

PACIFIC NORTHWEST HISTORY



8th Grade - High School
Essays, Tests, and Grading

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8TH GRADE - HIGH SCHOOL
ESSAYS, TESTS, AND GRADING

BY TIFFANY MICHAELS



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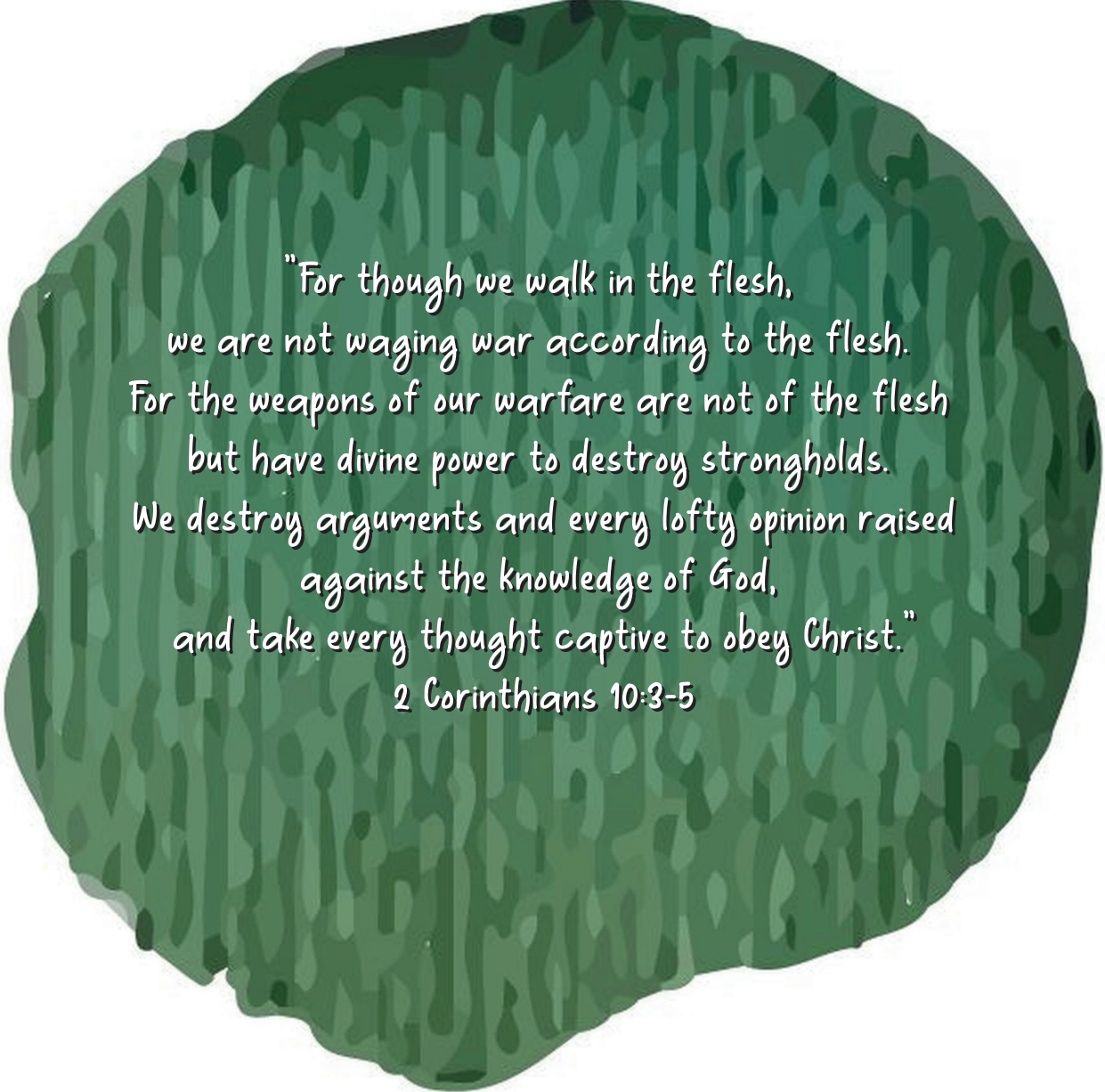
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*"For though we walk in the flesh,
we are not waging war according to the flesh.
For the weapons of our warfare are not of the flesh
but have divine power to destroy strongholds.
We destroy arguments and every lofty opinion raised
against the knowledge of God,
and take every thought captive to obey Christ."*

2 Corinthians 10:3-5

GRADE RECORD

CH #	WORKBOOK	ESSAYS			TESTS		
		POINTS/POSSIBLE	TYPE	ROUGH DRAFT	FINAL DRAFT	1 st TIME	FIX w/ BOOK
1	___/56		___/	___/10			
2	___/51		___/	___/10	___/58	___/58	___/58
3	___/40						
4	___/34		___/	___/10			
5	___/24				___/50	___/50	___/50
6	___/34		___/	___/10			
7	___/39						
8	___/25		___/	___/10	___/54	___/54	___/54
9	___/34						
10	___/36		___/	___/10			
11	___/38				___/66	___/66	___/66
12	___/38		___/	___/10			
13	___/50						
14	___/44		___/	___/10	___/46	___/46	___/46
15	___/39						
16	___/42		___/	___/10			
17	___/59				___/64	___/64	___/64
18	___/64		___/	___/10			
19	___/57						
20	___/46		___/	___/10	___/70	___/70	___/70
21	___/54						
22	___/70		___/	___/10			
23	___/66				___/60	___/60	___/60
24	___/61		___/	___/10			
Total	___/1101		___/	___/130	___/468	___/468	___/468

Add up the total points received for each section and divide by points possible.

GRADE

ESSAY AND TEST INSTRUCTIONS

Who Should Complete Essays and Tests?

The purpose of the essays and tests is to bring this Pacific Northwest History curriculum up to a high school level, so essays and tests are designed primarily for high school students.

The basic essay suggestions are actually simple enough that 6th-8th graders could do them if you want extra writing skills practice, but these are definitely optional for these grades.

Advanced 7th-8th graders could complete the tests if desired. However, it was never my intention to include tests for students before the high school level, and testing is not required. Students who are not not advanced may find some of the questions to be difficult. At the middle school level (6th-8th grades), the Workbook is enough.

High School Credit

There is enough content for 1 Pacific Northwest History high school credit if students read the 2 Lesson Books plus the assignments on this page. This is equivalent to 120 hours or 1 Carnegie Unit.

For high school credit, students should take the tests and complete at least 4

essays. There are several different essay options per section, and there are 13 sections total. Students will choose which essays to write; they should NOT plan to write about all prompts.

Essay Instructions

Detailed instructions for writing the essays and what should be included in each essay type can be found on pages 13-22. Examples of these essays can be found on pages 23-30.

Assignments and Writing Levels

Since students vary in their abilities, there are assignment and essay suggestions for three different writing levels: Basic, Standard, and Advanced.

Basic Level

The Basic level is for students who struggle to write a paragraph. Students should complete the workbook that comes with the curriculum, take the 8 tests, and write 4-6 basic one-paragraph essays using the writing prompts.

Standard Level

The Standard level is what most 9th-10th grade students should be able to complete. At this level, students should be able to write a 3-5 paragraph essay.

Students have two options:

1) Complete the workbook that comes with the curriculum, take the 8 tests, and write 4-6 standard three to five paragraph papers (Students just starting to write papers that are several paragraphs long can start with the three-paragraph paper, but they should complete 2-3 five-paragraph papers by the end of the course).

OR

2) If students think the workbook is too young, they can complete extra writing assignments instead. They should complete one writing assignment (either the one paragraph or the three to five paragraph papers) for each of the 13 sections. This means they will have 13 essays by the end of the year. They need to complete at least 4-6 three to five paragraph papers, but the rest can be one paragraph papers if desired. Students also need to take the 8 tests.

Advanced Level

The Advanced Level will give your student more practice with various types of essays and is geared for 11th-12th grade students who plan to go to college. Students should complete 13 essays, one per section, but only 4-6 need to be the Advanced Level papers. Try to do at least one essay of each type. The other 7-8 essays can be from either the Basic or Standard Level (though no more than 3-4 should be at the Basic level). Students also need to take the 8 tests.

Grading

Use the Grade Record sheet to help with your grading.

Workbooks

The Grade Record sheet shows points possible for each workbook chapter. Workbooks can be completed as you read the chapter. The answer key is at the back of Lesson Book #2.

To grade workbooks:

- 1 point for each question or answer (Some questions will have more than one point because they are a two part question.)
- 1 point for each drawing
- 1 point for labeling drawings when instructed to label
- 1 point for each textbox
- 1 point for each line on matching questions
- 1 point for each blank for fill-in-the-blank questions (some questions have several spots to fill in the blank)
- 2 points for each written Bible verse
- 10 points for each map

Note: Some questions ask you to list several answers. These still just count as one point unless there is a separate numbered line for each answer.

If students get a lot of wrong answers, they can re-do the worksheets and average the two scores.

For example:

A student gets 30/54 the first time and re-completes the worksheets and gets 52/54. These are averaged ($30+52=82$) final score of 41/54, which is 76%.

Tests

There are 8 tests total. There is a test every 3-4 chapters. Students should review their workbooks before taking each test. Tests cover the same content as the workbook. There is no time limit for tests.

There is an answer key for tests at the back of this book.

Essays

Grading for essays can be found in the Grading Scales section on page 31.

Low Scores

To improve scores, students who receive a score lower than they (or you) would like on workbooks or tests can go back and fix incorrect answers. Tests can be open book using the Lesson Books when students are fixing incorrect answers the second time through. The two scores can be averaged for a final score for both workbooks and tests.

Example:

Joe takes the first test and scores 40 out of 58 points. He goes back through the test and fixes all incorrect answers using the Lesson Book, and he scores 56 out of 58 points.

His final score is averaged as:
 $40+56=96/2$ Final score: $48/58=83\%$

Weight

Some curriculums give a different weight to different activities. We recommend the same weight for all worksheets,

essays, and tests.

Grade Record

You can use the Grade Record at the beginning of this book to keep track of grades. Your student probably will not use all sections of this page since activities vary by level. You can just use the sections that your student is completing and leave the others blank.

Final Grade

Use the Grade Record to add up scores for the different activities: workbook, essays (rough drafts and final drafts), and tests. Add the total points received for all activities and divide by the points possible. This will give you a final score. (To see how to do this in more detail, see the Grading Scales section.

Use the final score to find a letter grade on the Use the grading

If you need to grade by semester, use the grades from Chapters 1-13 for semester #1 and the grades from Chapters 14-24 for semester #2.

Grading Scale

97-100=A+	73-76=C
93-96=A	70-72=C-
90-92=A-	67-69=D+
87-89=B+	63-66=D
83-86=B	60-62=D-
80-82=B-	59 & below=F
77-79=C+	

Chapter 1

Ability Level	Essay Suggestions
Basic	Write a paragraph summarizing one of these topics: <ol style="list-style-type: none">1. Worldviews2. Behemoth and Leviathan in the Bible3. Rickets4. How flood legends across the world point to the existence of a worldwide flood
Standard	Write a 3 or 5 paragraph paper on one of the following topics: <ol style="list-style-type: none">1. How climate conditions after the flood caused the Ice Age2. Rudolph Virchow's belief about Rickets and why the hypothesis was dismissed by the scientific community3. Evidence for people and dinosaurs/dragons living at the same time
Advanced	Write a persuasive essay about whether or not you think Rudolph Virchow was correct and why or why not

Chapters 2-3

Ability Level	Essay Suggestions
Basic	Write a paragraph summarizing one of these topics: <ol style="list-style-type: none">1. The Northwestern salamander2. Rain shadows and why it is so dry in eastern Washington3. Why the mouth of the Columbia River is called the Graveyard of the Pacific
Standard	Write a 3 or 5 paragraph paper on one of the following topics: <ol style="list-style-type: none">1. How the Yellowstone Hotspot formed the landscape in southern Idaho2. How Continental Drift Theory came to be universally accepted3. What makes the Columbia River so hazardous and why it is called the Graveyard of the Pacific
Advanced	<ol style="list-style-type: none">1. Write a compare/contrast essay about the evidence for evolution vs. catastrophic geological change that is seen based on the Mount St. Helens eruption2. Write a five paragraph paper about DNA and the Northwestern salamander

Chapter 4

Ability Level Essay Suggestions

Basic

Write a paragraph summarizing one of these topics:

1. What caused the Missoula Flood
2. What caused the Bonneville Flood

Standard

Write a 3 or 5 paragraph paper on one of the following topics:

1. Why J. Harlen Bretz was criticized for most of his life and how his flood theory was eventually widely accepted
2. What evidence confirms that there was a Cascadia Earthquake and Tsunami around the year 1700 AD

Advanced

1. Write descriptive essay about the Bonneville Landslide

Chapters 5-7

Ability Level Essay Suggestions

Basic

Write a paragraph summarizing one of these topics:

1. The Pacific Spiny Dogfish
2. The Salish Woolly Dog
3. Chinook Jargon and why it was important
4. Cuttlefish

Standard

Write a 3 or 5 paragraph paper on one of the following topics:

1. The people of the Northwest Coast (this is a very broad topic, so choose three things that you found interesting about the people and then write a thesis statement that will work for your three topics)
2. What a potlatch was and why it was important
3. The life cycle of salmon
4. Deep Sea Channels and why whales are attracted to the Salish Sea
5. The importance of buffalo for the Indigenous peoples on the Columbia River Plateau

Advanced

1. Write a compare/contrast New Age Shamanism and Christianity

- Advanced*
2. Consider the painting *A Whale Ashore* and write a descriptive essay about how it foreshadowed the future of the Indigenous peoples
 3. Research George Catlin and write an essay about his life, his commitment to recording the lives of the Indigenous peoples, and/or his influence on other artists who also painted the Indigenous peoples, such as Paul Kane

Chapters 8-9

Ability Level *Essay Suggestions*

Basic

- Write a paragraph summarizing one of these topics:
1. Steller's sea cows
 2. Why explorers were looking for a Northwest Passage
 3. David Thompson (what three things stand out about him?)

Standard

- Write a 3 or 5 paragraph paper on one of the following topics:
1. Explorers to the Pacific Northwest (Juan de Fuca, Vitus Bering, and James Cook)
 2. The importance of the spice trade and why Europeans were looking for a Northwest Passage
 3. David Thompson (Choose 3 topics to write about him. These could be: his early life, his apprenticeship for Hudson's Bay Company, his work as a surveyor, his marriage to Charlotte and their family, creating new trading posts, finding the Athabasca Pass, etc)

Advanced

1. Write narrative essay about the discovery of the Columbia River, including a paragraph each about Robert Gray, George Vancouver, and William Broughton. You can also mention why both the Americans and the British thought they had a claim to the river
2. Write a character trait essay about David Thompson. Choose 3 character traits and show examples of how David Thompson had them. Possible traits include: adventurous, courageous, intelligent, determined, respectful, promising, faithful, loving, moral, fair, etc

Chapters 10-11

Ability Level Essay Suggestions

Basic

Write a paragraph summarizing one of these topics:

1. Why the Lewis and Clark Expedition was sent
2. One of the members of the Lewis and Clark Expedition (choose from Lewis, Clark, York, Seaman, Sacagawea, or Charbonneau)
3. How modern historians can confirm campsites today by finding mercury
4. Beavers

Standard

Write a 3 or 5 paragraph paper on one of the following topics:

1. How York, Seaman, and Sacagawea were important to the Lewis and Clark Expedition
2. Wild animals encountered during the expedition
3. The importance of beavers to the fur trade
4. What were Frenchtowns and why did retired fur traders live there?

Advanced

1. Write a compare/contrast paper comparing Sacagawea with her husband, Charbonneau

2. Write a compare/contrast paper or a character trait essay about William and Clark, their leadership/cooperation with each other, or their positive and negative traits

3. Write a five paragraph essay about whether or not Lewis and Clark are worthy of remembrance today

4. Write a compare/contrast paper comparing profitable Christianity (think George Simpson) with true Christianity (think David Thompson or John McLoughlin)

Chapters 12-13

Ability Level Essay Suggestions

Basic

Write a paragraph summarizing one of these topics:

1. How diseases impacted the Indigenous peoples
2. How the eruption of Mount St. Helens in 1800 caused the Indigenous peoples to begin their search for Christianity
3. If you were traveling on the Oregon Trail, would you choose oxen, mules, or horses to pull your wagon and why?

Standard Write a 3 or 5 paragraph paper on one of the following topics:

1. The three denominations of missionaries that were sent out (one per paragraph): Methodist, Protestant, and Catholic
2. How the Whitmans and Spaldings sparked the westward migration (first white women, first to travel across country in a wagon, Whitman Mission helped future settlers)
3. Life on the Oregon Trail (choose 3 topics from: draft animals, supplies, route, buffalo, coffee, landscape, etc)
4. Dangers on the Oregon Trail

Advanced 1. Write compare/contrast essay or a five paragraph essay about the missionary efforts. Write the challenges they had in common, the differences, and why they mostly failed.

Chapters 14-15

Ability Level *Essay Suggestions*

Basic Write a paragraph summarizing one of these topics:

1. Eliza Spalding and why she was an effective missionary
2. Bigfoot

Standard Write a 3 or 5 paragraph paper on one of the following topics:

1. What manifest destiny was and how it led to "Fifty-four Forty or Fight" and the Treaty of 1846 (one paragraph about each)
2. Why and where there was a boundary dispute after the Treaty of 1846
3. Mythical monsters of the Pacific Northwest (Bigfoot, the Tacoma Narrows Octopus, and the Vancouver Island Sea Serpent)
4. The role Chief Leschi played in the Indian Wars (choose three topics or ways that Chief Leschi participated in or spurred on the wars)

Advanced

1. Write a five paragraph essay about the role of sin, Social Darwinism, worldviews (i.e. inherent worth), and dehumanization in the way that the Indigenous peoples were treated
2. Write a persuasive essay about whether or not reservations were beneficial for the Indigenous peoples. Consider the purpose of reservations, settler encroachment, massacres, and Indian wars.
3. Write a character trait essay about General John Wool. Choose three character traits that describe him and show with examples how he had these traits. To help you get started, some possible traits could be: capable, firm, unpopular, humanitarian, fair, etc

Chapters 16-17

Ability Level	Essay Suggestions
Basic	Write a paragraph summarizing one of these topics: 1. The Pig War 2. How Chief Looking Glass joined the Flight of the Nez Perce
Standard	Write a 3 or 5 paragraph paper on one of the following topics: 1. The Pig War: The cause, what it was, and how it was resolved 2. Why the Chinese were excellent miners and benefited mining camps 3. How steamboats traveled the three sections of the Columbia River 4. How railroads increased immigration
Advanced	1. Write a narrative essay about Chief Joseph and the Flight of the Nez Perce

Chapters 18-19

Ability Level	Essay Suggestions
Basic	Write a paragraph summarizing one of these topics: 1. Early airships and UFOs 2. Why the Palouse was behind in its use of machines for farming and how that changed
Standard	Write a 3 or 5 paragraph paper on one of the following topics: 1. Why the government wanted to change the structure of reservations to increase individualism 2. American Indian boarding schools 3. Early logging (choose 3 topics)
Advanced	1. Write a five paragraph paper about Richard Henry Pratt (choose 3 topics: his beliefs, his thoughts on civilizing the Indigenous peoples, his rehabilitation goals, Carlisle Indian School, how he Americanized Indigenous peoples, or how they were harmed by his practices) 2. Write a narrative essay about Matthew Maury

Chapters 20-21

Ability Level Essay Suggestions

Basic

Write a paragraph summarizing one of these topics:

1. How the teddy bear got its name
2. One way that ecosystems adapt for fire
3. Airplanes
4. How rum running boats saved Boeing

Standard

Write a 3 or 5 paragraph paper on one of the following topics:

1. Who John Muir was and how he influenced Theodore Roosevelt (1-2 paragraphs about John Muir and his beliefs and at least one paragraph about how he influenced Theodore Roosevelt during a camping trip)
2. What reclamation was and what some of the largest projects were (say what reclamation was in the intro paragraph, choose 3 projects for the 3 body paragraphs, and end with a conclusion paragraph)
3. The Seattle Fire (choose 3 topics)
4. The Big Burn (choose 3 topics: how it started, heroes, the Pulaski tool, the Buffalo Soldiers, political climate, etc)
5. Fire adaptations in ecosystems
6. Airplanes (choose 3 topics)

Advanced

1. Write a narrative essay about how Theodore Roosevelt changed his public image
2. Find and read Theodore Roosevelt's "Conservation as a National Duty" speech and write a literary analysis essay. Consider the tone, his wording choices, repetition of words, etc
3. Write a five paragraph essay about fire adaptations in ecosystems

Chapters 22-23

Ability Level Essay Suggestions

Basic

Write a paragraph summarizing one of these topics:

1. First Scenic Highway
2. Hoovervilles
3. Fish Ladders at dams
4. How the mouth of the Columbia River was fortified in the early 1900s

Essay Suggestions

- Standard** Write a 3 or 5 paragraph paper on one of the following topics:
1. Galloping Gertie and Tacoma Narrows Bridge (choose 3 topics: how it was built, how it got its nickname, how it failed, when and how it was replaced)
 2. Japanese Internment (choose 3 topics: executive order, forced relocation, living conditions, becoming self sufficient, children, 442nd)
 3. War efforts at home (choose 3 topics)
 4. Mission Aviation Fellowship and Operation Auca
- Advanced**
1. Write descriptive essay about the Japanese Internment
 2. Find the poem "That *Damned Fence" and read it and then write a literary analysis paper (*This curriculum does not prefer to use this language, but the poem itself is powerful. Some 11th-12th grade students will benefit from examining this poem closer.)
 3. Write a narrative essay about the balloon bombs and the reconciliation of the town of Brookings and its bomber
 4. Read the steps to communism on page 158 and write a persuasive essay about whether or not the United States is becoming a communist nation.

Chapter 24

Ability Level Essay Suggestions

Basic

- Write a paragraph summarizing one of these topics:
1. Ham's orbit of the earth
 2. The Seattle World's Fair

Standard

- Write a 3 or 5 paragraph paper on one of the following topics:
1. The Space Race
 2. The Spokane Expo (and the importance of the Soviet Union's presence)
 3. The International Space Station

Advanced

1. Write a narrative or descriptive essay about the Ruby Ridge Standoff
2. Write a persuasive essay about the Seattle Riots and Defund the Police movement
3. House Republicans say that housing bills add to the homelessness crisis instead of helping. Do you agree or disagree? Write a persuasive essay to argue your side.

HOW TO WRITE EACH TYPE OF ESSAY

Basic Paragraph

A paragraph has three parts:

- Topic Sentence
- Body Sentences
- Conclusion Sentence

The first sentence should be a topic sentence, or a sentence that the rest of the paragraph is about. There need to be at least three body sentences that support the topic sentence. Finally, there needs to be a sentence that wraps up the paragraph and says what it was about. Ideally, the conclusion sentence will include 2-3 words from the topic sentence because this helps it be a cohesive paragraph.



Five Paragraph Essay

A five paragraph essay uses the basic paragraph structure but includes five paragraphs:

- Introductory Paragraph
- Three Body Paragraphs
- Conclusion Paragraph

Each paragraph has specific elements that need to be included:

Introductory Paragraph:

Hook

Thesis Statement

Three Topics

The hook is a way to get the reader's attention. See hook examples in the Appendix. The thesis statement is what the paper is about. Your thesis statement needs to be concise and arguable. All paragraphs will support the thesis statement. You need at least three topics that support your thesis statement, and you will write a paragraph for each of these three topics. You also need to mention all three of these topics in the final sentence of your introductory paragraph.

Body Paragraphs:

Topic Sentence

Body Sentences

Conclusion Sentence

Each of your body paragraphs needs to be one of the topics mentioned in your introductory paragraph. Each body paragraph needs its own topic. This topic will be stated in the first sentence of each body paragraph. Then you need AT LEAST three sentences that support your topic sentence. Finally, you will conclude each body paragraph with a sentence that refers back to your topic sentence. Ideally, you will include 2-3 words in your

conclusion sentence are in your topic sentence.

Transitions

Your body paragraphs go back to back, and they will need transition words to help them flow well. Use words such as in addition, another, also, equally important, further, because, since, finally, as a result, etc.

Conclusion Paragraph:

Restate Thesis

Three Topics

Opinion (Optional)

Proof of Thesis

The purpose of the conclusion paragraph is to wrap up the essay and leave the reader with what was most important in the paper. To do this, restate the thesis in different words. Mention each of the topics. If you want, you can include a quick opinion about the topics themselves. For example, you could say which of the topics is the best/worst, which is the most/least compelling, which is the most/least important, etc and include why you are making that assertion. Finally, you can end with how the topics proved your thesis.

The five paragraph essay is the basic structure for a formal essay. However, it is not necessary to ONLY stick to five paragraphs. Your essay could be longer if you want. Some topics could take longer than one paragraph or you might have more than three topics.



Three Paragraph Essay

A three paragraph essay is essentially a five paragraph essay EXCEPT that instead of introductory and conclusion paragraphs, you use one sentence for each at the beginning and end of the paper. This means you have an introductory sentence for the whole paper immediately followed by an introductory sentence for the first body paragraph. Then there will be at least three sentences for the body of the paragraph followed by a conclusion sentence for the first body paragraph. There should be a transition to the second paragraph, which will be a standard paragraph with an introductory and conclusion sentence. The third paragraph will be a standard paragraph, but at the end of the paragraph conclusion sentence there will be a final paper conclusion sentence.

Paragraph #1

Paper Introductory Sentence

Paragraph #1 Topic Introductory Sentence

3+ Supporting Body Sentences

Paragraph #1 Conclusion Sentence

Paragraph #2

Topic Sentence

Body Sentences

Conclusion Sentence

Paragraph #3

Paragraph #3 Topic Introductory Sentence

3+ Supporting Body Sentences

Paragraph #3 Conclusion Sentence

Paper Conclusion Sentence

Character Trait Essay

A character trait essay is a standard five paragraph essay that looks at the character of a person. Character traits are how a person is and how that person treats others. For example, some positive character traits could be: compassionate, kind, trustworthy, dependable, loyal, and honest. Some negative character traits could be: harsh, vindictive, spiteful, manipulative, dishonest, untrustworthy, disloyal, and cruel.

For a character trait essay, you will look at a real person or fictional character and examine his or her character. Then, you will choose three character traits that describe that person. These three character traits will each be one of your body topics and paragraphs. Then, you will chose a thesis statement that fits your character traits. For example, in the story *The Boy Who Cried Wolf*, some character traits of the boy could be: bored, mischievous, manipulative, dishonest, and foolish. Of those traits, three can be chosen for the essay: mischievous, dishonest, and foolish. Then a thesis statement could be: The boy in the story *The Boy Who Cried Wolf* is an example of what can happen when children use poor judgment.

The thesis is that the boy used poor judgment. Can this be argued? Yes. There probably isn't a good argument for how he did not use poor judgment, but it could definitely be argued all the same.



Compare/Contrast Essay

A compare/contrast essay is also a standard five paragraph essay. In this

essay, you will be comparing two people, two events, or two situations. To prepare for this essay, think about how the two are the same and how they are different. Once you have considered this, on a scratch piece of paper, make three columns. In the first column, write how the two things are the same or different. In the second column, write a specific example of how the first is the same/different and in the third column, write a specific example of how the second is the same/different.

Example:

Compare/Contrast David and Goliath

	David	Goliath
Size	small	huge
Trust	God	himself
Ability	shepherd	warrior
Weapon	slingshot	sword & armor
Demeanor	quiet faith	loud taunting

There are many different directions you could go with this paper. One example could be:

Thesis: Looking at the two, Goliath looked like the clear winner, but David is proof that faith is more important than strength.

Body Topic 1: How they were the same-- both had deep faith in something (David: God; Goliath: himself) and both had strong abilities (David: protected his sheep from wolves and bears; Goliath: seasoned warrior).

Body Topic 2: How they were different-- size, weapons, faith

Body Topic 3: How faith was more important--David's quiet faith vs. Goliath's taunting, how slingshot trumped

sword and armor, how trust in God gave David the victory

Conclusion: It is better to have faith than strength. For all of Goliath's strength, weapons, and taunting, David's quiet faith won the victory. Faith is the most important thing.



Narrative Essay

Instead of a five paragraph essay format, a narrative essay follows a basic story sequence:

- 1) *Characters and Setting*
 - Who is in the story?
 - What are they like?
 - When does the story take place?
 - Where does the story take place?
- 2) *Conflict/Problem*
 - What do the characters want/need?
 - What is preventing them from getting what they want/need?
 - What do the characters do, think, and say?
- 3) *Climax/Resolution*
 - What is the event that occurs just before the problem is solved?
 - How is the problem solved?
 - What is the message or lesson in the story?

The narrative essay can tell any story: a story of your life, a story from the life of a historical figure or fictional character, or an event.

A narrative essay can take as many paragraphs as needed to tell the story.



Descriptive Essay

A descriptive essay is basically a five paragraph essay, except that there is more focus on the five senses. What do you see, hear, touch/feel, taste, or feel/touch? The goal is to give readers a clear sense of the topic and provide them with details and sensory language. Make your reader feel like they are there or help them really understand and have an emotional response to the topic.



Persuasive Essay

A persuasive essay uses the basic format of a five paragraph essay, but the purpose of the essay is to persuade or convince your reader to agree with you on a topic. This essay is also called an argument essay. To be effective, you need to consider, and address, both sides of an argument and then logically show how your of the argument is correct. Each paragraph in a persuasive essay has a specific purpose.

Introductory Paragraph
Con Paragraph
Pro/Con Paragraph
Pro Paragraph
Conclusion Paragraph

Introductory Paragraph:
Hook

Background Information about the Topic
Mention Body Paragraph Topics
Thesis Question (NOT statement)

Start with a hook as you do with all essays. Introduce the topic of the essay and give enough background information for the reader to understand the topic. Mention a couple quick pros and cons of the topic. Finally, end with a THESIS QUESTION. Notice, it is a QUESTION, not a STATEMENT like you usually do for most essays. This is because it is more powerful to wait to reveal your side until you have talked about the pros and cons of the topic. In the introductory paragraph, you leave your reader guessing which side you are on.

Con Paragraph:

Topic Sentence (Strongest Argument Against)
Body Sentences (Refute)
Conclusion Sentence (Raise Question)

To convince your reader to see your side, begin by researching the strongest arguments AGAINST your stance. Choose the top argument against, and find ways to refute this argument. Then insert a sliver of a doubt in the form of a question.

To do this, present the argument in your topic sentence. Refute the argument in your body sentences, and then present a question to raise doubt in your conclusion sentence.

Con/Pro Paragraph:

Topic Sentence (Middle Ground or 2nd Con)
Body Sentences (Refute)
Conclusion Sentence (Raise more Questions)

For the second paragraph, present information that is either middle ground and how the information could be interpreted by both sides OR choose a

second argument AGAINST your side and present it the same as the first paragraph and then refute it.

Pro Paragraph:

Topic Sentence (Strongest Argument For)
Body Sentences (Clear Evidence)
Conclusion Sentence

Finally, end the essay with the strongest arguments FOR your side, and present at least three examples of clear evidence to support your side.

Conclusion Paragraph:

Discredit & Refute the Con Argument
Reaffirm the Pro Argument
Clearly State Your Opinion

This conclusion paragraph is different than typical essays because you do NOT restate the topics. You do NOT want your reader to reconsider the con side, so you don't mention it except to refute it. Mention the strongest arguments FOR the topic again in different words. Then end the essay by clearly stating your opinion.

Example Outline of a Persuasive Essay:

Benefits and Disadvantages of Mint

I. Planting Mint

- A. Minty tea intro
- B. taste/smell yummy
- C. Grows easy
- D. Spreads like wildfire
- E. Should I plant?

II. Benefits of mint

- A. Medical: nausea, digestive
- B. calming/soothing, >depression
- C. garden=easy 2 grab
- D. Convenience worth spread?

III. Containing mint

- A. Grows indoor/outdoor
- B. Plant pots/pain
- C. Box beds w/ plastic
- D. Runners spread

IV. Mint=uncontainable

- A. Plastic wears/holes
- B. Runners under boxes
- C. Spread 2 other beds
- D. Out of control

V. Don't grow mint

- A. Easy grow=infestation
- B. No way 2 contain
- C. Friends don't let friends grow mint



Literary Analysis Essay

A literary analysis essay is a critique of a work of literature or poetry. To analyze means to separate into parts that can be studied. Instead of summarizing or giving an opinion of the piece as a whole, this type of essay looks at specific parts of the literature.

There are many different directions you can go with a literary analysis essay. Some common things you can write about are the theme, the characters, the choices the author made, how the author conveyed a point or worldview through the actions or choices of the characters, the word choices used, the tone, the symbolism, etc.

You do not need to write about ALL of these things. Choose one or a few of these to consider and write about.

A literary analysis is written in present tense. For example: Jonah **shows** hard-heartedness and **is** judgmental as he **sits** above the city of Nineveh and **hopes** that God will destroy it.

Theme

Themes in literature are the main idea that is explored. Common themes include: family, good vs. evil, hubris (pride), identity (Who am I?), justice, man vs. nature, man vs. self, man vs. society, love, war, faith vs. doubt, coming of age, etc.

Read through the work and look for the theme. What is the main point or idea that the author is trying to convey? What is the broader message about the world?

Once you determine the theme, think about how the author conveyed that message. What kinds of words did the author use? Are there any specific words or events in the story that convey the message well? Are the words full of bias or emotion?

Literary Techniques

Metaphor - Comparing two unrelated things by using language that implies that one thing is the other. "The armies swarmed into the valley." This is comparing armies of men with insects by using the word "swarming."

Simile - Comparing two unrelated things using the words "like" or "as." "He was as happy as a little boy eating ice cream."

Personification - Giving human attributes to something that is not human.

"Because I could not stop for Death—
He kindly stopped for me—
The Carriage held but just Ourselves—
And Immortality."
(Emily Dickinson, "Because I could not Stop for Death")

In this poem, death is personified as a person.

Onomatopoeia - Using words that sound like what they are named such as "hiss" or "buzz" or "ding-dong." "He saw nothing and heard nothing but he could feel his heart pounding and then he heard the clack on stone and the leaping, dropping clicks of a small rock falling" (*For Whom the Bell Tolls* by Earnest Hemingway). Can you figure out which words show onomatopoeia? Clack and clicks.

Repetition - Using the same word or phrase intentionally to create a specific effect. There are many different forms of repetition. Here are just a few.

Anaphora - Repeating a word or group of words at the beginning of sentences or clauses.
"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness..." (*A Tale of Two Cities* by Charles Dickens). Can you tell which words are repeated here? If you said "it was," you are correct.

Epizeuxis - Repeating one word in a sequence:
"To the swinging and the ringing
Of the bells, bells, bells,
Of the bells, bells, bells, bells,
Bells, bells, bells—"
(*The Bells* by Edgar Allen Poe)

Epistrophe - Repeating a word or a group of words at the end of a phrase:
"A day may come when the courage of men fails, when we forsake our friends and break all bonds of fellowship, but it is not

this day. An hour of woes and shattered shields, when the age of men comes crashing down! But it is not this day! This day we fight!" (*Aragorn, The Lord of the Rings: The Return of the King*, 2003)
Can you see what phrase is repeated at the end of a sentence? "but it is not this day."

Repetition of Sound - Instead of repeating words or phrases, repeat specific sounds in a sentence. These can rhyme or not rhyme.

Consonance - Repeating consonant sounds
"Oh, from out the sounding cells,
What a gush of euphony
voluminously wells!
How it swells!
How it dwells
On the Future! how it tells
Of the rapture that impels..."
(*The Bells* by Edgar Allen Poe)

Can you tell what sounds rhyme or sound the same? "ells" The "ll" sound is most prominent.

Assonance - Repeating vowel sounds. Assonance probably does not rhyme.
"Do not go gentle into that good night
Old **age** should burn and **rave** at the close of **day**
Rage, rage against the dying of the light."
("Do Not Go Gentle into the Night" by Dylan Thomas)

In this example, the hard "A" sound can be heard in the bolded words.

Alliteration - Using the same sound at the beginning of words that are next to each other. "No warmth could warm, nor wintry weather chill him" (*A Christmas Carol* by Charles Dickens, page 2). Notice the repetition of words starting with "w" in this sentence.

Literary Elements

Symbolism - the way that words or ideas have deeper meanings. For example, what comes to mind when you see the colors red, white, and blue? You probably think of patriotism. What about red and green? Do you think of Christmas? What do you think of when you see a cross? Probably Jesus or religion. Objects could symbolize deeper meanings, such

as an apple to symbolize temptation, a ring to symbolize marriage, a butterfly to symbolize transformation, etc.

Tone - the author's attitude about what is being written. This attitude is shown using word choice and description. Tone can be described using an adjective. The same scene can vary dramatically depending on tone. The examples on the below are all about a woman taking a pot of mint home to plant. Notice how different they are.

For the following passage, see if you can determine the tone:

"Oliver began to learn the funeral business. Mr. Sowerberry liked the look of Oliver's pale, sad face, so he dressed Oliver up to walk in the

Hopeful

She looked at the lovely thing carefully strapped into the passenger seat, leaning over to gently trace a tiny leaf, and imagined the look on Tom's face as he took a sip of delightfully minty tea.

Disgusted

She glanced in trepidation at the thing in the worn-out pot on her passenger seat, briefly considering opening her window, grabbing the offensive item, and dashing it against the blistering concret.

Curious

She glanced at the green plant in the pot carefully strapped in to keep it from tipping and wondered if she could keep it alive long enough to enjoy some refreshing mint tea.

Foreboding

She sighed in contentment as she glanced at the lovely little plant on her passenger seat, little knowing the true nature of the malevolent weed she was welcoming into her life.

funeral marches. He had many chances to see the strength and courage with which people faced sorrow and death. This stuck in Oliver's mind. Oliver learned that the sad families were very thankful for the kindness and comfort he was able to give them."

Oliver Twist by Charles Dickens, p. 17

What do you think the tone is of this passage? It starts out sad, but Oliver learns that he can make a difference. The tone could be contemplative or reflective.

Mood - the emotion the author is trying to get the reader to feel. Mood is different from tone because it is influenced by the setting and literary techniques.

"Late that night they entered London. A dirtier or worse place Oliver had never seen. The streets were very narrow and muddy, and the air was filled with bad smells. There were children everywhere! Even at that time of night, they were crawling in and out of the doors or screaming inside the homes and shops."
Oliver Twist by Charles Dickens, p. 25

The setting helps set the mood. It is dark, tight, and smelly. The metaphor of the children crawling in and out makes you think of bugs. This is not a place you want to be.

Paragraph Format

Your essay will basically be a five paragraph paper with an introductory paragraph, three body paragraphs, and a conclusion paragraphs. You do not have to stick to just five paragraphs; it can be longer.

Introductory Paragraph:

Hook

Literature Title, Author, and Type

Thesis Statement

Three Topics

The literary analysis assumes that the reader has read the literature and is familiar with it, so a summary is not necessary. You are simply critiquing the work.

As with all writing, start with an attention-getting hook. Mention the title of the piece you are analyzing, the author, and what kind of literature it is. Choose at least three elements to write about in your analysis. These will be each of your three body paragraphs. Finally, write a thesis statement that can be argued that mentions the three topics of your three body paragraphs. The thesis is usually the last sentence of your introductory paragraph.

Body Paragraphs:

Topic Sentence

Body Sentences

Conclusion Sentence

Each of your body paragraphs needs to be one of the analysis topics mentioned in your introductory paragraph. Each body paragraph needs its own analysis topic. This topic will be stated in the first sentence of each body paragraph. Then you need AT LEAST three sentences that support your topic sentence. Include clear examples and quotes from the work of literature. Finally, you will conclude each body paragraph with a sentence that refers back to your topic sentence. Make sure to use transitions between body paragraphs.

Conclusion Paragraph:

Restate Thesis Using Different Words

Restate Three Topics Using Different Words

Opinion (Optional)

Proof of Thesis

ESSAY EXAMPLES

Basic Paragraph Example

Harmony Woods

August 15, 2024

Children Should Have Pets

Children love pets, but in addition to being cute and fuzzy, pets are also important to help children learn responsibility. Pets rely on their owners to feed and water them, which teaches children to consider the needs of their pets. Some pets require their cages or litter boxes to be cleaned. Being responsible for this cleaning is something that helps children learn they can do things that are yucky or that they just don't want to do. Pets sometimes make other messes or damage things at inconvenient times. Having to deal with this helps children learn to do hard things when they really don't want to. Pets are not just fun, but they are also an excellent investment in children's lives long-term.

Five Paragraph Essay Example

Homeschooling: The Best Educational Choice

"Homeschool children are weird." "But what about Socialization?" "I could never homeschool." These are some of the comment you might hear when others find out that you homeschool. While the stigma against homeschooling is changing, and it is becoming more main stream, there are still those who are opposed to it. You might even find some opposition in your own family. However, reality is that homeschool children are highly socialized, they are highly educated, and they are highly engaged. Homeschooling is often the best educational choice.

Homeschool children are actually highly socialized. Unlike children in schools who are separated by grade, children who homeschool are able to interact well with all ages of people. They are equally able to play with younger children, interact with their own peers, and carry on interactive conversations with adults. Families of homeschool children often have to limit their children's activities so that they can get some school done at home. Today, there are a variety of Co-ops, sports, music, drama, clubs, and religious activities that children can get involved in. Socialization is not a problem at all for today's homeschool children, and they are often better socialized than children in school.

Studies show that homeschool children do better academically across the board than all other children regardless of the curriculum used, the amount spent on their education, or the level of their parents' education. Children are able to have more one-on-one attention from their parents, which improves their ability to learn. When they get frustrated, they can slow the speed at which they do their lessons, or they can change up their curriculum entirely. They can even stop and go back to previous lessons to improve their comprehension. More advanced children can move at a faster pace. Homeschool children also do better academically because they do not have to deal with things like bullying.

Finally, homeschool children are more engaged and interested in learning. Because they have more opportunities to focus on things that interest them, children grow to love the learning process. They ask questions. They are able to take time to learn more about things that fascinate them. Many colleges are actively recruiting homeschooled students because they are finding that homeschool children are more engaged and more interested in their educations than mainstream students.

You might still hear some of the questions or some of the stigma or the "I could never do that" comments today. However, these are decreasing as more parents are choosing to homeschool because they believe it is a better learning environment for their children. For many families, homeschool really is the best educational choice.

Three Paragraph Example

Homeschooling: The Best Educational Choice

Homeschooling is often the best educational choice. One concern about homeschooling is socialization, but homeschool children are actually highly socialized. Unlike children in schools who are separated by grade, children who homeschool are able to interact well with all ages of people. They are equally able to play with younger children, interact with their own peers, and carry on interactive conversations with adults. Families of homeschool children often have to limit their children's activities so that they can get some school done at home. Today, there are a variety of Co-ops, sports, music, drama, clubs, and religious activities that children can get involved in. Socialization is not a problem at all for today's homeschool children, and they are often better socialized than children in school.

Studies show that homeschool children do better academically across the board than all other children regardless of the curriculum used, the amount spent on their education, or the level of their parents' education. Children are able to have more one-on-one attention from their parents, which improves their ability to learn. When they get frustrated, they can slow the speed at which they do their lessons, or they can change up their curriculum entirely. They can even stop and go back to previous lessons to improve their comprehension. More advanced children can move at a faster pace. Homeschool children also do better academically because they do not have to deal with things like bullying.

Finally, homeschool children are more engaged and interested in learning. Because they have more opportunities to focus on things that interest them, children grow to love the learning process. They ask questions. They are able to take time to learn more about things that fascinate them. Many colleges are actively recruiting homeschooled students because they are finding that homeschool children are more engaged and more interested in their educations than mainstream students. There are many advantages to homeschooling, and more and more parents are choosing to homeschool because they believe that it really is the best educational choice.

Notice that the only difference between this essay and the five paragraph essay is the one sentence introduction and conclusion instead of a paragraph for each.

Character Trait or Narrative Essay Example

Jonah the Proud

"I don't want to!" Have you ever felt that way? The historical figure of Jonah in the Bible certainly felt that way. God told him to go and speak against the people of Nineveh. Here's the problem: Ninevites were the sworn enemies of Israelites. Jonah didn't want to go to his enemies. Jonah's pride caused him to be defiant, reluctant, and bitter.

Jonah showed his defiance by doing exactly the opposite of what God asked him to do. Instead of going and preaching to Nineveh, Jonah boarded a ship headed in the other direction. He didn't just ignore God's instruction. He defied God, blatantly refused, and did the exact opposite. It is not possible to flee from God, though, and God caused a great storm to threaten the ship. Jonah was thrown overboard, and God caused him to be swallowed up by a great fish. Jonah learned that one cannot defy God.

After God caused the fish to spit Jonah up on dry land, he reluctantly obeyed and went to the people of Nineveh. The city was very large, and it took three days to walk the length of the city. Jonah traveled just one day into the city, so he did the bare minimum that was asked of him. He reluctantly called out against the city as God had commanded, and the people believed in God and repented.

God relented of the disaster that he had planned for Nineveh, much to Jonah's dismay and bitterness. Jonah hadn't wanted to go to Nineveh because he knew God was a gracious and forgiving God. He didn't want to speak in Nineveh because he didn't want his enemies to repent and for God to forgive them. He left the city and sat down to see what would happen to the city. In this place, Jonah had a bitter conversation with God, saying that he was angry enough to die because of God's compassion on Nineveh.

The story ends with God telling Jonah that it was his right to have pity on the people. We do not see Jonah's response. Did he finally repent himself? Or did he continue to hold a grudge? We don't know. Jonah's story might be included in the Bible to help each of us look at our own pride. Would we choose defiance, reluctance, and bitterness like Jonah, or would we choose forgiveness, compassion, and joy?

Compare/Contrast or Narrative Essay Example

Faith Like David

"Send a man to fight me!" Goliath cried day after day to the terrified men of Israel. The Philistine and Israelite armies were gathered together for battle, each army on either side of a mountain with a valley in between them. Goliath was the Philistine's champion. He was a giant of a man, about nine feet tall. He was a formidable warrior, and he looked the part. Everyone quaked when he taunted the Israelite army. Everyone, that is, except David, a shepherd and the youngest of eight sons. He had been sent by his father to the battle front to take them food. David heard Goliath's taunt. He saw the men of Israel fleeing in fear. He reproachfully demanded of the men around him to know who this uncircumcised Philistine was who defied the armies of the living God. David immediately stepped up and volunteered to fight Goliath. When the king heard, he dismissed David, saying he could not fight Goliath because he was so young and could not possibly win against such a seasoned warrior. Everyone agreed. Looking at the two, Goliath looked like the clear winner, but David is proof that faith is more important than strength.

At first glance, David didn't stand a chance, but David began to talk and was very convincing. He explained that, like Goliath, he was a warrior also. Although he wasn't seasoned in war, he was responsible for caring for his father's sheep. He was effective in this care, and he had killed a lion and a bear to protect his sheep. He said that this Philistine was no different. Both Goliath and David had strong faith in something: Goliath in himself and David in God. Goliath believed he was the best there was. He had the strength, the size, the skill, the armor, and the weapons to beat any opponent. What David lacked in strength, size, armor, and weapons, he more than made up for in his faith in God. David was highly offended on God's behalf, and he wanted to do something about it.

He must have been very convincing because the king agreed. He gave David his own armor: a bronze helmet, a coat of mail, and his sword. With David attired more like Goliath, the king was ready to send him out. Yet, David realized that his strength wasn't in the heavy armor. His strength was in the living God. Instead of armor like Goliath, David set out as he was. Instead of weapons, David only took his slingshot and five smooth stones. Then he set out to meet Goliath.

When Goliath saw David, he scorned him, saying, "'Am I a dog, that you come to me with sticks?' And the Philistine cursed David by his gods." Goliath was full of his own self-importance. David replied, "You come to me with a sword and with a spear and with a javelin, but I come to you in the name of the LORD of hosts, the God of the armies of Israel, whom you have defied." He continued, saying that God would give him the victory to prove that there was a God in Israel. Goliath's faith was in his own power. David's faith was in God's power.

God's power always trumps man's power. With a quick thrust of his slingshot, David struck Goliath in the forehead before Goliath could even make a move. God gave David the victory. Not because he was stronger or a better warrior, but because David was acting in faith. David's faith won the victory. Faith like David's is more important than all the strength in the world.

Persuasive Essay Example

Friendship and Mint

Imagine you are at a friend's house enjoying a delicious lunch. Unable to think past the scorching heat and your parched throat, you are delighted when your friend pulls out a delicious minty drink. Soothing and refreshing, it is the best thing you've ever tasted. She says she used mint fresh from her garden and offers you some mint starts to take home. You consider taking a start because mint not only tastes and smells refreshing, but it also has wonderful health benefits. However, you have heard that mint may spread in your garden. You are wondering, should you plant mint?

Since the ancient Egyptians, and probably even earlier, people have used mint for treating nausea, digestive and stomach problems, and relieving pain symptoms. It is helpful for allergies, skin conditions, and freshening breath. Easing the negative effects of colds and illnesses, it soothes sore throats, makes coughs more productive, and helps with breathing. Perfectly suited for all seasons, nothing is better than mint tea during chilly weather or a refreshingly minty ice cold drink during blazing summer temperatures. With all these benefits, it may seem like a ideal item to plant in your garden. Cautioning against planting it in gardens, some people say the downsides may outweigh the benefits.

Being a hardy, tenacious plant, mint spreads very quickly and effectively, growing well as a potted plant both indoors and outside. Swiftly spreading, mint can be difficult to control. Since mint has complex roots, it is difficult to completely get rid of once it is planted. Even if mint is cut way back, if any pieces of roots are left, it will come back again and again. To solve this problem, some gardeners try planting it in a raised garden bed to try to contain it. However, there are problems with this solution also.

Even if mint is planted inside a raised garden bed with a sheet of plastic at the base of the box, it can still spread. Plastic wears out and holes form. One tiny hole is all this invasive intruder needs to spread its unwelcome and uninvited runners throughout the garden. Quickly, the runners spread horizontally underground to other beds. Even if those other beds have plastic bases also, this meddlesome interloper will find a tiny hole to creep through and BAM it's game over for your garden as it spreads like a pervasive virus. Before you know it, not one corner of your garden will be left unscathed from this malicious fiend.

Mint's many uses cannot possibly outweigh the tiresome, unceasing war you will find yourself in if you plant this nasty, malevolent enemy. Do yourself, your yard, and your neighbors a favor and never, never plant mint. Tell your friend emphatically "no!" Friends don't let friends plant mint!

Literary Analysis Essay Example

Oliver Twist: Changing Society

"There were children everywhere! Even at that time of night, they were crawling in and out of the doors or screaming inside the homes and shops." This passage from *Oliver Twist* by Charles Dickens paints a vivid picture of what life was like for many children of his day. *Oliver Twist* is a social problem or social protest novel, and Charles Dickens' goal was to connect the reader so fully to the character of Oliver Twist that the reader would think about the social problems during Dickens' time and want to do something about it. Dickens accomplished his goal of changing society through his use of theme, tone, and literary techniques in *Oliver Twist*.

The theme of this novel is injustice or man vs. society. While at the new workhouse, Oliver tries to work hard, but those around him are predisposed to hate him. "Noah Claypole was large-headed with small eyes. He was from a poor family, and he worked for Mr. Sowerberry. The neighborhood boys had always made fun of him and his family. Now he had a chance to be mean to someone else. Here was an orphan boy to boss around..." Furthermore, "Charlotte treated him badly because she saw Noah doing it. Mrs. Sowerberry disliked him just because Mr. Sowerberry seemed to like him--sometimes" (p. 16-17). Despite this treatment, Dickens portrays Oliver as smart and compassionate: "Oliver began to learn the funeral business. Mr. Sowerberry liked the look of Oliver's pale, sad face, so he dressed Oliver up to walk in the funeral marches. He had many chances to see the strength and courage with which people faced sorrow and death. This stuck in Oliver's mind. Oliver learned that the sad families were very thankful for the kindness and comfort he was able to give them" (p. 17). This begins a series of injustices done to Oliver.

The reader connects with Oliver, and the contemplative tone reflects Oliver's resilience. Although he is disliked and treated poorly by the Sowerberrys, instead of becoming bitter and mean himself, Oliver realizes that kindness in the face of grief is important. The contemplative tone continues through to Mr. Brownlow: "Even though Mr. Brownlow was the victim of the crime, his heart went out to the poor, accused boy, who was quivering with fear before him. The boy reminded him of someone, but he couldn't quite put his finger on who. He followed the wretched boy and the police to the courthouse and was relieved when a witness stepped forward to proclaim the boy's innocence. Without stopping to ask himself why, he took the poor, grungy lad home with him." Mr. Brownlow isn't sure why he is concerned about the fate of the boy, but he still makes sure Oliver is okay and takes him home. The word choices of describing Oliver as poor, accused, quivering with fear, and wretched help paint the picture of Oliver as someone who needs help.

Oliver is grateful, but we see his character in his worry for his friend: "Meanwhile, Oliver Twist was on his way to the bookstore. He was thinking how happy he ought to feel. But he also thought about how much he would give for only one look at poor Little Dick back at the orphan's work farm. Hungry and beaten, Dick might be weeping at that very moment" (p. 58). As Oliver is walking, he isn't paying attention to his surroundings, and he is kidnapped, Mr. Brownlow's library books and money are stolen, and Oliver is forced to change out of his nice, new clothes and

back into his old rags. This shows symbolism that when Oliver has a chance at a new life, he is given nice, new clothes, but that life is ripped away from him when he is forced back into his old rags. When Nancy tries to help Oliver and goes "scared to death" to find him help, she says, "I am the woman you have heard of that lives among thieves. Be thankful, dear lady, that you had someone to care for you in your childhood. Be thankful that you have never known cold and hunger. I have lived in the streets, and I will die in the streets" (p. 113). She uses repetition here to make a point. She repeats the words "be thankful" and contrasts her life. Her words are also foreshadowing because she does die in the streets.

Dickens used the characters of Oliver and Nancy to show that even the poor can have honor and that society's injustice was holding them down and preventing them from bettering their lives. This theme of injustice was masterfully shown through tone and literary techniques and eventually led to a societal change to help the orphans and the poor. *Oliver Twist* greatly improved society.

WRITING ELEMENTS AND ESSAY GRADING SCALES

GRADING

Students' essays should improve over time, and these grading scales require extra elements of writing each week. If students complete more than six essays, they can use the sixth scale for all additional essays. Instead of grading the quality of your child's writing, you will be grading the format and mechanics. This makes it easier for both you and your child because if the writing element is included, your child gets the points, but if it is not, your child does not. The quality of students' writing automatically improves over time when they are including these elements, so you do not need to grade for writing quality at this time.

SCORING

To score, mark the points for each item included in the essay. Add them up for a total score. Divide that total score by the total points possible. For example:

If there are 24 points possible, and your child received 22 points:

*Use your calculator to find the grade:
 $22/24 = .9167$*

Multiply by 100 (or simply move the decimal two spaces): 91.67

Round to the nearest whole number: 92%

Record grade

As you are editing the student's paper, use a red pen to indicate changes that should be made to format, content, spelling, and grammar for the final draft.

ROUGH DRAFT

Students should plan to complete two drafts of each paper if possible. They will complete a rough draft. Please make sure they have a copy of the grading rubric so that they can include everything that is on it. You will score their papers based on the grading rubric, mark any changes that should be made on their papers, and return their papers for correction.

FINAL DRAFT

Students will then complete a final draft by simply making any changes you indicated in red on their rough draft. Once they have fixed any errors, they will turn the final draft in to you. The score for the final drafts is only 10 points per final draft because it should be very easy and quick to complete if they typed and saved the rough draft on a computer. You should not be grading for anything new for the final draft. You are simply making sure they fixed any errors. If there are still some errors, grade the final draft based on your best judgment. Typically, you can deduct .5-1 point for each error.

GRADING SCALES

There are different grading scales for each level and each paper. If your child

completes more than six essays, the #6 grading scale can be used for all additional essays.

FINAL GRADE

Use the grading sheet on page 2 to record the grades for each activity. Since there are a broad range of activities and ways to grade for this course, you will likely have some blank lines. That is fine. Just score the activities that your student is completing.

Some other courses have different weights for different activities, but we like to keep it simple. This course gives equal credit for all activities, so the final grade is easy to figure. There are two ways to score.

Average by Points

The easiest method is to add up all of the points possible and all of the points that your student received. Divide the points your student received by the points possible. Multiply by 100 or simply move the decimal point two spaces, and round to the nearest whole number.

For example:

Points Received/Points Possible

Essay #1: 34/35

Essay #2: 38/40

Essay #3: 42/44

Essay #4: 46/50

Total: 160 points received out of 169 points possible

$160/169 = .946$

$\times 100 = 94.6$

Round = 95%

Average by Assignment

The second method is to add up all of the grade percentages for each assignment

and then divide the total by the number of assignments.

For example:

Essay #1: $34/35 = 97\%$

Essay #2: $38/40 = 95\%$

Essay #3: $42/44 = 95\%$

Essay #4: $46/50 = 92\%$

The four percentages added up: 379

Four total assignments, so

$379/4 = 94.75$

Round = 95%

Notice the grade ends up the same in both examples, so it's up to you how you prefer to average the scores.

LOW GRADES

If students have a low grade, they can redo essays to bring their grades up. Some curriculums average the two grades, but we prefer to just use the higher grade for essays.

BASIC LEVEL WRITING SCALES

FORMAT

Papers at the high school and college level have a specific format, so this format is used on the grading scales for this curriculum.

Typed Vs. Handwritten

At the high school level, papers should be typed if possible. To best prepare students for upper level writing, papers should use a standard 12-point font that is easy to read, such as Arial or Verdana. Comic sans should NOT be used since it is not an academic font. Margins should be set at 1" for all margins. Page 21 shows an example

of the proper format of a paper. Papers should be double spaced.

If students are unable to type their papers, papers should be neatly handwritten on the correct side of the paper (the holes on the right side and the large header of the paper at the top) and between the two pink margins. Handwritten papers should also be double spaced, which means students should write on every other line. The title goes on the top line and should be centered to the best of the student's ability. Name and date will go in the top left corner.

If students choose to handwrite their papers, it will be much more labor-intensive for them to complete their final drafts since they will need to completely rewrite their papers, and they will be more likely to have more errors, especially if they are in a rush.

Indents

The first paragraph of each paragraph should be indented (tabbed).

TITLE

Each paper should have an original title.

Format

The title needs to be just under the date. It should be centered. The first word of the title and all important words need to be capitalized. Generally, do not capitalize articles or prepositions (words like at, of, a, an, the, to, etc) unless they are the first word of the title.

The title should be in the same 12 point font as the rest of the paper. It should not be bolded or italicized.

How to Write a Title

The easiest way to write a title is to do it last. This way you know what the paper is about. If you use 2-3 words from the last sentence of the paper, the whole paper feels organized. However, sometimes the last sentence of the paper does not adequately represent what is actually in the paper. If this is the case, it is fine to add another sentence to summarize the paper, and this will help you with your title also. Your title should never just use 2-3 words of the last sentence IF the last sentence does not actually reflect what the paper itself is about.

WRITING ELEMENTS

Starting the second paper, new writing elements are introduced to improve students' writing.

-Ly Adverb

An -ly adverb is a word that describes a verb and ends with the letters "ly."

Examples are: truly, expertly, hesitantly, audaciously, boldly, gently, gingerly, abrasively, etc.

If students are having trouble adding an -ly adverb, ask them to look for a verb and say "how" is that action happening? If the verb is run, how is the character running? Is he running timidly? Quickly? Fearlessly? Valiantly?

Interesting Adjective

An adjective is a word that describes a noun.

Examples: quiet, bold, loud, kind, outgoing, optimistic, reliable, exquisite, etc
If students are having trouble adding an

adjective, have them choose a person, place, or thing in the essay and describe it. Ask "what kind?" What kind of mule was it? An ornery mule? A stubborn mule? A handsome mule? An exquisite mule?

Strong Verb

Many verbs are very simple and not very interesting.

Some weak verbs include:

get/got, go/went, come/came, do/did, see/saw, was/were

These verbs do not give very much information. For example:

The boy went to the meadow.

This doesn't give much information. How did he go? Why did he go? If we add a stronger verb and more description, it will be much more interesting for the reader.

The boy furtively glanced around as he snuck to the dark, damp meadow.

This example gives a lot more detail and information. The two verbs paint a much more interesting scene. Instead of using "went," this sentence uses "glanced" and "snuck." These are both strong verbs.

In your paper, try to replace at least one of the weak verb examples mentioned in this section with a stronger verb instead. You can use a thesaurus if you would like.

Because Clause

A clause is a group of words that are connected with both a subject and a verb. There are independent clauses (sentences that can stand on their own) and dependent clauses (sentences that cannot stand on their own).

The ornery mule kicked the rickety wagon. Because the ornery mule kicked the rickety wagon.

Which example can stand on its own? The first one, so it is an independent clause. Why can't the second sentence stand on its own? When the word "because" is added, it indicates that there is more information to come. If you leave out that information, it is incomplete. The second clause has a subject and a verb, but not a complete thought, so it is a dependent clause. We need to add information to make the sentence work.

Because the ornery mule kicked the rickety wagon, it broke and we had to walk to church.

Adding the word "because" to a sentence automatically means you have to add more information to the sentence. You can add this information at the beginning of the sentence or in the middle. If you add it to the beginning, you need a comma after the because clause, but if you put because in the middle of the sentence, you should not use a comma:

Because we had to walk to church, my poor shoes were utterly ruined by mud.

My poor shoes were utterly ruined by mud because we had to walk to church.

Independent Clauses and Coordinating Conjunctions

Writing is better and more interesting when the sentence structure is varied. One way to vary the sentence structure is to combine two independent clauses using a coordinating conjunction. Coordinating conjunctions are words that combine two words, phrases, clauses, or sentences.

There are seven coordinating conjunctions:

for, and, nor, but, or, yet, so

If you combine the first letter of each, it spells: FANBOYS. This acronym is an easy way to remember the seven coordinating conjunctions.

Starting with your sixth essay, you will use a cc (coordinating conjunction) to combine two sentences together. Example:

My cat, Gigi, spotted a ground squirrel. She eagerly chased it into a hole.

Combine to:

*My cat, Gigi, spotted a ground squirrel, **and** she eagerly chased it into a hole.*

Or:

My cat, Gigi, spotted a ground squirrel, so she eagerly chased it into a hole.

When you combine two independent sentences using a coordinating conjunction, you always need a comma.

STANDARD LEVEL WRITING SCALES

The format and general information for the standard level is the same as the basic level, so you can refer back to that section for most items on the writing scales. There are a few additional writing elements for the standard level that will be explained here.

How to write a 3 or 5 paragraph paper is covered in the basic level instructions.

Subordinate Clauses

Read the "Because Clause" section in the basic level. A because clause is a type of subordinate clause. A subordinate clause is just a dependent clause. It is a sentence that cannot stand on its own and is paired with an independent sentence.

Using a subordinate clause will help you vary your sentence type and make your writing more interesting.

Common words that begin subordinate clauses include:

when, while, where, as, since, if, although, because, whether

To include a subordinate clause, simply add one of the words above to a sentence, and you will automatically add words to complete the clause.

Example:

Sentence:

The dog spied a delicious-looking turkey on the table.

Add one of the bolded words above:
although

Add additional information so that the sentence makes sense.

Although the dog spied a delicious-looking turkey on the table, he obediently remained where he had been ordered to stay.

OR

***Although** the dog had been ordered to stay, he defied the command **when** he spotted the delicious-looking turkey on the table.*

The second example uses TWO subordinate conjunctions. Notice the first clause requires a comma because it comes at the beginning of the sentence, but the second clause does not have a comma because it comes in the middle of the sentence.

Notice that this sentence is much more interesting than if the sentence structure was not varied. Here is how it would read if it was a standard subject/verb structure:

*The dog had been ordered to stay.
The dog spotted the delicious turkey on the table.
The dog defied the command to stay.*

Which version is better? The one with the subordinate clauses flows better and is more interesting.

Independent Clauses and Coordinating Conjunctions

See the basic level for combining independent clauses with coordinating conjunctions.

Coordinating conjunctions can connect any type of speech. The only type of speech that requires a comma is combining two complete sentences into one. A very common grammatical error is adding commas to coordinating conjunctions when they connect other parts of speech.

For example:

*The girl **danced** delightfully around the meadow **and stopped** to smell the daffodils.*

Many students would add a comma:
The girl danced delightfully around the

meadow, and stopped to smell the daffodils.

This would NOT be correct because the coordinating conjunction "and" is combining two VERBS that go with the subject girl. If you add a comma, you cut the second verb off from the subject girl.

If you want to add a comma, you would need to add a second subject:

*The **girl danced** delightfully around the meadow, **and she stopped** to smell the daffodils.*

ADVANCED LEVEL WRITING SCALES

At the advanced level, students probably already know how to format papers. See page 21 and the basic and standard sections for detailed instructions on formatting.

Writing Scales

If you are completing a **five paragraph** essay, you just need the one grading scale for the writing assignment that you are on (There is a different writing scale for essays 1-6 that have additional requirements for each essay).

Additional Writing Scale

If you are writing **any other essay**, look at the Additional Writing Scale for a few extra requirements depending on which type of essay you are writing. Add the points from these requirements to the "Essay-Specific Elements" section of your writing scale.

BASIC LEVEL ESSAY #1 GRADING SCALE

Points Received Points Possible

FORMAT

First and last name is in the upper left corner		2
Date is below name		2
*Paper is double spaced		2
*Paper is typed with 12 point font and 1" margins		2
The first line of the first paragraph is indented		2

TITLE

The title is centered		2
The first and each important word is capitalized in the title		2
The title is the same 12 point font; not bolded or italicized		2
The title is directly below the date, double spaced		2
The title uses 2-3 words from the last sentence of the paper		2

PARAGRAPH

The paragraph includes an introductory sentence with a main idea		2
The paragraph includes at least 3 body sentences		2
Each body sentence supports the main idea		2
Sentences flow well and use transitions if needed		2
The conclusion sentence repeats 2-3 words from the introduction		2

MECHANICS

Words are spelled correctly		2
Proper grammar is used		2

TOTAL POINTS:

35

BASIC LEVEL ESSAY #2 GRADING SCALE

Points Received Points Possible

FORMAT		
First and last name is in the upper left corner		2
Date is below name		2
*Paper is double spaced, with 12 point font and 1" margins		3
The first line of the first paragraph is indented		2
TITLE		
The title is centered		2
The first and each important word is capitalized in the title		2
The title is the same 12 point font and double spaced below date		3
The title uses 2-3 words from the last sentence of the paper		2
PARAGRAPH		
The paragraph includes an introductory sentence with a main topic		2
The paragraph includes at least 3 body sentences		2
Each body sentence supports the main topic		2
Sentences flow well and use transitions if needed		2
The conclusion sentence repeats 2-3 words from the introduction		2
WRITING ELEMENTS		
At least one interesting -ly adverb is used		4
MECHANICS		
Words are spelled correctly		2
Proper grammar is used		1
TOTAL POINTS:		35

BASIC LEVEL ESSAY #3 GRADING SCALE

Points Received Points Possible

FORMAT

First and last name is in the upper left corner		2
Date is below name		1
*Paper is double spaced, with 12 point font and 1" margins		3
The first line of the first paragraph is indented		2

TITLE

The title is centered		2
The first and each important word is capitalized in the title		2
The title is the same 12 point font and double spaced below date		3
The title uses 2-3 words from the last sentence of the paper		2

PARAGRAPH

The paragraph includes an introductory sentence with a main topic		2
The paragraph includes at least 3 body sentences		2
Each body sentence supports the main topic		2
Sentences flow well and use transitions if needed		2
The conclusion sentence repeats 2-3 words from the introduction		2

WRITING ELEMENTS

At least one interesting -ly adverb is used		4
At least one interesting adjective is used		4

MECHANICS

Words are spelled correctly		2
Proper grammar is used		1

TOTAL POINTS: **38**

BASIC LEVEL ESSAY #4 GRADING SCALE

Points Received Points Possible

FORMAT

First and last name is in the upper left corner		2
Date is below name		1
*Paper is double spaced, with 12 point font and 1" margins		3
The first line of the first paragraph is indented		2

TITLE

The title is centered		2
The first and each important word is capitalized in the title		2
The title is the same 12 point font and double spaced below date		3
The title uses 2-3 words from the last sentence of the paper		2

PARAGRAPH

The paragraph includes an introductory sentence with a main topic		2
The paragraph includes at least 3 body sentences		2
Each body sentence supports the main topic		2
Sentences flow well and use transitions if needed		2
The conclusion sentence repeats 2-3 words from the introduction		2

WRITING ELEMENTS

At least one interesting -ly adverb is used		4
At least one interesting adjective is used		4
At least one strong verb is used		4

MECHANICS

Words are spelled correctly		2
Proper grammar is used		1

TOTAL POINTS: 42

BASIC LEVEL ESSAY #5 GRADING SCALE

Points Received Points Possible

FORMAT

First and last name is in the upper left corner		2
Date is below name		1
*Paper is double spaced, with 12 point font and 1" margins		3
The first line of the first paragraph is indented		2

TITLE

The title is centered and properly capitalized		3
The title is the same 12 point font and double spaced below date		3
The title uses 2-3 words from the last sentence of the paper		2

PARAGRAPH

The paragraph includes an introductory sentence with a main topic		2
The paragraph includes at least 3 body sentences		2
Each body sentence supports the main topic		2
Sentences flow well and use transitions if needed		2
The conclusion sentence repeats 2-3 words from the introduction		2

WRITING ELEMENTS

At least one interesting -ly adverb is used		4
At least one interesting adjective is used		4
At least one strong verb is used		4
At least one because clause is used		4

MECHANICS

Words are spelled correctly		2
Proper grammar is used		1

TOTAL POINTS: 45

BASIC LEVEL ESSAY #6 GRADING SCALE

Points Received Points Possible

FORMAT		
First and last name is in the upper left corner		2
Date is below name		1
*Paper uses correct spacing, font, margins, and indents		4
TITLE		
The title is centered and properly capitalized		3
The title is the same 12 point font and double spaced below date		3
The title uses 2-3 words from the last sentence of the paper		2
PARAGRAPH		
The paragraph includes an introductory sentence with a main topic		2
The paragraph includes at least 3 body sentences		2
Each body sentence supports the main topic		2
Sentences flow well and use transitions if needed		2
The conclusion sentence repeats 2-3 words from the introduction		2
WRITING ELEMENTS		
At least one interesting -ly adverb is used		4
At least one interesting adjective is used		4
At least one strong verb is used		4
At least one because clause is used		4
Two independent clauses are connected using a cc (Two sentences connected using: for, and, nor, but, or, yet, so)		4
MECHANICS		
Words are spelled correctly		2
Proper grammar is used		1
TOTAL POINTS:		48

STANDARD LEVEL ESSAY #1 GRADING SCALE

Points Received Points Possible

FORMAT		
First and last name is in the upper left corner		2
Date is below name		2
*Paper is double spaced		2
*Paper is typed with 12 point font and 1" margins		2
Each paragraph is indented		3
TITLE		
The title is centered		1
The first and each important word is capitalized in the title		1
The title is the same 12 point font; not bolded or italicized		2
The title is directly below the date, double spaced		2
The title uses 2-3 words from the last sentence of the paper		2
PARAGRAPH		
The paragraph includes an introductory sentence or paragraph		4
The introductory sentence or paragraph has a clear thesis		4
The paragraph includes at least 3 body sentences with clear topics		6
Each body paragraph topic supports the thesis		3
Paragraphs flow well and use transitions		3
Paper includes a conclusion sentence or paragraph		4
The last sentence repeats 2-3 words from the introduction		4
MECHANICS		
Words are spelled correctly		2
Proper grammar is used		1
TOTAL POINTS:		50

STANDARD LEVEL ESSAY #2 GRADING SCALE

Points Received Points Possible

FORMAT		
First and last name is in the upper left corner		2
Date is below name		2
*Paper is double spaced with 12 point font and 1" margins		2
Each paragraph is indented		3
TITLE		
The title is centered with proper capitalization		2
The title is the same 12 point font; not bolded or italicized		1
The title is directly below the date, double spaced		1
The title uses 2-3 words from the last sentence of the paper		2
PARAGRAPH		
The paragraph includes an introductory sentence or paragraph		4
The introductory sentence or paragraph has a clear thesis		4
The paragraph includes at least 3 body sentences with clear topics		6
Each body paragraph topic supports the thesis		3
Paragraphs flow well and use transitions		3
Paper includes a conclusion sentence or paragraph		4
The last sentence repeats 2-3 words from the introduction		4
WRITING ELEMENTS		
Paper includes at least one -ly adverb per body paragraph		6
MECHANICS		
Words are spelled correctly		2
Proper grammar is used		1
TOTAL POINTS:		52

STANDARD LEVEL ESSAY #3 GRADING SCALE

Points Received Points Possible

FORMAT		
Full name and date are in the upper left corner		2
*Paper is double spaced with 12 point font and 1" margins		2
Each paragraph is indented		3
TITLE		
The title is centered with proper capitalization		2
The title is the same 12 point font; not bolded or italicized		1
The title is directly below the date, double spaced		1
The title uses 2-3 words from the last sentence of the paper		2
PARAGRAPH		
The paragraph includes an introductory sentence or paragraph		4
The introductory sentence or paragraph has a clear thesis		4
The paragraph includes at least 3 body sentences with clear topics		6
Each body paragraph topic supports the thesis		3
Paragraphs flow well and use transitions		3
Paper includes a conclusion sentence or paragraph		4
The last sentence repeats 2-3 words from the introduction		4
WRITING ELEMENTS		
Paper includes at least one -ly adverb per body paragraph		6
Paper includes at least one interesting adjective per body paragraph		6
MECHANICS		
Words are spelled correctly		2
Proper grammar is used		1
TOTAL POINTS:		56

STANDARD LEVEL ESSAY #4 GRADING SCALE

Points Received Points Possible

FORMAT		
Full name and date are in the upper left corner		2
*Paper is double spaced with 12 point font and 1" margins		3
Each paragraph is indented		5
TITLE		
The title is centered with proper capitalization		1
The title is the same 12 point font and double spaced below date		2
The title uses 2-3 words from the last sentence of the paper		2
PARAGRAPH		
The paragraph includes an introductory sentence or paragraph		4
The introductory sentence or paragraph has a clear thesis		4
The paragraph includes at least 3 body sentences with clear topics		6
Each body paragraph topic supports the thesis		3
Paragraphs flow well and use transitions		3
Paper includes a conclusion sentence or paragraph		4
The last sentence repeats 2-3 words from the introduction		4
WRITING ELEMENTS		
Paper includes at least one -ly adverb per body paragraph		6
Paper includes at least one interesting adjective per body paragraph		6
Paper includes at least one strong verb per body paragraph		6
MECHANICS		
Words are spelled correctly		2
Proper grammar is used		1
TOTAL POINTS:		64

STANDARD LEVEL ESSAY #5 GRADING SCALE

Points Received Points Possible

FORMAT		
Full name and date are in the upper left corner		2
*Paper is double spaced with 12 point font and 1" margins		3
Each paragraph is indented		5
TITLE		
The title is centered with proper capitalization		1
The title is the same 12 point font and double spaced below date		2
The title uses 2-3 words from the last sentence of the paper		2
PARAGRAPH		
The paragraph includes an introductory paragraph with clear thesis		8
The paragraph includes at least 3 body sentences with clear topics		6
Each body paragraph topic supports the thesis		3
Paragraphs flow well and use transitions		3
Paper includes a conclusion paragraph		4
The last sentence repeats 2-3 words from the introduction		4
WRITING ELEMENTS		
Paper includes at least one -ly adverb per body paragraph		6
Paper includes at least one interesting adjective per body paragraph		6
Paper includes at least one strong verb per body paragraph		6
Paper includes at least one subordinate clause per body paragraph (<i>when, while, where, as, since, if, although, because, whether, etc</i>)		6
MECHANICS		
Words are spelled correctly		2
Proper grammar is used		1
TOTAL POINTS:		70

STANDARD LEVEL ESSAY #6 GRADING SCALE

Points Received Points Possible

FORMAT		
Full name and date are in the upper left corner		2
*Paper is double spaced with 12 point font and 1" margins		3
Each paragraph is indented		5
TITLE		
The title is centered, capitalized and spaced properly with 12 pt font		3
The title uses 2-3 words from the last sentence of the paper		2
PARAGRAPH		
The paragraph includes an introductory paragraph with clear thesis		8
The paragraph includes at least 3 body sentences with clear topics		6
Each body paragraph topic supports the thesis		3
Paragraphs flow well and use transitions		3
Paper includes a conclusion paragraph		4
The last sentence repeats 2-3 words from the introduction		4
WRITING ELEMENTS		
Paper includes at least one -ly adverb per body paragraph		6
Paper includes at least one interesting adjective per body paragraph		6
Paper includes at least one strong verb per body paragraph		6
Paper includes at least one subordinate clause per body paragraph (<i>when, while, where, as, since, if, although, because, whether, etc</i>)		6
Paper includes two independent clauses w/ cc per body paragraph (<i>Two sentences connected using: for, and, nor, but, or, yet, so</i>)		6
MECHANICS		
Words are spelled correctly		2
Proper grammar is used		1
TOTAL POINTS:		76

ESSAY-SPECIFIC ELEMENTS TO ADD TO GRADING SCALES

Points Received Points Possible

CHARACTER TRAIT ESSAY

The three body paragraphs are each a character trait		6
Each of the three character traits has a clear example		9
Conclusion states which trait is the best or worst and why		5

COMPARE/CONTRAST ESSAY

The introduction lists two clear things/people to compare/contrast		4
First body paragraph shows how they are similar		4
Second body paragraph shows how they are different		4
Third body paragraph shows how they are the same or different		4
Each paragraph has at least one clear example		9

DESCRIPTIVE ESSAY

Each paragraph includes at least two five-senses words		10
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NARRATIVE ESSAY

The introduction says what story is being told		3
The essay has a clear story sequence and includes: -Characters/Setting -Conflict (Problem)/Plot -Climax/Resolution		12

PERSUASIVE ESSAY

The introduction presents the topic without revealing how you feel/what side you are on		6
First body paragraph presents the strongest argument AGAINST your position and refutes it		6
Second body paragraph presents middle ground or second argument AGAINST your position and refutes it		6
Third body paragraph presents the argument FOR your position		6
Conclusion discredits/refutes the arguments against, reaffirms your argument, and clearly states your opinion		6

ESSAY-SPECIFIC ELEMENTS PART 2

Points Received Points Possible

LITERARY ANALYSIS ESSAY

The introduction states the title, author, and literary type you are analyzing		3
The three body paragraph topics are each a specific literary technique		6
The three body paragraphs give clear examples how the literature or poem uses the literary techniques		6
Each paragraph includes at least two five-senses words		10

ADVANCED LEVEL ESSAY #1 GRADING SCALE

Points Received Points Possible

FORMAT		
Full name and date are in the upper left corner		2
Paper is typed and double spaced with 12 point font and 1" margins		1
Each paragraph is indented		3
TITLE		
The title is centered, capitalized, and formatted correctly		2
The title uses 2-3 words from the last sentence of the paper		4
PARAGRAPH		
The essay begins with a hook		4
The essay includes an introductory paragraph with a clear thesis		4
The essay includes at least 3 body paragraphs with clear topics		6
Each body paragraph topic supports the thesis		3
Paragraphs flow well and use transitions		3
Conclusion paragraph restates thesis and the three topics		5
The last sentence repeats 2-3 words from the thesis		4
ESSAY-SPECIFIC ELEMENTS (ADD FROM ADDITIONAL GRADING SCALE)		
Specific elements required for essay type		
WRITING ELEMENTS		
At least one -ly adverb is used per body paragraph		6
MECHANICS		
Words are spelled correctly		2
Proper grammar is used		1
TOTAL POINTS:		(50)

ADVANCED LEVEL ESSAY #2 GRADING SCALE

Points Received Points Possible

FORMAT		
Full name and date are in the upper left corner		2
Paper is typed and double spaced with 12 point font and 1" margins		1
Each paragraph is indented		3
TITLE		
The title is centered, capitalized, and formatted correctly		2
The title uses 2-3 words from the last sentence of the paper		4
PARAGRAPH		
The essay begins with a hook		4
The essay includes an introductory paragraph with a clear thesis		4
The essay includes at least 3 body paragraphs with clear topics		6
Each body paragraph topic supports the thesis		3
Paragraphs flow well and use transitions		3
Conclusion paragraph restates thesis and the three topics		5
The last sentence repeats 2-3 words from the thesis		4
ESSAY-SPECIFIC ELEMENTS (ADD FROM ADDITIONAL GRADING SCALE)		
Specific elements required for essay type		
WRITING ELEMENTS		
At least one -ly adverb is used per body paragraph		6
At least one interesting adjective is used per body paragraph		6
MECHANICS		
Words are spelled correctly		2
Proper grammar is used		1
TOTAL POINTS:		(56)

ADVANCED LEVEL ESSAY #3 GRADING SCALE

Points Received Points Possible

FORMAT

Correct format is used for name, date, spacing, and font		2
Each paragraph is indented		3

TITLE

The title is centered, capitalized, and formatted correctly		2
The title uses 2-3 words from the last sentence of the paper		3

PARAGRAPH

The essay begins with a hook		4
The essay includes an introductory paragraph with a clear thesis		4
The essay includes at least 3 body paragraphs with clear topics		6
Each body paragraph topic supports the thesis		3
Paragraphs flow well and use transitions		3
Conclusion paragraph restates thesis and the three topics		5
The last sentence repeats 2-3 words from the thesis		4

ESSAY-SPECIFIC ELEMENTS (ADD FROM ADDITIONAL GRADING SCALE)

Specific elements required for essay type		
---	--	--

WRITING ELEMENTS

At least one -ly adverb is used per body paragraph		6
At least one interesting adjective is used per body paragraph		6
At least one strong verb is used per body paragraph		6

MECHANICS

Words are spelled correctly		2
Proper grammar is used		1

TOTAL POINTS: (60)

ADVANCED LEVEL ESSAY #4 GRADING SCALE

Points Received Points Possible

FORMAT

Correct format is used for name, date, spacing, and font		2
Each paragraph is indented		3

TITLE

The title is centered, capitalized, and formatted correctly		2
The title uses 2-3 words from the last sentence of the paper		3

PARAGRAPH

The essay has a hook, clear thesis, and 3 body paragraph topics		6
Each body paragraph topic supports the thesis		3
Paragraphs flow well and use transitions		3
Conclusion paragraph restates thesis and the three topics		4
The last sentence repeats 2-3 words from the thesis		4

ESSAY-SPECIFIC ELEMENTS (ADD FROM ADDITIONAL GRADING SCALE)

Specific elements required for essay type		
---	--	--

WRITING ELEMENTS

At least one -ly adverb is used per body paragraph		6
At least one interesting adjective is used per body paragraph		6
At least one strong verb is used per body paragraph		6
Use 1 subordinate clause per body paragraph (<i>when, while, where, as, since, if, although, because, whether, etc</i>)		6
Begin 1 sentence with a subordinate clause somewhere in paper		3

MECHANICS

Words are spelled correctly		2
Proper grammar is used		1

TOTAL POINTS: (60)

ADVANCED LEVEL ESSAY #5 GRADING SCALE

Points Received Points Possible

FORMAT		
Correct format is used for name, date, spacing, font, and indents		5
TITLE		
The title is centered, capitalized, and formatted correctly		2
The title uses 2-3 words from the last sentence of the paper		3
PARAGRAPH		
The essay has a hook, clear thesis, and 3 body paragraph topics		6
Each body paragraph topic supports the thesis		3
Paragraphs flow well and use transitions		3
Conclusion paragraph restates thesis and the three topics		4
The last sentence repeats 2-3 words from the thesis		4
ESSAY-SPECIFIC ELEMENTS (ADD FROM ADDITIONAL GRADING SCALE)		
Specific elements required for essay type		
WRITING ELEMENTS		
At least one -ly adverb is used per body paragraph		6
At least one interesting adjective is used per body paragraph		6
At least one strong verb is used per body paragraph		6
Use 1 subordinate clause per body paragraph <i>(when, while, where, as, since, if, although, because, whether, etc)</i>		6
Begin 1 sentence with a subordinate clause somewhere in paper		3
Each body paragraph includes two independent clauses w/ a cc <i>(Two sentences combined using: for, and, nor, but, or, yet, so)</i>		6
MECHANICS		
Words are spelled correctly		2
Proper grammar is used		1
TOTAL POINTS:		(66)

ADVANCED LEVEL ESSAY #6 GRADING SCALE

Points Received Points Possible

FORMAT

Correct format is used for name, date, spacing, font, and indents		5
---	--	---

TITLE

The title is centered, capitalized, and formatted correctly		2
---	--	---

The title uses 2-3 words from the last sentence of the paper		3
--	--	---

PARAGRAPH

The essay has a hook, clear thesis, and 3 body paragraph topics		6
---	--	---

Each body paragraph topic supports the thesis		3
---	--	---

Paragraphs flow well and use transitions		3
--	--	---

Conclusion paragraph restates thesis and the three topics		4
---	--	---

The last sentence repeats 2-3 words from the thesis		3
---	--	---

ESSAY-SPECIFIC ELEMENTS (ADD FROM ADDITIONAL GRADING SCALE)

Specific elements required for essay type		
---	--	--

WRITING ELEMENTS

At least one -ly adverb is used per body paragraph		6
--	--	---

At least one interesting adjective is used per body paragraph		6
---	--	---

At least one strong verb is used per body paragraph		6
---	--	---

Use 1 subordinate clause per body paragraph (<i>when, while, where, as, since, if, although, because, whether, etc</i>)		6
--	--	---

Begin 1 sentence with a subordinate clause somewhere in paper		3
---	--	---

Each body paragraph includes two independent clauses w/ a cc (<i>Two sentences combined using: for, and, nor, but, or, yet, so</i>)		6
--	--	---

Begin 1 sentence with an -ly adverb somewhere in paper		3
--	--	---

MECHANICS

Words are spelled correctly & proper grammar is used		3
--	--	---

TOTAL POINTS:		(68)
----------------------	--	-------------

TEST #1
CHAPTERS 1-4

Name _____

Date _____

58 points possible

Fill in the blanks using the words from the word box on the right: (2 points each)

1. A _____ is how we see the world.
2. _____ is the study of fundamental questions, such as those about existence.
3. It is thought that all the land on earth used to be one connected landmass called _____.
4. What did Rudolph Virchow think was the cause of Neanderthal?

5. In the previous question, what deficiency is the cause?

6. The conditions after the flood were probably the cause which worldwide event? _____
7. What was the largest North American Ice Age animal? _____ mammoth.
8. What land bridge is it thought that early people crossed to get to the

Bering	Columbian
The Pacific Northwest	The Snake River Plain
Nevada	Vitamin D
Pangaea	worldview
ricketts	Ice Age
philosophy	Basalt

- Americas? _____
7. Where do researchers think the third largest volcanic eruption in the history of the world took place? _____
8. Fissures along the borders of Washington, Oregon, and Washington formed the Columbia River _____ Group.
9. The Yellowstone Hotspot is thought to have moved over time from _____ to its current location.
10. Which location was known by pioneers as the world's largest graveyard? _____

Multiple Choice: Choose the answer that best fits each question. (2 points each)

- _____ 11. The Snake River Aquifer is:
- a. in Northern Idaho
 - b. a natural hot springs near the entrance of Craters of the Moon National Park
 - c. one of the largest ground water basins in the world
 - d. a series of canals used for agriculture

- _____ 12. Which type of tectonic plate activity causes volcanoes to form?
- a. transform when plates slide past each other
 - b. divergent when plates pull away from each other
 - c. collision when two plates collide
 - d. subduction when one plate slides under another

- _____ 13. Which geographer first came up with the idea that all of the earth was once one supercontinent because of Genesis 1:9-10?
- a. Abraham Ortelius
 - b. Antonio Snider-Pellegrini
 - c. J. Harlen Bretz
 - d. Alfred Wegener

- _____ 14. Which tectonic plate is believed to have completely subducted under North America?
- a. the North American Plate
 - b. the Fallaron Plate
 - c. the Pacific Plate
 - d. the Juan de Fuca Plate

- _____ 15. How many volcanoes are in the Pacific Northwest (Washington and Oregon)?
- a. 7
 - b. 10
 - c. 15
 - d. 18

- _____ 16. Which events from the Mount St. Helens eruption are evidence of massive geologic change in a short period of time?
- a. mudflows
 - b. canyons
 - c. Spirit Lake
 - d. all of the above

- _____ 17. Which of the following statements is true about junk DNA?
- a. At least 98% of junk DNA is functional
 - b. 50% of DNA performs bodily functions
 - c. A large percentage of DNA has no discernible function
 - d. all of the above

- _____ 18. Which of the following statements is true?
- a. the climate is about the same throughout the Pacific Northwest
 - b. the coast is wetter than the rest of the Pacific Northwest because of its elevation
 - c. eastern Washington and Oregon are very dry because of two rainshadows
 - d. there are no rainforests in the Pacific Northwest

Matching: Draw a line from each item to its description. (2 points each)

Mouth of the Columbia River

A temporary lake caused by water building up at Wallula Gap

Cascadia Tsunami

A huge lake that covered most of Utah

Missoula Flood

The deepest gorge in North America

Bonneville Flood

An 800-foot-tall rock with hundreds of boulders on top of it

Lake Lewis

Called the Graveyard of the Pacific

Palouse River Canyon

Created the Channeled Scablands

Lake Bonneville

A temporary lake that covered the Willamette Valley with water up to 400 feet deep

Lake Allison

Struck in 1700 AD and caused over thirty ghost forests in Washington and Oregon

Bonneville Landslide

Temporarily blocked the Columbia River for 5.5 miles

Steamboat Rock

A 500-foot-deep canyon carved by the Missoula Flood within a few days

Hell's Canyon

A natural disaster that occurred when a natural dam collapsed at Red Rock Pass

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TEST #2

CHAPTERS 5-7

Name _____

Date _____

50 points possible

Multiple Choice: Choose the answer that best fits each question. (2 points each)

- _____ 1. Why is it thought that the Indigenous peoples of the Northwest Coast are so different from the people in the rest of North America?
- a. They were cut off from the rest of the continent by mountains
 - b. They did not interact much with tribes other than those on the Northwest Coast
 - c. Their lands were extremely rich in food, so they were the most well-off of all of the Indigenous peoples
 - d. All of the above
- _____ 2. What is the social hierarchy of the Indigenous peoples of the Northwest Coast based on?
- a. skill as a warrior
 - b. skill as an artisan
 - c. wealth
 - d. All of the above
- _____ 3. What were the three classes of people of the Northwest Coast?
- a. nobles, commoners, and traders
 - b. nobles, traders, and slaves
 - c. nobles, commoners, and slaves
 - d. commoners, traders, and slaves

- _____ 4. Which of the following is true about canoes?
- a. Men, women, and children used them for fishing, gathering, hunting, war, and trade
 - b. They were made from western red cedar
 - c. Canoe-making was a specialization known only by men who trained to become canoe makers
 - d. All of the above
- _____ 5. Which of the following is true about the homes of the people of the Northwest Coast?
- a. They lived in longhouses with their relatives
 - b. They lived in mat houses covered by reeds
 - c. They lived in small family tepees
 - d. All of the above
- _____ 6. Which of the following is true about totem poles?
- a. All men knew how to make them and carved their own family totem poles
 - b. Boys trained under a master for at least ten years before making totem poles on their own
 - c. There are some ancient totem poles in existence, indicating that totem poles were always important to the people of the Northwest Coast
 - d. Totem poles were used for worship by the people of the Northwest Coast

True or False: Decide if each question is true or false and write T or F on the line. (2 points each)

- _____ 7. Indigenous peoples on the Northwest Coast wore very little clothing.
- _____ 8. The clothing worn by the peoples of the Northwest Coast was made primarily from reeds.
- _____ 9. Hunting and gathering was the most important food source for the people of the Northwest Coast.
- _____ 10. Food was primarily cooked in wooden boxes.
- _____ 11. Most of the people of the Northwest Coast were nomadic and moved from place to place for food.
- _____ 12. Many of the people of the Northwest Coast purposely flattened the heads of their babies
- _____ 13. Children were often treated harshly and yelled at or spanked so they would learn quickly

Fill in the blanks: (2 points each)

14. Boys would go on a _____ when they were twelve years old to learn his special talent, which would determine his future.
15. Powerful healers whose job it was to heal the sick, tell the future, and win wars were known as _____
16. _____ were lavish parties where the host would give away most of his wealth for an important event, such as the death of a chief, passing chieftainship to a son, buying back a family member from slavery, or the celebration of a birth or marriage.
17. The limited common trade language of the Northwest Coast was known as _____

Matching: Draw a line from each item to its description. (2 points each)

- | | |
|-----------------|--|
| Makah | People who relied heavily on buffalo |
| Coast Salish | People who regularly traveled through Craters of the Moon |
| Klallum | The only Coast Salish nation to develop a horse culture |
| Nisqually | People who stayed in one place and did not migrate |
| Plateau Nations | The most powerful and warlike Coast Salish Nation |
| Chinook | The most influential people on the Columbia River Plateau |
| Nez Perce | Smaller people who had bowed legs from squatting in canoes |
| Shoshone | People who lived at Cape Flattery and were known for whale hunting |

TEST #3
CHAPTERS 8-10

Name _____

Date _____

54 points possible

Matching: Draw a line from each item to its description. (2 points each)

- | | |
|----------------------|---|
| Leif Ericson | The first explorer to suspect America was a new continent |
| Ptolemy | The first explorer to discover the Columbia River |
| Henry the Navigator | The first explorer to land in Cuba, which he called the West Indies |
| Christopher Columbus | The first European to set foot on the American continent |
| John Cabot | The first to explore the Puget Sound and determine that Vancouver Island is an island |
| Amerigo Vespucci | The first European since the Vikings to land in North America |
| Vitus Bering | A fur trader who opened new trading posts west of the Rocky Mountains and mapped the Columbia River |
| Juan de Fuca | The first explorer to map the coast from California to Alaska |
| James Cook | The first explorer to Vancouver Island |
| Robert Gray | The first explorer to sail past Cape Bojador in Africa |
| George Vancouver | The first man to propose the idea of a Northwest Passage |
| William Broughton | The first explorer to realize that Russia and North America didn't connect |
| David Thompson | The English captain who explored the farthest up the Columbia River |

Multiple Choice: Choose the answer that best fits each question. (2 points each)

_____ 1. Which lucrative trade began in North America in the early 1500s by English and French traders?
a. horses
b. fur
c. fishing
d. All of the above

_____ 2. Which company was granted a monopoly by King Charles II of England of all waters that entered into Hudson Bay?
a. Astorians
b. American Fur Company
c. Hudson's Bay Company
d. Nor' Westers

_____ 3. Which countries tried to take possession of Nootka Sound in the late 1700s?
a. Spain, Mexico, and the United States
b. Spain and the United States
c. Spain, Mexico, and Great Britain
d. Spain, France, and Great Britain

_____ 4. Which of the following is true about David Thompson?
a. He was a Christian
b. He traveled with his wife and children
c. He was a surveyor
d. He explored the entire Columbia River
e. All of the above

_____ 5. Which event doubled the size of the United States in 1803?
a. The Louisiana Purchase
b. The Revolutionary War
c. The Spanish-American War
d. The Mexican War

Matching: (4 points, 1 for each correct line)

6. Great Britain and the United States argued over possession of the Columbia River for many years. What was each of their arguments? (Draw a line from each country to its explorer to what its explorer did that gave the country an argument.)

United States

Great Britain

Robert Gray

William Broughton

Explored the Columbia River the farthest

Discovered the Columbia River first

True or False: Decide if each question is true or false and write T or F on the line. (2 points each)

_____ 7. Lewis and Clark had equal rank in the Corps of Engineers.

_____ 8. Lewis took a Newfoundland dog with him on the voyage.

_____ 9. Seaman was Clark's slave who went with them.

_____ 10. Charbonneau and Sacagawea were equally instrumental in the success of the expedition.

_____ 11. Sacagawea was reunited with her brother, the chief, in the Shoshone camp.

_____ 12. Dr. Rush's Bilious Pills saved many lives on the expedition.

_____ 13. After the expedition, Clark later adopted Sacagawea's children.

TEST #4
CHAPTERS 11-13

Name _____

Date _____

66 points possible

Fill in the blanks using the words from the word box on the right: (2 points each)

- The _____ was founded by John Jacob Astor in 1808 to compete with Hudson's Bay Company.
- The Pacific Fur Company suffered a major setback when their merchant ship, _____ was destroyed.
- Fort _____ was built seven miles from the mouth of the Columbia River.
- David Thompson established several trading posts for _____ before he retired from fur trading.
- Which event led to the North West Company purchasing the Pacific Fur Company? _____
- Which event ended the friendly competition between Hudson's Bay Company and North West Company? _____
- _____ were mixed-race children of French fur traders and Indigenous women.

War of 1812	Tonquin
Astoria	George Simpson
Hudson's Bay Company	Pacific Fur Company
North West Company	John McLoughlin
The Pemmican War	Vancouver Island
	Frenchtown

- When the British government pressured the Hudson's Bay Company and North West Company to merge, what was the name of the new company? _____
- Which governor increased profitability in the Columbia Department?

- Who founded Oregon City and is known as the Father of Oregon?

- Where did many retired Frenchmen live so that they could stay with their Indigenous families? _____
- Where was Hudson's Bay Company's headquarters moved in 1846?

Matching: Draw a line from each item to its description. (2 points each)

The Great Awakening	What the Indigenous peoples did as a response to the Mount St. Helens eruption in 1800
The Second Great Awakening	Missionaries who settled at Lapwai
Prophet Dance	A religious revival that swept through the United States between the 1790s-1830s
Iroquois Catholics	Started a mission at Waiilatpu with his wife
Delegation of 1831	A time of renewed interest in religion from the 1730s-1740s
Jason Lee	Trappers who had been brought to the Pacific Northwest to trap and who also taught some religious rituals to the Indigenous peoples
Samuel Parker	A fur trapper and mountain man who acted as a wagon train guide and led the first missionaries to the area
Narcissa Whitman	A group of Flatheads and Nez Perce who went to St. Louis asking for missionaries
Marcus Whitman	A Presbyterian who married in order to become a missionary
Henry and Eliza Spalding	The first Catholic missionary to the Pacific Northwest
Father Pierre de Smet	The first missionary to the Pacific Northwest
Thomas Fitzpatrick	A man who recruited missionaries to start a mission on the Columbia Plateau
Sager Orphans	Children who lived with the Whitmans after their parents died on the Oregon Trail

**Short Answer:
(4 points)**

13. Were the early missionaries to the Pacific Northwest successful in their ministry? Why or why not? Make sure to mention at least two of the difficulties that missionaries faced.

**True or False: Decide if each question is true or false and write T or F on the line.
(2 points each)**

_____ 14. The Whitmans and Spaldings were the first to successfully travel west in a wagon.

_____ 15. The wagons on the Oregon Trail were called prairie schooners because the canvas looked like sails on the prairies from a distance.

_____ 16. Horses were the most common draft animal used to pull wagons.

_____ 17. The South Pass was the most dangerous part of the Oregon Trail.

_____ 18. The Barlow Toll Road was the primary method of travel to from The Dalles to Fort Vancouver after it was built in 1845.

_____ 19. More people died from Indian attacks on the Oregon Trail than from anything else.

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TEST #5

CHAPTERS 14-16

Name _____

Date _____

46 points possible

Fill in the blanks using the words from the word box on the right: (2 points each)

- | | |
|---------------------------|---------------------------|
| Manifest Destiny | Whitman Massacre |
| Stereotype | Treaty of 1846 |
| Inherent worth | Donation Land act of 1850 |
| Dehumanize | Cayuse |
| Social Darwinism | San Juan Island |
| Fifty-Four Forty or Fight | 49th Parallel |

1. _____
is applying the theory of natural selection to human groups and races.

2. _____
is the idea that all people have equal value simply because they exist.

3. _____
is to deprive of positive human qualities; to view as less than human.

4. _____
is a fixed, oversimplified image that many people have about a thing or type of person.

5. _____
is the widespread belief that Americans were destined by God to expand and settle North America from coast to coast.

6. _____
the idea in the 1840s that the United States would fight to expand the nation to 54°40' north latitude.

7. The US and Great Britain eventually compromised and agreed to a

- boundary line at the _____.

8. The boundary line was agreed to in the _____.

9. Soon after the agreement, there was another boundary dispute over _____.

10. Tensions between the Whitmans and the _____ ended in the Whitman Massacre on November 29, 1847.

11. During the _____, white men and mixed-race Americans could claim 320 acres of land in Oregon Territory, which greatly increased settlers to Oregon Territory.

True or False: Decide if each question is true or false and write T or F on the line. (2 points each)

_____ 12. The sole purpose of reservations was to move the Indigenous people off of their lands for white settlement.

_____ 13. Gold miners were more willing to live at peace than the Indigenous peoples than settlers.

_____ 14. Joel Palmer tried to deal fairly in his treatment of the Indigenous peoples in the Oregon Treaties.

_____ 15. Isaac Stevens dealt fairly in his treatment of the Indigenous peoples in the Washington Treaties.

_____ 16. Chief Leschi of the Nisqually played a big part in the Indian Wars in Washington.

_____ 17. General John Wool thought the Indigenous peoples were entirely to blame and fully supported the settlers.

_____ 18. Isaac Stevens eventually made a new deal with the Medicine Creek Council that was more fair.

Multiple Choice: Choose the answer that best fits each question. (2 points each)

_____ 19. Why was there a boundary dispute between the US and Great Britain in the Puget Sound?

- a. The US wanted Vancouver Island
- b. Britain wanted all of the islands in the Puget Sound
- c. Language was vague about the straits that divided the boundaries
- d. All of the above

20. Settlers on one of the islands in the Puget Sound had a dispute that nearly caused a war between the United States and Great Britain. What was this event called?

- a. The Nootka Crisis
- b. The Pig War
- c. The War of 1812
- d. The Fight for Dinner Island

21. Which of the following are true about the Mormon Corridor in Idaho?

- a. Idaho has the third highest population of members of the Church of Jesus Christ of Latter-day Saints
- b. Brigham Young originally chose the Bear River Valley of Idaho for a settlement.
- c. Many Mormon pioneer families chose Idaho to settle and traveled straight there.
- d. All of the above

22. What caused a huge increase in Idaho's population in the 1850s?

- a. mining
- b. farming
- c. logging
- d. All of the above

23. How did Chinese miners benefit mining camps?

- a. Their knowledge and manipulation of water
- b. They grew gardens and sold vegetables to other miners
- c. They had effective herbal medicines and there were Chinese physicians in most mining camps
- d. All of the above

TEST #6
CHAPTERS 17-19

Name _____

Date _____

64 points possible

Fill in the blanks using the words from the word box below: (2 points each)

1. The result of the idea that the Indigenous peoples were too savage and could not be "civilized":

2. The alternate view that the Indigenous peoples could (and should) be "civilized" and merge into white society: _____

3. The committee created in 1865 to look into the condition of the American Indians across the US was called the

4. President Grant's plan to distribute oversight of reservations to churches and force the remaining American Indians onto reservations was called:

5. Which group was put in charge of reservations? _____

- | | |
|----------------------|----------------------|
| Assimilation | Missionary Societies |
| Doolittle Commission | Extermination |
| Peace Policy | |

Multiple Choice: Choose the answer that best fits each question. (2 points each)

6. Which of the following is true about Old Chief Joseph?
a. He was the first to be converted by the Spaldings
b. He did his best to keep the peace between his people and the encroaching miners
c. He refused to sign a new treaty in 1863 that gave away 90% of reservation lands.
d. All of the above

7. What event started the Nez Perce War?
a. The army massacred one of the Nez Perce camps
b. General Howard told Chief Joseph the Nez Perce would be removed by force, and the Nez Perce warriors responded immediately by fighting the army
c. Some of the young warriors decided to attack settlers in retaliation for being forced to move from their lands
d. All of the above

8. Which of the following is true about Chief Looking Glass?
- a. He urged the other chiefs to keep an eye on the young warriors
 - b. He moved peacefully and early to the reservation to avoid conflict
 - c. He sent a man with a white flag when he saw the army approaching to indicate he wanted peace
 - d. All of the above

9. Why did Looking Glass join the Nez Perce war?
- a. A soldier from the army accidentally opened fire on one of the Nez Perce men
 - b. The army destroyed his village and stole their 700 horses
 - c. Looking Glass believed peace was not possible
 - d. All of the above

10. Which of the following is true about the Flight of the Nez Perce?
- a. Over 800 Nez Perce men, women, and children traveled over a thousand miles in four months, fighting a series of battles with the US Army along the way
 - b. Chief Joseph was called the Red Napoleon because he single-handedly led the group
 - c. The Nez Perce were allowed to return to the Nez Perce Reservation when they were caught just 40 miles from the Canadian border
 - d. All of the above

**True or False: Decide if each question is true or false and write T or F on the line.
(2 points each)**

- ____ 11. The Commerce Clause of the US Constitution says that the US can buy, sell, and trade goods with the American Indians like they do with foreign nations.
- ____ 12. The Supremacy Clause of the US Constitution says that treaties are more important than and can override other local, state, and federal laws.
- ____ 13. The United States continued to enter into treaties with the Indigenous peoples until the 1970s.
- ____ 14. In the 1870s, there was a high focus on individualizing the American Indians.
- ____ 15. The era of federally funded boarding schools was focused on educating and improving the lives American Indian children.
- ____ 16. Boarding schools were excellent experiences for most American Indian children.
- ____ 17. Many new acts, including the Dawes Act, led to American Indians losing over half of their reservation land.
- ____ 18. The Meriam Report found that the living conditions on American Indian Reservations was not good and recommended improving planning, development, education, and health services on reservations.

Fill in the blanks using the words from the word box on the right: (2 points each)

19. What was responsible for the intensive colonization campaigns to settle the Pacific Northwest from the 1880s-1910s? _____

20. What was the most important city in the Pacific Northwest in the late 1800s? _____

21. Which city started as a small farming and logging town in the 1850s and became known as a wild and lawless logging town? _____

22. Realizing that a barrier to settlement and civilization was a lack of white women, one man traveled back east and convinced two groups of women to come west. These women were called: _____

23. Which city became known for producing the cheapest wheat that traveled the farthest distance with the highest transportation cost in the world? _____

24. What caused the Palouse area to often be behind on its use of machines for farming? _____

25. How did early loggers transport logs? _____

26. What two other methods were later

Portland

Flumes

Walla Walla

Railroads

Rivers

Mercer's Belles

Trains

Seattle

Canneries

World War I

Gold rush

Rolling hills

Mining

Ocean currents

used to transport logs? _____

27. Logging trucks became more popular after _____

28. Matthew Maury was responsible for discovering and mapping the: _____

29. By the late 1880s, there were over thirty-nine _____ on the Columbia River.

30. _____ was a huge problem on the Columbia River.

31. What caused the huge population boom in the Boise Basin in the 1860s? _____

32. Northern Idaho was known for _____ by the late 1880s.

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TEST #7
CHAPTERS 20-22

Name _____

Date _____

70 points possible

Multiple Choice: Choose the answer that best fits each question. (2 points each)

- _____ 1. Which of the following benefited from early electricity?
a. Tacoma Mill Company
b. street lights
c. electric streetcars
d. All of the above

- _____ 2. Which man worked hard to change his image from a dandy with a squeaky voice to a man of strength and stature who commanded respect?
a. Thomas Roosevelt
b. John Muir
c. Abraham Lincoln
d. Gifford Pinchot

- _____ 3. Which event convinced Thomas Roosevelt that the wildernesses of the United States needed to be protected?
a. His Grand Tour
b. Camping with John Muir
c. Working closely with Gifford Pinchot
d. All of the above

- _____ 4. During his Pacific Northwest Tour, Roosevelt gave speeches about which of the following:
a. Sustainability, the watershed, and water resources
b. Irrigation
c. The importance of a strong navy
d. All of the above

- _____ 5. What was reclamation?
a. A financial policy to "reclaim" money owed the United States by foreign powers
b. A series of water projects to irrigate dry lands to "reclaim" them for settlement
c. Multi-use projects that combined irrigation and hydropower dams for electricity
d. All of the above

- _____ 6. Which of the following is true about Gifford Pinchot?
a. As a child, he showed strong fascination for the forests
b. He studied in Europe because there were no forestry programs in the United States
c. He started the forestry program in the United States
d. All of the above

- _____ 7. Which of the following is true regarding the 1889 fires in Seattle, Ellensburg, and Spokane Falls?
a. The fires spread despite the cities having professional fire fighters, adequate water supplies, and fire hydrants
b. The fires spread quickly because of the wooden buildings and boardwalks
c. Hundreds of people were killed in the fires
d. All of the above

8. Put an x on the line for all answers that are correct of the following statements about the Big Burn (1 point each):

_____ It was a huge wildfire in 1910

_____ It spread from Montana to Washington to California

_____ It destroyed several towns and burned 3.2 million acres

_____ It killed 85 people, including 78 firefighters

_____ It was one of the largest fires in United States History

_____ Many fires were burning because of cinders from coal-powered locomotives

_____ Railroads did not do anything to try to keep cinders from starting fires

_____ An electrical storm on July 15 started several large fires that burned until August 19

_____ None of the fires were under control before the major storm on August 20-21

_____ Joe Halm and Ed Pulaski managed to save their men by quick thinking

_____ Ed Pulaski developed the Pulaski Tool after the fire for better firefighting

_____ Buffalo Soldiers fought alongside the other firefighters during the event

_____ Buffalo Soldiers saved the town of Avery

_____ National fire policy changed after this fire, and all fires were put out immediately

_____ The new fire suppression policy led to fire policies today

_____ Firefighters still put fires out as quickly as possible because there is no benefit to letting fires burn.

Fill in the blanks: (2 points each)

9. The first world's _____ on the Pacific Coast was held in Portland in 1905 in honor of the Lewis and Clark Centennial.

10. Pearson Airfield at Fort _____ was a field used for testing out early flying machines, and amateur aviators started using the field. It is one of the oldest airports in the United States, and it was the first airfield in the Pacific Northwest.

11. There was an especially high demand for _____ in the Pacific Northwest during World War I.

12. Before World War I, conditions were terrible for loggers and lumbermen, but there were so many workers that there was nothing they could do about it. This changed during the war, and many workers went on _____ to improve conditions.

13. Which aerospace company made the first float plane for the war? _____

True or False: Decide if each question is true or false and write T or F on the line. (2 points each)

_____ 14. The Pacific Northwest states were among the last of the states to allow women to vote.

_____ 15. The 1920s were a good time for the entire nation, including the Pacific Northwest, with a period of wealth and excess.

_____ 16. The first scenic highway in the nation was constructed in 1913 along the Columbia River Gorge.

_____ 17. Oregon instituted the first gas tax to fund the construction of new roads.

_____ 18. After World War I, there was no further demand for pilots, so they had to find alternate work.

_____ 19. Homeless camps called Hoovervilles sprang up in cities like Seattle during the Great Depression.

_____ 20. Franklin D. Roosevelt won the presidency in 1932 on the platform of a New Deal for the American people to help them recover from the Great Depression.

Matching: Draw a line from each item to its description. (2 points each)

Rivers and Harbor Act of 1925	A bridge that collapsed and was later replaced with the Tacoma Narrows Bridge
Turn on the Lights	An executive order after Pearl Harbor that forced Japanese Americans living on the west coast to be relocated and detained during World War II
Works Progress Administration	A proposal by President Roosevelt for governmental regulation of public utilities so people would have access to electricity
Bonneville Dam	A work-relief program to build bridges, roads, buildings, parks, airports, humanities programs, and dams
Grand Coulee Dam	Ordered a survey of major American rivers to determine where to build dams
Galloping Gertie	The motto of the 442nd Combat Team, which was made up of Japanese soldiers who won over 8,500 medals for bravery
Japanese Internment	A WPA project to construct the first dam on the Columbia River for flood control, to generate electricity, and to allow for large shipping barges to navigate up the river
Go for Broke	A dam completed in 1941 that produces the most hydropower of any dam in the United States

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TEST #8

CHAPTERS 23-24

Name _____

Date _____

60 points possible

Multiple Choice: Choose the answer that best fits each question. (2 points each)

- _____ 1. Which of the following activities were done to protect the mouth of the Columbia River in the early 1900s?
- a. Fort Columbia was constructed with guns mounted to the top of the battery
 - b. A minefield was added to the Columbia River between Fort Columbia and Fort Stevens
 - c. Batteries were added to Fort Stevens and Fort Canby on the other side of the river starting in 1904
 - d. All of the above

- _____ 2. What was the Doolittle Raid?
- a. A daring plan to take B-25 bombers and drop bombs on military targets in the heart of Japan
 - b. A plan to attack Japanese submarines in the Pacific Ocean
 - c. A plan to use submarines to raid shipping freighters and attack military vessels
 - d. All of the above

True or False: Decide if each question is true or false and write T or F on the line. (2 points each)

- _____ 5. Many of the Triple Nickels had been Buffalo Soldiers.
- _____ 6. The Triple Nickels learned to smoke jump using parachutes to put out fires caused by balloon bombs.

- _____ 3. Which of the following is true about the bombing of the Oregon Coast?
- a. A small float plane bombed the forests near Brookings, Oregon hoping to start wildfires to divert attention from the war
 - b. In 1942, Japanese submarines shelled Fort Stevens
 - c. Japanese launched balloon bombs in 1944
 - d. All of the above

- _____ 4. Why was Farragut Naval Training Station located at Lake Pend Oreille?
- a. It would benefit the nearby communities of Sandpoint and Coeur d'Alene
 - b. The size and depth of the lake made it a good simulation for ocean waters without the dangers of the ocean or possibility of coastal bombings
 - c. It was ideal because there were no large towns nearby
 - d. All of the above

- _____ 7. The Manhattan Project site was chosen because the optimal climate in Richland, Washington.

- _____ 8. The B Reactor made plutonium for both bombs that were dropped on Japan

- _____ 9. Japanese Internment ended when World War II ended

Fill in the blanks using the words from the word box on the right. Not all words will be used: (2 points each)

10. Which two countries became world superpowers after World War II?

11. The _____ was a metaphor for the political boundary between the communist ideals of the Soviet Union and the Free market ideals of capitalist nations.

12. The Truman Doctrine began which event in 1947? _____

13. The _____ was the widespread fear because of the threat of communism during the 1940s-1950s.

14. Because of the Cold War, more employees than ever were needed at Richland's B Reactor. Happy employees do better work, so the _____ Homes were constructed for them.

15. The goal regarding Indigenous peoples had always been to assimilate them into mainstream society, so in 1953, _____ of over 100 American Indian tribes ended their protection, aid, services, and reservations.

16. During the _____,

United States

Great Britain

Fish Wars

France

Red Scare

Space Race

Cold War

Boldt Decision

Iron Curtain
Pacific Salmon
Treaty

Alphabet

Project Mercury

Hanford

Federal
recognition

Soviet Union

American Indians fought for their right to fish.

17. This right was granted to them in the _____, which also made American Indians co-managers of Washington State's fisheries.

18. Washington State and the Northwest Indian Fisheries Commission finally started working together to manage the fisheries under the _____ in 1985.

19. The nuclear arms race between the two superpowers morphed into the _____ from 1955-1975.

20. The first American human spaceflight program was called _____

Matching: Draw a line from each item to its description. (2 points each)

Century 21 Exposition	A facility in Bremerton that could repair nuclear powered aircraft carriers and submarines
Vietnam War	A white supremacy group near Coeur d'Alene in the 1970s that was bankrupted after being sued for members driving a woman and her son into a ditch and assaulting them
United Nations Conference	The huge increase in homelessness in Washington and Oregon because of the lack of affordable housing
Spokane Expo '74	A station designed and constructed by several different countries from 1984-2011.
Puget Sound Naval Shipyard	World's Fair in 1962 with a theme of space, science, and the future
International Space Station	A tragic event in 1990 between one family and the federal government caused by several misunderstandings that is still used as an example of government overreach
Aryan Nations	The theme for this event was the environment and it was a success because of the Soviet Union display
Ruby Ridge Standoff	A war from 1966-1972 that the United States entered into to prevent the spread of communism
Seattle Riots	Tensions between the US and Soviet Union began to decrease as a result of this event where they focused on discussions about the environment
Homeless Crisis	A year-long series of protests as part of the 'Defund the Police' movement.

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ANSWER KEY

Test #1

2 Points Each
Possible: 58 points

Fill in the Blanks:

1. worldview
2. philosophy
3. Pangaea
4. rickets
5. Vitamin D
6. Ice Age
7. Columbian
8. Bering
9. Nevada
10. The Snake River Plain

Multiple Choice:

11. c
12. d
13. b
14. b
15. b
16. d
17. a
18. c

Matching:

Lake Lewis: A temporary lake caused by water building up at Wallula Gap

Lake Bonneville: A huge lake that covered most of Utah

Hell's Canyon: The deepest gorge in North America

Steamboat Rock: An 800-foot-tall rock with hundreds of boulders on top of it

Mouth of the Columbia River: Called the Graveyard of the Pacific

Missoula Flood: Created the Channeled Scablands

Lake Allison: A temporary lake that covered the Willamette Valley with water up to 400 feet deep

Cascadia Tsunami: Struck in 1700 AD and caused over thirty ghost forests in Washington and Oregon

Bonneville Landslide: Temporarily blocked the Columbia River for 5.5 miles

Palouse Canyon: A 500-foot-deep canyon carved by the Missoula Flood within a few days

Bonneville Flood: A natural disaster that occurred when a natural dam collapsed at Red Rock Pass

Test #2

2 Points Each
Possible: 50 points

Multiple Choice:

1. d
2. c
3. c
4. d
5. a
6. b

True/False:

7. T
8. F - it was made from the inner bark of cedar trees
9. F - hunting and gathering was important, but not as important as salmon runs
10. T
11. T
12. T
13. F - children were well-loved and never yelled at or spanked

Fill in the Blank:

14. spirit quest
15. shamans
16. Potlatches
17. Chinook Jargon

Matching:

Plateau Nations: People who relied heavily on buffalo

Shoshone: People who regularly traveled through Craters of the Moon

Nisqually: The only Coast Salish nation to develop a horse culture

Chinook: People who stayed in one place and did not migrate

Klallum: The most powerful and warlike Coast Salish Nation

Nez Perce: The most influential people on the Columbia River Plateau

Coast Salish: Smaller people who had bowed legs from squatting in canoes

Makah: People who lived at Cape Flattery and were known for whale hunting

Test #3

2 Points Each
Possible: 54 points

Fill in the Blanks:

Amerigo Vespucci: The first explorer to suspect America was a new continent

Robert Gray: The first explorer to discover the Columbia River
Christopher Columbus: The first explorer to land in Cuba, which he called the West Indies

Leif Ericson: The first European to set foot on the American continent

George Vancouver: The first to explore the Puget Sound and determine that Vancouver Island is an island

John Cabot: The first European since the Vikings to land in North America

David Thompson: A fur trader who opened new trading posts west of the Rocky Mountains and mapped the Columbia River

James Cook: The first explorer to map the coast from California to Alaska

Juan de Fuca: The first explorer to Vancouver Island

Henry the Navigator: The first explorer to sail past Cape Bojador in Africa

Ptolemy: The first man to propose the idea of a Northwest Passage

Vitus Bering: The first explorer to realize that Russia and North America didn't connect

William Broughton: The English captain who explored the farthest up the Columbia River

Multiple Choice:

1. b
2. c
3. c
4. e
5. a

Matching:

6. United States - Robert Gray - Discovered the Columbia River first
Great Britain - William Broughton - Explored the Columbia

River the farthest

True/False:

7. F - they shared responsibilities equally, but Lewis had a higher rank
8. T
9. F - Seaman was Lewis' dog. Clark's slave was York.
10. F - Sacagawea was instrumental. Charbonneau was tolerated for Sacagawea.
11. T
12. F - they were filled with mercury, which would have killed them if bodies could break down mercury
13. T

Test #4

2 Points Each

Possible: 66 points

Fill in the Blanks:

1. Pacific Fur Company
2. Tonquin
3. Astoria
4. North West Company
5. War of 1812
6. Pemmanic War
7. Metis
8. Hudson's Bay Company (The two merged but kept the Hudson's Bay Company name)
9. George Simpson
10. John McLoughlin
11. Frenchtown
12. Vancouver Island

Matching:

Prophet Dance: What the Indigenous peoples did as a response to the Mount St. Helens eruption in 1800

Henry and Eliza Spalding: Missionaries who settled at Lapwai

Second Great Awakening: A religious revival that swept through the United States between the 1790s-1830s

Marcus Whitman: Started a mission at Waiilatpu with his wife

Great Awakening: A time of renewed interest in religion from the 1730s-1740s

Iroquois Catholics: Trappers who had been brought to the Pacific Northwest to trap and who also taught some religious rituals to the Indigenous peoples

Thomas Fitzpatrick: A fur trapper and mountain man who acted as a wagon train guide and led the first missionaries to the area

Delegation of 1831: A group of Flatheads and Nez Perce who went to St. Louis asking for missionaries

Narcissa Whitman: A Presbyterian who married in order to become a missionary

Father Pierre de Smet: The first Catholic missionary to the Pacific Northwest

Jason Lee: The first missionary to the Pacific Northwest

Samuel Parker: A man who recruited missionaries to start a mission on the Columbia Plateau

Sager Orphans: Children who lived with the Whitmans after their parents died on the Oregon Trail

Short Answer (4 points: 1 for answering no, and 3 for defending the point)

13. No (children should include at least two of the following): The Indigenous peoples wanted religion for power against disease, not for religion's sake. The primary issue was the language barrier. It was extremely difficult to learn Native languages, and Chinook Jargon couldn't communicate complex ideas such as salvation. The missionaries tried to completely change the lifestyle of the Indigenous peoples and get them to farm, which was considered women's work. The missionaries didn't understand the importance of gifts in

Native culture, and the Indigenous peoples thought they were stingy. The missionaries tried to get the Indigenous peoples to stop polygamy and give up all but one wife. Spalding and Whitman were known to whip the Indigenous men, which was shameful in Native culture. There was strong competition between the different religions, and it confused the Indigenous peoples. The Indigenous peoples wanted strong medicine, but they were still dying because they did not have the same immunities as white men.

True/False

14. T
15. T
16. F - Oxen or mules were more common. Horses didn't do well as draft animals.
17. F - The South Pass wasn't very difficult to cross.
18. T
19. F - Indian attacks were rare. People were more likely to die from accidents, disease, storms, and snakebites

Test #5

2 Points Each

Possible: 46 points

Fill in the Blank:

1. Social Darwinism is applying the theory of natural selection to human groups and races.
2. Inherent value is the idea that all people have equal value simply because they exist.
3. Dehumanization is to deprive of positive human qualities; to view as less than human.
4. Stereotype is a fixed, oversimplified image that many people have about a thing or type of person.
5. Manifest Destiny is the widespread belief that Americans were destined by God to expand and settle North America from coast to coast.
6. Fifty-Four Forty or Fight the idea in the 1840s that the United States would fight to expand the nation to 54°40' north latitude.
7. The US and Great Britain eventually compromised and agreed to a boundary line at the 49th Parallel.
8. The boundary line was agreed to in the Treaty of 1846.
9. Soon after the agreement, there was another boundary dispute over San Juan Island.
10. Tensions between the Whitmans and the Cayuse ended in the Whitman Massacre on November 29, 1847.
11. During the Donation Land Act of 1850, white men and mixed-race Americans could claim 320 acres of land in Oregon Territory, which greatly increased settlers to Oregon Territory.

True/False

12. F - The original purpose of reservations was to give the Indigenous peoples a place to live while civilizing them and teaching them to be productive citizens of the US
13. F - Gold miners were often the problem
14. T
15. F - He gave them small plots of land far from their heritage sites and traditional land, tried to put enemy tribes on the same reservations, and advertised land available before reservations had been blocked off
16. T
17. F - He thought the settlers were mostly to blame and refused to provide settlers with arms and ammunition. He was eventually reassigned because he was so unpopular with the settlers.
18. T

Multiple Choice:

19. c
20. b
21. a - Brigham Young was interested in Bear River Valley but chose the Great Salt Lake. Mormon pioneers didn't get to choose where to settle. They first traveled to Utah, and then Brigham Young told them where to settle. He tasked many to settle in Idaho.

22. a
23. d

Test #6

2 Points Each
Possible: 64 points

Fill in the Blanks

1. Extermination
2. Assimilation
3. Doolittle Commission
4. Peace Policy
5. Missionary Societies

Multiple Choice:

6. d
7. c
8. d
9. d
10. a - The Nez Perce were led by several chiefs. Chief Joseph was called the Red Napoleon because the Nez Perce had fought so well and he was given the credit as the leader because he was the only chief still alive. After they surrendered, the Nez Perce were sent to Oklahoma for years before some were finally allowed to return to the Nez Perce Reservation. Chief Joseph was not allowed to return there, but he was able to finish out his life at the Colville Reservation.

True/False:

11. T
12. T
13. F - there were no more treaties after 1871
14. T
15. F - schools focused more on assimilation
16. F - schools were unable to keep good staff, there was increase risk of disease because of close quarters, children lost their cultural identities
17. T
18. T

Fill in the Blanks:

19. Railroads
20. Portland
21. Seattle
22. Mercer's Belles
23. Walla Walla
24. Rolling hills
25. Rivers
26. Trains; Flumes
27. World War I
28. Ocean currents
29. Canneries
30. Overfishing
31. Gold rush
32. Mining

Test #7

2 Points Each
(Except Question #18, which is worth 16 points)
Possible: 70 points

Multiple Choice:

1. d
2. a
3. b
4. d
5. b - The first projects were entirely about irrigation. Hydropower came later.
6. d
7. b - The firefighting ability was not adequate. There was not enough access to water. There were not professional firefighters. Many of the pipes were wooden and burned in the fire. People were not killed in the city fires.
8. The Big Burn (16 points possible)

It was a huge wildfire in 1910

It spread from Montana to Washington to California
Not correct - It spread from Montana to eastern Washington

It destroyed several towns and burned 3.2 million acres

It killed 85 people, including 78 firefighters

It was one of the largest fires in United States History

Many fires were burning because of cinders from coal-powered locomotives

Railroads did not do anything to try to keep cinders from starting fires
Not correct - Railroads hired spotters to walk up and down the tracks to put out fires, but they couldn't catch them all

An electrical storm on July 15 started several large fires that burned until August 19

None of the fires were under control before the major storm on August 20-21
Not correct - Most of the fires were out before the storm

Joe Halm and Ed Pulaski managed to save their men by quick thinking

Ed Pulaski developed the Pulaski Tool after the fire for better firefighting

Buffalo Soldiers fought alongside the other firefighters during the event
Not correct - Buffalo Soldiers were tasked with evacuating the towns of Wallace and Avery

Buffalo Soldiers saved the town of Avery

National fire policy changed after this fire, and all fires were put out immediately

The new fire suppression policy led to fire policies today

Firefighters still put fires out as quickly as possible because there is no benefit to letting fires burn.
Not correct. Today some fires are allowed to burn because it clears forest floors of large amounts of dead and flammable vegetation and strengthens ecosystems.

Fill in the Blank:

9. fair
10. Vancouver
11. lumber
12. strike
13. Boeing

True/False:

14. F - The newer states weren't as steeped in tradition, and they hoped to entice more women to come west, so they were among the first to allow women the vote.
15. F - There was an immediate decline in the economy of the Pacific Northwest after the war because manufacturing was no longer needed in great quantities like it was during the war. The Pacific Northwest experienced a slight depression before the Great Depression in the rest of the United States.
16. T
17. T
18. F - Pilots were put to work on fire patrol for national forests starting in 1919. They also began to carry mail for airmail service between cities starting in 1918.
19. T
20. T

Matching:

Galloping Gertie: A bridge that collapsed and was later replaced with the Tacoma Narrows Bridge

Japanese Internment: An executive order after Pearl Harbor that forced Japanese Americans living on the west coast to be relocated and detained during World War II

Turn on the Lights: A proposal by President Roosevelt for governmental regulation of public utilities so people would have access to electricity

Works Progress Administration: A work-relief program to build bridges, roads, buildings, parks, airports, humanities programs, and dams

Rivers and Harbor Act of 1925: Ordered a survey of major American rivers to determine where to build dams

Go for Broke: The motto of the 442nd Combat Team, which was made up of Japanese soldiers who won over 8,500

medals for bravery

Bonneville Dam: A WPA project to construct the first dam on the Columbia River for flood control, to generate electricity, and to allow for large shipping barges to navigate up the river

Grand Coulee Dam: A dam completed in 1941 that produces the most hydropower of any dam in the United States

Test #8

2 Points Each

Possible: 60 points

Multiple Choice:

1. d
2. a
3. d
4. b

True/False:

5. T
6. T
7. F - It was chosen because it was a large open area without much development with access to electricity because of dams and cooling from the Columbia River
8. F - It made the plutonium for two bombs: a test bomb and one of the bombs dropped on Japan, but not both bombs
9. F - Japanese Internment ended after an internee petitioned the court in December 1944 that she was a loyal American being unlawfully detained against her will under armed guard. The Supreme Court ruled that the War Relocation Authority could only detain citizens long enough to separate the loyal from the disloyal, so internees had already begun to be released before the end of the war.

Fill in the Blanks:

10. The United States and USSR
11. Iron Curtain
12. Cold War
13. Red Scare
14. Alphabet
15. Federal recognition
16. Fish Wars
17. Boldt Decision
18. Pacific Salmon Treaty
19. Space Race
20. Project Mercury

Matching:

Puget Sound Naval Shipyard: A facility in Bremerton that could repair nuclear powered aircraft carriers and submarines

Aryan Nations: A white supremacy group near Coeur d'Alene in the 1970s that was bankrupted after being sued for members driving a woman and her son into a ditch and assaulting them

Homelessness Crisis: The huge increase in homelessness in Washington and Oregon because of the lack of affordable housing

International Space Station: A station designed and constructed by several different countries from 1984-2011.

Century 21 Exposition: World's Fair in 1962 with a theme of space, science, and the future

Ruby Ridge Standoff: A tragic event in 1990 between one family and the federal government caused by several misunderstandings that is still used as an example of government overreach

Spokane Expo '74: The theme for this event was the environment and it was a success because of the Soviet Union display

Vietnam War: A war from 1966-1972 that the United States entered into to prevent the spread of communism

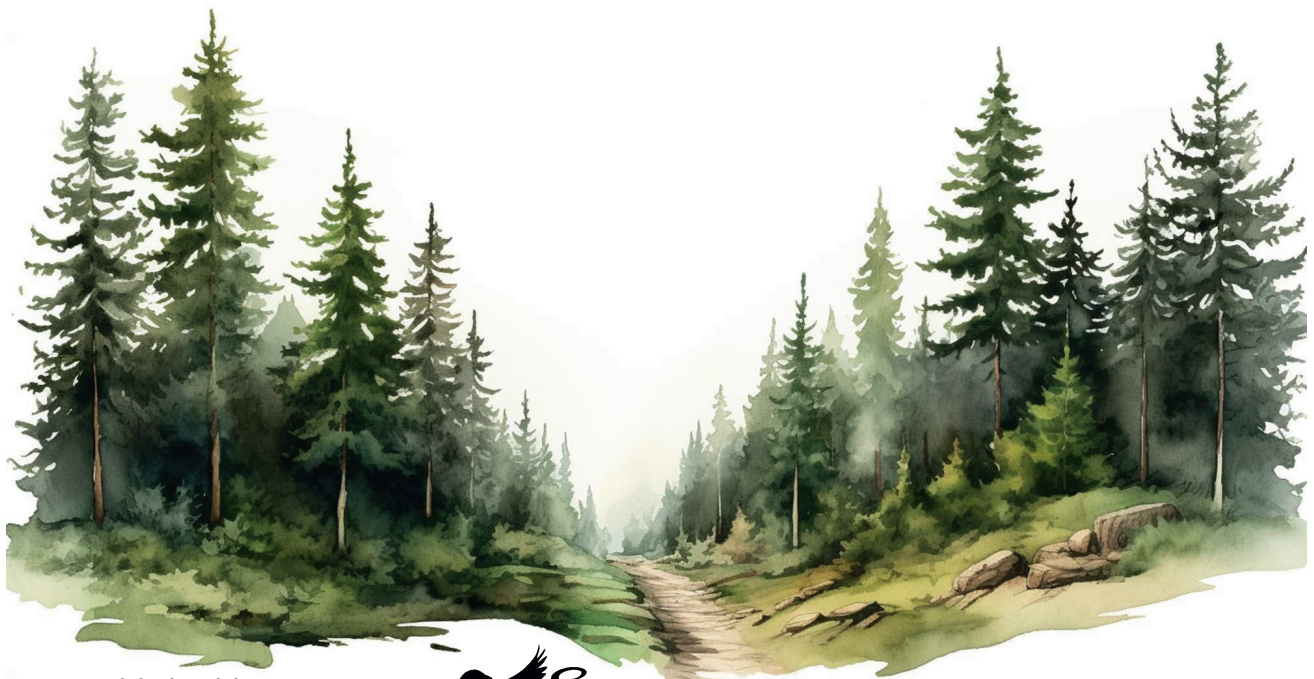
United Nations Conference: Tensions between the US and Soviet Union began to decrease as a result of this event where they focused on discussions about the environment

Seattle Riots: A year-long series of protests as part of the 'Defund the Police' movement.

PACIFIC NORTHWEST HISTORY

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