

Name: _____

Date: _____ Grade: _____



A Challenge to Change



You are making progress! Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.



FROM THE VIGNETTE

Complete the Activities.

1. When did the story take place? _____
2. Who was the main character in the story? _____
3. What was her job and where did she work? _____

4. Why did she lose her job? _____

5. How did the main character communicate with her subordinates? _____

 - (a) in an intimidating and confrontational manner
 - (b) in an ingratiating and comforting manner
 - (c) in an irritating and confusing manner
 - (d) in an exasperating and condescending manner
6. How was she allowed to redeem herself? _____

 - (a) by repaying the hidden losses
 - (b) by prosecuting the dishonest employees
 - (c) by salvaging a smaller business
 - (d) by undergoing psychological counseling
7. When was she given a promotion for her success? _____
8. The main idea of the story is: _____

 - (a) that you should be very wary of trusting your subordinates
 - (b) that failure can lead to self-improvement and success
 - (c) that large corporations often give second chances to employees who fail
 - (d) strategies for finding a new job

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Complete the Activities continued

9. Write a summary of the story. Use questions (1-8) as a guide. Explain who, what, when, where, why, and how.

WORD POWER!

Place an "X" next to each sentence that best uses the ^{VOCABULARY} word.

- 10. _____ (a) Some nations have *perfectionist* tariffs to limit foreign imports.
 _____ (b) An Olympic figure skater must be a *perfectionist*.
- 11. _____ (a) The jury's verdict was swayed by the *intimidating* evidence.
 _____ (b) The Matterhorn is *intimidating* to would-be mountain climbers.
- 12. _____ (a) The little boy managed to *salvage* his ragged Teddy bear from the wastebasket.
 _____ (b) The seamstress had to trim the *salvage* from the edge of the material.
- 13. _____ (a) The young man was found to be in possession of *elicit* drugs.
 _____ (b) Try to *elicit* strong emotions from your readers.

DEVELOPMENT: USING THE RIGHT KIND AND RIGHT AMOUNT OF SUPPORT

Complete the Activities.

14. As you develop your composition and add examples, facts and details, be sure to stay _____ on your topic and to explain each idea _____.



15. How should an author use information (examples and details) in a composition?

16. Two common errors in writing are:

- (1) _____
- (2) _____

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Complete the Activities continued

20. What people/situations were used as examples to support the idea that correcting faults saves friendships?

21. Isha concluded her essay by: _____

_____.

- (a) encouraging her readers to inspect themselves for faults and then to correct them
- (b) describing personal experiences of times she had corrected faults and saved friendships
- (c) restating the thesis and summarizing the main points in different words

22. Write the **Life Principle**: “ _____

_____.”



MANDATORY WRITING ASSIGNMENT

While working on the next ten lessons, you will write a composition on the theme “Personal sacrifice is necessary to preserve life, liberty and our way of life (for posterity).” Use the following picture, poem, and speech (on the following pages) to generate thought and to provide examples. Your composition must have at least five main points and two examples for each point. Utilize the writing process of brainstorming, planning, drafting, editing and proofing. The composition is due at the end of Lesson 15 and is worth one test grade. You will receive daily reminders to work on different aspects of your composition.



*This picture illustrates the victory of U.S. troops on the volcanic island of Iwo Jima during World World II. The planting of a flag indicates possession, ownership or victory. A flag that falls indicates defeat. In battle, troops struggle to keep their flag flying, indicating that they are going forward. If the flag falls, the troops know that something is wrong, and that the battle is not going well. The Battle of Iwo Jima was one of the most difficult for the United States troops.

***Note to teacher: Before moving on, the student should demonstrate understanding of what the statue represents.**

Teacher’s Signature: _____

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I am a small and precious child; my dad's been sent to fight . . .
The only time I'll see his face is in my dreams at night.
He will be gone so many days but love for him won't lack.
I may be sad, but I am proud; My daddy's got your back. *

I am a caring mother. My son has gone to war . . .
My mind is filled with worries I have never known before.
Each day I try to keep my thoughts from turning black.
I may be scared, but I am proud; My son has got your back. *

I am a strong and loving wife, with a husband soon to go . . .
At times I'm simply terrified in ways most folks don't know.
I bite my lip and force a laugh as I watch my 'baby' pack,
My heart may break, but I am proud; my husband's got your back. *

I am a soldier . . . serving proudly, standing tall . . .
I fight for freedom, yours and mine by answering this call.
I do my job while knowing the thanks from you of't lacks.
Say a prayer that I'll come home . . . for now, I've got your back. *
(Anonymous)

(*The idiom *got your back* means, "to take care of, to protect, to keep from harm.")

***Note to teacher: Before moving on, the student should demonstrate understanding of what the poem means.**

Teacher's Signature: _____

Uniformed Services Appreciation Night

I am Bill Jenkins, and I would like to add my welcome [to the officers and public servants in this room].

A hero is an individual who, in a moment of selflessness, saves another from death or serious injury. A soldier is a hero for putting his or her life on the line to protect our freedoms. Then, the individual goes on about his or her life as an ordinary person. That instant of heroism is frozen in time.

In this room are individuals who go about their work in an every day fashion, just as I do. We know they have put out a fire or jailed a bad guy because we read about it or see it on TV. We know they stop us for speeding, and that is about all we know or care about, for none of us care to know about the dark side of life.

When a Law Enforcement Officer takes the oath of "Serve and Protect," little does the community realize the depth of those words. Law officers place their lives on the line from that moment on. You know about the arrest of a burglar, but do you know about the dark alley the officer drove down or that the bad guy had a loaded pistol. He stops a drunk driver, who in a few moments may have hit you head on Is that a hero or not? You will never know about that moment of heroism simply because you are still alive.

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In this room is a DARE officer. She is an educator who tells our children about the dangers of drugs. Somewhere along the line her determination and caring keeps one of our children or grandchildren from taking the first puff of a joint or a first hit of coke or heroin. Does that save a life? Definitely, yes. How about the unborn children of that youngster. Their lives are saved because the parent did not take drugs and become abusive or uncaring. How many generations of lives does that single act save?

In this room are members of our communities who volunteer to be firemen. No pay . . . little recognition. That is a hero. In the middle of the night, they are called to a fire. They don't know if they will return from that fire to their families. They extinguish brush fires that, except for their action, may have burned your house, your animals, all of your belongings . . . is that a hero to you? That selfless act may have saved the home you have now.

To me, firemen are the greatest heroes. They wear no gun, for they will probably not get shot or stabbed in their line of work . . . but how many die trapped inside buildings. How many are seriously burned or hurt saving a child or little old lady, or you and me. Firemen spend their spare time inspecting that motel down the street, your school building, the doctor's office . . . a hum-drum job . . . but those hum drum hours they spend save our lives by keeping those buildings safe. That is a hero!

To each of you officers, firemen and volunteers, we thank you for being the special person you are . . . for a special person is needed to do your job. Many of us are alive today . . . because you were just doing your every day job. We honor you as our heroes and pray that the Good Lord will return you safely to your family at the end of your shift.

God bless you!

(speech by Bill Jenkins)

***Note to teacher: Before moving on, the student should demonstrate understanding of the essence of the speech.**

Teacher's Signature: _____