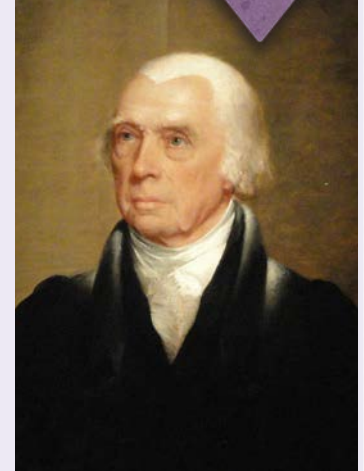


Biography Excerpt: James Madison (1751–1836) by Tim LaHaye

James Madison is referred to by most historians as “the Father of the Constitution.” No man was better prepared to be one of the Founding Fathers in temperament, intellect, background, education, and commitment.

On March 16, 1751, he was born into the devout home of James and Molly Conway Madison in Port Conway, Virginia. His father was a wealthy plantation owner and member of the Episcopal (or state) Church, in which he was baptized on the 21st day of his life. He was homeschooled by his godly mother and grandmother, and two tutors came to his residence to give instruction, one of whom was an Episcopalian minister. These men taught him Latin, Greek, arithmetic, literature, French, and Spanish. They also established a broad and diverse reading schedule.



Due to what his parents considered heretical views, which they felt had crept into the local college of William and Mary (probably the early waves of French skepticism), they sent him to Princeton, where he studied for the ministry. Here he fell under the influence of the Reverend John Witherspoon, one of the nation’s leading theologians and legal scholars. This helped to establish a theological base for Madison’s thinking, and it never left him. He also developed lifetime friends, some of whom went into the ministry. Chief among them were William Bradford, who after his divinity studies went into law, and Samuel Stanhope Smith, who became a Presbyterian minister and was later Witherspoon’s successor at Princeton. ...

Long after he returned to Virginia, young Madison continued to pursue his theological studies. It may have been at this period in his life, while out walking with his father one day that he entered into a life-molding experience. We don’t know exactly when it took place, but an incident in his youth that made a deep impression on him was his standing with his father outside the jail in the village of Orange and listening to several Baptists preach from the window of the cell in which they were confined because of their religious opinions.¹

Respond to the following.

1. **Name** four people who had a positive impact on young John Madison.

- a. _____ c. _____
- b. _____ d. _____

2. **Name** four people who have had a positive impact on your life.

- a. _____ c. _____
- b. _____ d. _____

1 Endnote from excerpt: Gaillard Hunt, *James Madison and Religious Liberty* (Washington, DC: American Historical Association, Government Printing Office, 1902), p. 167. Biography excerpt from: LaHaye, Tim. *Faith of Our Founding Fathers*. Master Books, 2022, p. 117–118.

Today you will **begin reading** pages 125b–141a (ending at “September”) in *Life of Washington*. Have this section read by Exercise 4 of this lesson. Before reading, **study** the vocabulary words listed below.



Vocabulary

banishment	driven out from home or country	impious	lacking respect or reverence
barbarous	cruel, savage, and brutal	imprecations	cursing
bayonet	a blade fixed to the muzzle of a rifle	infidel	a non-Christian or one who opposes Christianity
consoled	comforted someone in time of grief	profane	to abuse something sacred
conspicuous	clearly visible, standing out	suppress	to put down forcibly
desertion	the abandonment of a person or cause	vice	an immoral behavior
hostilities	acts of war	wanton	unprovoked
imminent	about to happen		

3. **Write** a sentence using the words *banishment* and *infidel*. Include a conjunction. (Day 37)

4. Using the vocabulary list, **fill in** the blanks in this quote found on page 126.

“... but I have beheld no day since the commencement of _____, when I have thought her liberties in such _____ danger as at present.”

5. **Write** a paragraph of 5–6 sentences using one of the vocabulary words in each sentence.

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.

And they shall teach my people the difference between the holy and profane, and cause them to discern between the unclean and the clean. Ezekiel 44:23 (KJV)



Grammar & Punctuation

Verb Voice: Active vs. Passive

The **verb voice** tells whether the subject is acting or being acted upon. In the **active voice**, the subject is doing the action. In the **passive voice**, the action is happening to the subject.

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In the **active voice**, the subject is doing the action.

In the **passive voice**, the action is happening to the subject.

ACTIVE VOICE

PASSIVE VOICE

Example: The baby shark ate the fish. | The fish was eaten by the baby shark.

Active Voice

Use the active voice when you want the reader to focus on the subject and the action it is doing, and *not* the target of the action. Regardless of what verb is used, a sentence structured so the subject performs the verb is using the active voice. The active voice is more direct than the passive voice, so most of the writing you do in school and relationally (like in a text) is best written in the active voice.

Examples: Shantel runs five miles every Saturday morning just to keep up her stamina.
I humbly request your presence at my graduation ceremony next month.

Write a sentence using the active voice. Include a helping verb. (Day 17)

Passive Voice

Use the passive voice when you want the reader to focus on the action being described or the action's target, and *not* on who or what is performing the action. The passive voice is often used in scientific writing and news reports. It gives attention to the action that occurred or the object receiving the action.

Examples: A house was burned to the ground by arsonists on the west side of the city last night.
The weary horse is given a bucket of water by the farmer.

Write a sentence using the passive voice. Include a prepositional phrase. (Day 37)

A passive-voice sentence can be changed to active voice with a little restructuring.

Examples: Skydiving is loved by many outdoor enthusiasts. (passive voice)
Many outdoor enthusiasts love skydiving. (active voice)

1. **Rewrite** this passive voice sentence to make it active.

The building was sold by the government.

2. **Rewrite** this active voice sentence to make it passive.

My teacher took the class to the museum.

Sometimes in the passive voice, the doer of the action is not mentioned but only implied.

Examples: The batter was mixed vigorously. (passive — the “doer” is implied)
The chef mixed the batter vigorously. (active — the “doer” is clearly stated)

3. **Rewrite** this passive voice sentence into the active voice by creating a “doer” of the action.

The giant oak tree in the park was cut down.

Write active or passive on the line to indicate the voice of the verb.

4. _____ The lawn at the college was mowed by a group of student volunteers.
5. _____ Twenty loaves of banana bread were sold by the youth group at church.
6. _____ The football coach led his team to the state championship game last fall.
7. _____ Corn was the only food eaten by the lab rats during the experiment.
8. _____ Truck drivers work long hours and need to get plenty of rest to stay alert.
9. _____ My cousin Leah travels all over as a nanny for her missionary aunt and uncle.

Review It!

10. **Fill in** the verb tense chart using the verb “jump.” (Day 22)

	Past	Present	Future
Simple	I _____	I _____	I _____
Perfect	I _____	I _____	I _____
Continuous	I _____	I _____	I _____
Perfect Continuous	I _____	I _____	I _____

- Copy** the definitions of active and passive voice on an index card and include examples of each. **Check** the box when you are done.


Communication

Definition Essay

A **definition essay** defines a term or an idea, such as a vocabulary word, abstract concept, historical word, technical term, or any idea that can be defined. This is a unique type of essay because it not only defines a term or idea by teaching about it, but can also reveal little-known facts, the word's origins, or its implications. It can be argumentative if the writer has a stance to defend regarding the term. Ideas for a definition essay could include: "What does *liberty* mean?" "How the word *evolution* can be used," "Defining the concept of *friendship*," "What is the *American dream*?"

To begin your essay, introduce the word, term, or concept and provide a definition as well as a thesis statement (main point). Next, elaborate on your thesis statement by making points about what you are defining. Lastly, conclude with a strong statement showing how your points support your thesis.

A **definition essay** defines a term or an idea, such as a vocabulary word, abstract concept, historical word, technical term, or any idea that can be defined.

Steps for Writing a Definition Essay

1. Review the Definition Essay Rubric in the back of this book. This rubric will let you know what is expected in your writing and what your instructor will consider in grading your essay.
2. Choose the term or idea you will be defining and write a basic definition. This could be taken directly from a dictionary, or you may create your own definition that you are prepared to defend or elaborate on.
3. Develop your thesis statement. This is the main point you want to express regarding the term or idea you have chosen.
4. Create an outline to guide you as you write. Use the Definition Essay Outline provided in the back of the book.
5. Write your five-paragraph essay using the Definition Essay Worksheet or you may type your essay using a 12-point font and double spacing.
6. Create a cover sheet that includes your name, the date, the assignment (Definition Essay), and the title of your essay. Optional: You may wish to include artwork on the cover sheet that represents the idea or term you are defining.

Term/idea: _____

Definition: _____

You will have until the Review Day at the end of this lesson to complete this assignment. **Have** your instructor sign below after reviewing your essay using the Definition Essay Rubric in the back of the book.

Instructor signature: _____

Wisdom Speaks**Copy** the proverb.

Even a fool who keeps silent is considered wise; when he closes his lips, he is deemed intelligent. Proverbs 17:28



Using a dictionary or online search with a parent's permission, **write** the definitions of the words below.

1. wise: _____

2. intelligence: _____

A person can have an appearance of wisdom by simply staying quiet. Why is this? In Matthew 12:34b, Jesus says,

“For out of the abundance of the heart the mouth speaks.”

When a fool opens his mouth, foolishness comes out because his heart is not right. Even a fool who stays quiet can appear more intelligent!

Copy the quote from Jesus about the heart in Matthew 12:34b.

3. So, if a foolish person can “appear” intelligent or wise by keeping their mouth closed, how can we know the difference between a wise person and a fool? What signs should you look for? **Look up** James 3:13 and **write** the answer in a complete paragraph.


Worldview & Literary Analysis

Author's Focus: Leadership

Reed chooses many accounts of Washington that show his skill as a leader. First, he recognized God as his leader and gave Him the glory in all types of situations. Secondly, Reed highlights Washington's concern for his troops, showing that he was willing to give up his life for them. Lastly, she shows Washington's willingness to bring correction to his troops when needed.

All these qualities made him one of the most respected leaders in American history. As you study this lesson's reading selection, search for times when Washington displayed leadership.

Finish reading pages 125b–141a (ending at “September”) and **respond** to the following.

1. When referring to the war, Washington makes this statement. **Fill in** the blanks. (p. 126)

“The hand of _____ is so _____ in all this, that he must be worse than an _____ that lacks _____, and more than _____, that has not _____ to acknowledge his obligations.”

2. Washington felt strongly that the hand of God was heavy upon the cause of freedom the colonists were fighting for. **What** do you think made him feel so strongly? **Answer** in 2–3 sentences.

3. The following statement is found on pages 126–127: “The Indians on the frontiers of the states had been practising [practicing] their barbarous warfare, in connexion [connection] with some of the equally barbarous white settlers.” In 2–3 sentences, **evaluate** Reed's worldview regarding race. **Does** this statement reveal an unbiased attitude?

4. A good leader should encourage and praise those under him or her when they perform nobly. On page 127, we see a letter written by Washington to his troops. The Bible teaches us to give honor and praise when praise is due. **Copy** Romans 13:7 from a Bible translation of your choice.



5. While there are times a leader needs to praise and encourage, there are also times a leader needs to bring correction or rebuke. Reed records, “It was in the summer of this year, that General Washington took measures to suppress the habit of profane swearing which prevailed in the army. The following general order is sufficiently illustrative of his views of that most vulgar and impious practice” (p. 129). **Read** the order about swearing and **summarize** it.

6. The English army under General Cornwallis was having great success in Carolina and offered terms to the residents in the area if they would submit. Reed states that “many of the richest inhabitants gave up their property and went into banishment from their homes, rather than remain upon the terms offered to them.” Imagine how difficult it would be to give up your home for the cause of your country’s freedom. **Write** 2–3 sentences telling what decision you might make and how you would feel about it.

7. The American army had many times when they needed food, clothing, shelter, and weaponry. This was a great concern of Washington’s. On page 137, we read, “The state of his army caused him distress and vexation. He felt for the officers ...” Using a dictionary or online source with a parent’s permission, look up the words *distress* and *vexation*. **Write** 3–4 sentences explaining your opinion on whether Washington was justified in feeling this way. Were these times when distress and vexation were called for?





Review



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



Recite Ezekiel 44:23 from memory to your instructor.

Vocabulary Review

Match the words to the correct definition.

- | | |
|----------------------|----------------------------------------------------|
| 1. _____ hostilities | a. the abandonment of a person or cause |
| 2. _____ imminent | b. cruel, savage, and brutal |
| 3. _____ conspicuous | c. acts of war |
| 4. _____ infidel | d. clearly visible, standing out |
| 5. _____ barbarous | e. to put down forcibly |
| 6. _____ consoled | f. about to happen |
| 7. _____ desertion | g. a non-Christian or one who opposes Christianity |
| 8. _____ suppress | h. comforted someone in time of grief |
-
- | | |
|------------------------|-------------------------------------------|
| 9. _____ profane | i. to abuse something sacred |
| 10. _____ impious | j. unprovoked |
| 11. _____ imprecations | k. driven out from home or country |
| 12. _____ wanton | l. a blade fixed to the muzzle of a rifle |
| 13. _____ vice | m. cursing |
| 14. _____ bayonet | n. lacking respect or reverence |
| 15. _____ banishment | o. an immoral behavior |

Grammar & Punctuation Review

1. **Describe** the active voice.

2. **Describe** the passive voice.

Write active or passive on the line to indicate the voice of the verb.

3. _____ Our lawn was mowed by a landscaping service this past summer.

4. _____ The elephant lifted its trunk high in the air and then slapped it on the water.

5. _____ Old hymns were sung each Sunday at my grandmother's church.
6. _____ My mail carrier drives her own vehicle instead of a postal service vehicle.
7. **Rewrite** this active voice sentence to make it passive.

The garbage man left our garbage bins lying in the middle of the street.

Communication Review

1. **Define** a definition essay.
2. **Write** a one-paragraph summary of the definition essay you wrote on Day 43.

Worldview & Literary Analysis Review

1. **List** three ways the author of *Life of Washington* shows Washington's skills as a leader.

- a. _____

- b. _____

- c. _____

Fill in the blanks.

2. When referring to the war, Washington makes this statement.

“The hand of _____ is so _____ in all this, that he must be worse than an _____ that lacks _____, and more than _____, that has not _____ to acknowledge his obligations.”