



# LANGUAGE ARTS

STUDENT BOOK

▶ **7th Grade** | Unit 3

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# Language Arts 703

## Biographies

### 1. BIOGRAPHIES AND SEQUENCE OF EVENTS 5

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BIOGRAPHY AS A LITERARY FORM | 6

BIOGRAPHY OF WILLIAM TYNDALE | 8

SPELLING | 16

BIOGRAPHY OF DOLLEY MADISON | 17

SPELLING | 26

SELF TEST 1 | 28

### 2. PREFIXES AND SUFFIXES 31

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PREFIXES | 32

SUFFIXES | 38

SPELLING | 48

SELF TEST 2 | 49



**LIFEPAC Test is located in the center of the booklet.** Please remove before starting the unit.

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# Biographies

## Introduction

Reading can be pleasurable and informative. Through reading you can experience an exciting moment in history or a meaningful experience in a person's life. Your experience need not be limited to a certain country or a particular time. You may read about factual events or fantasy, actual people or fictionalized characters.

Biography is the literary form dealing with real people in real situations. This form is especially popular with teenagers. In this LIFEPAAC® you will read about two very interesting people. One of these people is a man who gave his life so that all English-speaking people could have a Bible they would be able to read. The other person is a woman who was the wife of a United States President. She placed her life in danger because she wanted to save many national treasures, including the Declaration of Independence, from falling into the hands of the British who were entering Washington, D.C.

You will learn how to recognize the sequence, or order, of events that occur as you read these two brief biographical selections. This knowledge will not only help you to read better; it will also help to make writing easier for you.

Finally, you will learn why some words have many syllables. You will find how easy it can be to read and to spell some words with several syllables. You will also learn that parts of words often can help you determine the meanings of unfamiliar words.

## Objectives

**Read these objectives.** The objectives tell you what you will be able to do when you have successfully completed this LIFEPAAC. When you have finished this LIFEPAAC, you should be able to:

1. Identify the specific contributions made by William Tyndale and Dolley Madison.
2. Demonstrate an understanding of the philosophies expressed by William Tyndale and Dolley Madison.
3. Identify the sequence of events and actions in biographies and other forms of writing.
4. Recognize the flashback technique in a series of events.
5. Draw a logical conclusion from written material by following a sequence of events.
6. Identify and define prefixes that have been added to base words and root words.
7. Identify and define suffixes that have been added to base words and root words.
8. Demonstrate a knowledge of spelling principles by using the spelling and vocabulary words in this LIFEPAAC correctly in written assignments.

Survey the LIFE PAC. Ask yourself some questions about this study and write your questions here.

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# 1. BIOGRAPHIES AND SEQUENCE OF EVENTS

As you read the biographies in this section, be especially aware of the contributions made by these people. You will see how important the life of one individual can be in God's total plan. Try to relate these experiences to your own life; think of the place you have in God's plan and what contributions you can make.

The order in which the events occurred in these biographies will be important to your study in this section. See if you recognize a different approach taken to the sequence of events in the second biography.

## SECTION OBJECTIVES

**Review these objectives.** When you have completed this section, you should be able to:

1. Identify the specific contributions made by William Tyndale and Dolley Madison.
2. Demonstrate an understanding of the philosophies expressed by William Tyndale and Dolley Madison.
3. Identify the sequence of events and actions in biographies and other forms of writing.
4. Recognize the flashback technique in a series of events.
5. Draw a logical conclusion from written material by following a sequence of events.
8. Demonstrate a knowledge of spelling principles by using the spelling and vocabulary words in this LIFEPAK correctly in written assignments.

## VOCABULARY

**Study these words to enhance your learning success in this section.**

**amid** (u mid'). Among; in the middle of.

**Brussels** (brus' ulz). Capital city in Belgium.

**chronological** (kron' u loj' u kul). Arranged according to sequence or order in time.

**Cologne** (ku lōn'). City in Germany.

**deduce** (di dūs'). To infer or draw a conclusion from given information.

**Friends** (frendz). Another name for Quakers.

**frivolous** (friv' u lus). Unimportant; not serious.

**heretic** (her' u tik). A person who does not agree with or obey the beliefs of a church.

**hinder** (hin' dur). Get in the way of; block.

**infer** (in fēr'). To draw a conclusion from facts; to guess.

**loose-tongued** (lūs' tungd'). To tell everything you know.

**loot** (lüt). Rob, seize, and carry away by force.

**martyr** (mār' tur). One who dies, suffers, or sacrifices everything for his beliefs.

**memoirs** (mem' wärs). Personal records of experiences or events the writer witnessed.

**persecution** (pēr' su kyü' shun). The act of causing people to suffer because of their beliefs.

**Quaker** (kwā' kur). A Christian denomination that opposes war and stresses a simple and godly life.

**Reformation** (ref' ur mā' shun). A sixteenth century religious movement that led to change and the Protestant Church.

**refugee** (ref' yu jē'). A person who escapes to safety.

**Scripture** (skrip' chur). The Bible.

**smuggle** (smug' ul). Bring into or take out of a country secretly and illegally.

**wearisome** (wir' ē sum). To cause tiredness or fatigue.

**witty** (wit' ē). Clever and amusing.

**Note:** All vocabulary words in this LIFEPAK appear in **boldface** print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.

**Pronunciation Key:** hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ōrder; oil; out; cup, pūt, rüle; child; long; thin; /ʃh/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

## BIOGRAPHY AS A LITERARY FORM

Biography, a form of literary prose that is closely related to history, attempts to describe a specific individual in a specific time and place. The personality and actions of character are explored through the historical events and information available to the author. A biographer usually gathers facts, arranges these facts about a person's life into **chronological** order to form a meaningful pattern, and interprets these facts. Occasionally, facts will not explain a person's actions; therefore, the biographer will try to imagine what thoughts or ideas probably caused that person to act.

The primary goal of a biographer is to give the reader an understanding of the personality of the person, as well as to give factual sequences of events as influenced by his period in history.

Common subject for biography include patriots, military leaders, religious figures, political leaders, artists, scientists, and other public figures. One of the best ways to become familiar with a certain philosophy or period in history is to read a biography of a person closely associated with it.

Some of the earliest biographical accounts are Biblical. The Old Testament records the lives of the patriarchs. The Gospels in the New Testament reveal the life of Jesus Christ. Other early works include Greek and Roman philosophers and the religious biographies of saints, **martys**, and others.

Later European biographies include such subjects as artists of the Renaissance and prominent statesmen. Many people consider the *Life of Samuel Johnson* by James Boswell to be the finest English biography.

Colonial America produced biographies as well. Many American biographies deal with clergymen and politicians. One of the outstanding American contributions is the six-volume *Abraham Lincoln* by Carl Sandburg.

When an author writes an account of his own life, he is writing an autobiography. One well-known autobiography was written by Benjamin Franklin.

A related type of writing is the **memoir**. A memoir is a personal record of events the writer has witnessed or experienced.

**Answer these questions.**

- 1.1 What is a biography? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 1.2 What is the primary goal of the biographer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 1.3 What are some early biographies? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 1.4 What is thought to be the finest English biography? \_\_\_\_\_  
\_\_\_\_\_
- 1.5 What are some American biographical contributions? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Define these terms.**

- 1.6 autobiography: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 1.7 memoir: \_\_\_\_\_  
\_\_\_\_\_



## BIOGRAPHY OF WILLIAM TYNDALE

Sixteenth century England was swept by ideas of reform in politics and society, as well as religion. Feelings of dissatisfaction with the church were expressed by many Bible scholars. Several men wrote about their ideas for reform within the church. Others chose more direct methods. In Germany, Martin Luther nailed a list of ninety-five protests to the church door. Many people joined his efforts to form the Protestant Reformation. Luther's writings influenced English thought. Many religious leaders thought that the people should be able to read the Bible

in their own language. William Tyndale, who translated the Bible into English, was one of the leaders of the Reformation. This movement brought a shift in religious control. The people were allowed more control of religion as a result of the Reformation.

The two biographical selections you will study deal with very different subjects: one, a Christian martyr; the other, an American patriot. The first biography, that of William Tyndale, is set in sixteenth-century England.

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### *William Tyndale, A Bible for the People*

- 1 SLOWLY A SHIP with square sails moved into London harbor. It was loaded down with sacks of grain. Those were the days when King Henry VIII ruled England and when Martin Luther taught at Wittenberg University.
- 2 On the dock a young man named Jeffrey watched the slow ship and tapped his feet impatiently. He took a quick look around to see if anyone was watching. Then he felt his shirt to be sure the letter was safe in his pocket.
- 3 Simon, the grain merchant, had warned Jeffrey, "Above all, keep that letter secret!"
- 4 There! The ship was tied up at last. Jeffrey jumped aboard and ran to find the captain. He handed him the letter and the captain read it. Then he looked Jeffrey over carefully and said, "Come to my cabin."
- 5 When they were alone in the cabin, the captain said, "All right! Now listen carefully. Some of the sacks of wheat have a special mark. Those are the ones for Simon Fyshe, the grain merchant. You have a cart? Good!"
- 6 Jeffrey worked fast. Soon his loaded cart rumbled through the narrow streets of London toward the shop of his friend, Simon Fyshe. Within an hour, Jeffrey was helping the old grain merchant unload the sacks.
- 7 "Careful, not so fast," said the merchant as Jeffrey ripped a sack open. "Don't forget that wheat is valuable too. The harvest here in England was bad this year. People will want to buy every grain of wheat we have!"
- 8 "True," Jeffrey replied. "But what they will want even more is this!" Out from under the wheat he pulled a dusty book and held it high. "Look," he said, "the Word of God in English!"
- 9 He handed the book to the merchant. It was exciting to open the book and read the Gospels in plain English words. "Master Tyndale makes the words speak clear, doesn't he!" exclaimed the grain merchant.
- 10 Jeffrey nodded. "I've heard that Tyndale once told a priest who didn't know his Bible, 'If God spares my life, before many years I will cause the boy who drives the plow to know more of the **Scripture** than you do,' " he said.

- 11 Simon Fyshe agreed, “Even a plowboy can read and understand this.”
- 12 Simon Fyshe, the grain merchant, had many visitors in the next few days. Hidden in the bundles they carried away were the precious books. A Mr. Bradford took a package to a monk near Reading. Other bundles went to Cambridge University.
- 13 The Bishop of London had made a law forbidding anyone in England to translate or print the Bible in English without permission from the church. Then when the bishop heard about the **smuggled** Bibles, he tried to stop them, too. He bought as many copies of Tyndale’s English Bible as he could and burned them at Paul’s Cross in London. Then a law was passed which ordered anyone who was caught with Tyndale’s English Bible in his possession to be fined or put in prison. Some persons who were caught were even burned as **heretics**. The harder the bishop worked, the more people wanted Tyndale’s Bible. Copies of Tyndale’s English Bible came in the baggage of travelers. They came buried in sacks of wheat or packed in bales of wool.
- 14 The bishop and the officers of the king asked, “Where do these Bibles come from? Who is this William Tyndale and where is he doing his work?”
- 15 Spies were sent to Europe to find Tyndale. “He is everywhere and nowhere,” wrote one of the spies. Tyndale was called a heretic. His life would be in danger if his enemies could find him.
- 16 William Tyndale was a learned man who had been a priest in England. His mind was fixed on one idea, to translate God’s holy Word from Greek and Hebrew into plain English so that everyone could read it. He had asked the bishop of London for permission to make an English translation, but he was turned away. The king and the leaders of the church had agreed that the Bible must be in Latin. No one was to be allowed to make an English translation.
- 17 Then Tyndale disappeared and the bishop could not find out where he went. Just about this time a mysterious Englishman signed up as a student at Wittenberg University. The name he wrote in the university book was William Daltin. Perhaps this was a secret way of writing “Tindal.” (Daltin—Tin-dal.)
- 18 If this really was Tyndale, he must have talked with Martin Luther in Wittenberg about translating the Bible. Tyndale kept on working to make his dream of an English Bible come true. Soon he moved to **Cologne** to be near the printer of his secret English book. As quickly as he finished a few pages of the Gospels, he gave them to the printers to set in type.
- 19 One day a man named Dobneck came to the printers in Cologne. He wanted them to print some of his books against Luther and got to know several of the printers quite well.
- 20 Often Dobneck stayed in the shop to talk with them, and once after they had several cups of wine, he heard a printer boast that whether King Henry VIII of England liked it or not, in a short time England would be Lutheran. Dobneck listened to the drunken printer talk about two Englishmen who were hiding in the city and who could read and write many languages.
- 21 Dobneck made up his mind to find the secret translator. He invited several of the printers to his room and brought out more and more wine to drink. **Loose-tongued** from drinking, one man stayed behind and told Dobneck a secret. In the shop they were printing three thousand copies of the New Testament in English. English merchants were paying for the books, and the work was already partly finished.

- 22 Dobneck acted fast. He went to the authorities to tell them about the “heretics” and their work. Men were sent to seize the books, but Tyndale was warned just in time. Snatching up the parts of the book already printed, he escaped from Cologne and went to Worms. Worms was a Lutheran city and there he was safe. In Worms he found other printers and finished his translation of the New Testament. Merchants promised to smuggle the copies into England.
- 23 So far Tyndale had been successful. Now he began work on translating the Old Testament. He decided to go to the harbor town of Antwerp, Belgium just across from England. There he could keep in touch with travelers from his homeland. Tyndale knew that Antwerp was a dangerous place because it was ruled by Roman Catholics. But he thought he would be safe because he lived in the house of an English merchant who supported the **reformation** of the church.
- 24 Two days a week Tyndale set apart for his “pastime” in his secret room. On Mondays he went about the city to help and encourage **refugees** from England who had fled to Antwerp to escape religious **persecution**. On Saturdays he walked about Antwerp “seeking every corner and hole where he suspected any poor person to dwell.” He tried to help these poor people in any way he could.
- 25 “Be careful of strangers,” the English merchant warned Tyndale. “I don’t trust the young Englishman, Henry Phillips.”
- 26 Tyndale did not listen to the warning. He rather liked the young man and they were often together. One day Phillips made sure that the English merchant was away. He invited Tyndale to have dinner with him. As they came down the steps out of the house, two men were standing in the street. Phillips pointed down at Tyndale’s head and the two men jumped on Tyndale, tied him up, and took him away to a prison near **Brussels**.
- 27 Tyndale was kept in prison for more than four months. The jailer and his daughter became Protestants because of Tyndale’s influence. Through them he sent a letter to the governor:
- 28 “And I ask to be allowed to have a lamp in the evening; it is **wearisome** to sit alone in the dark. Most of all I beg you to permit me to have my Hebrew Bible, Hebrew grammar, and Hebrew dictionary so that I may pass the time in study. And if any other decision has been made about me, to be done before winter, I will be patient and trust in God’s will for me.”
- 29 Early in October 1536, before help could come, Tyndale was taken from prison to the town square. There they strangled him and burned him at the stake as a heretic. To the end he thought about his country and the laws of the King against an English Bible. His last words were a prayer, “Lord, open the King of England’s eyes!”
- 
-



**Answer these questions.** Circle the letter beside the correct answer.

- 1.8** Into what language did William Tyndale translate the Bible?  
 a. German                      b. Latin                      c. English                      d. Hebrew
- 1.9** What occupation did Tyndale have before he worked on translating the Bible?  
 a. grain merchant      b. priest                      c. printer                      d. neither a, b, nor c
- 1.10** In what city did a man named Dobneck almost capture Tyndale?  
 a. Antwerp                      b. Worms                      c. Brussels                      d. Cologne
- 1.11** Who finally betrayed Tyndale?  
 a. Simon Fyshe      b. Jeffrey                      c. Henry Phillips      d. William Daltin
- 1.12** Which part of the Bible did Tyndale first translate?  
 a. The Gospels                      b. The Old Testament  
 c. The New Testament                      d. The Psalms

**Answer these questions.**

- 1.13** In what city was Tyndale kept in prison and then burned at the stake?  
 \_\_\_\_\_
- 1.14** In what year was Tyndale martyred? \_\_\_\_\_
- 1.15** What two actions show us that Tyndale was a person who had high Christian ideals?  
 a. \_\_\_\_\_  
 b. \_\_\_\_\_
- 1.16** The English king and leaders of the church had agreed that the Bible could be translated into what language? \_\_\_\_\_
- 1.17** What were three penalties that people might suffer if they were caught with Tyndale's Bible in their possession?  
 a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 c. \_\_\_\_\_
- 1.18** Who were two important people who lived at the same time as William Tyndale?  
 a. \_\_\_\_\_  
 b. \_\_\_\_\_

**1.19** It is not actually stated in the biography of William Tyndale, but we know that he understood the Hebrew language. How do we know this is true?

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**1.20** Why did Tyndale think that it was very important to translate the Bible from Greek and Hebrew into everyday English? \_\_\_\_\_

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**Sequence of events.** When you read the short biography about William Tyndale, certain events occurred in a certain order of sequence. The first event, followed by a second event, followed by a third event, and so on is called the sequence of events. To be aware of and to be able to identify the sequence of events is very

important when you read biographies and most other forms of writing. In this way you will be able to understand and remember what you read.

Read the following short selection and try to identify the sequence of events. Be aware of what happens first, second, third, and so on.

When I was a boy, I wanted to be a professional baseball player. I played in Little League for three years. I enjoyed it very much, and I learned the fundamentals of baseball. As a young teenager, I was active in Pony League for several years. The competition was stiff, and instead of playing third base, I was changed to an outfielder. In high school, I was on the freshman team, then the junior varsity, and finally I made the varsity team in my senior year.

After high school I was offered a contract to play professional baseball in the farm system of the Minnesota Twins. I played

Class A ball for two years, and I was on a Double A ball club for one year. I only hit .245, and I soon realized that if I continued to make baseball my career, I would always be in the minors and never be on a major league team.

I was almost twenty-one years of age then. I quit professional baseball and went to college. Now I'm past the age of thirty-five and I teach history at Washington High School in Timesberg, Iowa. I'm also the varsity baseball coach, and I love it. I also love baseball and always will.

As you read this selection, you probably noticed that the *sequence of events* was arranged according to time. This selection begins with this person as a boy and continues throughout his life until he becomes an adult. Anything arranged in the order in which it happened is said to be in chronological order. If we listed the sequence of events in chronological order, the list would look like this one:

1. I played in Little League for three years.
2. I played in Pony League for several years.

3. I played on the freshman, junior varsity, and varsity teams in high school.
4. I played on minor league teams for three years after high school.
5. I quit baseball and went to college.
6. I now teach high school and coach the baseball team.

A list of the sequence of events from the biography about William Tyndale will follow this paragraph. Certain events have been left out.

You are to complete this list by writing the events that are missing. To help you do this activity, the paragraphs which contain the information you will need are indicated. When you write the missing event, you will use only one

sentence even though the information is contained in one or two paragraphs. Your sentence will summarize the event about which you are writing.



**Little League Player**



**High School Player**



**Professional Player**



**Complete this sentence.**

**1.21** Write the missing event on the lines below.

1. Holy Gospels translated into English were smuggled into London in sacks of wheat. (Paragraphs 1-12)

2. The Bishop of London tried to stop the smuggling and possession of the Tyndale English Bible. (Paragraphs 13-14)

3. Tyndale was called a heretic and spies tried to find and capture him. (Paragraph 15)

4. a. \_\_\_\_\_  
\_\_\_\_\_

5. He moved to Cologne to supervise the printing of the New Testament in English. (Paragraph 18)

6. A man named Dobneck plotted to find and capture Tyndale. (Paragraphs 19-22)

7. b. \_\_\_\_\_  
\_\_\_\_\_



8. William Tyndale went to Antwerp to translate the Old Testament. (Paragraph 23-24)

9. c. \_\_\_\_\_  
\_\_\_\_\_

10. Henry Phillips betrayed Tyndale, and Tyndale was arrested and put in jail in Brussels. (Paragraph 26)

11. d. \_\_\_\_\_  
\_\_\_\_\_



### Write a paper using the following list of steps.

**1.22** Check each box in the following check list as you complete each step in this activity.

- Think back over the last year and remember a special day you enjoyed, one which had many activities from morning to night.
- On a separate sheet of paper make a list of everything that happened that day in the order it happened (Sequence of events).
- Limit your list to four, five, or six events.
- Write a one-paragraph introduction.
- Write one paragraph about each event in your list.
- Write an ending paragraph that summarize the events of the day.
- Check your paper for errors in spelling, grammar, punctuation, and capitalization.
- Attach your list to your completed paper.

**TEACHER CHECK**

\_\_\_\_\_ initials

\_\_\_\_\_ date

**Sequence of Actions.** Each event within a sequence of events contains a certain order of actions. As you remember, one of the events in

the biography about William Tyndale dealt with his arrest. Certain actions led up to his arrest. We call this order the *sequence of actions*.



**Complete this exercise.** Decide the sequence of actions in each sentence and circle the letter of the statement that occurred *first*. If both actions happened at the *same time*, circle the letter *c*.

- 1.23** Before Sally opened the door, she heard her mother calling her.
- Sally opened the door.
  - Sally heard her mother calling her.
  - Both took place at the same time.
- 1.24** As he watched the ball game, Jim wished he was a major league player.
- Jim watched the ball game.
  - Jim wished he was a major league baseball player.
  - Both took place at the same time.
- 1.25** The boys went home after they finished cleaning the church.
- The boys went home.
  - The boys finished cleaning the church.
  - Both took place at the same time.
- 1.26** While preparing dinner, Joan listened to the radio.
- Joan prepared dinner.
  - Joan listened to the radio.
  - Both took place at the same time.



- 1.27** Bill said his prayers before he went to sleep last night.
  - a. Bill said his prayers.
  - b. Bill went to sleep.
  - c. Both happened at the same time.
- 1.28** Jan sewed her dress while Mary read the Bible.
  - a. Jan sewed her dress.
  - b. Mary read the Bible.
  - c. Both took place at the same time.
- 1.29** As our family drove to the lake, we saw beautiful scenery.
  - a. Our family drove to the lake.
  - b. We saw beautiful scenery.
  - c. Both took place at the same time.
- 1.30** After school was over yesterday, our basketball team won its third game in a row.
  - a. School was over.
  - b. Our basketball team won its third game in a row.
  - c. Both took place at the same time.
- 1.31** Chris swam ten laps in the pool, and then he practiced the backstroke.
  - a. Chris swam ten laps in the pool.
  - b. He practiced the backstroke.
  - c. Both took place at the same time.
- 1.32** Though Darlene finished her project before Tina, Tina did a better job.
  - a. Darlene finished her project.
  - b. Tina did a better job.
  - c. Both took place at the same time.

## SPELLING

This list of words contains some of the vocabulary words for this LIFE PAC. Learning to spell and use these words correctly will help you.

### Spelling Words-1

memoirs	wearisome	smuggle
heretic	hinder	Quaker
witty	loose-tongued	biography
martyr	deduce	autobiography
chronological	amid	enemy
infer	loot	contributions
frivolous	Friends	patriotic
refugee	Brussels	courage
Scripture	persecution	



Use each of the following words in a sentence.

- 1.33 heretic \_\_\_\_\_
- 1.34 martyr \_\_\_\_\_
- 1.35 infer \_\_\_\_\_
- 1.36 hinder \_\_\_\_\_
- 1.37 amid \_\_\_\_\_
- 1.38 biography \_\_\_\_\_
- 1.39 patriotic \_\_\_\_\_
- 1.40 Friends \_\_\_\_\_
- 1.41 autobiography \_\_\_\_\_
- 1.42 courage \_\_\_\_\_



Ask your teacher to give you a practice spelling test of Spelling Words-1. Restudy the words you missed.

### BIOGRAPHY OF DOLLEY MADISON

Dolley Payne Madison was famous in Washington D.C. as the official hostess for the White House. She greeted official guests for Thomas Jefferson, whose wife had died. As the wife of President James Madison, the Father of the Constitution, she impressed Washington with her parties, dinners, and fashionable clothes.

This gracious lady showed great courage and patriotism in a time of danger. This biography will reveal her character through her background and actions. In this section you will study these literary techniques: flashback technique, logical conclusion, and sequence of actions.

---

## *THE PRESIDENT'S WIFE ESCAPES, DOLLEY MADISON*

- 1 "There is no time to lose, Mrs. Madison," cried the messenger as he rode up in front of the White House in Washington. "The enemy is nearly here, and they have boasted that they will capture you and the President and take you both back to London in chains."
- 2 Dolley Madison did not fear for her own safety, but she did not want any of the national treasures that were kept in the
- 3 Dolley Payne had been born in North Carolina in 1772, but she spent most of her

White House to fall into the hands of the enemy. When she and her husband, President James Madison, had come to live in the White House five years before, no one had ever dreamed that the day would come when they would have to flee for their lives to escape capture by an enemy.

childhood days on a big plantation in Virginia. Her father was a **Quaker**, yet that did not prevent him from joining the American army and fighting for liberty during the Revolutionary War.

- 4 After the war, Mr. Payne sold the plantation and moved his family to Philadelphia, the largest city in America at that time. There [was]...much entertaining in that city which was then the capital of the United States, but Mr. Payne was a Quaker and did not take part in such **frivolous** things.
- 5 ... Dolley's father made her obey the strict rules of the Quakers...On Sunday she went to the **Friends'** meetinghouse where in her plain dress and bonnet she sat on one side of the house with other women and girls, while the men sat on the opposite side.
- 6 One day Mr. Payne told Dolley that John Todd, the rich young Quaker lawyer with whom he did business, had asked for her hand in marriage. Her father thought that it would be a fine match for her, and so he consented. The marriage was announced in the Quaker meetinghouse a few months later.
- 7 Dolley and John Todd settled down and lived the simple life of the Quakers for three years. Then, in 1793, a dreadful epidemic of yellow fever broke out in Philadelphia. Dolley and her two children went out into the country to escape the epidemic, but her husband had to remain in Philadelphia to take care of his business. Before he could join his family, he became sick and died.
- 8 Dolley was very sad and thought that she would never be happy again. But when the yellow fever epidemic was over and she returned to Philadelphia, she found that she was the center of an admiring group of young men. She was young and beautiful, and her husband had left her enough money so that she now could do whatever she wanted.
- 9 One of the men who frequently called to see her was Aaron Burr, who, at that time,



was a Senator attending the session of Congress that was meeting in Philadelphia. One day he asked if he might bring his friend, James Madison, who was anxious to meet her.

- 10 Madison was one of the leaders in Congress and had helped to write the United States Constitution. Although he was twenty years older than Dolley, she was pleased that he had asked to call. She told Burr that she would be delighted to meet the famous Virginian, James Madison.
- 11 Madison was equally delighted to meet the pretty, young widow. It was not long before they fell in love with each other and were married at the home of Dolley's sister in Virginia **amid** much feasting and merrymaking.
- 12 At her husband's request, Dolley gave up wearing the simple Quaker gray gown and began to take her place as a leader in society. The parties that Mr. and Mrs. Madison gave became very popular, and everyone looked forward to receiving an invitation.

- 13 When Thomas Jefferson was elected President of the United States, he made James Madison his Secretary of State. Jefferson's wife had died, so the President often called upon the attractive and **witty** Dolley Madison to take charge of the state dinners at the White House. The fame of Dolley Madison as a charming hostess spread rapidly.
- 14 James Madison was elected President of the United States to succeed Jefferson. Dolley felt right at home when she moved into the White House. "Everyone loves Dolley Madison," said one of her guests one day. "And Dolley Madison loves everybody," was Mrs. Madison's quick reply.
- 15 But it was not all fun in Washington D.C. where the capitol was now located. In 1812 war broke out between the United States and England because the British stopped American ships. They forced American sailors to join the British navy.
- 16 The American navy was so small at that time that, although our warships won a number of brilliant victories, they were no match for the mighty British navy. In August, 1814, the British landed an army near Washington. No American army appeared to stop their advance. There was great terror in the capital.
- 17 President Madison hurried away to see what could be done to stop the British. "If the British come before I get back," he said to his wife before he left, "don't let the state papers fall into their hands."
- 18 Reports came to the White House that the British were advancing and were threatening to burn the capitol. Dolley Madison knew that there was no time to lose. She and the few servants who had not already fled away to safety brought out her trunks, and she began packing them with the nation's most valuable papers.
- 19 The sound of the guns could be heard in the distance as the last trunk was packed. Just then a messenger rode up with the alarming news that the British were entering the outskirts of Washington and Mrs. Madison must go at once if she wanted to escape capture. There was no time to lose. He said that Mrs. Madison had better not even think of taking the trunks as they would **hinder** her escape.
- 20 "These trunks contain the nation's most valuable state papers, including the Declaration of Independence. If I go, they go, too," said the brave little Dolley Madison.
- 21 The White House guards who were standing nearby knew that Dolley Madison meant what she said and started loading the trunks into her carriage. Then she started to climb in herself. Just then she remembered the famous Gilbert Stuart painting of George Washington that hung in the state dining room.
- 22 "Wait a moment," said Mrs. Madison. "We cannot leave that painting to the British." In spite of the pleadings of the guards that there was no time for her to go back now, Dolley Madison jumped down from the carriage and ran up the stairs of the White House.
- 23 The picture was fastened to the wall so that she had to cut the picture out of the frame. Then Dolley Madison took the painting out and rolled it up. With the picture safe in her hands, she dashed back to her waiting carriage and drove away just in time.
- 24 The British could be seen coming down the road, but Dolley Madison escaped. They did not notice the carriage drive off as they were anxious to **loot** and burn down the White House and the Capitol.
- 25 The war ended the next year, and Washington and the White House were later rebuilt. Because of the bravery of Dolley Madison, the state papers were restored to the nation, and the famous painting of Washington can once more be seen hanging on the walls of the White House.



**Answer these questions.** Circle the letter beside the correct answer.

- 1.43 Where was Dolley Madison born?  
 a. Virginia                      b. Philadelphia                      c. North Carolina                      d. Washington, D.C.
- 1.44 Why did Dolley not go to parties and dances as a young girl?  
 a. She was not very pretty.  
 b. Because of the strict rules Quaker people had to obey.  
 c. Because of the Revolutionary War.  
 d. Neither a, b, nor c.
- 1.45 Who was Dolley's first husband?  
 a. Aaron Burr                      b. James Madison                      c. John Todd                      d. Mr. Payne
- 1.46 Which of the following statements does *not* apply to James Madison?  
 a. He helped write the United States Constitution.  
 b. He was elected to Congress.  
 c. He was elected Vice-President of the United States.  
 d. He was appointed to be Secretary of State.  
 e. He was elected President of the United States.
- 1.47 Why did Dolley give up part of her simple Quaker way of life?  
 a. Her husband asked her to do so.  
 b. She was a leader in society.  
 c. President Jefferson asked her to take charge of dinners at the White House.  
 d. a, b, and c.

**Answer each question.**

1.48 What did Dolley Madison say to show us that she was a humble Christian woman?

\_\_\_\_\_

1.49 What two things did Dolley Madison prevent from falling into the hands of the enemy?

a. \_\_\_\_\_

b. \_\_\_\_\_

1.50 What year did this event in 1.49 happen? \_\_\_\_\_

1.51 How did Dolley Madison really know that the British wanted to capture her? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1.52 How old was Dolley Madison when she was married the first time? \_\_\_\_\_

## ABC

## Take your spelling test of Spelling Words-1.

**Flashback technique.** Usually a narrative is written in chronological order. However, chronological order in telling a sequence of events or actions can be rather dull or excessively long. Sometimes an author prefers to start a story in the middle of the action. The only way he can explain the reasons for certain things is to go back to an event that happened earlier. When an author places an earlier event out of chronological order by explaining about it later, he is using *flashback technique*.

Many times the flashback happens in the mind of the character. A character who is riding a horse may remember the first time he ever rode a horse. If his earlier experience was a bad one, his reaction in the present may be quite different from what it would have been otherwise.

Flashback can also happen when another character mentions something out of the past. Usually the earlier event must be told for the reader to understand something about the person or story.

Flashback is also revealed by the author. He or she can simply write, "Emory had been born eighty-three winters before, in a dilapidated shanty near the *river*." The reader would learn Emory's age and the reason for his miserly characteristics.

The use of the flashback technique can create suspense or mystery. It is often used to hold the reader's interest: The missing information is supplied, and the mystery or the problem is solved.



## Answer these questions.

1.53 What is the flashback technique? \_\_\_\_\_

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1.54 What are three ways flashback can be used?

a. \_\_\_\_\_

---

b. \_\_\_\_\_

---

c. \_\_\_\_\_

---



**Complete this sequence.** Some of the events will occur out of chronological order because of the use of flashback techniques.

**1.55** Supply the missing events from this sequence from the biography of Dolley Madison.

1. The British were invading Washington, D.C., and Dolley Madison was preparing to escape with certain national treasures. (Paragraphs 1-2)

2. Dolley Madison was born in North Carolina, but she grew up in Virginia. (Paragraph 3)

3. a. \_\_\_\_\_

\_\_\_\_\_

4. She married John Todd. (Paragraph 6)

5. b. \_\_\_\_\_

\_\_\_\_\_

6. She met James Madison and they were soon married. (Paragraphs 9-11)

7. c. \_\_\_\_\_

\_\_\_\_\_

8. James Madison was elected President. (Paragraph 14)

9. d. \_\_\_\_\_

\_\_\_\_\_

10. In 1814 the British advanced on Washington, D.C. (Paragraph 16)

11. e. \_\_\_\_\_

\_\_\_\_\_

12. f. \_\_\_\_\_

\_\_\_\_\_

13. g. \_\_\_\_\_

\_\_\_\_\_

**Logical conclusion.** When you answered the questions that followed the biography about Dolley Madison, were you able to figure out how old Dolley Madison was when she was married? If you checked the answer key, you know that she was eighteen years of age. The biography *does not state* that she was eighteen years old when she was married the first time to John Todd. There is, however, *other*

*information* that will help us to **deduce** the answer to this question.

In paragraph three of her biography, we are told that Dolley Madison was born in 1772. In paragraph seven we are also told that her husband died from a deadly epidemic in 1793. We are informed that Dolley and John Todd were married three years before. We can conclude





## Confusion



## Logical Conclusion

that they were married in 1790. If Dolley Madison was born in 1772 and she was married in 1790, we **infer** that she was eighteen years of age at the time. We can also conclude that she was twenty-one years of age when her husband died.

If you learn to think effectively, you will discover that you know more than you think about certain things. If you are given complete and accurate information and if you follow logical thinking patterns, you will be able to draw conclusions through deduction or inference.



### Complete this activity.

- 1.56** To determine the year James Madison became President, you will *first* have to answer the following questions:
- What year did the British invade Washington, D.C.? \_\_\_\_\_ (See Paragraph 16).
  - What year did the war end? \_\_\_\_\_ (See paragraph 25).
  - When did James and Dolley Madison come to live in the White House? \_\_\_\_\_  
\_\_\_\_\_ (See paragraph 2).

The answer to question c is also the answer to when Madison became President. James and Dolley Madison would not have come to live in the White House until James Madison had become President.



**Write a biography.**

- 1.57** Check the box as you complete each step in this activity. Use a separate piece of paper.
- Interview one of your parents about a grandparent's life story.
  - Make a list of the *sequence of events* in this person's life. Limit the number of events to four, five, or six. Save this list.
  - Begin with when and where this person was born and tell something about his childhood.
  - If possible, include an interesting experience this person had sometime in his life.
  - Refer to your list and write an introductory paragraph about the subject of your biography.
  - Write one paragraph about each event in your list.
  - Write an ending paragraph that tells the most important thing to remember about your grandparent.
  - Be sure you use correct grammar, spelling, usage, and capitalization before you show your work to your teacher.

**TEACHER CHECK**

\_\_\_\_\_ initials

\_\_\_\_\_ date

**Sequence of actions.** As previously stated, each event within a sequence contains a certain order of actions. One of the events in the biography about Dolley Madison dealt with her escape from Washington. If we were to make a list of the *sequence of actions* about this event, it would look like this:

1. In 1814, the British landed an Army near Washington. (Paragraph 16)
2. President Madison had to leave Washington to plan how to stop the British. (Paragraph 17)
3. Dolley Madison and a few servants began packing her trunks with the nation's most valuable papers. (Paragraph 18)
4. A messenger announced that the British were entering the outskirts of Washington. (Paragraph 19)
5. The trunks were loaded on a carriage. (Paragraph 21)
6. At the last moment, Dolley Madison went back to get the famous painting of George Washington. (Paragraphs 22-23)
7. Dolley Madison's carriage left the White House just as the British Army arrived. (Paragraph 24)



### Complete this activity.

- 1.58** Read from the Bible the parable about the return of the prodigal son in Luke 15:11–32. Then complete the list of the sequence of actions that follows. Certain actions have been left out. Fill them in. To help you, the verses that contain the information you will need are indicated.
1. A man had two sons. The younger of them asked for his inheritance. (Verses 11 and 12)
  2. a. \_\_\_\_\_  
 \_\_\_\_\_ (Verse 13)
  3. A great famine arose and he was without food and money. (Verse 14)
  4. b. \_\_\_\_\_  
 \_\_\_\_\_ (Verses 15 and 16)
  5. He decided to return to his father and ask for a job as a servant. (Verses 17–19)
  6. c. \_\_\_\_\_  
 \_\_\_\_\_ (Verses 20–24)
  7. The elder son came home from work and was angry and jealous when he found out what was happening. (Verses 25–28)
  8. d. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ (Verses 29–31)
  9. His father told him that his younger brother had been dead and now is alive, that he had been lost and now is found. (Verse 32)

**SPELLING**

Spelling Words-2 contain *le* and *el* endings. Sometimes the spelling of words ending in *le*

or *el* can be misleading. Study these words carefully.

**Spelling Words-2**

definition	parable	puzzle
careless	vineyard	angel
government	opposite	angle
confirm	include	temple
impolite	flashback	label
profitable	technique	nickel
misjudge	logical	trickle
sequence	conclusions	pickle
tenants	strength	icicle



**Complete these activities.**

**1.59** Write the words ending in *le* in one list and those ending in *el* in the other list.

**le words**

**el words**

a. \_\_\_\_\_

i. \_\_\_\_\_

b. \_\_\_\_\_

j. \_\_\_\_\_

c. \_\_\_\_\_

k. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

g. \_\_\_\_\_

h. \_\_\_\_\_

**1.60** Write a synonym for each of the following words.

a. definition \_\_\_\_\_

b. sequence \_\_\_\_\_

c. tenants \_\_\_\_\_

d. profitable \_\_\_\_\_

e. technique \_\_\_\_\_



**Ask your teacher to give you a practice spelling test of Spelling Words-2.** Restudy the words you missed.



**Review the material in this section in preparation for the Self Test.** The Self Test will check your mastery of this particular section. The items missed on this Self Test will indicate specific areas where restudy is needed for mastery.

# SELF TEST 1

**Complete these statements** (each answer, 3 points).

- 1.01 William Tyndale translated the Bible from Hebrew and Greek into \_\_\_\_\_ .
- 1.02 The name of the city where Tyndale was kept in prison and burned at the stake was \_\_\_\_\_ .
- 1.03 Possibly William Tyndale went to Wittenberg University for a short time. While there, he may have met \_\_\_\_\_ .
- 1.04 When an author writes an account of his own life, it is called an \_\_\_\_\_ .
- 1.05 Dolley Madison's religious background was \_\_\_\_\_ .
- 1.06 Dolley Madison was famous for \_\_\_\_\_ .  
\_\_\_\_\_ .
- 1.07 Dolley Madison demonstrated her patriotism and courage by \_\_\_\_\_ .  
\_\_\_\_\_ .
- 1.08 Some of the earliest biographies include a. \_\_\_\_\_  
and b. \_\_\_\_\_ .

**Write these definitions** (each answer, 4 points).

- 1.09 sequence of events \_\_\_\_\_  
\_\_\_\_\_
- 1.010 sequence of actions \_\_\_\_\_  
\_\_\_\_\_
- 1.011 biography \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 1.012 flashback technique \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.013 deduction \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

1.014 memoir \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Match these items** (each answer, 2 points).

- |             |   |                                |
|-------------|---|--------------------------------|
| 1.015 _____ | place where Dolley Madison was born   | a. John Todd                   |
| 1.016 _____ | place where Dolley grew up  | b. U.S. Constitution           |
| 1.017 _____ | name of Dolley's first husband  | c. Washington, D.C.            |
| 1.018 _____ | name of famous document Dolley saved from falling into the hands of the enemy                   | d. North Carolina              |
| 1.019 _____ | name of the President who first asked Dolley to serve as hostess for dinners at the White House | e. Declaration of Independence |
| 1.020 _____ | painting of a famous President that Dolley saved from destruction                               | f. George Washington           |
| 1.021 _____ | name of Dolley's father   | g. Virginia                    |
| 1.022 _____ | name of the city the British invaded  | h. Mr. Payne                   |
|             |   | i. Thomas Jefferson            |
|             |   | j. Philadelphia                |

**Write the letter to show the sequence of events in proper order** (each answer, 3 points).

- 1.023 \_\_\_\_\_ a. William Tyndale translated part of the Old Testament.
- 1.024 \_\_\_\_\_ b. William Tyndale escaped from Cologne to Worms.
- 1.025 \_\_\_\_\_ c. Tyndale translated the Holy Gospels.
- 1.026 \_\_\_\_\_ d. Tyndale was captured in Antwerp and put in jail in Brussels.
- 1.027 \_\_\_\_\_ e. Tyndale finished translating the New Testament.

Circle the correct letter of the action that occurs first (each answer, 2 points).

1.028 After he went to bed, the telephone rang.

- a. He went to bed.
- b. The telephone rang.
- c. Both happened at the same time.

1.029 I tried my best, and I finally learned to ski.

- a. I tried my best.
- b. I finally learned to ski.
- c. Both happened at the same time.

	<b>SCORE</b> _____	<b>TEACHER</b> _____	initials	date
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**ABC**

Take your spelling test of Spelling Words-2.



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