and cloud reflections: Do not color in any of these parts. Leave the color of the white paper for these areas.

### *Adding the Final Layers of Color*

For the final layers, you will be adding in some of the same colors over what you just filled in. This will add another layer of rich color so that less of the paper shows through. You will also be adding hints of other colors to add depth. See the final lake scene example on page 64.

1. Lighter blue mountain in the distance above the canoe: Using the same colors as before, light blue and a medium violet, fill in another thin layer of color.
2. Dark blue mountains above the trees: Using the same dark blue as before, and adding a medium blue, fill in the dark mountains above the trees. These mountains and their reflections are the darkest parts of the picture, so you will want to color them in rather heavily so that they appear opaque and little to no paper shows through.
3. Reflection of dark blue mountains: Mix dark blue and royal blue for the next layers. Color them rather heavily as you did the mountains in step 2. Add a thin layer of medium-dark red over the blue to make the water look murky and shadowy in those areas. Don't extend the red to the outer edges where the reflection of the mountains meets the lighter water. In this area you will add more of the royal blue.
4. Trees: Color another layer of dark green and dark blue where there are the darkest shadows near the base of the trees. Add a thin layer of medium-dark red, which is green's complementary color, just at the base of the trees to add some darkness and depth.

5. Reflection of trees: Use the same colors as in step 4; however, color the medium-dark red in a thin layer over the entire tree reflection.
6. Strip of grassy area at the base of the trees: Using a medium yellow-green, color in a layer over the strip of grassy area at the base of the trees. As has been done in previous steps, color a medium-dark red in a thin layer over this section too.
7. Sky and clouds: Repeat what you did with the sky on the first layers, using a medium blue and royal blue. At the top of your picture, the sky will be darker and more opaque. As the sky gets closer to the horizon line, the layers should be lighter and more transparent. For the clouds, keep them uncolored so that the white paper shows through. To give the clouds shape and form, and so they don't look flat, on the edges of the cloud shapes, lightly color them with the blue sky colors you have been using.
8. Canoe: Take the colors that you used in the first layers of the canoe and fill in and define the canoe and passenger even more. Turquoise blue, dark blue and dark brown were the colors that were used. Take the dark blue and draw in a reflection of the canoe in the water.
9. Water with the sky reflection: Use the same colors that you used in the first layer. These colors were dark blue, a turquoise blue, a medium blue. Color additional layers until you reach the darkness and opaqueness to match the final below.
10. Cloud reflections in the water: Find a white colored pencil and color in the cloud reflections. The cloud reflections are not as white and bright as the clouds in the sky, so layer some blues very lightly with it. When you mix white with the blue, the white colored pencil especially will give it a more blended, watery look.

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## LESSON 16

### Spelling

- Complete the exercise:

Create a spelling ribbon (the words written in a line that curves, waves, or takes any form you would like to make) with these spelling words (each used 2–3 times): arithmetic, athletic, attendance.



### Reading

- Read Chapter 16 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Geography

- Read and complete.

Annie loved her vacation in Puerto Rico. In this lesson you will learn about the Caribbean island of Puerto Rico through words, a map, and photographs.

### *Puerto Rico*

Puerto Rico, meaning “Rich Port” in Spanish, is an **unincorporated territory** of the United States. That means that it is controlled by the United States, but it is not part of the United States of America. The U.S. Constitution only partially applies to the people there. Before 1898, Puerto Rico was ruled for centuries by the Spanish.

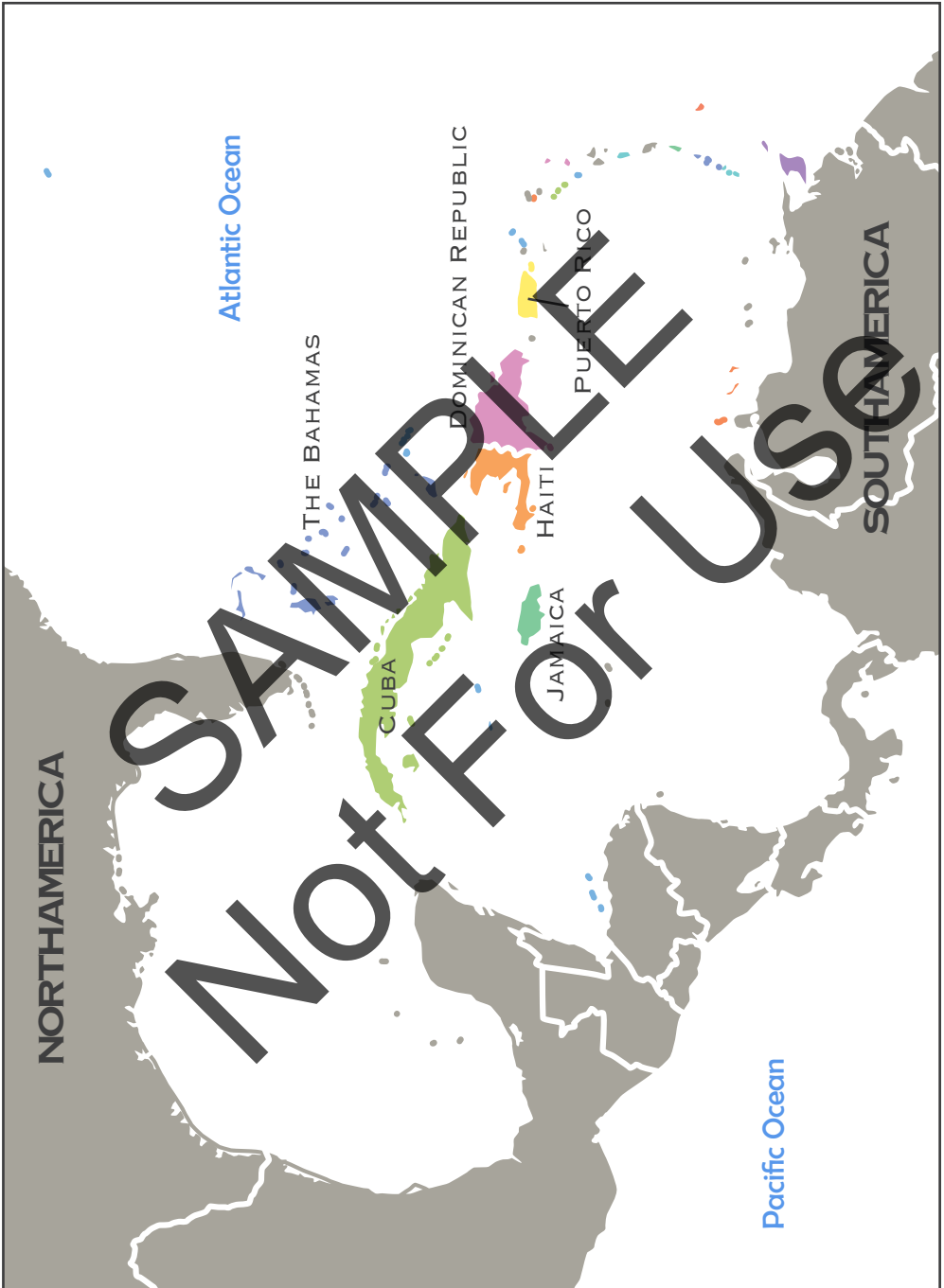
Puerto Rico is an island group—also called an **archipelago**—consisting of a main island and several smaller ones. The main island of Puerto Rico is roughly 3,500 square miles and has a population of over 3 million people. Spanish is the predominant language of the island, being the native tongue to over 95% of the population.

The Taíno people are one of the primary indigenous peoples of Puerto Rico as well as the surrounding islands, including Cuba, Haiti, and the Dominican Republic. The Taíno inhabited the Caribbean Islands long before the Spanish settlers discovered them.

Because of its natural scenery, including beautiful beaches and lush tropical rainforests, and its rich history, Puerto Rico is a popular travel destination. It is generally considered a safe and hospitable place for tourists and citizens alike.

- In your notebook, copy the map on the next page. Label each of the large islands, the oceans, and the two continents. Color it with colored pencils, if desired.
- Carefully observe the photographs of Puerto Rico found on the following pages. The first two photographs are of the oceanside in Puerto Rico. The next two are of urban areas. The final two are of rainforests. Take time to explore the details and appreciate the beauty. Imagine what it would feel, smell, and sound like to be “in” each photograph.







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Of Puerto Rico, Annie wrote to Helen:

"The island is a dream of loveliness, a perfect plot of color, blossoming trees and shrubs, roses, clematis, tree-like lilies, poinsettias and many beautiful flowers I never saw before.

But best of all, the climate is gorgeous, warm not hot. I mean it is not cruelly hot. There is always a delightful breeze from the ocean.

The houses are painted all colors of the rainbow."





## LESSON 17

### Challenging Pronunciation Vocabulary

**To your parent or teacher**, read the following words and definitions.

1. **Reticent** [REH - tih - sent]: withdrawn; not readily sharing thoughts and feelings
2. **Adulation** [add - you - LAY - shun]: excessive admiration, praise, or flattery
3. **Regale** [rih - GALE]: to entertain or amuse with talk; to lavishly supply with food or drink
4. **Predecessor** [PREH - dih - seh - sir]: someone or something replaced by or followed by another
5. **Unpretentious** [uhn - pree - TEN - shuss]: not concerned with appearing grand; modest; humble; sincere

**Fill in the blanks below with a vocabulary word from above.**

1. He loved to \_\_\_\_\_ his grandchildren with stories of his own childhood.
2. I wished they didn't ask any more questions; the events of the day had left me feeling \_\_\_\_\_.
3. The crowd cheered her on with an enormous amount of \_\_\_\_\_ and applause.
4. Though his book was a bestseller, he was so \_\_\_\_\_ with his admiring fans.
5. The new secretary met with her \_\_\_\_\_ to learn the ways of the company.

## Handwriting

□ Copy the following quote by Helen Keller.

“Many of us delude ourselves with the thought that if we could stand in the lot of our more fortunate neighbor, we could live better, happier and more useful lives. It is my experience that unless we can succeed in our present position, we could not succeed in any other.”

*“Many of us delude ourselves with the thought that if we could stand in the lot of our more fortunate neighbor, we could live better, happier and more useful lives. It is my experience that unless we can succeed in our present position, we could not succeed in any other.”*

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, bottom) for copying the text above.

## Reading

- Read Chapter 17 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## LESSON 18

## Homophones

**beat** - 1) *Verb* to hit or strike repeatedly to cause injury;  
 2) *Verb* to defeat in a game, competition, or election;  
 3) *Noun* a main rhythmic accent in music or poetry

**beet** - a nutritious vegetable with edible taproot and leaves

- Write the correct word, BEAT or BEET, on each blank. Then, circle whether the homophone is used in the sentence as a noun or verb.
1. She carefully watered her \_\_\_\_\_ patch. NOUN VERB
  2. He \_\_\_\_\_ the former tennis champion. NOUN VERB
  3. He marches by the \_\_\_\_\_ of his own drum. NOUN VERB
  4. I clapped my hands to the \_\_\_\_\_. NOUN VERB
  5. She \_\_\_\_\_ the rug with her broom handle. NOUN VERB
  6. Begin singing on the sixth \_\_\_\_\_. NOUN VERB
  7. He liked to put vinegar on his \_\_\_\_\_ greens. NOUN VERB
  8. The evil man \_\_\_\_\_ his poor dog. NOUN VERB

## Reading

- Read Chapter 18 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Handwriting

- Copy the following quote from today’s reading by Annie Sullivan.

“No matter what happens, keep on beginning and failing. Each time you fail, start over again, and you will grow stronger.”

*“No matter what happens, keep on beginning and failing. Each time you fail, start over again, and you will grow stronger.”*

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline. A large, diagonal watermark reading "SAMPLE USE" is overlaid across the page.

## LESSON 19

### Grammar, Usage, Punctuation

#### Avoiding Faulty Comparisons

- In your *Grammar and Writing Guide*, read *Avoiding Faulty Comparisons* (page 14). Then, circle the correct comparisons and cross out the faulty comparisons below.

I think honey is more sweeter than sugar.

I think honey is sweeter than sugar.

She enjoyed the hot air balloon show more than I did.

She enjoyed the hot air balloon show more than me.

It was hotter here today than Death Valley.

It was hotter here today than it was in Death Valley.

My neighbor likes his new car much better.

My neighbor likes his new car much better than his old one.

I payed more for a box of peaches than she did.

I payed more for a box of peaches than her.

I enjoy reading John Greenleaf Whittier's poems more than Edgar Allan Poe.

I enjoy reading John Greenleaf Whittier's poems more than Edgar Allan Poe's poems.

## Editing

- Edit the following sentences from *The Touch of Magic*. Use editing marks as shown on page 4 of your *Grammar and Writing Guide*. Hint: remember to capitalize proper nouns. There are 12 mistakes.

1) She would look thoughtful, then smile and reply “I’ve never stayed awake long enough to find out.

2) In 1921 the american Foundation for the Blind came into existence, with M.C. Migel, of new york, as its president.

3) in the late spring of 1922, Annie Helen and Polly returned to Forest Hills to a house literally jammed with unanswered mail

4) For a Time, Annie seemed much more like Her old self.

## Reading

- Read Chapter 19, the last chapter of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

# LESSON 20

## Spelling

Complete the exercises.

Write each word twice, separated into syllables.

1. arc - tic \_\_\_\_\_

2. bal - ance \_\_\_\_\_

3. cat - e - go - ry \_\_\_\_\_

Complete the exercises.

Write the following spelling words in alphabetical order: benefited, boundaries, battalion, beneficial

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

## Homophones

- **SOUL:** a living being (I love God with all my heart and soul.)
- **SOLE:** the only one (He was the sole participant.); the bottom of a foot or shoe (The sole of her shoe was worn through.)

Write a short sentence that uses each word correctly.

soul \_\_\_\_\_

sole \_\_\_\_\_



## Biographies and Autobiographies

- Read the information below and then fill in the blanks.

You have just finished the biography of Annie Sullivan, written by Lorena A. Hickok. Remember, a **biography** is the story of a person's life written by an author other than the subject of the work.

An **autobiography** is the story of a person's life written by herself or himself.

The **point of view** is the perspective from which the story is told.

In the **first person** point of view, the story is related from the view of a single character. First person stories use the words "I" and "me" in telling the story.

The **third person** point of view presents the story outside of any single character's perspective. Third person stories use the words "he," "she," and "they" in telling the story.

1. *The Touch of Magic*, written by Lorena A. Hickok, is a \_\_\_\_\_ about the life of Annie Sullivan, written in a \_\_\_\_\_ point of view.
2. *The Story of My Life*, which you are about to begin reading, is an \_\_\_\_\_ written by Helen Keller about her life. She wrote it in a \_\_\_\_\_ point of view.

### Reading

- Read Chapters 1 and 2 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled "Inspiration from Annie Sullivan and Helen Keller."

## Art Project

- As you just read in Chapters 1 and 2, Helen loved exploring the farm, gathering eggs, touching the dairy cows while they were being milked, smelling flowers, and enjoying her father's prized fruits. Choose one of the images on these pages and use your colored pencils to draw it on some drawing paper. Use the layering techniques you learned in Lesson 15.

### *Materials Needed*

drawing paper | drawing pencil and eraser | colored pencil set





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## LESSON 21

### Literary Devices

- Read the following and complete the exercises.

One of the strongest literary devices is **imagery**, which the author uses to create a mental image for the reader. Imagery frequently uses visual imagery, but it can also include other senses. Helen Keller used imagery frequently in her writing, even though she was unable to see or hear. Think for a minute: why did she love to incorporate imagery so much in her writing? How did she know what things looked and sounded like?

Here is an example of imagery that Helen Keller used in the chapter you are about to read:

“I felt as if invisible hands were holding me, and I made frantic efforts to escape.”

Can you picture in your mind how Helen Keller felt? What if she had just said, “I felt trapped”? You may have noticed that her sentence also uses a simile. Imagery frequently includes the use of similes, metaphors, allusions, and descriptive language to paint a mental image for the reader through words.

Here is another example taken from today’s reading assignment:

“Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding-line, and had no way of knowing how near the harbor was. “Light! Give me light!” was the wordless cry of my soul. . .”

Does her description paint a picture in your mind?





## Vocabulary

- Complete the exercise.

despondent | veneration | conveyance  
barren | antagonism | exploitation | scrupulous

Fill in the blanks below with a vocabulary word from above. Refer to pages 6–8 for definitions, if needed.

1. The new manager was frustrated with the mess and treated his predecessor with \_\_\_\_\_.
2. The \_\_\_\_\_ land was unlikely to grow enough corn, beans, and squash to feed the village.
3. The taxi was to be his \_\_\_\_\_ to the theater that night.
4. Blind children and their families feel \_\_\_\_\_ for Helen Keller and Annie Sullivan.
5. His aim was to stop the \_\_\_\_\_ of animals in the traveling circus.
6. Her \_\_\_\_\_ studies and efforts paid off when she passed the exam with honors!
7. The children became \_\_\_\_\_ when they heard that their beloved head mistress would be away for another week.

## Reading

- Read Chapters 3 and 4 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

# LESSON 22

## Reading

- Read Chapters 5 and 6 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Handwriting

- Copy the following quote by Helen Keller from today’s reading.

“As my knowledge of things grew, I felt more and more the delight of the world I was in.”

*“As my knowledge of things grew, I felt more and more the delight of the world I was in.”*

Handwriting practice lines consisting of four sets of horizontal lines (top solid, middle dashed, bottom solid).





## Poetry

- Read the following and complete the exercises.

It is very clear that Helen Keller had a deep love of nature. Today you read about her great joy in many kinds of nature: the sun and rain, birds, squirrels, deer, lions, fragrant woods, grass, the dimples on her baby sister's hand, and tree climbing.

Previously in this book study you have read some poetry by John Greenleaf Whittier. He, too, loved nature, and he used his gift of writing to describe God's beautiful creations, as you discovered while reading "The Barefoot Boy." He also used his poetry to lift and inspire people. This may be the most important thing you can use your writing for.

**Read the following poem to yourself and then out loud to someone.**

### *Don't Quit*

by John Greenleaf Whittier

When things go wrong as they sometimes will,  
When the road you're trudging seems all up hill,  
When the funds are low and the debts are high  
And you want to smile, but you have to sigh,  
When care is pressing you down a bit,  
Rest, if you must, but don't quit.  
Life is queer with its twists and turns,  
As everyone of us sometimes learns,  
And many a failure turns about  
When he might have won had he stuck it out,  
Don't give up though the pace seems slow,  
You may succeed with another blow.  
Success is failure turned inside out,  
The silver tint of the clouds of doubt,  
And you never can tell how close you are,  
It may be near when it seems so far,  
So stick to the fight when you're hardest hit  
It's when things seem worst that you must not quit.  
For all the sad words of tongue or pen,  
The saddest are these: "It might have been!"

## Spelling

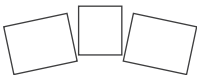
- Complete the exercise:

Create a spelling ribbon (the words written in a line that curves, waves, or takes any form you would like to make) with these spelling words (each used 2–3 times): beginning, appearance, business.

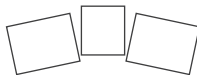


Write the syllables for each spelling word in the boxes.

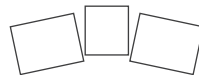
cal - en - dar



can - di - date



ath - le - tic



## LESSON 23

### Reading

- Read Chapters 7 and 8 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

### Commonly Confused Words

**everyday** - *Adjective* commonplace; usual

*Examples: Wear your everyday clothes.*

*I applied the quote to my everyday life.*

**every day** - *Adverbial Phrase* each day; daily

*Examples: I practice the piano every day.*

*Gracie goes running every day.*

- Circle the correct word(s) below.

1. I remember to pray EVERYDAY | EVERY DAY.
2. These are just my EVERYDAY | EVERY DAY shoes.
3. He wrote her a letter EVERYDAY | EVERY DAY on the ship.
4. EVERYDAY | EVERY DAY is a new opportunity to make someone happy.
5. Playing the piano has become a part of my EVERYDAY | EVERY DAY routine.
6. Hearing the train sound has become an EVERYDAY | EVERY DAY occurrence in this town.

## Grammar, Usage, Punctuation

### Avoiding Shifts in Person, Voice, and Number

- In your *Grammar and Writing Guide*, read *Avoiding Shifts in Person, Voice, and Number* (page 15). Then, draw a “<” by every correct example. Draw an “X” by every incorrect example. The first two are done for you.

~~☆~~ When woodworking you should always wear protective eyewear. Otherwise, your eyes could be injured.

~~✗~~ Dogs learn faster when you teach it with positive reinforcement.

— Animals who are treated with kindness will be a more loving pet in return.

— I brought ice cream cones, and everybody enjoyed them.

— The piano was played by a young man, and the song was sung by his little girl.

— I played the violin, and the cello was played by my sister.

— My mom had baked cupcakes for her book club, and the ladies ate them so fast.

— Virtually anyone can become a runner with practice.

— Anyone can become a runner if you just keep trying.

— Don't quit; you never can tell how close you are.

— Don't quit; anyone can make it if you just keep trying.

## LESSON 24

### Reading

- ❑ Read Chapters 9, 10, and 11 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

### Literary Devices

- ❑ Read the following and complete the exercises.

So far you have learned about similes, metaphors, foreshadowing, and imagery. Another wonderful and common literary device is **onomatopoeia** [on - oh - mat - uh - PEE - uh], which means “the imitation of a sound.” Words such as *buzz*, *huff*, *snap*, and *moog* are examples of onomatopoeia, or words whose pronunciations sound very similar to the sounds the words represent. In literature, onomatopoeia is useful in creating a stronger mental image for the reader.

In the chapters you just read, Helen Keller used onomatopoeia:

I had to feel for the rails with my toe; but I was not afraid, and got on very well, until all at once there came a faint “puff, puff” from the distance.

Match the following onomatopoeia words with the sentences:

- |                |  |
|----------------|--|
| <b>hiss</b>    | The _____ of the trees calmed my nerves.                           |
| <b>whisper</b> | It surprised me to hear such a giant _____ from such a tiny snake. |
| <b>click</b>   | As soon as I lifted it, the kitty began to _____.                  |
| <b>boom</b>    | With one _____ of the computer mouse, I finalized the deal.        |
| <b>purr</b>    | Please _____ up your coat, Johnny.                                 |
| <b>zip</b>     | The cannon let out a resounding _____.                             |

## Challenging Pronunciation Vocabulary

**To your parent or teacher,** read the following words and definitions.

1. **Reticent** [REH - tih - sent]: withdrawn; not readily sharing thoughts and feelings
2. **Adulation** [add - you - LAY - shun]: excessive admiration, praise, or flattery
3. **Regale** [rih - GALE]: to entertain or amuse with talk; to lavishly supply with food or drink
4. **Predecessor** [PREH - dih - seh - sir]: someone or something replaced by or followed by another
5. **Unpretentious** [uhn - pree - TEN - shuss]: not concerned with appearing grand; modest; humble; sincere
6. **Insatiable** [in - SAY - shuh - bull]: impossible to satisfy

**Fill in the blanks below with a vocabulary word from above.**

1. I was impressed with how \_\_\_\_\_ the duchess acted, as if she belonged in our modest neighborhood.
2. The new chief executive officer had to clean up the economic mess his \_\_\_\_\_ had left the company in.
3. My whole team showed great \_\_\_\_\_ to the new coach. We all wanted to \_\_\_\_\_ him with stories of all our scores and wins.
4. I thought perhaps some hot cocoa would help the child break free of his \_\_\_\_\_ mood and make him comfortable opening up to me.
5. I hadn't eaten in two days, and my appetite was \_\_\_\_\_.

# LESSON 25

## Spelling

- Complete the exercises.

LOOK at it, SAY it, COVER it, WRITE it, CHECK it. Complete twice for each word.

belief \_\_\_\_\_

believe \_\_\_\_\_

Write the following spelling words in alphabetical order: boundaries, battalion, Britain, balance.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

## Handwriting

- Copy the following quote by Helen Keller.

“Optimism is the faith that leads to achievement.”

*“Optimism is the faith that leads to achievement.”*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Reading

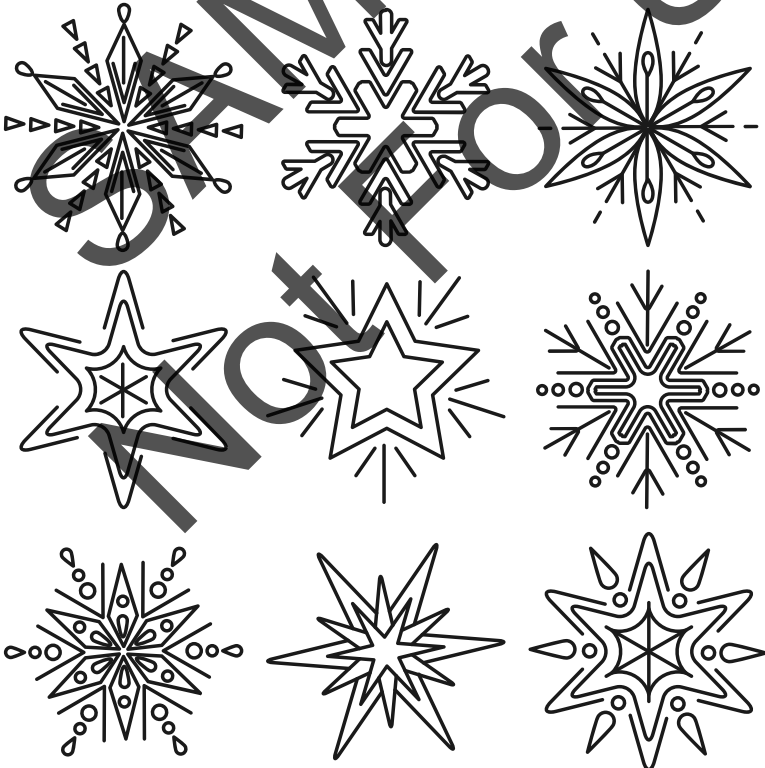
- Read Chapters 12 and 13 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Art

- Read and complete:

In the chapters you just read, Helen experienced her first snow. She wrote, “The air stung my cheeks like fire. . . The rays of the sun fell upon the trees, so that the twigs sparkled like diamonds and dropped in showers when we touched them.” What a wonderful use of similes and imagery!

Choose your two favorite snowflakes and draw them in your notebook.





# LESSON 26

## Reading

- Read Chapters 14 and 15 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Homophones

**desert** - *Verb* to leave or abandon  
*Example: I decided to desert the barren farm.*

**dessert** - *Noun* a sweet treat  
*Example: We'll have dessert after dinner.*

- Write a short sentence that uses each word correctly. Write in cursive, if possible.

*desert*

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---

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*dessert*

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## LESSON 27

### Reading

- Read Chapters 16, 17, and 18 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

### Commonly Confused Words

**of** - *Preposition* used to join a modifier to a noun, verb, adjective, or adverb

*Example: It was so kind of her to bring me flowers.*

**have** - *Verb* to possess, occupy, hold, use, or exhibit; helping verb used to form perfect tenses

*Examples: I have two extra apples to share.*

*You would have liked meeting her.*

- Circle the correct word below. See more examples on page 59 of your *Grammar and Writing Guide* if desired.
  1. I should OF | HAVE covered the hay before it rained.
  2. He’s the proud father OF | HAVE three fine young boys.
  3. It could OF | HAVE turned out a lot worse.
  4. I’d like to eventually OF | HAVE enough money saved up for a trip to Switzerland.
  5. She was the star OF | HAVE the show!
  6. I would OF | HAVE waited if I’d known you wanted to come with me.

## Spelling

- Complete the exercise:

Create a spelling ribbon (the words written in a line that curves, waves, or takes any form you would like to make) with these spelling words (each used 2–3 times): arithmetic, benefited, attendance.

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## LESSON 28

## Reading

- Read Chapters 19 and 20 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Literary Devices

- Read the following and complete the exercises.

The final literary device you will learn about in this book study is called **hyperbole** [hi - PER - bo - lee]. Hyperbole is the use of exaggerated statements, not meant to be taken literally, to make a point. Hyperbole comes from the Greek word for “excess.”

*Examples: I’m so tired I can’t walk another inch.*

*My ice cream cone was a mile high.*

*This suitcase weighs a ton!*

*I was dying of embarrassment.*

Here is an example of hyperbole that Helen Keller used in the chapters you just read:

“He was always gentle and forbearing, no matter how dull I might be, and believe me, my stupidity would often have exhausted the patience of Job.”

Complete the following sentences using hyperbole.

I felt as old as \_\_\_\_\_.

My headache felt like \_\_\_\_\_.

I was so excited I could have \_\_\_\_\_.

The flower was so pretty \_\_\_\_\_.

I was so thirsty \_\_\_\_\_.

The abandoned dog \_\_\_\_\_.

## Vocabulary

**ambition** - a strong desire to do or to achieve something, typically requiring determination and hard work

**amiable** - friendly; pleasant; good-natured personality

**inauguration** - the formal admission of someone to an office

**ostensibly** - apparently or supposedly, but maybe not actually

**auspicious** - favorable; conducive to success; promising

**scrupulous** - attentive to details; very careful to not do wrong

**reverence** - great respect; reverence

Fill in the blanks below with a vocabulary word from above.

1. The solemn crowd was filled with \_\_\_\_\_ for the good lady.
2. I was immediately made more comfortable when she showed her \_\_\_\_\_ smile.
3. Abraham Lincoln's \_\_\_\_\_ speech was, indeed, an \_\_\_\_\_ beginning to the wonderful work he would do as president.
4. The \_\_\_\_\_ with which he worked was inspiring!
5. He retired early, \_\_\_\_\_ because of poor health.
6. My sister was always \_\_\_\_\_ about her flock's health, keeping detailed records in her journal.



## LESSON 29

### Reading

- Read Chapter 21 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

### Grammar, Usage, Punctuation

#### Interjections

- In your *Grammar and Writing Guide*, read *Interjections* (page 90). Then, fill in the blanks below. Use your *Grammar and Writing Guide* to find the answers, if needed.
1. Interjections have no \_\_\_\_\_ connection to other words in the sentence.
  2. Interjections are often \_\_\_\_\_ word.
  3. Yes, wow, come on, and hooray are all examples of \_\_\_\_\_.
  4. Interjections are sometimes a \_\_\_\_\_ phrase.
  5. Interjections are set off with a \_\_\_\_\_ or an \_\_\_\_\_.
  6. Use \_\_\_\_\_ carefully; overusing interjections can be distracting to the reader.

## Literary Devices

- Read the following and complete the exercises.

In this unit you have learned about and practiced six types of literary devices: similes, metaphors, foreshadowing, imagery, onomatopoeia, and hyperbole. Fill in the blanks with the correct literary device below.

simile | metaphor | foreshadowing  
imagery | onomatopoeia | hyperbole

1. The literary device \_\_\_\_\_ is using words and phrases to hint at what is going to happen without revealing the story or spoiling the suspense.
2. A \_\_\_\_\_ draws parallels or comparisons between two unrelated things and uses the words “as” and “like.”
3. \_\_\_\_\_ is the use of exaggerated statements, not meant to be taken literally, to make a point.
4. \_\_\_\_\_ is visually descriptive language.
5. Using words that are actually pronounced like the sounds they are describing is \_\_\_\_\_.
6. A \_\_\_\_\_ draws comparisons between two subjects, but without the words “as” and “like.”



# LESSON 30

## Reading

- ❑ Read Chapters 22 and 23, the final chapters of *The Story of My Life*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Handwriting

- ❑ Copy the following quote by Helen Keller.

“Everything has its wonders, even darkness and silence, and I learn, whatever state I may be in, therein to be content.”

“Everything has its wonders, even darkness and silence, and I learn, whatever state I may be in, therein to be content.”

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.



