MEETING THE STANDARDS
Unit I: Origins of the American Tradition

Native American Traditions
Shaping the New World
The American Revolution
Publisher’s Note

EMC Publishing’s innovative program *Mirrors & Windows: Connecting with Literature* presents a wide variety of rich, diverse, and timeless literature to help students reflect on their own experiences and connect with the world around them. One goal of this program is to ensure that all students reach their maximum potential and meet state standards.

A key component of this program is a *Meeting the Standards* resource for each unit in the textbook. In every *Meeting the Standards* book, you will find a study guide to lead students through the unit, with a practice test formatted to match a standardized test. You will also find dozens of high-quality activities and quizzes for all the selections in the unit.

EMC Publishing is confident that these materials will help you guide your students to mastery of the key literature and language arts skills and concepts measured in your standardized test. To address the needs of individual students, enrich learning, and simplify planning and assessment, you will find many more resources in our other program materials—including *Differentiated Instruction, Exceeding the Standards, Program Planning and Assessment*, and *Technology Tools*.

We are pleased to offer these excellent materials to help students learn to appreciate and understand the wonderful world of literature.
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<td>Informational Text</td>
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<td>Connecting with Literature: Founders</td>
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<td>Selection Quiz</td>
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ANSWER KEY
Origins of the American Tradition Study Guide
The Osage Creation Account / from The Navajo Creation Myth
Song of the Sky Loom / Prayer to the Pacific
Coyote and the Earth Monster
from the Iroquois Constitution
A Journey through Texas
from The General History of Virginia / from Of Plymouth Plantation
To My Dear and Loving Husband
Huswifery
from Sinners in the Hands of an Angry God
from The Interesting Narrative of the Life of Olaudah Equiano,
or Gustavus Vassa, the African Written by Himself
On Being Brought from Africa to America / To S. M., a Young African Painter,
on Seeing His Works
from The Autobiography of Benjamin Franklin / from Poor Richard’s Almanack /
Ben Franklin: Scientist and Inventor
Speech in the Virginia Convention
from Common Sense / from The Crisis, No. 1
Declaration of Independence / Bill of Rights
Letter to John Adams
from Letters from an American Farmer
Introduction

The Meeting the Standards Unit Resource supplements for Mirrors & Windows provide students with the opportunity to practice and apply the strategies and skills they will need to master state and national language arts standards. For each selection in the student textbook, these resources also supply vocabulary exercises and other activities designed to connect students with the selections and the elements of literature.

The lessons in the Meeting the Standards Unit Resource are divided into four categories, as described in this introduction. The lessons are listed by category in the Contents at the front of the book.

Unit Study Guide, with Practice Test and Master Vocabulary List

Each Unit Resource book begins with a Unit Study Guide that focuses on key language arts standards. Following the chronological organization of the Mirrors & Windows student text, this guide provides in-depth study and practice on topics related to the historical, social, and political context of the literature of the era. Specific topics include significant historical events and trends, representative literary movements and themes, and the literary genre or form explored in the unit.

Also included in the study guide are instructions to help students prepare for a standardized test and a practice test formatted to match that test. The last page of the study guide provides a list of the words identified as Preview Vocabulary for the selections within the unit.

Lessons for Standard Selections

The lessons for standard selections offer a range of activities that provide additional background information, literary analysis, vocabulary development, and writing about the selection. The activities are rated easy, medium, and difficult; these ratings align with the levels of the Formative Survey questions in the Assessment Guide.

These activities can be used to provide differentiated instruction at the appropriate levels for your students. For example, for students who are able to answer primarily easy questions, you may want to assign primarily easy activities. The Correlation to Formative Survey Results, which follows this introduction, lists the level for each activity.

To further differentiate instruction, consider adapting activities for your students. For instance, you may want to add critical-thinking exercises to an easy or medium activity to challenge advanced students, or you may want to offer additional support for a difficult activity if students are having trouble completing the activity.

A Selection Quiz is provided for each selection. This quiz is designed to assess students’ comprehension of basic details and concepts.
Lessons for Comparing Literature, Author Focus, and Other Grouped Selections

The lessons for Comparing Literature and other grouped selections in the student textbook emphasize text-to-text connections. Activities for Comparing Literature selections ask students to compare and contrast literary elements such as purpose, style, and theme in the work of two authors. Activities for Author Focus and other groupings have students examine literary elements across several selections by the same author, identifying patterns and trends in his or her work. Again, activities are rated as easy, medium, or difficult.

A recall- and comprehension-based Selection Quiz is provided for each selection or grouping of selections.

Lessons for Independent Readings

Lessons for Independent Readings build on the strategies and skills taught in the unit and offer students more opportunities to practice those strategies and skills. As with the other categories of selections, activities focus on vocabulary development, literary analysis, background information, and writing instruction. Again, activities are rated as easy, medium, or difficult.

A Selection Quiz is provided for each selection.

Preparing to Teach the Lessons

Most of the activities in this book are ready to copy and distribute to students. However, some activities will require preparation. For example, you may need to select particular elements from a story, create lists or cards to distribute to students, or make sure that art supplies or computer stations are available. Be sure to preview each lesson to identify the tasks and materials needed for classroom instruction.
Correlation to Formative Survey Results

The following chart indicates the difficulty level of each activity. You can use this chart, in combination with the results of the Formative Survey from the Assessment Guide, to identify activities that are appropriate for your students.

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<tr>
<th>Selection Title</th>
<th>Activity</th>
<th>Level</th>
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<tbody>
<tr>
<td>The Osage Creation Account / from The Navaho Creation Myth</td>
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<tr>
<td></td>
<td>Analyze Literature: Chronology, page 20</td>
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<td>Analyze Literature: Creation Myths, page 21</td>
<td>Medium</td>
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<td>Selection Quiz, page 22</td>
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<tr>
<td>Song of the Sky Loom / Prayer to the Pacific</td>
<td>Build Vocabulary: Prefixes, page 23</td>
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<td>Analyze Literature: Literary Elements, page 24</td>
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<td>Enrich Learning: Research Native American Crafts, page 25</td>
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<td></td>
<td>Selection Quiz, page 26</td>
<td>Easy</td>
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<td>Coyote and the Earth Monster</td>
<td>Build Vocabulary: Word Origins and Definitions, page 27</td>
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<td></td>
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<td>Selection Quiz, page 31</td>
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<td>Build Vocabulary: Latin Roots, page 32</td>
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<tr>
<td>Selection Title</td>
<td>Activity</td>
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<td><em>from The Autobiography of Benjamin Franklin / Poor Richard’s Almanack / Ben Franklin: Scientist and Inventor</em></td>
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<td>Analyze Literature: Character in an Autobiography, page 64</td>
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<td><strong>Declaration of Independence / Bill of Rights</strong></td>
<td>Build Vocabulary: Base Words, Prefixes, and Suffixes, page 75</td>
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<td>Connecting with Literature: Founders, page 78</td>
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<td>Connecting with Literature: Research John Adams, page 81</td>
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<td>Selection Quiz, page 82</td>
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<td>Analyze Literature: Compare and Contrast American and European Society, page 84</td>
<td>Medium</td>
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<td>Analyze Literature: Concrete Language, page 85</td>
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<td>Selection Quiz, page 86</td>
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Origins of the American Tradition
Study Guide

Completing this study guide will help you understand and remember the background information presented in Unit 1 and recognize how the selections in the unit reflect their historical context. It will also provide an opportunity to understand and apply the literary form of the oral tradition.

After you read each background feature in Unit 1 in your textbook, complete the corresponding section in the study guide. The completed study guide section will provide an outline of important information that you can use later for review.

After you read the selections for each part of Unit 1 in your textbook, complete the Applying sections for that part in the study guide. Refer to the selections as you answer the questions.

After you complete the study guide sections, take the Practice Test. This test is similar to the state language arts test. In both tests, you read passages and answer multiple-choice questions about the passages.

Self-Checklist

Use this checklist to help you track your progress through Unit 1.

**CHECKLIST**

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<tr>
<th>Literary Comprehension</th>
<th>Writing</th>
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<tr>
<td>You should understand and apply the oral tradition, its forms and its elements:</td>
<td>You should be able to write a description of a setting. The description should have an introduction, body, and conclusion. It should provide vivid details describing the time and the place.</td>
</tr>
<tr>
<td>✓ myth</td>
<td>✓ You should be able to write a description of a setting. The description should have an introduction, body, and conclusion. It should provide vivid details describing the time and the place.</td>
</tr>
<tr>
<td>✓ song</td>
<td>✓ ✓ You should be able to write a description of a setting. The description should have an introduction, body, and conclusion. It should provide vivid details describing the time and the place.</td>
</tr>
<tr>
<td>✓ chronological order</td>
<td>✓ ✓ ✓ You should be able to write a description of a setting. The description should have an introduction, body, and conclusion. It should provide vivid details describing the time and the place.</td>
</tr>
<tr>
<td>✓ narrative voice</td>
<td>✓ ✓ ✓ ✓ You should be able to write a description of a setting. The description should have an introduction, body, and conclusion. It should provide vivid details describing the time and the place.</td>
</tr>
<tr>
<td>✓ theme</td>
<td>Theme and Setting (Setting)</td>
</tr>
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<thead>
<tr>
<th>Literary Appreciation</th>
<th>Speaking and Listening</th>
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<tr>
<td>You should understand how to relate the selections to</td>
<td>You should be able to prepare and use notes for a presentation.</td>
</tr>
<tr>
<td>✓ Other texts you’ve read</td>
<td>✓</td>
</tr>
<tr>
<td>✓ Your own experiences</td>
<td>✓ ✓ You should be able to prepare and use notes for a presentation.</td>
</tr>
<tr>
<td>✓ The world today</td>
<td>✓ ✓ ✓ You should be able to prepare and use notes for a presentation.</td>
</tr>
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<thead>
<tr>
<th>Vocabulary</th>
<th>Test Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Master Vocabulary List at the end of this study guide, put a check mark next to any new words that you learned while reading the selections. How many did you learn?</td>
<td>You should be able to answer questions that test your reading, writing, revising, and editing skills.</td>
</tr>
<tr>
<td>✓ 10 or more</td>
<td>✓ You should be able to answer questions that test your reading, writing, revising, and editing skills.</td>
</tr>
<tr>
<td>✓ 20 or more</td>
<td>✓ ✓ You should be able to answer questions that test your reading, writing, revising, and editing skills.</td>
</tr>
<tr>
<td>✓ 30 or more</td>
<td>✓ ✓ ✓ You should be able to answer questions that test your reading, writing, revising, and editing skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Reading</th>
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</tr>
</thead>
<tbody>
<tr>
<td>You should choose a fictional work to read on your own. See For Your Reading List on page 260 of your textbook.</td>
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</tbody>
</table>


Historical Context

Examine the time line on pages 2–3 of your textbook. For what three general topics does the time line provide dates?

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________

The time line has four time frames. Identify the time span of each time frame.

4. __________________________________________________________________________
5. __________________________________________________________________________
6. __________________________________________________________________________
7. __________________________________________________________________________

What do the abbreviations BCE and CE mean?

8. BCE _________________________________________________________________
9. CE _________________________________________________________________

Find the following dates on the time line. Complete the chart by telling what happened in those years. Then answer the questions below the chart.

<table>
<thead>
<tr>
<th>Date</th>
<th>American Literature</th>
<th>American History</th>
<th>World History</th>
</tr>
</thead>
<tbody>
<tr>
<td>1545 CE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1619</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1754</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1763</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1776</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. What is the relationship between the events of 1545 and 1619?

_____________________________________________________________________________

11. What can you infer from the events of 1754 and 1763?

_____________________________________________________________________________

12. How are the events of 1776 related?

_____________________________________________________________________________
Complete the outline. Write two sentences summarizing information given in each section on pages 4–6 of your textbook.

A. The First Americans
   1. _________________________________________________________________________
   2. _________________________________________________________________________

B. Jamestown and the Origins of the Plantation System
   1. _________________________________________________________________________
   2. _________________________________________________________________________

C. New England Colonization and the Puritan Era
   1. _________________________________________________________________________
   2. _________________________________________________________________________

D. The European Enlightenment and the Great Awakening
   1. _________________________________________________________________________
   2. _________________________________________________________________________

E. The Emergence of American Diversity
   1. _________________________________________________________________________
   2. _________________________________________________________________________

F. Rebellion Against Great Britain and a New Nation
   1. _________________________________________________________________________
   2. _________________________________________________________________________
Understanding Part 1: Native American Traditions

Complete this page after you read about Native American traditions on page 7 of your textbook.

Identify four kinds of traditional Native American works that are considered to be the origins of American literature.

1. ____________________________________
2. ____________________________________
3. ____________________________________
4. ____________________________________

5. Why did the Native Americans rely on the oral tradition for sharing their stories?
   ____________________________________________________________________________
   ____________________________________________________________________________

Complete the chart by identifying ways that Native American cultures differed from one another.

<table>
<thead>
<tr>
<th>Environment</th>
<th>Lifestyle</th>
<th>Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>7.</td>
<td>8.</td>
</tr>
</tbody>
</table>

9. Explain how Native American religions were alike.
   ____________________________________________________________________________
   ____________________________________________________________________________

10. How did the Iroquois League or Nations differ from many other tribal groups?
    ____________________________________________________________________________
    ____________________________________________________________________________
Applying Part 1: Native American Traditions

Think about what you have learned about Native American traditions. Then answer the following questions after you have read the selections in Part 1 of Unit 1.

Identify the parents of the people in the following myth and song. Then answer the question that follows the chart.

<table>
<thead>
<tr>
<th>Selection</th>
<th>Mother</th>
<th>Father</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Osage Creation Account</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Song of the Sky Loom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. How are the parents from both works alike? How are they different?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

2. Given “Song of the Sky Loom,” what kind of lifestyle do you think the Tewa people had? Why did they live that way?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

3. How does the Iroquois Constitution reflect the importance of nature to the Iroquois?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

4. Leslie Marmon Silk is a present-day author. What form of oral tradition does she incorporate into her poem “Prayer to the Pacific”?

_____________________________________________________________________________

5. What does the poem explain?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Understanding Literary Forms: The Oral Tradition

Read Understanding Literary Forms: The Oral Tradition on pages 8–9 of your textbook. Then answer the questions below.

1. What is the oral tradition? __________________________________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________

2. How has the task of recording orally shared works from foreign languages been accomplished?
   _______________________________________________________________________________
   _______________________________________________________________________________

3. Describe each of these forms of the oral tradition.

<table>
<thead>
<tr>
<th>Form</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myth</td>
<td></td>
</tr>
<tr>
<td>Trickster tale</td>
<td></td>
</tr>
<tr>
<td>Tribal song</td>
<td></td>
</tr>
</tbody>
</table>

4. Define each of the following terms.

   narrative: __________________________________________________________
   chronological order: ________________________________________________
   voice: _____________________________________________________________

5. What is theme? _______________________________________________________

6. Identify the form of theme described.

<table>
<thead>
<tr>
<th>Theme Form Description</th>
<th>Theme Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>a theme that is presented directly</td>
<td></td>
</tr>
<tr>
<td>a theme that must be inferred</td>
<td></td>
</tr>
<tr>
<td>a message about life that people of most cultures can understand</td>
<td></td>
</tr>
</tbody>
</table>
Applying Literary Forms: The Oral Tradition

1. Identify one selection from Part 1 for each form of the oral tradition.

<table>
<thead>
<tr>
<th>Form</th>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myth</td>
<td></td>
</tr>
<tr>
<td>Trickster tale</td>
<td></td>
</tr>
<tr>
<td>Tribal song</td>
<td></td>
</tr>
</tbody>
</table>

2. Use chronological order in writing a summary of “The Navajo Creation Myth.”

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

3. A common theme of Native American oral tradition is respect for nature. Give an example of how each of the following selections incorporates this theme.

   The Osage Creation Account

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

   The Navajo Creation Myth

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

   Song of the Sky Loom

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
Prayer to the Pacific

Coyote and the Earth Monster

Excerpt from The Iroquois Constitution

4. Match the following selection titles with the themes presented in the selections. Write the title of each selection on the line below its theme.

The Osage Creation Account  The Navajo Creation Myth
Song of the Sky Loom  Prayer to the Pacific
Coyote and the Earth Monster  from "The Iroquois Constitution"

a. People can live in harmony with one another through cooperation.

b. Earth has been prepared to sustain the people.

c. All the creatures have their place on the earth.

d. Beauty is found in nature.
Understanding Part 2: Shaping the New World

Complete this page after you read **Shaping the New World** on page 27 of your textbook.

1. Describe three purposes that explorers and early settlers had for writing.
   a. __________________________________________________________________________
   __________________________________________________________________________

   b. __________________________________________________________________________
   __________________________________________________________________________

   c. __________________________________________________________________________
   __________________________________________________________________________

2. Give a reason that explains each statement listed in the chart.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much of early American literature is identified with religious groups.</td>
<td></td>
</tr>
<tr>
<td>The Puritans were not representative of the large number of British colonists.</td>
<td></td>
</tr>
</tbody>
</table>

3. List four kinds of works written by the Puritans.
   __________________________________________________________________________
   __________________________________________________________________________

4. How were the Puritans and the Quakers alike? How were they different? Write your answers in the chart.

<table>
<thead>
<tr>
<th>How Puritans and Quakers Were Alike</th>
<th>How Puritans and Quakers Were Different</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Applying Part 2: Shaping the New World

Think about what you have learned from *Shaping the New World*. Then answer the following questions after you have read the selections in Part 2 of Unit 1.

What was the author's primary purpose for writing each of the following selections? Write the letter of the purpose on the line following the title of the selection. Then explain your choice.

a. to describe the new land and encourage other Europeans to look westward.
b. to influence political decision making in the homeland since the government officials were so far away and so unknowledgeable about the Americas
c. to record what was actually occurring for future readers

1. A Journey Through Texas ____________________________

______________________________

2. Excerpt from The General History of Virginia ____________________________

______________________________

3. Excerpt from Of Plymouth Plantation ____________________________

______________________________

4. Identify the form of each of the following selections: sermon, colonial history, personal diary, or devotional poem. Give a summary statement for the selection.

<table>
<thead>
<tr>
<th>Selection</th>
<th>Form</th>
<th>Summary Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>from Of Plymouth Plantation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Huswifery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>from Sinners in the Hands of an Angry God</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Understanding Part 3: The American Revolution

Complete this page after you read about the American Revolution on page 69 of your textbook.

1. Identify two purposes the American Revolution served.

_____________________________________________________________________________
_____________________________________________________________________________

2. Although many Americans (including Thomas Jefferson and Benjamin Franklin) wrote during the American Revolution, few produced pieces of literature. Identify four reasons for the limited literary output during the revolutionary period.
   a. _______________________________________________________________________
   _______________________________________________________________________
   b. _______________________________________________________________________
   _______________________________________________________________________
   c. _______________________________________________________________________
   _______________________________________________________________________
   d. _______________________________________________________________________
   _______________________________________________________________________

3. Why was the literature of the revolutionary period mostly nonfiction?
_____________________________________________________________________________
_____________________________________________________________________________

4. What made Benjamin Franklin’s writing accessible to a wide range of readers?
_____________________________________________________________________________
_____________________________________________________________________________

5. What would writers of later periods in American history owe to the writers of the revolutionary period?
_____________________________________________________________________________
_____________________________________________________________________________
Applying Part 3: The American Revolution

Think about what you have learned about the American Revolution. Then answer the following questions after you have read the selections in Part 3 of Unit 1.

1. Compare and contrast Patrick Henry’s Speech in the Virginia Convention and the excerpt from Thomas Paine’s pamphlet Common Sense.

<table>
<thead>
<tr>
<th>How the Two Works Are Alike</th>
<th>How the Two Works Are Different</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Explain how the Declaration of Independence serves the two purposes of the American Revolution.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

3. Why do you think Abigail Adams’s Letter to John Adams is included as a selection in this part of Unit 1?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

4. Do you think Abigail Adams’s ideas were representative of the era or unique for the era? Explain your answer.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Common Core State Standards–Based Practice Test

During high school, students take tests to measure how well they meet standards. Students also take national assessment tests such as the SAT, ACT, and Common Core State Standards tests, which colleges use as one criterion for evaluating applicants. These tests include reading tests in which students are asked to read a passage and answer multiple-choice questions to test their understanding of the passage.

The practice test on the following pages is similar to the SAT reading test. It contains a passage, followed by multiple-choice questions. You will fill in circles for your answers on a separate sheet of paper. Your answer sheet for this practice test is below on this page.

Questions on this practice test focus on the historical background and literary elements you studied in this unit. The questions also address learning standards such as these Common Core State Standards:

CCSS RL.11–12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS RL.11–12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS RL.11–12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS RI.11–12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS RI.11–12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS RI.11–12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Practice Test Answer Sheet

Name: ___________________________ Date: ___________________________

Fill in the circle completely for the answer choice you think is best.

3. A B C D E 6. A B C D E
Revolutionary Tea

There was an old lady lived over the sea
And she was an island queen.
Her daughter lived off in a new country
With an ocean of water between.
The old lady’s pockets were full of gold
But never contented was she,
So she called on her daughter to pay her a
tax
Of three pence a pound on her tea,

"Now, mother, dear mother," the daughter replied,
"I shan’t do the thing you ask.
I'm willing to pay a fair price for the tea,
But never the three-penny tax."
"You shall," quoth the mother, and
reddened with rage,
"For you're my own daughter, you see,
And sure 'tis quite proper the daughter
should pay
Her mother a tax on her tea,
Her mother a tax on her tea."

And so the old lady her servant called up
And packed off a budget of tea;
And eager for three pence a pound, she put in
Enough for a large family.
She ordered her servant to bring home
the tax,

Declaring her child should obey,
Or old as she was, and almost full grown,
She’d half whip her life away,
She’d half whip her life away.

The tea was conveyed to the daughter’s door,
All down by the ocean’s side,
And the bouncing girl poured out every pound
In the dark and boiling tide;
And then she called out to the island queen,
"Oh, mother, dear mother," quoth she,
"Your tea you may have when 'tis steeped
quite enough
But never a tax from me,
But never a tax from me."

1. The “Old Lady” in the song represents
   (A) France
   (B) the Massachusetts Bay Colony
   (C) the colonial governor of Massachusetts
   (D) Great Britain
   (E) Queen Elizabeth I

2. What is a possible theme or central message of the song?
   (A) The British government had the right to tax its colonies.
   (B) A favorite drink, tea, was too costly in the colonies.
   (C) Colonists would not accept taxation without representation.
   (D) Parents should not make demands on grown children.
   (E) Grown children do not have to obey parents.

3. What historical event do lines 34-39 recall?
   (A) the Boston Massacre
   (B) the Boston Tea Party
   (C) the Intolerable Acts
   (D) the Battle of Bunker Hill
   (E) the First Continental Congress

4. Who would be most likely to sing the song “Revolutionary Tea”?
   (A) British soldiers in the colonies
   (B) members of Parliament
   (C) colonial governors
   (D) American colonists loyal to Great Britain
   (E) colonial patriots
Questions 5–8 are based on the following passage.

Plan of Union for the English Colonies in America
By William Penn

William Penn wrote this Plan of Union for the English Colonies in America in 1697.

A brief and plain scheme how the English colonies in the north parts of America, viz., Boston, Connecticut, Rhode Island, New York, New Jerseys, Pennsylvania, Maryland, Virginia, and Carolina, may be made more useful to the Crown and one another's peace and safety, with a universal concurrence.

1. That the several colonies before mentioned do meet once a year, and oftener if need be during the war, and at least once in two years in times of peace, by their stated and appointed deputies, to debate and resolve of such measures as are most advisable for their better understanding and the public tranquility and safety.

2. That in order to it, two persons, well qualified for sense, sobriety, and substance, be appointed by each province as their representatives or deputies, which in the whole make the congress to consist of twenty persons.

3. That the King’s commissioner, for that purpose specially appointed, shall have the chair and preside in the said congress.

4. That they shall meet as near as conveniently may be to the most central colony for ease of the deputies.

5. Since that may, in all probability, be New York, both because it is near the center of the colonies and for that it is a frontier and in the King’s nomination, the governor of that colony may therefore also be the King’s high commissioner during the session, after the manner of Scotland.

6. That their business shall be to hear and adjust all matters of complaint or difference between province and province. As (1) where persons quit their own province and go to another that they may avoid their just debts, though they be able to pay them; (2) where offenders fly justice or justice cannot well be had upon such offenders in the provinces that entertain them; (3) to prevent or cure injuries in point of commerce; (4) to consider the ways and means to support the union and safety of these provinces against the public enemies. In which congress the quotas of men and charges will be much easier and more equally set than it is possible for any establishment made here to do; for the provinces, knowing their own condition and one another’s, can debate that matter with more freedom and satisfaction, and better adjust and balance their affairs in all respects for their common safety.

7. That, in times of war, the King’s high commissioner shall be general or chief commander of the several quotas upon service against the common enemy, as he shall be advised, for the good and benefit of the whole.

5. What is the purpose of this document?
(A) to record events as they happen
(B) to propose a confederation of colonies for mutual protection
(C) to give an account of colonial history
(D) to declare colonial allegiance to Great Britain government
(E) to consolidate the individual colonies into one large colony

6. William Penn was a Quaker. Would he have been likely to propose establishing the Union had he been a Puritan?
(A) no, because Puritans were separatists
(B) yes, because Puritans wanted everyone to obey Puritan rules
(C) no, because Puritans would have wanted a more democratic congress
(D) yes, because Puritans believed in allegiance to all British institutions
(E) no, because only Quakers believed in tolerance and equality
7. Based on the information in Item 2 (lines 12–22), how many English colonies were there at the time?
   (A) 2  
   (B) 5  
   (C) 10 
   (D) 15 
   (E) 20

8. To what does *quotas* refer in line 62?
   (A) number of colonies that could join the proposed union
   (B) number of representatives in the congress
   (C) number of colonies appointing deputies
   (D) number of militia each colony would provide
   (E) number of years of service the high commissioner would serve
Master Vocabulary List

The following vocabulary terms are defined on the indicated pages in your text.

- abdicate, 95
- abhor, 57
- abode, 11
- acquiesce, 96
- admonish, 73
- affections, 51
- apparel, 52
- apparition, 89
- ascribe, 57
- assent, 94
- avail, 55
- avert, 82
- conceit, 36
- constitution, 55
- consultation, 73
- contrivance, 56
- divest, 87
- doleful, 39
- effectual, 83
- ensue, 37
- entreaty, 38
- evade, 73
- evince, 94
- extremity, 36
- feign, 30
- formidable, 83
- garment, 16
- gluttony, 36
- haughty, 41
- incense, 57
- indulge, 57
- indulgence, 73
- ineffectual, 87
- inestimable, 82, 94
- ingenious, 72
- insidious, 82
- insurrection, 95
- in violation, 82
- loathsome, 57
- magnanimity, 96
- manifold, 47
- martial, 82
- mollify, 39
- persevere, 47
- petrified, 12
- pilfer, 36
- precariousness, 87
- procure, 30
- profane, 41
- provoke, 57
- prudence, 56
- recompense, 47
- redress, 96
- remonstrate, 82
- singular, 30
- sovereign, 56
- subjugation, 82
- submission, 82
- subsist, 31
- transient, 94
- usurpation, 94
- varnished, 51
- venture, 74
The Osage Creation Account / from The Navajo Creation Myth, page 10

**Build Vocabulary: Synonyms and Antonyms**

*Synonyms* are words that have the same meaning or a similar meaning. *Antonyms* are words with opposite meanings.

**Part 1: Identify Synonyms and Antonyms**

Choose a synonym from the box for each of the following words from “The Osage Creation Account” or “The Navajo Creation Myth.” You may use a dictionary to help identify the synonyms.

<table>
<thead>
<tr>
<th>dignified</th>
<th>dwelling</th>
<th>implored</th>
<th>influenced</th>
<th>mineralized</th>
</tr>
</thead>
<tbody>
<tr>
<td>root</td>
<td>self-reliance</td>
<td>spray</td>
<td>stuck</td>
<td>uncovered</td>
</tr>
</tbody>
</table>

1. origin ___________________________
2. inspired _______________________
3. appealed _______________________
4. exposed _________________________
5. abode __________________________

6. mist ___________________________
7. confidence _____________________
8. stately _________________________
9. clung __________________________
10. petrified ______________________

Write a word from “The Osage Creation Account” or “The Navajo Creation Myth” that is an antonym for each given word. Use one of the selection words in 1–10 as an antonym.

11. _________________________, lowly
12. _________________________, uncertainty

13. _________________________, hidden
14. _________________________, loosened

**Part 2: Write Sentences**

Choose two selection words. Write a sentence for each that includes its synonym or antonym to reinforce the meaning of the selection.

15. _____________________________________________________________________________
16. _____________________________________________________________________________

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Analyze Literature: Chronology

Myths are narratives that explain objects or events in the natural world that result from the actions of a supernatural force. Narratives usually are organized chronologically.

1. “The Osage Creation Account” is a narrative that explains how people came to Earth. Identify the chronology of events in the narrative by listing at least six steps in the process.

   • __________________________________________________________________________
   • __________________________________________________________________________
   • __________________________________________________________________________
   • __________________________________________________________________________
   • __________________________________________________________________________
   • __________________________________________________________________________

Use your chronological list to help answer these questions on a separate sheet of paper.

2. How does the creation myth outline the steps in the process? What is the process? What is the result of the process?

3. The myth tells how the earth became a place where people could live. Name two events that took place making it possible for people to live on Earth.

4. The Osage migrated from the Atlantic coastal region west. Their world change from a watery one to one with land. Relate the chronology to the Osage’s migration.

5. The Osage became hunters and farmers. What food plants might the Osage have grown? Explain your answer.
The Osage Creation Account / *from* The Navajo Creation Myth, page 10

**Analyze Literature: Creation Myths**

Cultures around the world have used creation myths to explain the origin of the earth and the plants, animals, and people that inhabit it. Use the following chart to compare “The Osage Creation Account” and “The Navajo Creation Myth.” For each selection, identify the elements of creation myths. Then use the chart to help answer the questions in the Writing Prompts section.

<table>
<thead>
<tr>
<th>The Osage Creation Account</th>
<th>The Navajo Creation Myth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What Earth is like before it is prepared for habitation</td>
<td></td>
</tr>
<tr>
<td>2. How Earth is prepared for habitation</td>
<td></td>
</tr>
<tr>
<td>3. Role of animals in the myth</td>
<td></td>
</tr>
<tr>
<td>4. Role of plants in the myth</td>
<td></td>
</tr>
</tbody>
</table>

**Writing Prompts**

On a separate sheet of paper, write a paragraph to answer each question.

5. How are the two myths alike? How are they different?

6. What is the importance of nature in the myths? Make a generalization about the importance of nature to these Native American people based on the myths.
Selection Quiz

Part 1: The Osage Creation Account

Fill in the Blank

Fill in the blank with a word from the box that completes each sentence.

<table>
<thead>
<tr>
<th>air</th>
<th>inspired</th>
<th>parents</th>
<th>winds</th>
</tr>
</thead>
</table>

1. The sun and the moon were the ________________ of the Wazha’zhe.
2. The people floated in the ________________, looking for help.
3. They asked the elk for help because he was the creature that ________________ all others.
4. The ________________ blew the waters, exposing the land.

Part 2: The Navajo Creation Myth

Multiple Choice

Write the letter of the correct answer on the line.

_____ 5. What did the people call Begochiddy when he returned to the Lukatso?
A. Badger C. Grandfather
B. Wanderer D. Bamboo

_____ 6. According to the myth, why does badger have black paws?
A. He walked through ashes. C. He dug a hole down to the bamboo.
B. He got stuck in watery mud. D. He broke through Earth’s crust.

_____ 7. What dried the land?
A. storms C. Badger
B. bamboo D. Begochiddy

_____ 8. What spread tiny stones evenly on the ground?
A. cyclones C. dirt-devils
B. whirlwinds D. ants
Build Vocabulary: Prefixes

The prefix *im-,* is a form of the prefix *in-,* It often means “not,” as in “from that time *immemorial,*” page 18 in your textbook. Write the meaning of the each word when it does not have the prefix *im-,* Next, write the meaning of the word with the prefix. Finally, use the word in a sentence. Use a dictionary if you need help defining words.

1. immemorial
   - definition without prefix __________________________________________
   - definition with prefix ____________________________________________

2. immaterial
   - definition without prefix __________________________________________
   - definition with prefix ____________________________________________

3. immutable
   - definition without prefix __________________________________________
   - definition with prefix ____________________________________________

4. impermeable
   - definition without prefix __________________________________________
   - definition with prefix ____________________________________________

5. impartial
   - definition without prefix __________________________________________
   - definition with prefix ____________________________________________
### Song of the Sky Loom / Prayer to the Pacific, page 16

#### Analyze Literature: Literary Elements

The following chart identifies literary elements used in the poems “Song of the Sky Loom” and “Prayer to the Pacific.” For each selection, describe the literary elements identified in the chart. Then answer the questions below the chart.

<table>
<thead>
<tr>
<th></th>
<th>Song of the Sky Loom</th>
<th>Prayer to the Pacific</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Narrative point of view</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Form or genre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Tone (Identify 2–3 words that help describe it.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Striking poetic elements (Identify and give examples.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Theme</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. How do the differing forms of the poems affect their tones?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

7. How are the themes of the poems similar? How are they different?

_____________________________________________________________________________
_____________________________________________________________________________
Song of the Sky Loom / Prayer to the Pacific, page 16

Enrich Learning: Research Native American Crafts

“Song of the Sky Loom” uses imagery from the craft of blanket weaving. Find out more about a type of object, such as blankets, baskets, pottery, jewelry, Kachina dolls, Kachina masks, and toys, traditionally crafted by one of the Native American groups in the Southwest. Use the following questions to guide your research. Then write a report based on your research.

1. What materials were used?
2. What recurring themes were incorporated? What symbolic value did they have?
3. How were the objects used?
4. Which tribes excelled in making the craft? What made them particularly adept at it?
5. What do the objects communicate about the makers’ culture?
   - Identify your sources of information here. Be sure to credit all sources in your report.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

- Take notes that summarize the information in each source. If you plan to quote a source directly, write the complete quotation on your notes, or make a photocopy of the page with the quotation.
- Make an outline to organize your information. Then write your first draft.
- Edit and revise your draft.
- Because your report is about traditional crafts, you may want to use illustrations such as pictures or drawings to support your text.
Song of the Sky Loom / Prayer to the Pacific, page 16

Selection Quiz

Part 1: Song of the Sky Loom

Fill in the Blank

Fill in the blank with the word from the box that best completes each sentence.

| brightness | fringes | sky | wearing |

1. The speakers say they are the children of the earth and the _________________.
2. The terms “warp” and “weft” are used in the craft of _________________.
3. In the poem, “the falling rain” is represented by the ________________ of a garment.
4. Twice, the speakers ask for a garment of __________________________.

Part 2: Prayer to the Pacific

Multiple Choice

Write the letter of the correct answer on the line.

_____ 5. The speaker implies that the main purpose of her journey is to
   A. recreate the trip her ancestors took.    C. perform an act of thanksgiving for rain.
   B. collect coral from the ocean.          D. see part of the world for the first time.

_____ 6. The speaker says that Grandfather Turtle rode across the ocean
   A. 3,000 years ago.    C. 30,000 years ago.
   B. 300,000 years ago.    D. three million years ago.

_____ 7. In the poem, “wet sand” is an example of
   A. metaphor.    C. concrete language.
   B. hyperbole.    D. theme.

_____ 8. According to the speaker, rain clouds are a gift from the
   A. sky.    C. earth.
   B. ocean.    D. turtle.
Coyote and the Earth Monster, page 21

Build Vocabulary: Word Origins and Definitions

The dictionary shows how words came into English from other languages. Match each word with its origin. Write the word that is derived from the origin shown and a definition for the word. You may use a dictionary to help you identify a word’s origin and its definition.

<table>
<thead>
<tr>
<th>Cadaverous</th>
<th>Canyon</th>
<th>Compression</th>
<th>Disgorging</th>
<th>Pemmican</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pulsating</td>
<td>Skeletal</td>
<td>Throes</td>
<td>Writhe</td>
<td></td>
</tr>
</tbody>
</table>

1. **Origin**: Old English, *thrēa*, calamity
   **Definition**: ____________________________________________________________

   **Definition**: ____________________________________________________________

3. **Origin**: Spanish, *cañon*, tube
   **Definition**: ____________________________________________________________

4. **Origin**: Greek, *skeletos*, dried up
   **Definition**: ____________________________________________________________

5. **Origin**: Old French, *desgorger*, removal + throat
   **Definition**: ____________________________________________________________

6. **Origin**: Latin, *cadere*, to fall
   **Definition**: ____________________________________________________________

7. **Origin**: Cree, *pimecan, pime*, fat
   **Definition**: ____________________________________________________________

8. **Origin**: Old English, *writhe*, to coil
   **Definition**: ____________________________________________________________

9. **Origin**: Latin, *pulsare, pellere*, to beat
   **Definition**: ____________________________________________________________
Coyote and the Earth Monster, page 21

Analyze Literature: Characterization and Dialogue

Part 1: Methods of Characterization

Characters can be developed by showing what they do, say, and think; by showing what other characters say and think about them; and by describing their appearance, personality traits, and so on.

Complete the chart by using at least two of the words listed to describe each character from the selection and giving evidence from the selection to support the characterization. Use the completed chart to help you answer question 5.

<table>
<thead>
<tr>
<th>Character</th>
<th>Descriptive Words</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. earth monster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Coyote</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Woodtick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Old Woman</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Use the chart to analyze one of the characters. Tell why the character is important to this tale.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Part 2: Dialogue

Dialogue is a conversation between two or more characters. In stories it helps move the plot, develops the characters, and provides a voice other than the narrator’s.

Identify the speaker of each line of dialogue and explain its purpose. Then answer the question that follows.

6. “To the north there lives a giant monster who swallows up anyone who comes along.”

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

7. “I'll just wedge [the tree trunk] into his mouth and he won’t be able to shut it.”

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

8. “It’s too late. He has already swallowed you.”

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

9. “Help me! Give me food!”

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

10. What purpose does dialogue serve in the tale?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Coyote and the Earth Monster, page 21

Analyze Literature: Trickster Tales

Tricksters, such as Coyote, are found in many Native American stories. Answer the following questions about tricksters.

1. What does the tale “Coyote and the Earth Monster” explain?

_____________________________________________________________________________

2. The trickster Coyote is a main character in “Coyote and the Earth Monster.” Coyote is clever and often deceives and manipulates people. In this story, however, he helps people with his trickery. Explain how this happens.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

3. Just as Native American tales include tricksters, the fables, folk tales, and fairy tales of other cultures have trickster characters. Often the trickster is not helpful to people. Think of a fable or tale in which a person or animal tricks someone, and write about it here.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

4. What purpose do you conclude the trickster serves in Native American tales?

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________
Coyote and the Earth Monster, page 21

Selection Quiz

True or False

Write T if the statement is true or F if the statement is false.

1. The two main characters in this trickster tale are Coyote and earth monster.
2. The setting at the beginning of the tale is the earth with red rocks and trees but no animals.
3. Coyote ends up inside the earth monster because he thinks he is walking into a canyon with red walls.
4. Coyote gets food for the starving people by giving them pieces of earth monster’s stomach and organs.
5. The storyteller says “Perhaps Coyote should have left Woodtick behind” because Woodtick harms trees.
6. As the story opens, Coyote says he is afraid of the earth monster.
7. When Coyote destroys the earth monster, the people and animals are released from his stomach to live on earth.

Multiple Choice

Write the letter of the correct answer on the line.

8. What does Coyote take in case he meets the earth monster?
   A. rock          C. tree trunk
   B. invisible cloak D. an axe

9. Who or what does Coyote find outside the earth monster’s stomach?
   A. Titmouse      C. more animals
   B. an old woman D. Woodtick

10. Who or what does Coyote accidentally release with the others?
    A. the old woman C. other people
    B. Woodtick      D. other animals
Build Vocabulary: Latin Roots

Many English words have Latin roots. Each word below from the Iroquois Constitution comes from a Latin word. Use a dictionary to find the Latin root of each word. Write the meaning of the word as it is used in the selection. Then use the word in a sentence.

1. confederacy, page 24
   Latin root and meaning: ________________________________
   Definition and sentence: ________________________________

2. disposition, page 24
   Latin root and meaning: ________________________________
   Definition and sentence: ________________________________

3. trivial, page 25
   Latin root and meaning: ________________________________
   Definition and sentence: ________________________________

4. estimation, page 25
   Latin root and meaning: ________________________________
   Definition and sentence: ________________________________

5. deliberation, page 26
   Latin root and meaning: ________________________________
   Definition and sentence: ________________________________
from The Iroquois Constitution, page 24

**Respond to Literature: Double-Entry Notetaking Journal**

Complete the chart by writing lines from the selection that you find important in the left column and giving your response to them in the right column. Tell why you feel these lines are important.

<table>
<thead>
<tr>
<th>Quotation</th>
<th>Page</th>
<th>Reaction</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
from *The Iroquois Constitution*, page 24

**Extend the Learning: Essay on a Great Leader**

The last paragraph of the Iroquois Constitution describes qualities that make up a great leader. List these qualities in the chart below. Then research information about a U.S. leader, past or present, whom you admire. Complete the chart by identifying how this leader demonstrated the traits given for the ideal Iroquois leader. After you complete the chart, write an essay on your own paper about the leader you have chosen. In your essay, use the chart as a source of information and elaborate on how the leader personifies the traits you have identified.

| Traits of an Iroquois Confederacy Lord | Traits of ____________________________  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Name of U.S. Leader)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

1. The alternate name for the Tree of the Long Leaves is
   A. the Tree of the Great Creator.
   B. the Tree of the Great Peace.
   C. the Tree of the Iroquois Nations.
   D. The Tree of the Great White Roots.

2. The eagle placed at the top of the Tree of the Long Leaves is able to
   A. recognize a good leader.
   B. attack enemies of the confederacy.
   C. spot allies of the confederacy.
   D. see evil approaching from afar.

3. How many nations participated in the confederacy?
   A. 3
   B. 8
   C. 5
   D. 20

4. As evidence of his pledge to the confederacy, a candidate lord offered
   A. four strings of shells.
   B. medicinal herbs.
   C. deer antlers.
   D. Great White Roots.

5. Which trait is not mentioned as one that a confederate lord should have?
   A. intelligence
   B. tenderness
   C. patience
   D. firmness

True or False

Write T if the statement is true or F if the statement is false.

6. The sixth nation to later join the confederacy was the Ojibwa.

7. The Iroquois Constitution was written in the Algonquian language.

8. When the members of the confederacy assembled, they thanked the earth.

9. Adodarhoh was an Onondaga man.

10. A new confederate lord was crowned with deer antlers.

11. The Five Great Nations of the Iroquois Confederacy were the Mohawk, Oneida, Onondaga, Cayuga, and Seneca.

12. The smoke of the Council Fire told enemies of the meeting.

13. The strings of shells used as currency were called wampum.
Build Vocabulary: Analogies

A word analogy consists of two word pairs. Each pair has the same relationship. For example, the two words may be synonyms, antonyms, descriptions, a part to the whole, or an item to a category.

To complete each analogy below, analyze the relationship of the first word pair. Then choose the word that completes the second pair so it has the same relationship. Example: Cat is to animal as apple is to fruit. The analogy shows items that fit in categories. A cat is a type of an animal and an apple is a type of fruit.

Fill in the blank with the word from the box that correctly completes each analogy.

<table>
<thead>
<tr>
<th>abodes</th>
<th>dauntless</th>
<th>empathy</th>
<th>entreated</th>
</tr>
</thead>
<tbody>
<tr>
<td>feign</td>
<td>maize</td>
<td>mortality</td>
<td>procure</td>
</tr>
<tr>
<td>singular</td>
<td>subsist</td>
<td>successive</td>
<td>ultimate</td>
</tr>
</tbody>
</table>

1. Rapid is to sluggish as ordinary is to __________________________.
2. Carrots are to vegetables as wigwams are to ______________________.
3. Act is to behave as pretend is to ________________________________.
4. Quit is to persist as perish is to ______________________________.
5. Artist is to creative as hero is to ______________________________.
6. Famished is to hungry as begged is to ____________________________.
7. Mistake is to fallibility as death is to __________________________.
8. Biased is to partial as consecutive is to _________________________.
9. Room is to house as kernel is to ________________________________.
10. Sense is to sight as emotion is to ______________________________.
11. Free is to liberate as attain is to ______________________________.
12. Near is to distant as first is to ________________________________.
A Journey through Texas, page 28

Analyze Literature: Character

When you read a first-person narrative, you can identify character traits that the narrator possesses. You can make inferences about the character traits based on what the narrator says and does.

Complete the following chart by identifying what Cabeza de Vaca says or does and telling what character traits of de Vaca the words or actions reveal. Then use the chart to help answer the questions below the chart.

<table>
<thead>
<tr>
<th>What Cabeza de Vaca Says or Does</th>
<th>Character Traits Revealed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. What was Cabeza de Vaca’s most admirable trait? What was his least admirable trait? Explain.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

2. In your opinion, what character traits of Cabeza de Vaca were typical of fifteenth-century European explorers?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
A Journey through Texas, page 28

Selection Quiz

Fill in the Blank

Write the word or phrase from the box that best completes each sentence.

<table>
<thead>
<tr>
<th>before</th>
<th>blankets</th>
<th>cows</th>
<th>deaths</th>
</tr>
</thead>
<tbody>
<tr>
<td>fearful</td>
<td>maize</td>
<td>sunset</td>
<td>women</td>
</tr>
</tbody>
</table>

1. The route of Cabeza de Vaca and his party is toward the ________________________.

2. The Indians guiding Cabeza de Vaca’s party become afraid because of the ________________________ of eight Indians.

3. Cabeza de Vaca is surprised because the Indians show grief only ________________________ their family members die.

4. The main foods eaten by the Indians and explorers are beans, squash, and ________________________.

5. Cabeza de Vaca calls the “liveliest and most capable” people he meets the “people of the ________________________.”

6. Although most of the Indians have little food to give the explorers, they give them plenty of ________________________.

7. Two ________________________ were sent ahead to warn other Native Americans of the explorers’ coming because women could trade anywhere.

8. The attitude of Cabeza de Vaca’s Native American guides is ________________________.

True or False

Write T if the statement is true or F if the statement is false.

_____ 9. These people do not raise maize because they do not have enough arable soil.

_____ 10. At one point, the explorers have nothing to eat but chacan, an inedible root.

_____ 11. These Indians cook their food in a gourd filled with water heated by hot stones.

_____ 12. The explorers finally reach the Gulf of Mexico, which they call the South Sea.
Build Vocabulary: Context Clues

If you encounter an unfamiliar word in your reading, you can often figure out the meaning of the word by using context clues. For example, sometimes a word is defined by restating its meaning in different words. Sometimes the meaning of a word appears after the word, enclosed in commas or parentheses. Sometimes examples of a term are provided.

Use context clues to figure out the meaning of the following words from "The General History of Virginia" and "Of Plymouth Plantation." For each word, write a definition in your own words. Use a dictionary to confirm your definition. Then, use the word in a sentence.

1. pilfer (page 36) ________________________________________________________________

2. gluttony (page 36) ______________________________________________________________

3. extremity (page 36) _____________________________________________________________

4. conceit (page 36) _______________________________________________________________

5. ensue (page 37) ________________________________________________________________

6. entreaty (page 38) ______________________________________________________________

7. doleful (page 39) _______________________________________________________________

8. mollify (page 39) _______________________________________________________________
Connecting with Literature: Focus on Colonial Experiences

Use the following chart to compare the experiences of the people in the selections from *The General History of Virginia* and *Of Plymouth Plantation*. Write details that occur in only one of the texts in the correct column. Write details that are common to both texts in the center column. Focus on the hardships experienced by the people and how they overcame them. Then use the chart to help answer the questions below the chart.

<table>
<thead>
<tr>
<th>from The General History of Virginia</th>
<th>Both</th>
<th>from Of Plymouth Plantation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(example) poor leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. How are the people in the two selections similar and different in the ways they overcome their hardships?

_____________________________________________________________________________
_____________________________________________________________________________

2. Given William Bradford’s account, how do you think the Plymouth settlers will handle the types of hardships faced by the Jamestown settlers once they land? Will they be more successful than the Jamestown settlers?

_____________________________________________________________________________
_____________________________________________________________________________
Extend Learning: Style

The style of a literary work is based on many elements, including word choice, sentence length and structure, and figurative language. Texts written long ago may have a challenging style because of unfamiliar words or words used differently than today. Also, literature written in seventeenth- and eighteenth-century styles often included many long sentences with complex word order.

Paraphrase the following passages from The General History of Virginia. When you paraphrase a passage, you state it in your own words. First, replace archaic words with words that are easily understood today. Next, study the grammar of a passage. You may wish to divide a long sentence into two or three smaller sentences. Then rearrange its syntax, or word order, so that it makes sense. For example, put subjects and verbs together in normal sentence order.

1. With this lodging and diet, our extreme toil in bearing and planting palisades so strained and bruised us and our continual labor in the extremity of the heat had so weakened us, as were cause sufficient to have made us as miserable in our native country or any other place in the world.

2. Fifty in this time we buried: the rest seeing the President’s projects to escape these miseries in his pinnace by flight (who all this time had neither felt want nor sickness) so moved our dead spirits as we deposed him and established Radcliffe in his place.
from The General History of Virginia / from Of Plymouth Plantation, page 34

Research Project: Puritan Beliefs

Find out more about the religious and cultural beliefs of the Puritans, some of whom founded Plymouth Colony in 1620. List some of the beliefs below. Then on a separate sheet of paper, write a paragraph discussing how Puritan beliefs may have influenced the culture and government in the American colonies.

Religious Beliefs

1. _____________________________________________________________________________
   ______________________________________________________________________________

2. _____________________________________________________________________________
   ______________________________________________________________________________

3. _____________________________________________________________________________
   ______________________________________________________________________________

4. _____________________________________________________________________________
   ______________________________________________________________________________

5. _____________________________________________________________________________
   ______________________________________________________________________________

Cultural Beliefs

1. _____________________________________________________________________________
   ______________________________________________________________________________

2. _____________________________________________________________________________
   ______________________________________________________________________________

Write a paragraph on a separate sheet of paper. Use the information you recorded as evidence to support your ideas.
Selection Quiz

Part 1: from The General History of Virginia

Multiple Choice

Write the letter of the correct answer on the line.

1. The Native Americans helped the colonists survive the first winter by
   A. helping them plant corn. C. giving them warm clothing.
   B. showing them how to build homes. D. bringing them food.

2. What did Smith give to Opechancanough, the King of Pamunkee?
   A. a compass C. a raccoon robe
   B. a cannon D. beads

3. What did Smith do when some colonists prepared to return to England with the ships?
   A. wished them a good voyage C. threatened to sink the ships
   B. offered them money to stay D. held a meeting to dissuade them

Part 2: from Of Plymouth Plantation

Fill in the Blank

Fill in the blank with the word or words from the box that best completes each sentence.

Cape Cod    Hudson    providence    rope    storms

4. When the “haughty” seaman became ill and died, William Bradford considered
   it an example of God’s _____________________.

5. One of the ship’s main beams was cracked by _________________________.

6. The young man who fell overboard was saved by holding onto a(n)
   _________________________.

7. The Pilgrims’ first choice of a landing spot was near the ____________________ River.

8. The place the Pilgrims actually landed was _________________________.

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To My Dear and Loving Husband, page 46

Build Vocabulary: Etymology

The etymology of a word is the history of its development and its language of origin. Use a dictionary to find the etymology of the following words from “To My Dear and Loving Husband.” For each word, write the language of origin, the root word, and its meaning. Then use the English word in a sentence of your own, and answer the question.

1. recompense—Language of origin, root, and meaning:

_____________________________________________________________________________

Sentence: _____________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

What is another word with the same root?

_____________________________________________________________________________

2. manifold—Language of origin, root, and meaning:

_____________________________________________________________________________

Sentence: _____________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Does manifold come from the same root as manifest? Explain.

_____________________________________________________________________________

3. persevere—Language of origin, root, and meaning:

_____________________________________________________________________________

Sentence: _____________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Does persevere come from the same root as severance? Explain.

_____________________________________________________________________________
**To My Dear and Loving Husband**, page 46

**Analyze Literature: Meter, Rhythm, and Sound Devices**

*Rhythm* in a poem is created by the *meter*, which is based on the number of stressed syllables in a line. The following chart illustrates the types of *feet*, or syllable patterns, that may be used by a poet:

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>iambic</td>
<td>unstressed, stressed</td>
<td>rely</td>
</tr>
<tr>
<td>trochaic</td>
<td>stressed, unstressed</td>
<td>jack et</td>
</tr>
<tr>
<td>anapestic</td>
<td>two unstressed, one stressed</td>
<td>ab so lute</td>
</tr>
<tr>
<td>dactylic</td>
<td>one stressed, two unstressed</td>
<td>par ti cle</td>
</tr>
<tr>
<td>spondaic</td>
<td>two stressed</td>
<td>home work</td>
</tr>
</tbody>
</table>

We also describe the rhythm of a poem’s line by designating the number of feet in the line:
- monometer (one foot)
- trimeter (three feet)
- pentameter (five feet)
- dimeter (two feet)
- etrameter (four feet)
- hexameter (six feet)

1. Which type of foot is used in “To My Dear and Loving Husband”?

2. How many feet are in each line of the poem?

3. What two words identify the meter of the poem?

4. One sound device used by poets is repetition. Give examples of repetition in the poem.

5. Another sound device is alliteration, the repetition of initial consonant sounds. Give examples of alliteration in the poem.

6. A poem’s rhyme scheme is described by assigning a different letter of the alphabet to each rhyme. What is this poem’s rhyme scheme?
To My Dear and Loving Husband, page 46

**Connecting with Literature: Anne Bradstreet’s Faith**

Some of Anne Bradstreet’s poems seem to contradict the Puritan ideal that women should be silent and modest. Puritans also believed in frequently examining one’s conscience. They emphasized Bible reading and believed God’s true law was found in the Bible. However, Bradstreet often describes finding God in other ways.

Read the following stanzas from Bradstreet’s long poem “Contemplations.” Then answer the questions.

I wist [know] not what to wish, yet sure thought I,
If so much excellence abide below,
How excellent is He that dwells on high,
Whose power and beauty by His works we know?
Sure He is goodness, wisdom, glory, light,
That hath this under world so richly dight [furnished],
More heaven than earth was here, no winter and no night.

Then higher on the glistering Sun I gazed.
Whose beams was shaded by the leafy tree;
The more I looked, the more I grew amazed,
And softly said, “What glory’s like to thee?”
Soul of this world, this universe’s eye,
No wonder some made thee a deity;
Had I not better known, alas, the same had I.

1. Summarize the roots of Bradstreet’s faith in God as described in the first stanza above. Use specific examples from the poem to support your summary.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

2. What does Bradstreet contemplate in the second stanza above? Summarize the philosophy she describes as she contemplates it.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
To My Dear and Loving Husband, page 46

Selection Quiz

Fill in the Blank

Write the word or phrase from the box that best completes each sentence.

East   gold   rivers   women

1. The speaker says she values her husband’s love more than mines of __________________________.
2. The speaker compares her love to riches from the __________________________.
3. The speaker calls for other __________________________ to compare their love to hers.
4. The speaker says that her love for her husband cannot be “quenched” by __________________________.

Multiple Choice

Write the letter of the correct answer on the line.

_____  5. An attitude or emotion the speaker communicates is
   A. arrogance.  C. resignation.  
   B. joy.  D. humor.

_____  6. From the poem’s diction, you can infer that the speaker and her husband
   A. have enjoyed much material wealth.  C. have found life easy because of their love.
   B. have persisted through difficulties.  D. have often been physically separated.

_____  7. The speaker prays that her husband is rewarded by
   A. the heavens.  C. success.
   B. riches.  D. his children’s love.

_____  8. Saying that “when we live no more, we may live ever” is an example of
   A. hyperbole.  C. imagery.
   B. understatement.  D. paradox.
Huswifery, page 50

**Analyze Literature: Poetry**

“Huswifery” is a lyric poem written by Edward Taylor. Think about the poem as you answer the following questions to learn more about “Huswifery.”

1. In literature, a *conceit* is an extended comparison of two extremely dissimilar things. Could the figure of speech in “Huswifery” be considered a conceit? Explain.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

2. What was Edward Taylor’s purpose in the poem? Do you think the spinning wheel image was a good choice to accomplish it? Explain.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

3. What does the poem imply about Puritans’ attitudes toward household tasks? What does it say about their daily lives?

_____________________________________________________________________________
_____________________________________________________________________________

4. To what extent does the speaker accept responsibility for his behavior as opposed to giving all responsibility to God? Explain, giving examples from the poem.

_____________________________________________________________________________
_____________________________________________________________________________

5. In your opinion, would this poem have been an appropriate addition to *The New England Primer* (described on page 52)? Explain.

_____________________________________________________________________________
_____________________________________________________________________________
Analyze Literature: Text-to-Text Connection

Both “Huswifery” and “Sinners in the Hands of an Angry God” provide Puritan perspectives on God and religion. Complete the chart to compare and contrast the two selections. Give examples in the column for each selection. Tell what they have in common in the middle column labeled Both. Then answer the question below the chart.

<table>
<thead>
<tr>
<th></th>
<th>Huswifery</th>
<th>Both</th>
<th>Sinners in the Hands of an Angry God</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figurative Language (identify and give examples)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diction (identify and give examples)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elements of Style (how the selection is written—word choice, sentence structure and length, and recurring features that make it unique)</td>
<td></td>
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<tr>
<td>Tone</td>
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<td></td>
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<tr>
<td>Purpose</td>
<td></td>
<td></td>
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<tr>
<td>Religious Philosophy</td>
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</tbody>
</table>

In your opinion, which work is more successful in accomplishing its purpose? Explain, using information from the chart.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Selection Quiz

Fill in the Blank

Fill in the blank with the word from the box that best completes each sentence.

<table>
<thead>
<tr>
<th>distaff</th>
<th>instrument</th>
<th>spinning wheel</th>
<th>spool</th>
</tr>
</thead>
</table>

1. The speaker asks God to make him or her God’s _________________________.
2. The speaker says his or her soul should be God’s _________________________.
3. The speaker says God’s word should be his ________________________.
4. The speaker thinks of himself as God’s _____________________________.

Multiple Choice

Write the letter of the correct answer on the line.

_____ 5. The main figurative language used in the poem is
   A. metaphor. C. simile.
   B. personification. D. hyperbole.

_____ 6. The title *Huswifery* refers to
   A. spinning cloth. C. wives.
   B. housekeeping. D. sinning.

_____ 7. The speaker mainly sees God as
   A. loving. C. all-powerful.
   B. punishing. D. judgmental.

_____ 8. The speaker’s attitude toward God is
   A. angry. C. confused.
   B. humble. D. questioning.

_____ 9. The poem is addressed to God as a
   A. complaint. C. prayer.
   B. plea. D. hymn.

_____ 10. The poet’s purpose is using the metaphor of a spinning wheel is probably to
   A. compare it to the spinning of the earth. C. elevate everyday tasks to the divine.
   B. explain the Puritan idea of salvation. D. show that women’s work is important.
**Build Vocabulary: Synonyms and Antonyms**

_Synonyms_ are words that have the same meaning or a similar meaning. _Antonyms_ are words with opposite meanings. Write a synonym and an antonym for each underlined word from the selection. You may use a dictionary or thesaurus if you need help. Then use the underlined word in a sentence of your own.

1. Edwards flourished in the _rigorous_ academic setting and devoted himself to the study of theology. (page 54)
   - Synonym: _____________________  Antonym: _____________________
   - Sentence: _____________________________________________________________________

2. “… your own care and _prudence_… and all your righteousness, would have no more influence to uphold you and keep you out of hell, than a spider’s web would have to stop a fallen rock.” (page 56)
   - Synonym: _____________________  Antonym: _____________________
   - Sentence: _____________________________________________________________________

3. “There are black clouds of God’s _wrath_ now hanging directly over your heads…” (page 56)
   - Synonym: _____________________  Antonym: _____________________
   - Sentence: _____________________________________________________________________

4. “The God that holds you over the pit of hell, much as one holds a spider or some _loathsome_ insect over the fire…” (page 57)
   - Synonym: _____________________  Antonym: _____________________
   - Sentence: _____________________________________________________________________

5. “The God that holds you over the pit of hell,… _abhors_ you, and is dreadfully provoked.” (page 57)
   - Synonym: _____________________  Antonym: _____________________
   - Sentence: _____________________________________________________________________

6. “He is of purer eyes than to bear to have you in His sight; you are ten thousand times more abominable in His eyes than the most hateful _venomous_ serpent is in ours.” (page 57)
   - Synonym: _____________________  Antonym: _____________________
   - Sentence: _____________________________________________________________________
from Sinners in the Hands of an Angry God, page 54

Analyze Literature: Analogy and Metaphor

An analogy is a detailed comparison that uses a known thing or idea to explain something unknown. A metaphor is an implied comparison between two unlike things. Complete each sentence below with an analogy or metaphor of your own that expresses the views of Jonathan Edwards. Then write an analogy or metaphor that expresses your own view of God and of people.

Edwards’s View:

1. (God’s treatment of people) God is
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________

2. (People’s position in relation to God) People are
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________

My View:

3. (God’s treatment of people) God is
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________

4. (People’s position in relation to God) People are
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
from Sinners in the Hands of an Angry God, page 54

Build Background: Edwards’s Views of God and People

In his sermon, Edwards creates a picture of the character of God and the character of people. Complete the following concept webs to show these traits. Then answer the questions.

1. Is Edwards’s view of God mainly similar or mainly different from that of a religion or religions with which you are familiar? Explain.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

2. What feelings does Edwards hope to instill in his listeners in describing the nature of people as he does? What other feelings might he be instilling?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
from Sinners in the Hands of an Angry God, page 54

Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

_____ 1. According to Edwards, what do people think keeps them out of hell?
   A. their health
   B. their righteousness
   C. God
   D. their faith

_____ 2. According to Edwards, the earth would not bear people for one moment if it were not for
   A. the sovereign pleasure of God.
   B. their good treatment of the earth.
   C. their great intelligence.
   D. their knowledge of right and wrong.

_____ 3. According to Edwards, what is pointed at the hearts of his parishioners?
   A. a hateful venomous serpent
   B. fire from a great furnace of wrath
   C. black clouds of God’s wrath
   D. the arrow on the bow of God’s wrath

_____ 4. Edwards says that the parishioners did not go to hell last night because
   A. their faith saved them.
   B. God’s hand held them up.
   C. Good fortune shone on them.
   D. God’s love prevented it.

_____ 5. According to Edwards, what is God’s feeling toward people?
   A. forgiveness
   B. unquestioning love
   C. wrath
   D. disappointment

_____ 6. According to the last paragraph of the sermon, what can people do to get God to spare
   them?
   A. pray
   B. beg forgiveness
   C. help others
   D. nothing
from The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African Written by Himself, page 62

Build Vocabulary: Adjectives Describing People

The selection from The Interesting Narrative of the Life of Olaudah Equiano includes many adjectives that describe human beings. Write a synonym for each adjective below. Find the most precise synonym you can. Remember, a synonym is a word that has the same or almost the same meaning as another word. You may use a dictionary to help identify synonyms. Then use each selection word in a context sentence that makes the word’s meaning clear.

1. wanton _______________________ ____________________________________________
   _______________________________________________________________________

2. impertinent _______________________ _________________________________________
   _______________________________________________________________________

3. prodigal _______________________ ____________________________________________
   _______________________________________________________________________

4. melancholy _______________________ __________________________________________
   _______________________________________________________________________

5. debauched _______________________ __________________________________________
   _______________________________________________________________________

6. avaricious _______________________ ___________________________________________
   _______________________________________________________________________

7. rapacious _______________________ ___________________________________________
   _______________________________________________________________________

8. impious _______________________ ____________________________________________
   _______________________________________________________________________
from The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African Written by Himself, page 62

**Analyze Literature: Fact and Opinion**

A *fact* is a statement that can be proven by direct observation or by consulting a reliable source. An *opinion* expresses an attitude or desire and cannot be proven true or false. Some opinions make a *value judgment*, often by using loaded words, or words with connotations, such as *cruel*. Some opinions are *policy statements*, using words like *should* or *must* to tell how things should be. Some opinions are *predictions*, making statements about the future.

Summarize three facts in *The Interesting Narrative of the Life of Olaudah Equiano*. Then complete the chart by giving examples of the types of opinions found in the narrative. Finally, answer the question below the chart.

**Facts:**
1. _____________________________________________________________________________
2. _____________________________________________________________________________
3. _____________________________________________________________________________

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Value Statement/Loaded Words</th>
<th>Policy Statement (should/must)</th>
<th>Prediction (may, will, would)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<tr>
<td>4</td>
<td></td>
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</tbody>
</table>

What type of opinion does the author use most? Explain why this technique is effective or not.

_________________________________________________________________________________
_________________________________________________________________________________
from The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African Written by Himself, page 62

**Analyze Literature: Character in an Autobiography**

When you read an autobiography, you can infer what the writer is like through his or her words and actions. Complete the chart by telling what Equiano says or does in the identified paragraphs of the excerpt from *The Interesting Narrative of the Life of Olaudah Equiano*. Then write what you can infer about Equiano’s character from the passage. Finally, answer the questions below the chart.

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>What Equiano Does or Says</th>
<th>Character Trait Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<td>3</td>
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<td>4</td>
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</tbody>
</table>

1. What traits of Equiano’s might be caused by the fact that he himself was a slave? How does the fact of his own slavery affect the persuasiveness of his argument?
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

2. What traits indicate why Equiano might have been able to escape slavery?
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

_____ 1. According to Equiano, the punishment in Barbadoes for a man who killed his slave was
   A. death.
   B. life in prison.
   C. a 15-pound fine.
   D. public lashing.

_____ 2. Which of the following does the author not describe?
   A. the permanent separation of slaves from family members
   B. a slave having fish that he caught stolen by white people
   C. gaining his freedom by earning money as a manager
   D. slaves being sold for small sums per pound

_____ 3. The biblical allusion the author uses is
   A. the prodigal son returning to his family home.
   B. God commanding Abraham to sacrifice Isaac.
   C. Adam and Eve in the Garden of Eden.
   D. Moses killing an Egyptian for striking his brother.

Fill in the Blank

Fill in the blank with the word from the box that best completes each of Equiano’s ideas.

<table>
<thead>
<tr>
<th>fear</th>
<th>gall</th>
<th>greed</th>
<th>shame</th>
<th>virtue</th>
<th>war</th>
</tr>
</thead>
</table>

4. __________________ causes men to become slave dealers.

5. Slave-keepers should be struck with ____________________.

6. If slave-owners treated their slaves as men, every cause of ____________________ would be banished.

7. Slave-keepers and slaves live in a state of ____________________.

8. When you make [people] slaves, you deprive them of half their ____________________.

9. The fatality of avarice turns the milk of kindness into ____________________.
On Being Brought from Africa to America / To S. M., a Young African Painter, on Seeing His Works, page 66

Build Vocabulary: Multiple-Meaning Words

Phillis Wheatley uses many words that have a specifically religious meaning as well as a nonreligious meaning. For each underlined word, write a sentence using a meaning different from Wheatley's. Use a dictionary to identify other meanings of the words if necessary.

1. “Twas mercy brought me from the Pagan land”
   __________________________________________________________________________

2. “Once I redemption neither sought nor knew”
   __________________________________________________________________________

3. “…join th’ angelic train”
   __________________________________________________________________________

4. “A new creation rushing on my sight”
   __________________________________________________________________________

5. “Conduct thy footsteps to immortal fame!”
   __________________________________________________________________________

6. “Celestial Salem blooms in endless spring”
   __________________________________________________________________________

7. “Elate thy soul, and raise they wishful eyes”
   __________________________________________________________________________

8. “And there my muse with heavenly transport glow”
   __________________________________________________________________________
On Being Brought from Africa to America / To S. M., a Young African Painter, on Seeing His Works, page 66

**Analyze Literature: Characterization of a Speaker**

You can infer what the speaker of a lyric poem is like based on ideas and emotions expressed in the poem, as well as how they are expressed. Complete the chart by quoting a line and describing something about the speaker’s character and situation in the poems “On Being Brought from Africa to America” and “To S. M., a Young African Painter, on Seeing His Works.” Then answer the question below the chart.

<table>
<thead>
<tr>
<th>Line or Phrase</th>
<th>Inference About Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

In your opinion, what specific aspects of Wheatley’s character were directly affected by her life as a slave? Explain.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
On Being Brought from Africa to America / To S. M., a Young African Painter, on Seeing His Works, page 66

**Analyze Literature: Critiquing Poetry**

When you critique a poem, you evaluate how effectively it communicates an idea or creates a mood or emotion. To critique a poem, examine the use of poetic techniques such as sound devices, figurative language, and imagery as well as its ideas. Answer the questions below to critique Phillis Wheatley’s poems.

1. Evaluate each poem’s use of rhyme, rhythm, alliteration, and repetition. Give examples.

2. Evaluate each poem’s use of figures of speech such as similes, metaphors, personification, and symbolism. Give examples.

3. Evaluate each poem’s use of concrete language to create vivid imagery. Give examples.

4. Do the poems communicate an important idea? Do they create a mood or communicate an emotion that is especially vivid or with which you particularly identify?

5. Write an evaluation of Phillis Wheatley’s poetry. Use your observations above plus other relevant information.
Selection Quiz

Part 1: On Being Brought from Africa to America

Fill in the Blank

Write the word from the box that correctly completes each sentence.

<table>
<thead>
<tr>
<th>mercy</th>
<th>redemption</th>
<th>scorn</th>
</tr>
</thead>
</table>

1. The speaker says she was brought from a Pagan land by _________________.
2. The speaker says some view her race with _________________.
3. Since being brought from a Pagan land, the speaker says she has sought _________________.

Part 2: To S. M., a Young African Painter, on Seeing His Works

Multiple Choice

Write the letter of the correct answer on the line.

_____ 4. A feature for which the speaker praises S. M.’s art is his
   A. creation of lifelike people.  C. original style.
   B. use of natural colors.       D. ability to tell a story through art.

_____ 5. The speaker urges Moorhead to fix his “ardent view” on
   A. biblical stories.         C. splendid cities.
   B. slavery.                D. deathless glories.

_____ 6. The speaker views the artist S. M. as
   A. a muse.                  C. an angel.
   B. a saint.                D. a mythical hero.

_____ 7. The speaker describes S.M.’s life as
   A. “passionate and direct.”  C. “thoughtful and idealistic.”
   B. “calm and serene.”       D. “original and unique.”

_____ 8. The description of the “rising radiance of Aurora’s eyes” is
   A. an allusion.            C. a simile.
   B. a hyperbole.           D. a symbol.
Build Vocabulary: Suffixes

A suffix is a word part added to the end of a word to change its meaning or part of speech. Here are some common suffixes and their meanings:

- **-ive** that performs or tends toward an action
- **-ate** cause to become; marked by having
- **-ence (-ance)** action or process; quality or state

Define each selection word below in your own words by applying the definition of its suffix to the meaning of its base word. You may need to look up the meanings of base words. Then use each word in a sentence.

1. differences (page 73)  Definition: _________________________________________________  Sentence:  _____________________________________________________________________
2. excessive (page 77)  Definition: _________________________________________________  Sentence:  _____________________________________________________________________
3. indulgence (page 73)  Definition: _________________________________________________  Sentence:  _____________________________________________________________________
4. passionate (page 73)  Definition: _________________________________________________  Sentence:  _____________________________________________________________________

5. Add one of the above suffixes to the selection word evade. Explain how the suffix changes the word’s meaning. Then use the new word in a sentence.

   New Word: ___________________________________________________________________
   Definition:  __________________________________________________________________
   Sentence:  _____________________________________________________________________
from The Autobiography of Benjamin Franklin / from Poor Richard’s Almanack / Ben Franklin: Scientist and Inventor, page 71

**Analyze Literature: Character in an Autobiography**

In an *autobiography*, an author generally does not directly describe his or her own character traits. Readers must make inferences about the author’s character based on the writer’s words and actions. Use the chart to summarize important passages in *The Autobiography of Benjamin Franklin* and *Poor Richard’s Almanack*. Then write what you can infer about Franklin’s character from the passages. Finally, answer the questions below the chart.

<table>
<thead>
<tr>
<th>Text</th>
<th>Inference</th>
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</table>

1. Which trait or traits illustrated in Franklin’s autobiography might have been responsible for his successes in later life?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

2. Is it possible to gain understanding of Franklin through his aphorisms, or is his relationship with these writings more comparable to that of a writer of fiction? Explain.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Connecting with Literature: Franklin’s Accomplishments

Read the information about some of Benjamin Franklin’s important accomplishments. Then complete the time line by writing important dates and events in Franklin’s life. Use information from the Author Focus, Before Reading, the *Autobiography*, and the informational text “Ben Franklin: Scientist and Inventor” on pages 70–74 and 76–77 of your textbook, as well as the text below. Finally, answer the question.

Benjamin Franklin never ran for public office. However, his participation in public affairs ensured his influence on early American history. When war broke out against the French and Indians in 1754, Franklin proposed a Plan of Union to bind the colonies together. The plan was not ratified. Beginning in 1757, Franklin spent most of 15 years in Great Britain. Although he did not have an official title, he represented the American point of view to the British government. In 1766, he appeared before the House of Commons and succeeded in having the Stamp Act—which called for taxation of Americans without representation—repealed. At the Second Continental Congress in 1775, Franklin again raised his Plan of Union from 1754. It became the foundation of the Articles of Confederation. The Congress appointed Franklin postmaster general. Soon, he helped write, and signed, the Declaration of Independence. In the same year, he was sent to France and successfully won French support for the Revolution against Britain. In 1778, he helped draft the Treaty of Paris, which ended the war. From 1785 to 1787, Franklin served as head of Pennsylvania’s state government. In 1787, as the oldest delegate at the Constitutional Convention, Franklin helped settle disputes that threatened to derail the meeting. Also three years before his death, Franklin became president of America’s first anti-slavery organization.

**Time Line: Benjamin Franklin’s Accomplishments**

1. 1754: Proposed a Plan of Union
2. 1766: Succeeded in having the Stamp Act repealed
3. 1775: Raised the Plan of Union at the Second Continental Congress
4. 1778: Helped draft the Treaty of Paris
5. 1785-1787: Head of Pennsylvania’s state government
6. 1787: Helped settle disputes at the Constitutional Convention
7. 1788: Became president of America’s first anti-slavery organization

**Writing Prompt**

What was Benjamin Franklin’s greatest accomplishment? On another sheet of paper, write a paragraph answering this question. Use details and examples to support your opinion.
Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

_____ 1. What kind of business did Benjamin’s brother run?
   A. retail  C. blacksmith
   B. law office  D. newspaper

_____ 2. Benjamin was first employed by his brother to
   A. consult with clients.  C. manage the business.
   B. deliver products to customers.  D. perform physical labor.

_____ 3. When Benjamin and his brother took their arguments to their father, what did their father generally do?
   A. side with Benjamin  C. point out the faults of both
   B. side with his brother  D. refuse to get involved

_____ 4. What caused James Franklin to be sent to jail for one month?
   A. offending the Assembly  C. protesting the government
   B. disturbing the peace  D. hunting out of season

_____ 5. Franklin submitted his first writings anonymously because
   A. they criticized the British government.  C. he knew the newspaper editors disliked him.
   B. he was too shy to accept credit.  D. he was young and doubted being taken seriously.

Matching

Match the beginning of each aphorism in the left-hand column with its correct ending in the right-hand column.

_____ 6. He that falls in love with himself
   A. she will surely rap your knuckles.

_____ 7. If you will not hear reason,
   B. he would double his troubles.

_____ 8. If you would not be forgotten as soon as you are dead,
   C. will neither trample on a worm nor sneak to an emperor.

_____ 9. If a man could have half his wishes,
   D. shall have no rivals.

_____ 10. A truly great man
   E. either write things worth reading or do things worth writing.
Build Vocabulary: Word Analogies

A word analogy consists of two word pairs. Each pair has the same relationship. For example, the words in a pair may be synonyms, antonyms, descriptions, a part to the whole, or an item to a category. To complete an analogy, analyze the relationship of the first word pair. Then choose the word that completes the second pair so it has the same relationship.

Fill in the blank with the word from the box that correctly completes each analogy.

array avert beseech effectual formidable
inestimable insidious inviolate martial remonstrate
solace subjugation submission temporal

1. Suppose is to presume as oppose is to _________________________.
2. Love is to hatred as freedom is to _________________________.
3. Marriage is to matrimonial as war is to _________________________.
4. Misleading is to deceptive as treacherous is to _________________________.
5. Converse is to discuss as avoid is to _________________________.
6. Fight is to exertion as surrender is to _________________________.
7. Solemn is to lighthearted as broken is to _________________________.
8. Exact is to precise as valuable is to _________________________.
9. Floundering is to incapable as working is to _________________________.
10. Ordinary is to excellent as weak is to _________________________.
11. Fate is to fatal as time is to _________________________.
12. Grief is to sorrow as consolation is to _________________________.
13. Refuse is to deny as implore is to _________________________.
14. Hide is to display as conceal is to _________________________.
Speech in the Virginia Convention, page 80

**Analyze Literature: Analogy and Metaphor**

An analogy is a detailed comparison that uses a known thing or idea to explain something unknown. A metaphor is an implied comparison between two unlike things. Analogies and metaphors can be useful rhetorical devices. For example, Patrick Henry says that navies and armies have been sent from Great Britain “to bind and rivet upon us those chains which the British ministry have been so long forging.” Putting chains on Americans is a metaphor for taking away their freedom and independence through unfair laws.

In the chart below, quote an analogy or metaphor in each paragraph listed. Then summarize its literal meaning. Finally, answer the question below the chart.

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Analogy or Metaphor</th>
<th>Literal Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What effect do the figures of speech have on the speech? Explain.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

68 AMERICAN TRADITION, UNIT 1
Speech in the Virginia Convention, page 80

**Analyze Literature: Style and Tone**

Answer the questions below to help define the style and tone of Patrick Henry’s speech.

1. Which word best characterizes Henry’s diction, or word choice: slangy, casual, formal, everyday, stiff? Write five words from the speech that support your characterization.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

2. Does Henry mainly use long sentences or short sentences? Explain, giving examples.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

3. Does Henry mainly use declarative, interrogative, exclamatory, or imperative sentences? Explain, giving examples.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

4. Describe and give examples of Henry’s use of rhetorical questions and of parallel structures (emphasizing the equal value of two or more ideas by expressing them in the same grammatical form). What effect do they have?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

5. Describe the tone of Henry’s speech. Explain how its style helps create this tone.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Speech in the Virginia Convention, page 80

Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

_____ 1. Patrick Henry says he knows no way to judge the future except by
   A. newspapers.
   B. Britain’s actions.
   C. the Bible.
   D. the past.

_____ 2. Henry says that British fleets and armies are a sign of
   A. reconciliation.
   B. subjugation.
   C. esteem.
   D. protest.

_____ 3. Which action is not mentioned as one the Americans have tried in its argument with
   Britain?
   A. petitioning
   B. begging
   C. violence
   D. demonstrations

True or False

Write T if the statement is true or F if the statement is false.

_____ 4. According to Henry, the colonies had been trying to negotiate peacefully with the British
   for ten years.

_____ 5. Henry believes a war is inevitable.

_____ 6. Henry says his beliefs are guided by intuition.

_____ 7. According to Henry, there is still hope for peace with Great Britain.

_____ 8. Henry thinks illusions of hope are like the song of a siren.

_____ 9. Henry considers subjugation by Great Britain the same as slavery.

_____ 10. Henry says that if America is subjugated by Great Britain, he would prefer exile.
Build Vocabulary: Etymology

The etymology of a word is the history of its development, including its language of origin. Many English words come from Latin and Greek roots. Others have more unusual histories. Use a dictionary to find the etymology of each of the following words from Common Sense and The Crisis, No. 1. Then write a brief summary of the word history in sentence form. Include the language of origin, the original word, and the original meaning.

1. galvanized
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

2. morale
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. lofty
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. ardent
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

5. contend
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

6. agenda
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Analyze Literature: Rhetorical Devices

Persuasive writers and speakers often use rhetorical devices: techniques used to achieve a particular effect on the audience. Use the chart to give examples of rhetorical devices used by Thomas Paine in “Common Sense” and “The Crisis.” Then answer the question below the chart.

<table>
<thead>
<tr>
<th>Rhetorical Device</th>
<th>Common Sense</th>
<th>The Crisis, No. 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repetition (repeated words and phrases)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metaphor / Simile (figure of speech in which one thing is written about as if it were another / comparison of two seemingly unlike things using the word like or as)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analogy (extended comparison of two things that are alike in some ways but otherwise quite different)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diction (word choice—use of loaded words or words that suggest a set of ideas or emotional associations)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In your opinion, which rhetorical device or devices in Paine’s essays are most persuasive? Explain.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
Analyze Literature: Tone and Style

Answer the following questions about the tone and style of “The Crisis, No. 1.”

1. One reason Thomas Paine’s writings influenced attitudes before the Revolution was his simple style that could be understood by most people. Describe and give examples of three elements of “The Crisis, No. 1” that create a simple style. Then explain why the style is appropriate to his purpose or not.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

2. George Washington read the pamphlet aloud to his troops. Choose one paragraph or passage that you would have chosen to most influence the soldiers. Explain your choice.
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

3. John Adams disagreed with what he called Paine’s “radical democracy.” Do you agree with Adams’s assessment? Give examples from the pamphlet that Adams may have felt communicated a “radical democracy.”
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

from Common Sense / from The Crisis, No. 1, page 86
from Common Sense / from The Crisis, No. 1, page 86

**Selection Quiz**

**True or False**

Write T if the statement is true or F if the statement is false.

_____ 1. In “Common Sense,” Paine says that it is too late to debate the struggle between England and America.

_____ 2. Paine fears that if America does not form its own constitution, a tyrannical leader will take over the country.

_____ 3. In “The Crisis, No. 1,” Paine states that belief in God has nothing to do with America’s fight with Great Britain.

_____ 4. Paine compares the King of Britain to the head of a French fleet.

_____ 5. Paine says that a Joan of Arc would not be helpful in America.

_____ 6. Paine says that a panic in a country can be beneficial.

_____ 7. Paine thinks that Americans who will not take action against Britain are cowards.

**Fill in the Blank**

Fill in the blank with the word from the box that completes each of Thomas Paine’s statements.

<table>
<thead>
<tr>
<th>dearness</th>
<th>hell</th>
<th>patriot</th>
<th>slavery</th>
<th>souls</th>
<th>triumph</th>
</tr>
</thead>
</table>

8. “These are the times that try men’s _______________________."

9. “The summer soldier and the sunshine ______________________ will, in this crisis, shrink from service of their county.…”

10. “The harder the conflict, the more glorious the _______________________.”

11. “Tyranny, like _______________________, is not easily conquered.”

12. “What we obtain too cheap, we ______________________ too lightly; it is ______________________ that gives everything its value.”

13. “If being bound in that manner is not _______________________, then there is not such a thing…upon earth.”
Build Vocabulary: Base Words, Prefixes, and Suffixes

Use a dictionary to find the base word, prefix, and/or suffix of each word below. Complete the chart by first writing the base word, naming its origin, and giving the meaning of the word origin. Then identify any prefixes and their meanings and suffixes and their meanings. Finally, in column 1 of the chart, define the word in your own words based on your definitions of its parts.

<table>
<thead>
<tr>
<th>Word and Its Meaning</th>
<th>Base Word, Language of Origin, and Meaning</th>
<th>Prefix and Meaning</th>
<th>Suffix and Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. usurpation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. inestimable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. redress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. magnanimity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. annihilation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. jurisdiction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. disavow</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Declaration of Independence / Bill of Rights, page 93

Analyze Literature: Diction and Persuasive Language

Answer the questions below to learn more about the language of the Declaration of Independence.

1. Name at least eight words with positive connotations in the part of paragraph 2 on page 93. How do these words help the authors accomplish the purpose of the first two paragraphs of the Declaration?

_____________________________________________________________________________
_____________________________________________________________________________

2. “He has refused to pass other laws for the accommodation of large districts of people, unless these people would relinquish the right of representation in the legislature—a right inestimable to them, and formidable to tyrants only.”

Underline words in the passage above for which the meaning could have been communicated with simpler words. Then write a simpler synonym for each underlined word.

_____________________________________________________________________________
_____________________________________________________________________________

3. Which word in the passage above could be considered a “loaded word”? Explain how it helps accomplish the authors’ purpose.

_____________________________________________________________________________
_____________________________________________________________________________

4. List five verbs the authors use to describe the actions of King George III. Then list four verbs the authors use to describe the actions of the colonists in the next-to-last paragraph. How do the two groups of verbs differ?

_____________________________________________________________________________
_____________________________________________________________________________


_____________________________________________________________________________
Declaration of Independence / Bill of Rights, page 93

Connecting with Literature: Elaborating with Examples

One way writers make abstract ideas clear to readers is by elaborating with examples. Choose four of the amendments in the Bill Rights. Write an example that includes several details to illustrate each amendment. You may describe something that has actually happened or make up your own example.

Example:
Amendment 1
During the Vietnam War large groups of people assembled to protest the war, singing, chanting, marching, displaying signs, and listening to speeches. The government could not stop these protest rallies even though it disagreed with the protesters’ point of view, as long as the protests were “peaceable.”

Amendment ____
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Amendment _____
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Amendment _____
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Amendment _____
Connecting with Literature: Founders

Just as Thomas Jefferson is often considered the author of the Declaration of Independence, James Madison is given much credit for creating the United States Constitution. These two founders of the nation became allies in many issues of the day. Research Jefferson and Madison.

Complete the following charts by adding information about each founder in the appropriate column. Use the last chart for the final entry, describing issues and accomplishments that the two men had in common.

<table>
<thead>
<tr>
<th></th>
<th>Thomas Jefferson</th>
<th>James Madison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presidency</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(order and dates)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Major accomplishments of presidency</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Contribution to the Declaration of Independence or the Constitution</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Jefferson and Madison</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Common issues and accomplishments of Jefferson and Madison</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Selection Quiz

Part 1: Declaration of Independence

Multiple Choice

Write the letter of the correct answer on the line.

1. According to the Declaration, what right does a people have when subjected to “absolute despotism” by a government?
   A. to protest peaceably
   B. to throw off the government
   C. to institute economic sanctions
   D. to make changes in the government

2. According to the Declaration, governments derive their power from
   A. God.
   B. the king.
   C. history.
   D. the people.

3. The Declaration contains a long list of complaints against
   A. the American colonists.
   B. the British Parliament.
   C. King George III.
   D. monarchies.

4. How does the Declaration say the colonies have behaved in their attempts to reason with the British government?
   A. angrily
   B. humbly
   C. magnanimously
   D. proudly

Part 2: Bill of Rights

Fill in the Blank

Fill in the blank with the word from the box that best completes each sentence.

<table>
<thead>
<tr>
<th>militia</th>
<th>soldiers</th>
<th>speech</th>
</tr>
</thead>
</table>

5. The First Amendment says that Congress cannot abridge the freedom of press or ____________________

6. The Second Amendment says that a well-regulated ________________ is necessary for the security of a free State.

7. The Third Amendment says that ________________ cannot be quartered in a house without the consent of the owner.
Letter to John Adams, page 101

Build Vocabulary: Word Facts

Use a dictionary to find information to help answer each question with one of the words from the box. The information may be included in the definitions or the etymologies. Then write a sentence of your own for each of the words.

- acquiescing, page 101
- alleviate, page 103
- arbitrary, page 102
- invective, page 101
- lethargy, page 101
- ruminating, page 101

1. Which word is a synonym for vituperation and abuse?

_____________________________________________________________________________

2. Which word comes from a Sanskrit word for “act of chewing the cud”?

_____________________________________________________________________________

3. Which word comes from the Latin word for light?

_____________________________________________________________________________

4. Which word comes from the name of a mythical river in Hades whose waters cause drinkers to forget their past?

_____________________________________________________________________________

5. Which word has a negative connotation of “submitting passively”?

_____________________________________________________________________________

6. Which word comes from the Latin word for “render judgment”?

_____________________________________________________________________________

7. Use each word in the box in a sentence of your own.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________
Connecting with Literature: Research John Adams

John Adams is often ranked among the top ten or fifteen best presidents by historians. Research information about John Adams. Use the information to answer the questions below.

1. How did Adams contribute to the creation of the Declaration of Independence?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

2. When and for whom did Adams serve as vice president? What did he think of the position? What did he accomplish as vice president?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

3. When Adams was president, the country nearly went to war with France. How did Adams handle the situation? What finally occurred?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

4. Locate a quotation by John Adams that you find meaningful. Explain why you think it is significant.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

5. Some of John Adams’s political rivals referred to his wife Abigail as “Mrs. President.” What does this imply about her role during her husband’s presidency? What details in “Letter to John Adams” support this characterization?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Letter to John Adams, page 101

Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

_____ 1. Abigail Adams says she spends many solitary hours
   A. considering the rights of women.   C. thinking about the new nation.
   B. planning social events.           D. musing about the past and the future.

_____ 2. According to Adams, what is a “secondary god and the first and greatest parent”?
   A. the Bible                      C. nature
   B. marriage                      D. our country

_____ 3. What does Abigail report has recently happened in Boston?
   A. It has burned down.            C. It has been evacuated.
   B. It has become the country’s capital.  D. It has been invaded by the British.

_____ 4. According to Abigail, what happens to a king who “lets his people slip from him”?
   A. He is no longer a king.        C. He is admired.
   B. He is criticized.              D. He is the president of a democracy.

_____ 5. To whom does Abigail claim her husband is not being generous?
   A. her                           C. ladies
   B. her children                  D. his country

True or False

Write T if the statement is true or F if the statement is false.

_____ 6. Abigail Adams says her children need the example of a father constantly before them.

_____ 7. Abigail received letters from John but did not write to him for ten days because she was busy.

_____ 8. Abigail thinks colonial leaders are too slow to act.

_____ 9. Abigail warns John Adams that if women are not offered more liberties, they will rise up.

_____ 10. Abigail looks forward to spending Saturday nights with her friend.
from Letters from an American Farmer, page 104

Build Vocabulary: Latin Root and Prefix

Crèvecoeur uses the word *transitory* to describe the nature of equality in countries other than America (see page 106, column 1, line 9 of your textbook). The word *transitory* has a Latin root. It comes from the Latin word *transitorius*, “of or allowing passage,” from the Latin word *transire*. The prefix *trans-* also comes from Latin, meaning “cross, beyond, or through.”

Use a dictionary to determine whether each word below comes from the Latin root *transire* or the Latin prefix meaning *trans-*. Write *root* or *prefix* beside each word. Then write a definition of the word.

1. transitory _____________________________________________________________________
   Definition: ___________________________________________________________________

2. transcribe _____________________________________________________________________
   Definition: ___________________________________________________________________

3. transition _____________________________________________________________________
   Definition: ___________________________________________________________________

4. transpire _____________________________________________________________________
   Definition: ___________________________________________________________________

5. transitive _____________________________________________________________________
   Definition: ___________________________________________________________________

6. transcend _____________________________________________________________________
   Definition: ___________________________________________________________________

7. transit _______________________________________________________________________
   Definition: ___________________________________________________________________

8. transliterate ___________________________________________________________________
   Definition: ___________________________________________________________________

9. transnational __________________________________________________________________
   Definition: ___________________________________________________________________
Crèvecoeur compares and contrasts American society in the 1770s with European society in the same decade. Use the following chart to list elements he discusses (such as landscape, people, and buildings) and to summarize his descriptions of the two societies.

<table>
<thead>
<tr>
<th>American Society</th>
<th>European Society</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In your own words, summarize the differences that Crèvecoeur sees between American society and European society. How might these differences have contributed to the tension that led to the American Revolution?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
from Letters from an American Farmer, page 104

Analyze Literature: Concrete Language

Concrete language uses words and phrases that specifically name or describe things. Concrete language engages the senses to include sensory details that tell how something looks, sounds, feels, smells or tastes. Abstract language involves words or phrases that cannot be directly perceived by the senses. Abstract terms include ideas, such as national pride (see page 104, paragraph 1).

Crèvecoeur uses concrete language to characterize America and Europe in the 1770s. The concrete language helps the reader visualize the differences in the societies. Identify examples of concrete language from the selection in Part 1 below. Then answer the questions in Part 2.

Part 1: Identify Concrete Language

1. _____________________________________________________________________________
2. _____________________________________________________________________________
3. _____________________________________________________________________________
4. _____________________________________________________________________________
5. _____________________________________________________________________________
6. _____________________________________________________________________________

Part 2: Analyze Concrete Language

7. What general idea of America is Crèvecoeur attempting to create through concrete language? Explain why you think he is or is not effective.

_____________________________________________________________________________
_____________________________________________________________________________

8. Write one additional concrete detail about Europe that would fit with those Crèvecoeur includes in the essay. Refer to the Unit introduction on pages 4–6 of your textbook and to other history sources if you need help thinking of an appropriate detail.

_____________________________________________________________________________
Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

1. Crèvecoeur says that one main feeling an enlightened Englishman would experience on visiting America is
   A. pride.  C. disgust.
   B. jealousy.   D. hope.

2. Crèvecoeur says that as a group, Americans are
   A. law-abiders.  C. cultivators.
   B. entrepreneurs.   D. manufacturers.

3. Crèvecoeur finds the uniformity of American homes
   A. boring  C. amazing.
   B. depressing. D. pleasing.

4. Which is an example of a value statement made by Crèvecoeur in the essay?
   A. “The rich and the poor are not so far removed from each other as in Europe.”
   B. “They are a mixture of English, Scotch, Irish, French, Dutch, Germans and Swedes.”
   C. “We are the most perfect society now existing in the world.”
   D. “We have no princes, for whom we toil, starve, and bleed.”

5. According to Crèvecoeur, which region of America differs from others in where its people come from?
   A. the far West  C. the southern states
   B. the Midwest D. the eastern provinces

Fill in the Blank

Fill in the blank with the word from the box that best completes each sentence.

<table>
<thead>
<tr>
<th>colonies</th>
<th>embryos</th>
<th>lords</th>
<th>power</th>
</tr>
</thead>
</table>

6. An Englishperson might be pleased with the _______________ because they were largely the work of the people of Great Britain.

7. Represented in the colonies were the _______________ of all the arts, sciences, and ingenuity that already flourished in Europe.

8. In Europe, _______________ possess everything.

9. In the colonies, people can respect the government without fearing its _______________.
ANSWER KEY

Origins of the American Tradition Study Guide

Historical Context
1. American literature; 2. American history; 3. World history; 4. BCE–1500s; 5. 1600–1699; 6. 1700–1774; 7. 1775–1800s; 8. before the common era; 9. the common era

1545 CE World History Portuguese merchants begin capturing Africans and transporting them for slave labor
1619 America History Slavery begins when 20 Africans are brought to Jamestown for sale as indentured servants
1754 American History The French and Indian War erupts between England and French colonists over territory disputes
1763 World History The Treaty of Paris cedes Canada to Great Britain
1776 American Literature Thomas Paine argues against British rule in his pamphlet Common Sense; Thomas Jefferson writes the Declaration of Independence
1776 American History The colonies declare independence from Great Britain

Possible answers: 10. The Portuguese established the European slave trade, which resulted in enslaved Africans eventually being sold in the British American colonies.; 11. France lost the French and Indian War, resulting in the loss of Canada to the English.; 12. Paine’s pamphlet argues for independence from Britain, which the Declaration formally declares.

Possible answers:
2. European settlement meant disaster for Native Americans with millions dying and being driven from the ancestral homes.
2. Jamestown settlers establish the plantation system using indentured servants and enslaved Africans.
C 1. The Puritans establish New England theocracies, which leads to the banishment of colonists and new settlements.
2. Pennsylvania, established by William Penn, a devout Quaker, welcomes people of all faiths to the colony.
D 1. Puritan intellectuals embrace the scientific and empirical thinking that emerged in England during the 1660s.
2. The Great Awakening was a religious revival based on experiencing God through feelings as well as intellectually.
E 1. The mid-Atlantic and southern colonies become diversified as people with different home countries and religious beliefs settle in the these regions.
2. Southern colonies develop an agricultural economy relying largely on slave labor.
F 1. The colonists revolt against the power and authority of the British.
2. Winning independence, the new nation adopts the Articles of Confederation and later the Constitution.
Understanding Part 1: Native American Traditions
Possible answers for 1–4. 1. myths; 2. legends; 3. tales; 4. songs; 5. Possible answer: The Native Americans did not have a system of writing. 6. Possible answer: Native Americans lived in a variety of environments from coastal wetlands, to grasslands, to woodlands, and deserts. 7. Possible answer: Some Native Americans were nomadic hunters, and some were more settled farmers. 8. The Native American gods, appreciated animals, plants, and sacred individuals differed. 9. All showed a deep reverence for nature, which they viewed as a spiritual and physical parent. 10. The Iroquois League of Nations had a democratic basis whereas many other tribal groups were more authoritarian.

Applying Part 1: Native American Traditions
The Osage Creation Account: Mother Moon; Father Sun
Song of the Sky Loom: Mother Earth; Father Sky
1. Possible answer: Both sets of parents are from nature. In the myth, the parents are heavenly bodies. In the song, they are Earth and the sky. 2. Possible answer: The Tewa were weavers. The traditional song uses references to weaving and weaving terms to ask for blessings. 3. The Constitution uses references to nature to describe the league and its organization. The Tree of Peace, for example, extends its roots in every direction so that peaceful people can trace the roots and be part of the confederacy. 4. myth; 5. The poem explains how Native Americans came to the Americas.

Understanding Literary Forms: Oral Tradition
1. Oral tradition are narratives handed down through generations by word of mouth.
2. The storyteller must transcribe the spoken words and translate the richness of the language and belief system into the written word. 3. Myth is a traditional story rooted in a particular culture that deals with gods, goddesses, other supernatural beings, and human heroes. A myth embodies religious beliefs and values and explains natural phenomena. Trickster Tale is a story about a character that challenges the established order of things and getting others to do his will. Tribal Song is a form of cultural expression that contains the wisdom of a people compressed in a lyrical performance. 4. narrative a story told in fiction, nonfiction, poetry, or drama usually in the order that events occurred; chronological order: order in which events occur; voice the storyteller’s use of language to reflect the attitude toward the subject; 5. Central idea or perception about life revealed by a literary work; 6. a theme that is presented directly stated theme; a theme that must be inferred implied theme; message about life that people of most cultures can understand universal theme

Applying Literary Forms: Oral Tradition
1. Myth Possible answers: The Osage Creation Account or The Navajo Creation Myth; Trickster Tale Coyote and the Earth Monster; Tribal Song Song of the Sky Loom; 2. Possible answer: Begochiddy returned to Lukatso where the people lived underground. He told the people about the land above ground. He called for the storms to prepare the surface of Earth for the animals and people. The storms blew the water aside and broke the rocks. Then first the animals and then the people went to live on the earth’s surface. 3. The Osage Creation Account Possible answer: Great reverence is given to the elk, which prepares the earth for the people. The myth identifies how nature makes earth a place where the needs of the people are met. The Navajo Creation Myth Possible answer: The myth emphasizes the importance of animals by having the animals precede the people to the earth’s surface. Song of the Sky Loom Possible answer: Natural features such as the beginning and ending of the day, rainbows, and rain are praised as gifts of nature. Prayer to the Pacific Possible answer: The beauty of the different regions is extolled as is the rain that makes the earth soft underfoot.
Coyote and the Earth Monster Possible answer: The tale recognizes the value of the tiniest and even annoying creatures such as the woodtick as the woodtick is pulled from Earth Monster’s mouth. Excerpt from The Iroquois Constitution Possible answer: The Iroquois Constitution uses analogies to nature to describe how other nations can join the confederacy and expresses gratitude for the gifts of nature. 4.a. Excerpt from The Iroquois Constitution; b. The Osage Creation Account, The Navajo Creation Myth; c. The Osage Creation Account, The Navajo Creation Myth, Coyote and the Earth Monster; d. The Osage Creation Account, The Navajo Creation Myth, Song of the Sky Loom, Prayer to the Pacific

Understanding Part 2: Shaping the New World
1. a. to describe the new land and encourage other Europeans to look westward; b. to influence political decision making in the homeland since the government officials were so far away and so unknowledgeable about the Americas; c. to record what was actually occurring for future readers; 2. Reason: Many of the early colonists came to the colonies for religious freedom. Reason: Puritans had strong separatist views. 3. colonial histories, personal diaries, sermons, devotional poems; 4. Possible answers: Alike: are religious groups. Both came to the Americas seeking religious freedom. The Puritans were Separatists who explored personal and public spiritual struggles in their writing. The Quakers espoused religious tolerance and equality and believed in the sacredness of the individual.

Applying Part 2: Shaping the New World
1. Possible answer: c. The descriptions give details that would discourage other explorers and so likely the journal was kept to record what was actually taking place. 2. Possible answer: c. Smith may have wanted to promote himself as a leader, establish his place in history, and also outline the struggles the colonists experienced. 3. Possible answer: c. Bradford may have wanted to record the experiences of the colonists and their abiding faith as they established their colony. 4. Excerpt from Of Plymouth Plantation colonial history; possible answer: William Bradford recounts the Pilgrim’s experience aboard the Mayflower. Huswifery devotional poem; possible answer: The poem’s speaker asks for spiritual completeness through God’s blessings. Excerpt from Sinners in the Hands of an Angry God sermon; possible answer: The sermon explains that is only God’s intervention that saves the souls of the faithful.

Understanding Part 3: The American Revolution
1. as a political revolt against English rule and as a call for the group of colonies to define itself as a nation. 2. a. Publishing was mostly for wealthy people because writers usually had to pay to have their works printed. b. Readers preferred the more sophisticated works of European writers. c. Women and minorities were rarely given an opportunity to write more than letters or journals. d. Published works could easily be pirated because of the lack of copyright protection, so writers were not paid for their work. 3. Possible answer: The founders wanted voters to be informed and educated. 4. The writing is clear and direct, making it easy to read.; 5. Possible answer: They would owe the Revolutionary period writers the foundations of ideas established for the new nation. They would owe them freedom of expression.
Applying Part 3: The American Revolution

1. Alike: Both advocated turning away from Great Britain. Both recognize that agreement with Britain is unlikely. Different: Patrick Henry’s speech was orally presented to the Virginia Convention. He recognized that the British were a formidable power, but because they denied colonists basic freedoms, the colonists had to be ready to fight. Thomas Paine’s pamphlet was a widely distributed printed piece, written to convince colonists that the time for independence had become. It was time for the colonists to establish their own government.
2. Possible answer: The Declaration identifies the reasons for pursuing independence from Great Britain. It also helps establish the national identity with the words “We hold these truths to be self-evident: …” These words state the basic values of the American republic.
3. Abigail Adams’s letter typifies the kind of writing, letter writing, open to women during the time period. It also reflects the Revolutionary period in which it was written. She acknowledges the sacrifices that she and others are making for the cause. Atypically she insists on a voice for women as independence is gained.
4. Possible answer: Abigail Adams’s ideas were not representative of the era. Most women were busy facing the challenges of everyday life. They may have privately thought as Abigail did but did not express their thoughts in writing.

Practice Test
The Osage Creation Account / from The Navajo Creation Myth

Build Vocabulary: Synonyms and Antonyms
1. root; 2. influenced; 3. requested; 4. uncovered; 5. dwelling; 6. spray; 7. self-reliance; 8. dignified; 9. stuck; 10. mineralized; 11. stately; 12. confidence; 13. exposed; 14. clung
15–16. Students’ sentences will vary.

Analyze Literature: Chronology
1. Possible answers:
   • The Wazha’zhe’ wanted to know their origins, so they asked the sun, who explained they were his children.
   • Then the moon told that Wazha’zhe’ that she gave them birth. The Moon told the people they must leave the sky and go to live on Earth.
   • When they arrived at Earth, they found it covered with water. They went to the stately elk and asked for his help.
   • Elk went into the water and began to descend.
   • Elk called to the winds, and they blew away some water. Rock was uncovered and then soft ground.
   • Elk rolled on the soft ground, and his hair clung to it. From elk’s hair came food plants and grasses and trees.
2. Possible answer: After people left the moon to live on Earth, each event had to take place before the next could happen. The myth shows the steps in the process that made Earth habitable for people. 3. Possible answer: The myth explains how water receded exposing the land where people could live and how plants that people could use began to grow on the land. 4. Possible answer: In the myth, Earth is covered completely with water at first. The rocky land may reflect the coastal home of the Osage. Later soft ground where plants could grow is exposed. As the Osage moved from the coastal area, they migrated from the rocky coast to the grasslands and woodlands farther west. 5. The Osage may have farmed beans, corn, potatoes, and turnips. The myth specifically mentioned these food plants, so they must have been important to the Osage.

Analyze Literature: Creation Myths
1. Possible answer: Osage: Earth is covered in water so the people cannot live there. Navajo: Earth is wet and needs to be dried out. 2. Possible answer: Osage: Elk calls for the winds to blow away the water and expose the land. Navajo: People send the storms and winds to Earth to dry out the land and break rocky columns into soil. 3. Possible answer: Osage: Elk prepares Earth as a place where other animals and people can live. Navajo: Badger breaks through the crust of Earth, and other animals come to Earth’s surface before the people. 4. Osage: Plants grow from the hair of the Elk that clung to the fertile soil. Navajo: The bamboo grew on Earth after it was pulled up from below. 5. Possible answer: Both myths explain how the people came to live on Earth. Both explain how water was removed from areas of Earth so people and animals could live there. The myths differ in where the people originally lived and how the earth was prepared for habitation. 6. Possible answer: The myths explain natural phenomena. They also explain how nature makes human survival possible by providing for people’s needs. The myths illustrate Native Americans’ deep respect for nature and direct ties to the land.

Selection Quiz
**Song of the Sky Loom / Prayer to the Pacific**

**Build Vocabulary: Prefixes**
Students’ sentences will vary. 1. memorial—of or relating to memory; immemorial—extending beyond the reach of memory; 2. material—having real importance; immaterial—of no substantial consequence; 3. mutable—capable of being changed; immutable—not capable of change; 4. permeable—capable of being passed through; impermeable—not permitting passage; 5. partial—inclined to favor one party more than the other; impartial—unbiased; treating all equally

**Analyze Literature: Literary Elements**
1. Song: First person plural; Prayer: First person singular; 2. Song: song or hymn; Prayer: prayer; 3. Possible answer: Song: humble, thankful, respectful; Prayer: thoughtful, awed, inquiring; 4. Possible answer: Song: Metaphor: “Weave for us a garment of brightness/ May the warp be the white light of morning…” etc.; Imagery/concrete language: “the red light of evening,” “the standing rainbow,” “where grass is green”; Parallel structure/repetition: “May the fringes be… May the border be…”; Rhythm and line form: even line lengths, regular rhythms in some sets of lines; Prayer: Imagery/concrete language: “yellow-white light of sun,” “wet sand,” “red coral,” “gray sundown sea”; Repetition: “Pale pale,” “sand… wet”/ “wet sand,” “sea turtles”; Text organization: varying line lengths and placement to look like waves; 5. Possible answer: Song: It is essential to thank the Creator and strive to respect the natural resources provided by the Creator. Prayer: We not only respect the creation of our world and our natural resources but our ancestors’ views and myths about them. 6. Possible answer: “Song of the Sky Loom” is a song or hymn. Its even line lengths and rhythms give it a worshipful, reverent tone, appropriate for people to chant or sing in unison in thanksgiving; “Prayer to the Pacific” is a prayer uttered by an individual about a journey. Its tone suggests curiosity as well as awe for nature and respect for the legends of ancestors; 7. Possible answer: The themes are similar in that they both communicate respect and gratitude for nature and the Creator. They are different in that the second poem suggests a more complicated attitude about how the myths and legends of one’s ancestors affect a person’s feelings toward nature and the world.

**Enrich Learning: Research Native American Crafts**
Research topics and reports will vary.

**Selection Quiz**
Coyote and the Earth Monster

Build Vocabulary: Word Origins and Definitions
1. throes; violent pain accompanying death; 2. compression; the act of being squeezed; 3. canyon; a deep cut in rock; 4. skeletal; very thin or emaciated; 5. disgorging; giving out or emitting; 6. cadaverous; like a corpse; 7. pemmican; dried meat mixed with fat; 8. writhed; coiled up; 9. pulsating; producing a throbbing sensation

Analyze Literature: Characterization and Dialogue
1. hungry, antagonist, large, dangerous, dynamic: swallows up anyone; as big as a hill; giant monster; 2. dynamic, confident, clever, protagonist: I’m not afraid of him; jam open mouth with tree trunk; this place is full of food; 3. annoying, static, flat: sucks blood of people and animals; has no dialogue; squashing changed his shape; 4. hungry, afraid; dynamic: Help! I’m starving to death; gulped the food; we are all going to die! 5. Answers will vary. For example, earth monster is the antagonist because he swallows everyone else, keeping them from going to the earth outside. Coyote is the confident protagonist who causes most of the action and saves everyone. Woodtick is a static character, but his presence is somewhat humorous. The Old Woman’s fear and hunger cause her to ask Coyote for help, which in turn causes most of the action. 6. Answers may vary. Examples: Old Woman—gives Coyote important information to move plot; 7. Coyote—shows Coyote’s confidence and slyness; 8. Old Woman—moves plot; 9. Old Woman—shows her character. 10. It provides a voice other than the narrator’s, moves the plot along, and shows the characters.

Analyze Literature: Trickster Tales
1. how people and some animals came to earth; 2. Coyote is clever enough to think ahead and bring tools. He figures out that the people can eat the insides of earth monster. He is able to kill the monster and release the people and animals. He is the hero. 3. Answers will vary. Examples: the fox in “The Gingerbread Man”; the wolf in “Little Red Riding Hood”; Gollum in Lord of the Rings, Aesop’s “The Fox and the Crow”; 4. He’s funny and clever enough to help or to trick people.

Selection Quiz
from the Iroquois Constitution

Build Vocabulary: Latin Roots
Students’ sentences will vary. 1. Latin root and meaning: confoederatus—to unite by a league; Definition: a league for mutual support or common action; 2. Latin root and meaning: disponere—to arrange; Definition: prevailing tendency, mood, or inclination; 3. Latin root and meaning: trivialis—found everywhere; commonplace; Definition: of little worth or importance; 4. Latin root and meaning: aestimatus—to value, estimate; Definition: respect, value; 5. Latin root and meaning: deliberatus—to consider carefully; Definition: discussion and consideration

Respond to Literature: Double-Entry Notetaking Journal
Students’ choices of lines and responses will vary.

Extend Learning: Essay on a Great Leader
Possible answer: Traits of Iroquois leader: thick-skinned, peaceful, firm, tender, patient, unselfish, aware of welfare of present and future generations; Selection and descriptions of leader will vary.

Selection Quiz
A Journey through Texas

Build Vocabulary: Analogies
1. singular; 2. abodes; 3. feign; 4. subsist; 5. dauntless; 6. entreated; 7. mortality; 8. successive; 9. maize; 10. empathy; 11. procure; 12. ultimate

Analyze Literature: Character
Possible answers: What Cabeza de Vaca says and does: Gives orders to Indians; Pushes exploration forward; Gets angry when orders are not followed; Thanks Lord for food and shelter; Describes Indians’ customs in detail; “Our resolution was not shaken by our fear of great starvation” Character Traits: arrogant, overbearing; curious, ambitious; temperamental; religious; interested in others; courageous, determined; 1. Possible answer: Cabeza de Vaca’s least admirable trait is his arrogance toward the Indians, whom he constantly ordered to do his will. His most admirable trait is his curiosity about the world and others or his resoluteness in exploring further despite great hardships. 2. Possible answer: Cabeza de Vaca seems similar to other explorers such as Columbus and Cortés in being highly ambitious, in courageously taking great risks in order to seek unexplored lands, in being arrogant in his treatment of native peoples, in being interested and curious in the lands and peoples, and in being somewhat religious.

Selection Quiz
from The General History of Virginia / from Of Plymouth Plantation

Build Vocabulary: Context Clues
Students’ sentences will vary. Possible answers: 1. to steal; 2. eating too much; 3. terribly bad conditions; 4. idea or opinion; 5. happen later; 6. begging request; 7. sorrowful; 8. have a calming effect

Connect to Literature: Focus on Colonial Experiences
Possible answers: General History of Virginia: hunger—eat grain infested with worms; poor leadership; Indians give them food; taken prisoner by Indians; give Indians gifts. Both—weakness and sickness. Of Plymouth Plantation: storms at sea; damaged ship—they repair it and resolve to proceed carefully; man overboard; 1. Possible answer: The Plymouth settlers seem more thoughtful and responsible. When faced with a crisis, they discuss, investigate, and proceed carefully. The Jamestown settlers make some of their own problems; for example, the President does not share his food with the others. Others, “no better than they should be,” try to frame Smith and escape with the ships. They did not plan as carefully as the Plymouth settlers. 2. Possible answer: The Plymouth settlers seem more equipped to deal with the hardships. They are calm and cooperate with one another. Although they also have a harsh, unfamiliar environment to settle, they seem to have planned more carefully, so perhaps they will avoid some of the mistakes of the Jamestown settlers.

Extend Learning: Style
Possible answers: 1. In addition to having poor food and shelter, we worked very hard building in the heat and became weak. With these difficulties, we would have been miserable anywhere. 2. Fifty men died in this period. When the survivors saw the President, who was not even sick or hungry, try to leave in his ship, we replaced him with Radcliffe.

Research Project: Puritan Beliefs
Possible answers: Religious Beliefs: 1. The Bible is the true law of God. 2. A church should emphasize preaching. 3. All Christian churches should be organized with councils instead of with bishops. 4. More prayers should be personal instead of prescribed. 5. Grace, devotion, and self-examination lead to religious virtue. Cultural Beliefs: 1. Education is extremely important; 2. Hard work is extremely important; Paragraphs will vary.

Selection Quiz
To My Dear and Loving Husband

Build Vocabulary: Etymology
Students' sentences will vary. 1. Latin compensare, “to compensate”; Possible word: compensation; 2. Old English manigfeald, “many”; No, the word manifest comes from the Latin root manus, “hand”; 3. Latin severus, “severe”; No, the word severance is from the Latin separare, “sever”

Analyze Literature: Meter, Rhythm, and Sound Devices
1. iambic; 2. 5; 3. iambic pentameter; 4. “If ever two…”/“If ever man…”/“If ever wife…”; “while we live”/“when we live”; 5. then/thee; compare/can; riches/rivers; live/love/live/live; 6. ab ab ab, etc. (rhyming couplets)

Connecting to Literature: Anne Bradstreet’s Faith
1. Possible answer: Bradstreet sees the hand of God in the “excellence” on Earth, presumably nature and man. She says that people know God through His works. She infers God’s character (“goodness, wisdom, glory, light”) through Earth’s riches. 2. Possible answer: In contemplating the sun, Bradstreet thinks its glory is incomparable: it’s the “soul of this world.” It serves as an example of God’s works. She isn’t surprised that some civilizations have worshiped the sun as a god because if she hadn’t been taught differently, she would have also. However, the word alas shows that she believes that that type of religion would have been wrong.

Selection Quiz
Huswifery

Analyze Literature: Poetry
Possible answers: 1. The figurative language is a conceit because it compares two extremely dissimilar things: a person’s relationship with God and a spinning wheel. 2. The speaker’s purpose is to help the members of his Puritan congregation understand a person’s relationship with God and become better people. The spinning wheel image is effective because it is something with which the Puritan audience would be very familiar. 3. The poem communicates an attitude of respect for common housekeeping tasks like spinning cloth. The description of spinning and weaving shows some of the difficulty and drudgery of running a household in Puritan-era America. 4. The speaker says that God will clothe him in understanding, judgment, and so on, in lines 13–14, and he will use these to live well and glorify God. 5. Students may say the poem would be a good teaching tool in The New England Primer because it uses imagery and a figure of speech with which children could identify; it would teach them a positive view of God and a lesson in living a good life.

Analyze Literature: Text-to-Text Connection
Possible answers: “Huswifery”: Figurative Language: extended metaphor comparing man’s relationship to God with a spinning wheel; Diction: words connected to spinning such as spool, reel, and wheel; religious words like O Lord, Thy Holy Spirit; Style: simple, down-to-earth; Tone: humble, pious, positive; Purpose: to provide a guide for living a life of serving God; Religious Philosophy: a person should give himself or herself over to God, who will provide him or her with qualities that will enable the person to live a godly life. Both: Figurative Language: metaphors; Diction: religious words; “Sinners in the Hands of an Angry God”: Figurative Language: Metaphors and similes: God would not stop a person from going to hell any more than “a spider’s web stopping a falling rock”; “the bow of God’s wrath is bent and the arrow ready pointed at your heart”; Diction: words related to anger such as wrath, anger, abhor, provoked; religious words; Style: complex, exclamatory; Tone: frightening, condemning, punishing; Purpose: to frighten the audience into obeying God’s will; Religious Philosophy: people are entirely at the mercy of an angry, unloving God; Students’ answers will vary.

Selection Quiz
from Sinners in the Hands of an Angry God

Build Vocabulary: Synonyms and Antonyms

Analyze Literature: Analogy and Metaphor
1. Possible answers: Edwards’s View: God is a fisher who catches fish and arbitrarily decides whether to keep them and eat them or throw them back into the water. 2. People are ants that go about their business building hills and getting food but get no special care from people or other creatures. 3–4. Students’ answers will vary.

Build Background: Edwards’s Views of God and People
Possible answers: God: wrathful, all-powerful, arbitrary, perfect; People: sinning, wicked, insignificant, hopeless; 1. Possible answer: In many Judeo-Christian faiths, God is portrayed—to varying extents—as a loving, caring, paternal force. Unlike Edwards’s view, many religions teach that people can repent, ask for forgiveness, and be forgiven for their sins. Many religions do not teach as harsh a view of hell as Edwards does. 2. Possible answer: Edwards hopes to instill humility, acceptance of people’s fate, and submission to God’s will. However, he may also be instilling rebellion against God’s wrath or a debilitating guilt or fear.

Selection Quiz
from The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African Written by Himself

Build Vocabulary: Adjectives Describing People
Students’ sentences will vary. Possible answers: 1. unruly; 2. obtrusive; 3. extravagant; 4. depressed; 5. corrupt; 6. greedy; 7. voracious; 8. irreverent

Analyze Literature: Fact and Opinion
Possible answers: 1. The 329th Act of the Assembly of Barbadoes says that if a slave owner kills a slave, he must pay a fine of 15 pounds. 2. It was not uncommon to see slaves permanently taken away from family members. 3. Slave owners say slaves are incapable of learning. Chart possible answers: Paragraph 1: Value statement/Loaded words: savages, brutes; It is an act at once unmerciful, unjust, and unwise; cruelty, barbarians, injustice, insanity; Paragraph 2: Value statement/Loaded words: merciless, bled, sighs, tears; Paragraph 3: Value statement/Loaded words: melancholy Policy statement: “I must look up to God Mighty in the top for right.”; Paragraph 4: Value statement/Loaded words: Such a tendency has the slave trade to debauch men’s minds and harden them to every feeling of humanity; It is the fatality of this mistaken avarice that it corruptions the milk of human kindness and turns it into gall; unfeeling, rapacious, cruel, avarice, brutes, fraud, rapine, cruelty, scant, unfinished, impious, absurd; Predictions: Had the pursuits of those men been different, they might have been as generous, as tender-hearted and just, as they are unfeeling, rapacious, and cruel; By changing your conduct, and treating your slaves as men, every cause of fear would be banished; They would be faithful, honest, intelligent and vigorous; and peace, prosperity and happiness would attend you; Opinion: The author most often uses value statements and loaded words. They are effective because they evoke a strongly emotional response.

Analyze Literature: Character in an Autobiography
Possible answers: Paragraph 1: What Equiano Does or Says: calls members of Barbadoes Assembly “savages” and “brutes”; Character Trait Demonstrated: indignation about injustices; Paragraph 2: What Equiano Does or Says: heart “bled” at seeing slaves separated from their families; Character Trait Demonstrated: kindness, sensitivity; Paragraph 3: What Equiano Does or Says: tells story of slave whose fish are stolen by white men; tells him to pray to God; Character Trait Demonstrated: religious, empathetic, encouraging; Paragraph 4: What Equiano Does or Says: reasons about why men are slave owners and how it violates mankind; Character Trait Demonstrated: moral, intelligent; 1. Possible answer: Having been a slave himself, Equiano is more empathetic toward slaves and angrier in his assessment of slavery and slave owners. His own slavery makes his facts and opinions convincing. 2. Possible answer: He is intelligent; he is understanding about the causes of slavery and extremely indignant about its continuation. These traits may have made him more determined to gain his freedom.

Selection Quiz
1. C; 2. C; 3. D; 4. greed; 5. shame; 6. fear; 7. war; 8. virtue; 9. gall
On Being Brought from Africa to America / To S. M., a Young African Painter, on Seeing His Works

Build Vocabulary: Multiple-Meaning Words
Students’ sentences will vary.

Analyze Literature: Characterization of a Speaker
Possible answers: Line: “’Twas mercy brought me from Pagan land…” Inference: The speaker is grateful for help from God and people; Line: “Remember, Christians, Negros, black as Cain,/ May be refin’d, and join th’ angelic train.” Inference: The speaker believes in equality and believes that all races are equal under God; Line: “How did those prospects give my soul delight…” Inference: The speaker is sensitive and artistic; Line: “High to the blissful wonders of the skies/ Elate thy soul, and raise thy wishful eyes.” Inference: The speaker is religious and believes that art should reflect the love and respect of God; Line: “But when these shades of time are chased away,/ And darkness ends in everlasting day…” Inference: The speaker is religious and believes in life after death; Answers will vary. Students may say that the speaker’s religious beliefs have been influenced by her life as a slave: these beliefs have taught her that all people are created equal, an idea that would give slaves hope and a basis for arguing against their status.

Analyze Literature: Critiquing Poetry
1. Possible answer: Wheatley uses sound devices skillfully in both poems. “On Being Brought…” uses rhyming couplets, iambic pentameter, alliteration (“diabolic die”), repetition (“That there’s a God, that there’s a Savior too”); “To S. M…” uses rhyming couplets (with exceptions), iambic pentameter, alliteration (“path pursue,” “painters and poets,” “celestial Salem,” “may the Muse,” “darkness/day,” “rising radiance”); 2. Possible answer: Wheatley uses several figures of speech, but some are abstract instead of concrete and vivid. “On Being…”: Mercy is personified; simile “black as Cain”; symbolism “angelic train”; “To S. M…”: metaphors “laboring bosom,” “painter’s and the poet’s fire”; symbolism—“That splendid city, crowned with endless day…”; “shades of time”; 3. Possible answer: Wheatley often uses abstract language instead of concrete, vivid imagery, which may make her poems difficult to read and identify with. Concrete imagery: “On Being…”—“sable race,” “black as Cain”; “To S. M…”: “the painter’s and the poet’s fire,” “splendid city…whose twice six gates on radiant hinges ring,” “solemn gloom of night”; 4. Students’ answers will vary. 5. Students’ answers will vary.

Selection Quiz
from The Autobiography of Benjamin Franklin / from Poor Richard’s Almanack / Ben Franklin: Scientist and Inventor

Build Vocabulary: Suffixes
Students’ sentences will vary. 1. state of being unlike; 2. tending toward too much of something; 3. the action of giving free rein to something; 4. marked by having passion; 5. evasive; changes from a verb to an adjective

Analyze Literature: Character in an Autobiography
Possible answers: Text: anonymously submits article to newspaper; Inference: ambitious, good communicator; Text: resents his brother’s bossing him around; Inference: strong, independent; Text: questioned by the Council but doesn’t answer; Inference: stubborn, ethical; Text: asserts freedom from his brother knowing he holds something over his brother; Inference: clever, manipulative; Text: “A truly great man will neither trample on a worm nor sneak to an emperor”; Inference: wise, honest, democratic; 1. Possible answer: Nearly all the traits shown in the texts may be partly responsible for Franklin’s successes: he is obviously wise, intelligent, and ambitious. He also knows how to play politics to achieve his ends. 2. Possible answers: You can judge Franklin based on his aphorisms because they are truths he has learned through experiences in his life; or you cannot judge him because he has taken on the fictional persona of “Poor Richard” in writing them.

Connecting to Literature: Franklin’s Accomplishments
Possible answers: 1721—writes first newspaper articles; 1754—proposes Plan of Union; 1757—goes to Britain as diplomat; 1766—calls for repeal of Stamp Act; 1775—attends 2nd Continental Congress and helps draft Articles of Confederation; 1776—assists in passing Declaration of Independence; 1776—wins French support for Revolution; 1787—attends Constitutional Convention; 1784—invents bifocals; 1787—president of anti-slavery organization; Students’ answers will vary.

Selection Quiz
Speech in the Virginia Convention

Build Vocabulary: Word Analogies
1. remonstrate; 2. subjugation; 3. martial; 4. insidious; 5. avert; 6. submission; 7. inviolate; 8. inestimable; 9. effectual; 10. formidable; 11. temporal; 12. solace; 13. beseech; 14. array

Analyze Literature: Analogy and Metaphor
Paragraph 2: “illusions of hope…listen to the song of that siren until she transforms us into beasts”; Literal Meaning: It is natural to want our hopes to be realized, but it is unwise and dangerous. Paragraph 3: “I have but one lamp by which my feet are guided, and that is the lamp of experience”; Literal Meaning: He decides on his future actions by what has occurred in the past. Paragraph 6: "lying supinely on our backs and hugging the delusive phantom of hope"; Literal Meaning: acting helpless, doing nothing while continuing to have a false hope that everything will turn out fine; Paragraph 6: "Our chains are forged! Their clanging may be heard on the plains of Boston!”; Literal Meaning: The British have decided on subjugating us and are acting on their plan by putting troops on our land. Paragraph 7: “The next gale that sweeps from the north will bring to our ears the clash of resounding arms!”; Literal Meaning: The next news we hear will be that the British are attacking us; Question: possible answer: The figurative language creates vivid, concrete images that help people understand Henry’s ideas; it creates an emotional instead of entirely intellectual effect that is persuasive.

Analyze Literature: Style and Tone
1. formal; Possible examples: sentiments, proportion, magnitude, revere, arduous; 2. He uses both long and short sentences. For example, in presenting his argument in paragraph 5, he uses a series of parallel structures and says, “We have petitioned, we have remonstrated…to arrest the tyrannical hands of the ministry and Parliament.” At the end, he uses several short questions, such as “What would they have?” The combination of long and short sentences is memorable and effective. 3. He uses each type of sentence: Declarative: “They are meant for us: they can be meant for no other.” Interrogative: "What would they have?” Exclamatory: "Our brethren are already in the field!" Imperative: "Forbid it, Almighty God!" The variety holds listeners’ interest and helps make his points convincingly. 4. Rhetorical questions such as “Why stand we hear idle?” involve the listener and evoke an emotional response. Parallel structures such as “Our petitions have…our remonstrances have…our supplications have…” give a thoughtful, reasonable tone and grab listeners’ attention. 5. The tone is passionate: sometimes thoughtful and sometimes angry. Using different types of sentences and rhetorical devices make the tone lively and vivid.

Selection Quiz
from Common Sense / from The Crisis, No. 1

Build Vocabulary: Etymology
1. *galvanized* comes from the Italian word *galvanismo*, named for Luigi Galvani, a physicist. 2. *morale* comes from the French word for “moral.” 3. *lofty* comes from the Old English word for “air or sky,” from the Old Norse *lopt*. 4. *ardent* comes from the Latin word *ardens*, “to burn.” 5. *contend* comes from the Latin word *contendere*, “to stretch.” 6. *agenda* comes from the Latin word *agere*, for “to drive, lead, act, or do.”

Analyze Literature: Rhetorical Devices
Common Sense: Repetition: “Ye that oppose…ye know not…ye are opening a door…”; Metaphor/Simile: “sweep away the liberties of the continent like a deluge; Examples: Massanello—fisherman who became king for a day in Naples because of a lack of government; Diction: reason, arms, “natural right,” cool, deliberate, desperate, discontented, liberties, deluge, tottering, wretched, oppression, conqueror, “eternal tyranny,” “barbarous and hellish power”; The Crisis, No. 1: Metaphor/Simile: “Tyranny, like hell, is not easily conquered.” “Britain has trembled like an ague at the report of a French fleet…”; Examples: Joan of Arc driving back the British army in the fourteenth century; Analogy: “…a common murderer, a highwayman, or a housebreaker has as good a pretense as he [the King of Britain]”; Panics have the same effects on secret traitors as an imaginary ghost has on a murderer. If a thief breaks into my house, burns and destroys, and kills, am I to suffer it? Diction: tyranny, hell, glorious, triumph, heaven, slavery, God, ravaged, conquest, calamities, wisdom, murderer, highwayman, housebreaker, panic, petrified, ravishment, sincerity, hypocrisy, traitors, suffer, rejoice, cowardice, brave, conscience, principles, death, treasures, offensive, murder, villain, rebel, misery, devils, whore, sottish, stupid, stubborn, worthless, brutish, horror, mercy, shrieking, fleeing, terror, slain; Question: Students’ answers will vary.

Analyze Literature: Tone and Style
1. Possible answers: Simple diction such as declare, surprising, far and near; Simple declarative sentences such as “‘Tis surprising to see how rapidly a panic will sometimes run through a country.” Simple yet colorful phrases such as “the summer soldier and the sunshine patriot.” The style is appropriate; it advocates democracy; therefore, a style that can be understood by everyone puts Paine’s theory into practice. 2. Possible answers: Students might choose the first paragraph because it begins with a simple, strong characterization of the times and a clear comparison between those who fight tyranny and those who don’t. They might choose the last paragraph because it issues an emotional, powerful call to arms. 3. Adams may have objected to strong ideas and phrasing such as “I should suffer the misery of devils were I to make a whore of my soul by swearing allegiance” to the king. He also describes the king in exceedingly harsh terms.

Selection Quiz
Declaration of Independence / Bill of Rights

Build Vocabulary: Base Words, Prefixes, and Suffixes
1. Latin usurpare, "to take possession of without legal claim"; -ation, "action or process"; "the action or process of taking possession without legal claim" 2. Latin aestimare, "to set high value on"; in-, "not"; -able, "capable of"; "not capable of setting a value on" 3. Anglo-French dresser, "to set straight"; re-, "to do again"; "to set straight again" 4. Latin magnanimus, "great spirit"; -ity, "quality"; "a quality of great spirit" 5. Latin ad + nihil, "nothing"; -ation, "action or process"; "the action or process of making into nothing" 6. Latin juris, "law" + dictio, "act of saying"; -ion, "action or process"; "the action or process of proclaiming law" 7. Middle English avow, "declare assuredly"; -dis, "do the opposite of"; "do the opposite of declaring assuredly" 8. Latin frangere, "to break"; in-, "not"; "not to break" 9. Latin famous, "popularly known"; in-, "not"; "not popularly known"

Analyze Literature: Diction and Persuasive Language
1. truths, equal, endowed, life, liberty, happiness, just, prudence; They have connotations of calm and dignity; they communicate the righteousness and morality of the writers' premises; they emphasize that the colonies are asking for the most basic rights that every person should have. 2. Possible answers: accommodation: to serve; relinquish: give up; inestimable: invaluable; formidable: frightening 3. tyrants; It implies that British leaders are tyrants, the most cruel and unfair of leaders. 4. Possible answer: King George III: refused, forbidden, dissolved, obstructed, affected; Colonists: warned, reminded, appealed, conjured. The verbs applied to the king have connotations of tyranny and injustice; those of the colonists, reason and calm. 5. Possible answer: The style is formal, calm, reasonable, and dignified. It uses connotation to emphasize the unjust rule of the British king as opposed to the patience and reasonableness of the colonists. The style helps accomplish the document's purpose by communicating the injustice of the king and rationally describing the injustices the colonies have suffered.

Connecting with Literature: Elaborating with Examples
1. Answers will vary. Additional example: Amendment 4: If police suspect that a person living in an American city is a terrorist, they cannot simply break into the person's home and search for evidence of terrorist activity. They must go to a judge with evidence that there is a specific cause to search the home. They must get a warrant from the judge to present when they perform the search.

Connecting with Literature: Founders
Possible answers: Jefferson: 3rd President, 1800–1809; Accomplishments: Louisiana Purchase, Lewis and Clark Expedition; Contribution: wrote first draft of Declaration of Independence. Madison: 4th President, 1809–1817; Contribution: "Father of the Constitution"; strongly advocated creation of Constitution to replace the weak Articles of Confederation; worried about the divisiveness of strong state governments; Accomplishments: led U.S. into War of 1812, protecting American economic rights; supported 2nd National Bank; created strong military and high tariff to protect American factories. Jefferson and Madison: organized the Republican (later the Democrat-Republican) Party to oppose the Federalist Party; fought Adams's Alien and Sedition Acts; worked together on Louisiana Purchase.

Selection Quiz
Letter to John Adams

Build Vocabulary: Word Facts
1. invective; 2. ruminating; 3. alleviate; 4. lethargy; 5. acquiescing; 6. arbitrary; 7. Students’ sentences will vary.

Connecting to Literature: Research John Adams
1. Adams was on the committee to draft the Declaration and suggested Jefferson write it. He defended it in debate, and Jefferson called him “the colossus of that debate.” 2. He served as Vice President to George Washington from 1789–1797 and said it was “the most insignificant office that ever the invention of man contrived or his imagination conceived.” As VP, he supported Washington and helped avoid arguments. 3. France claimed the right to seize American ships. During the French Revolution, Adams insisted on neutrality. American diplomats in France were offered a pact in return for bribing a French official; Americans became angry and Congress began preparing for war. Adams sent a commission to France without Congress’s permission and avoided war. 4. Students’ answers will vary. 5. The title “Mrs. President” implies that Abigail kept abreast of issues and advised her husband. Her intelligence and strong opinions, for example about women’s rights, are apparent in her letter.

Selection Quiz
from Letters from an American Farmer

Build Vocabulary: Latin Root and Prefix
1. root; tending to pass away; 2. prefix; to make a written copy of; 3. root; a passage from one state or place to another; 4. prefix; to become known; 5. root; characterized by having or containing a direct object; 6. prefix; rise above or go beyond the limits of; 7. root; an act or instance of passing through or over; 8. prefix; to represent or spell in the characters of another alphabet; 9. prefix; going beyond national boundaries; Students’ sentences will vary.

Analyze Literature: Compare and Contrast American and European Societies
Possible answers: American Society: rich and poor not far removed from one another; farmers; mild government; uniformity of homes; lawyers and merchants; few words designating dignity and honor; simple farmers; European Society: great lords who possess everything, many people with nothing; great manufacturers; kings, princes, ecclesiastical dominion; castles and mansions as opposed to clay huts; aristocrats; many words to honor important people; landowners who thrive on the work of others; Question: Possible answer: The comparison is not entirely fair and reasonable. It is exaggerated because of the author’s bias toward America. It uses many generalizations and does not go deeply into how effective America’s society and government are compared with those of Europe. He idealizes the American way of life and considers European society as elitist. The differences caused tensions as Americans resented what they saw as Europeans’ air of superiority and as Europeans’ profiting from American resources.

Analyze Literature: Concrete Language
Possible answers: 1. “an immense country filled with decent houses, good roads, orchards, meadows, and bridges”; 2. “an hundred years ago all was wild, woody, and uncultivated”; 3. “clay-built hut and miserable cabin”; 4. “The meanest of our log-houses is a dry and comfortable habitation.” 5. “respectable farmers and their wives, all clad in neat homespun, well mounted, or riding in their own humble wagons”; 6. “the shores of our great lakes”; 7. The author is attempting to create a picture of a simple, pleasant pastoral place—almost a garden of Eden—where there is neither great wealth nor great poverty. Students may say it is effective because of the use of concrete details that compare it positively to Europe or ineffective because it is too simplistic. 8. Students’ answers will vary.

Selection Quiz