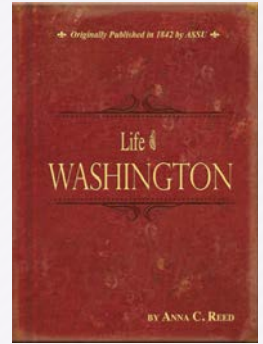


As part of this course, we will read the book *Life of Washington* by Anna C. Reed. This book is considered a biography. A **biography** is an account of someone's life written by someone else. A biography often includes the individual's place of birth, date of birth, educational background, religious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

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



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

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

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

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

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

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


Vocabulary

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

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

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

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

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

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

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



Grammar & Punctuation

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

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

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

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

Sentence Basics

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

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

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

Match the word to the correct definition.

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



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

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

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

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

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

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


Communication

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

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

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



Biographies and Autobiographies

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

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

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

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

Similarities

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

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

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

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

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

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

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




Worldview & Literary Analysis

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

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

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

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

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

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

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

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

2 Ibid., p. 27.

3 Ibid., p. 11.

4 Ibid., p. 23.

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

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

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

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

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

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

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

a. _____ d. _____

b. _____ e. _____

c. _____

 **Review**

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

Recite Isaiah 52:10 from memory to your instructor.

Vocabulary Review

Match the words to the correct definition.

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

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

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

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

Grammar & Punctuation Review

Define the following parts of speech and give examples.

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



4. Conjunction: _____

Examples: _____

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

Communication Review

1. **List** four of the many ways humans communicate.
 - a. _____
 - b. _____
 - c. _____
 - d. _____

Fill in the blanks about biographies and autobiographies.

2. A biography is written by _____.
3. An autobiography is written by _____.
4. A biography is written from the _____ - _____ point of view.
5. An autobiography is written from the _____ - _____ point of view.
6. An authorized biography means _____.
7. Both biographies and autobiographies are works of _____.

Worldview & Literary Analysis Review

1. **Define** worldview.

2. **Describe** your worldview.

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

