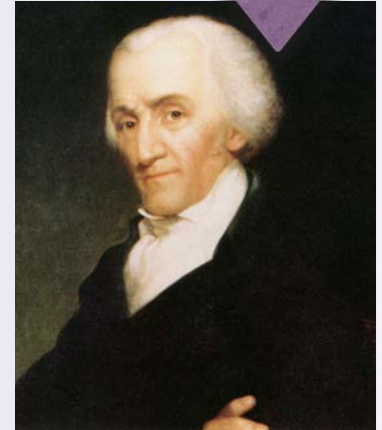


Biography Excerpt: Eldridge* Gerry (1744–1814) by Tim LaHaye

Said M.E. Bradford of Gerry, “Few Americans of his generation had so much to do with the nation’s history, performed on so large a stage, and yet retained so intense an identity with their provincial origins as did Eldridge Gerry.”¹ He never lost sight of his mission to represent the state of Massachusetts. Although he refused to sign the Constitution because it did not contain a bill of rights, he was nevertheless very influential in its formation. He gave 119 speeches during the Convention, offered several motions and seconds, and successfully modified many of the provisions from the original Virginia Plan.



“No one in that Philadelphia meeting spoke more forcefully for the Bill of Rights than did Eldgridge [*sic*] Gerry.”² He considered a bill of rights necessary to restrain the federal government’s authority. While Gerry recognized that total democracy leads to anarchy, he also realized that a limited government was essential. If he could see our present government of over three million bureaucrats and employees, he would probably be tempted to proclaim, “I told you so!” However, all our Founding Fathers would probably say the same.³

*The name “Eldridge” is a misspelling. The correct spelling is “Elbridge.”

1. **Record** the reason Gerry did not sign the Constitution.

2. Use a dictionary or online search with a parent’s permission and **define** the following words.

- a. democracy: _____

- b. anarchy: _____

3. **Write** a one-paragraph response sharing your opinion regarding Gerry’s refusal to sign the Constitution. **Discuss** your response with your parent or instructor.

1 Endnote from excerpt: M.E. Bradford, *A Worthy Company* (Marlborough, NH: Plymouth Rock Foundation, 1982), p. 181.
 2 Endnote from excerpt: *Ibid.*, p. 9.
 3 Biography excerpt from: LaHaye, Tim. *Faith of Our Founding Fathers*. Master Books, 2022, p. 206–207.

Today you will **begin reading** pages 260–277 (the conclusion) in *Life of Washington*. Have this section read by Exercise 4 of this lesson. Before reading, **study** the vocabulary words listed below.



Vocabulary

assiduity	close attention to one's behavior	maxims	short statements expressing a truth
canon	general law or principle used to judge	quires	collections of paper, usually 24 sheets
choleric	anger	partiality	unfair bias; favoritism
culpable	deserving of blame	pensive	engaged in deep thought
disparagement	unkind remarks showing disrespect	precept	a rule to regulate behavior or thought
folio	piece of paper, numbered on the front side	solicitude	care or concern about someone or something
fraternal	like brothers; brotherly	sublime	excellence or beauty that inspires admiration
imbibing	absorbing or assimilating	tractable	easy to influence or control
inculcated	instilled by constant instruction	vestryman	an assistant within the church
logarithm	the power to which a number must be raised to get another number	vitiate	spoil or impair the quality of

4. **Write** a sentence using the words *pensive* and *fraternal*. Include a prepositional phrase used as an adjective. (Day 72)

5. **Write** a sentence using the words *vestryman* and *canon*. Include a prepositional phrase used as an adverb. (Day 72)

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.

Blessed is the man who walks not in the counsel of the wicked, nor stands in the way of sinners, nor sits in the seat of scoffers; but his delight is in the law of the LORD, and on his law he meditates day and night. Psalm 1:1–2



Grammar & Punctuation

Verb Phrases: Infinitives

In the last grammar lesson, you learned that participles and gerunds look like verbs, but they function as adjectives and nouns. An **infinitive** is a verbal phrase that can function as a noun, adjective, or adverb. Infinitives consist of the word *to* plus a verb form (*to* + verb). An **infinitive phrase** includes the infinitive plus any modifiers or objects. **Study** the chart.

An **infinitive** is a verbal phrase that can function as a noun, adjective, or adverb.

Infinitive Functions	
Infinitive as a noun	<i>To conquer my fears</i> was the main reason for the climb. (serves as a subject noun)
Infinitive as an adjective	The teacher gave out several verses <i>to be memorized</i> . (describes verses)
Infinitive as an adverb	We work hard <i>to bring honor to God</i> . (tells <i>why</i>)
Prepositional phrase, not an infinitive	After swimming, we went <i>to the grocery store</i> . (The word <i>to</i> followed by a noun, not a verb, means this is a prepositional phrase, not an infinitive.)

Infinitives as nouns are easier to spot if you identify the main verb in the sentence because the noun infinitive will usually come directly *before* or directly *after* the verb.

Example: Our aim is *to improve*. OR *To improve* is our aim. (As a noun, the infinitive can come right before or right after the verb *is*.)

Infinitives as adjectives can be identified because they usually follow a noun in the sentence.

Example: The place *to eat pizza* is Big Al's. (As an adjective, the infinitive comes after the noun *place*.)

Infinitives as adverbs can be identified by asking the adverb questions: *how*, *when*, *why*, *where*.

Example: We pray over our dinner *to thank God*. (As an adverb, the infinitive tells *why* we pray.)

Identify the underlined phrase as a noun, adjective, or adverb if it is an infinitive, OR **label** it as a prepositional phrase.

- _____ In my opinion, the best apples to bake are Granny Smith.
- _____ To do well at sports, you must practice a lot.
- _____ To enjoy winter is my goal this year!
- _____ To fear the Lord is the wisest decision you could make.
- _____ We enjoyed eating dinner and then went to the ice cream shop.
- _____ Jessica is the person to ask about jewelry making.
- _____ Rianna is excited to meet her pen pal.

8. **Write** a sentence using an infinitive as a noun.

9. **Write** a sentence using an infinitive as an adjective.

10. **Write** a sentence using an infinitive as an adverb.

Split Infinitives

When a word or phrase appears between *to* and the verb, it is called a **split infinitive**. These are considered by some to be improper and should be avoided. It is possible to fix a split infinitive by restructuring the sentence.

Examples: This is the kind of horse I hope *to someday buy*. (incorrect: *someday* is between *to* and *buy*)
 This is the kind of horse I hope *to buy someday*. (correct: split is fixed by moving *someday*)
 Eric tried *to quietly walk* across the floor. (incorrect: *quietly* is between *to* and *walk*)
 Eric *quietly walked* across the floor. (correct: split is fixed by rewording the sentence)

Fix these split infinitives by rewording the sentences.

11. My dad began to quickly pick up the shards of glass off the floor.

12. Melanie promised to always feed the dog on time.

13. We expected to easily profit enough money for our missions trip.

Review It!

First, **place** parentheses around the prepositional phrases (Day 37), then **underline** any adjectives.

14. Over the course of three hours, my friend Angela sewed ten Christmas ornaments.

15. Despite the heat, the exhausted boys completed the treacherous hike up the steep mountain.

16. My Aunt Rachel was the fancy, older lady with the dog.

 Communication

Oral Presentation Due

When you have completed the oral presentation of your biography, **have** your instructor sign below.

Instructor's signature: _____

Oral Presentation Feedback

Expressing yourself verbally (orally) in a way that others can understand is something you will need to improve on throughout your life. "Finding the words" to share your thoughts and opinions is a skill that needs to be practiced. Sometimes this will be in a more formal setting, like a presentation at work, and sometimes in an informal setting, such as a family meeting about chores not getting done. Whatever the setting, communication skills are vital. Let's look at how you communicated in your presentation.

Write a paragraph describing how you felt before making your oral biography presentation. Were you nervous? Confident? Excited?

Write a paragraph describing the presentation. Who was in your audience? Did you use visual aids? Did you communicate everything you wanted to? Did you forget anything? Did your words flow smoothly, or did you find that you were losing your place? Did your audience give feedback?


Worldview & Literary Analysis

You have reached the conclusion to *Life of Washington*! I hope you have enjoyed looking back into the rich history of the United States through the life of one of its greatest benefactors. The author, Anna C. Reed, clearly wanted this book not only to relate a story but also to inspire moral character and a worldview that places God in the center.

When George Washington was a young teenager, he compiled a list of rules referred to as *The Rules of Civility and Decent Behaviour [Behavior] in Company and Conversation*. This is often shortened to *Washington's Rules of Civility*. It is believed that Washington was inspired by a list of behaviors originally written by French Jesuits (priests and missionaries) in the 1500s. George wrote these 110 rules and used them to guide his personal behavior and interactions with others.

Finish reading the conclusion on pages 260–277 in *Life of Washington* and **respond** to the following.

Reed includes a few selections from *The Rules of Civility* to show the reader “their general character” (p. 260). **Rewrite** the following rules in your own words. You may also “modernize” them to fit today’s world.

“Play not the peacock, looking everywhere about you to see if you be well decked, if your shoes fit well, if your stockings sit neatly, and clothes handsomely” (p. 261).

“Be not curious to know the affairs of others; neither approach to those that speak in private” (p. 261).

“Come not near the books or writings of any one so as to read them, unless desired, nor give your opinion of them unasked; also look not nigh when another is writing a letter” (p. 261).

“Read no letters, books, or papers in company; but when there is a necessity for doing it, you must ask leave” (p. 261).

On page 264, we see a portion of a letter from Washington to his young nephew who was under his care. Washington states, “Your future character and reputation will depend very much, if not entirely, upon the habits and manners which you contract in the present period of your life.” **Share** your opinion about this advice. Do you believe it to be true?

The attitude of Washington’s mother was that “the most learned education is useless” without “virtuous principles” (p. 267). **What** do you think she meant by this?

1. At one point, it was proposed to make George Washington a king. **Record** Washington’s response to this proposal. (p. 268–269)

2. Reed shares a letter written by Washington’s granddaughter in which she relates the following: “He spoke little, generally never of himself. I never heard him relate a single act of his life during the war” (p. 273). **What** does this observation reveal about Washington’s character?

3. **Fill in** the blanks from this statement found on page 276.

“Through all his course of _____ and _____, in adversity or prosperity, he was just _____, _____, honest, _____, brave, humane, modest,—a real lover of his _____, and an humble _____ of God. Was he not worthy of your _____?”

List two aspects of Washington’s character you would like to imitate.

a. _____

b. _____

 **Review**

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

Recite Psalm 1:1–2 from memory to your instructor.

Vocabulary Review

Match each word to the correct definition.

a. assiduity	e. disparagement	i. inculcated	m. pensive	q. sublime
b. canon	f. folio	j. logarithm	n. precept	r. tractable
c. cholera	g. fraternal	k. maxims	o. quires	s. vestryman
d. culpable	h. imbibing	l. partiality	p. solicitude	t. vitiate

- | | |
|---|---|
| 1. _____ easy to influence or control | 11. _____ care or concern about someone or something |
| 2. _____ deserving of blame | 12. _____ general law or principle used to judge |
| 3. _____ spoil or impair the quality of | 13. _____ collections of paper, usually 24 sheets |
| 4. _____ like brothers; brotherly | 14. _____ short statements expressing truth |
| 5. _____ unfair bias; favoritism | 15. _____ rule to regulate behavior or thought |
| 6. _____ assistant within the church | 16. _____ instilled by constant instruction |
| 7. _____ engaged in deep thought | 17. _____ unkind remarks showing disrespect |
| 8. _____ absorbing or assimilating | 18. _____ close attention to one's behavior |
| 9. _____ anger | 19. _____ piece of paper numbered on front |
| 10. _____ excellence or beauty that inspires admiration | 20. _____ power a number must be raised to get another number |

Grammar & Punctuation Review

- Define** infinitive.

- Explain** what an infinitive consists of.

- Explain** the difference between an infinitive and a prepositional phrase that begins with the word *to*.

Identify the underlined phrase as a noun, adjective, or adverb if it is an infinitive phrase, OR **write** preposition if it is a prepositional phrase.

4. _____ To live in a free country should not be taken for granted.
5. _____ Jesus is coming to take his Bride, the Church, to heaven with Him.
6. _____ Without a doubt, the town park is the best place to ride my skateboard.
7. _____ So often when we go to church, I find myself realizing how thankful I am for my brothers and sisters in Christ.
8. **Rewrite** the sentence to fix the split infinitive.

The state championships were something I hoped to someday attend.

Communication Review

In the last lesson, you made an oral presentation. Did you know that the Apostles gave oral presentations frequently as they shared the gospel? Sometimes their oral presentations were before hostile crowds.

Read Acts 2:14–41.

1. In 2–3 sentences, **describe** the result of Peter’s oral presentation.

Worldview & Literary Analysis Review

Copy the following *Washington’s Rules of Civility*.

“When you speak of God or His attributes, let it be seriously and with reverence.”

“Speak not evil of the absent, for it is unjust.”
