



## COMMON CORE SUPPLEMENT

# World Literature

Welcome to the Oak Meadow Common Core Supplement for *World Literature*. These supplemental assignments are intended for schools and individuals who use Oak Meadow curriculum and who need to be in compliance with Common Core Standards.

### Introduction

Oak Meadow curricula provide a rigorous and progressive educational experience that meets intellectual and developmental needs of high school students. Our courses are designed with the goal of guiding learners to develop a body of knowledge that will allow them to be engaged citizens of the world. With knowledge gained through problem solving, critical thinking, hands-on projects, and experiential learning, we inspire students to connect disciplinary knowledge to their lives, the world they inhabit, and the world they would like to build.

While our courses provide a compelling and complete learning experience, in a few areas our program may not be in complete alignment with recent Common Core standards. After a rigorous analysis of all our courses, we have developed a series of supplements to accompany our materials for schools who utilize our curricula. These additions make our materials Common Core compliant. These Common Core additions are either stand-alone new lessons or add-ons to existing lessons. Where they fall in regard to the larger curriculum is clearly noted on each supplement lesson.

### Included in this supplement are the following

1. New reading, writing, speaking and critical analysis assignments designed to be used with the existing Oak Meadow curriculum readings and materials
2. Language usage lessons and explanations

Oak Meadow's *Write It Right: A Handbook for Student Writers* and *A Pocket Style Manual* by Hacker and Sommers are meant to be used in conjunction with this supplement and the entire Oak Meadow curriculum. They provide essential background explanations about writing and language usage that are valuable to all lessons and that fulfill Common Core expectations.

# SECTION 1: New Assignments

These assignments are meant to be integrated into the existing lessons of Oak Meadow’s world literature curriculum.

## Additional Assignment to Add to Lesson 5

Standards covered

CCSS.ELA-LITERACY.W.11-12.7

CCSS.ELA-LITERACY.W.11-12.8

Add this to the assignment details:

As you research your chosen topic, come up with a question about your subject that you would like to answer in your research paper. This could take the form of a thesis statement. You should refer to this question at various times in your paper so that your reader can see that your paper has a clear theme, or thread, running through it. Use your question as a catalyst from which to gather relevant information from various sources, print and digital. It is important that you integrate your own words into the research paper, but at the same incorporate a wide array of well-chosen quotes and passages, first-person accounts, of your subject.

## Additional Assignment for Lesson 9

Standards covered:

CCSS.ELA-LITERACY.SL.11-12.1

CCSS.ELA-LITERACY.SL.11-12.1.A

CCSS.ELA-LITERACY.SL.11-12.1.C

CCSS.ELA-LITERACY.SL.11-12.1.D

CCSS.ELA-LITERACY.SL.11-12.3

CCSS.ELA-LITERACY.SL.11-12.5

**If you are in a classroom setting, or are able to collaborate with your fellow students either in person or online, with your teacher’s guidance, this assignment can be added:**

In addition to writing a one page interpretive essay about the death of Vali in *The Ramayana*, students are asked to prepare notes for a discussion about this controversial act by Rama. This act by Rama is considered to be the one stain on a character otherwise considered to be virtuous. When asked by Vali why he has killed him, Rama replies, “You are accusing me of immorality without understanding the intricacies of dharma.”

Given the above statement by Rama in the book, and your own understanding of dharma so far from the story, prepare your thoughts on why Vali has been killed, what it means to the story and to your interpretation of Rama’s character. You will be asked to share your thoughts and ideas, and your position, with your fellow students taking this course, or simply with your teacher if no other students are at this same point in the course.

This assignment is not meant to be a debate, but rather a sharing of ideas and interpretations as a means to help you learn to express your thoughts clearly to your peers and teacher, and to expand your understanding of the text. Be prepared to cite evidence from the text to back up your thoughts and observations, and, in this case, how you morally feel about Rama’s action. It is important that you keep in mind the importance of coming up with one or two probing questions you can present to your teacher or fellow students to help them better comprehend your position. In addition to what you have to say, you are expected to strengthen your position through the use of some visual, interactive elements that add visual depth to your discussion. Documents such as artistic renderings of different analytical perceptions of Rama’s action, illustrated renderings of the act itself, or even audio media of leading scholars debating the death of Vali, can be used to enhance what you have to say. Try to be creative.

After this discussion, you will be asked to write-up a brief evaluation restating each presenter’s point of view, the reasoning behind their position, how their ideas link together to form a solid opinion, and how expertly they used words and language to present their thoughts clearly.

Once you are prepared to share in a discussion on this topic, let your teacher know and he/she will use either chat or Google classroom to set up a time for you to present your position to either your teacher or your classmates or another audience. It will be up to your teacher to decide whether this discussion will happen simply via chat or in a live “virtual” setting.

## **Additional Assignment to Lesson 12**

Standard used:

CCSS.ELA-LITERACY.RL.11-12.4

1. Reflect upon the meaning of words and phrases used in the haiku you have studied, keeping in mind what kind of critical thinking goes into choosing even a single word to use in a haiku.
2. Pick one word that stands out to you and explain how it impacts the overall meaning and tone of the haiku.

## **Additional Question to Lesson 15**

Standards covered:

CCSS.ELA-LITERACY.RI.11-12.5

CCSS.ELA-LITERACY.RI.11-12.6

Evaluate how the author structures his or her movie review in regards to how clear and convincing the author's points are, and how engaged you are as the reader. How does the author of your chosen movie review use rhetoric? How does this contribute to the overall effectiveness of the review in making you want to go and see the film, or making you not want to see it? The reviewer Roger Ebert was particularly good at using rhetoric in his movie reviews.

## Additional Assignment to Lesson 15

Standard covered:

CCSS.ELA-LITERACY.SL.11-12.2

CCSS.ELA-LITERACY.RI.11-12.7

Choose a documentary film to watch that focuses on an issue you care about. Do some research on the sources used by the filmmaker to strengthen and back-up the stance he or she takes in the documentary. In a one page report, evaluate the credibility and accuracy of each source in how it applies to the overall opinion and message of the documentary. Keep in mind how the author integrates these various sources in a way that helps to solve or improve the issue presented in the film.

## Additional Assignment for Lesson 25

Standards Covered:

CCSS.ELA-LITERACY.L.11-12.1.A

CCSS.ELA-LITERACY.L.11-12.1.B

Merriam Webster defines Standard English as: “the English that with respect to spelling, grammar, pronunciation, and vocabulary is substantially uniform though not devoid of regional differences, that is well established by usage in the formal and informal speech and writing of the educated, and that is widely recognized as acceptable wherever English is spoken and understood.”

As you read and write about three published news articles in the lesson, try to find at least one example that clearly adheres to the above definition, specifically the notion of the “writing of the educated.” This is one of the main talking points around Standard English that is being debated among educators in America today. The idea that language can reflect one's education is a hot button issue, but one that deserves debate.

**Answer the following questions as you read each news article:**

1. Are there instances of what you think Standard English is used in the writing of the article? If so, list them and explain how they are examples of a so-called “educated” way of speaking English.
2. Is Standard English accessible to you as the reader, or is it hard to connect with?
3. Given our culturally diverse country, do you think the idea of Standard English could be applied regionally based on regional and cultural ways of learning and speaking English? Explain why you do or do not think this is possible.

## Additional Assignment for Lesson 26

Standards covered:

CCSS.ELA-LITERACY.RL.11-12.7

CCSS.ELA-LITERACY.RL.11-12.5

1. As you continue to read *A Doll's House*, take a moment to find two recordings of this play that you can view online. YouTube provides many variations to choose from online. After viewing the play, or at least enough of the play to give you a clear idea of how each version has interpreted the text in its staging and performance, analyze how each interpretation has been done. Is the play set in a different time period than the book? Does the performance take any liberties with the language of the play? How do the actors and actresses portray the main characters? What differences can you immediately perceive after watching both?

Write a one page summary of how each version interprets the source text differently and similarly, not only from the source text itself, but as different productions as-well.

2. How does the author's choices in regards to when Act I, II, and III begin and end impact the overall effectiveness of the storytelling of this play? Focus not only on how the story unfolds, but how concluding one act in a particular way impacts the overall aesthetic of the play as it is written so far.

## Additional Assignment for Lesson 29

Standards covered:

CCSS.ELA-LITERACY.L.11-12.3

CCSS.ELA-LITERACY.L.11-12.3.A

CCSS.ELA-LITERACY.RL.11-12.4

1. Drawing from any poetry selection you'd like to choose, find three lines that use syntax in a different way. State how the order of words in each line differs and what the effect is on the line itself. You may find three different poems or take three lines from a single poem if the syntax varies within that poem. If the syntax stays the same, and often it does, find another poem from those included in this course or from your own collection. Keep the idea of syntax in mind as you read other forms of literature as you progress through this course.
2. From the literature you have read so far in this course, explain how language functions in different contexts. How does the style a writer employs in literature affect the meaning and overall presentation of the story being told? Think back to your study of how to write introductions and conclusions in lesson 13, and consider how different language can be in these forms of writing.

## Additional Assignment to Add to Lesson 32: Don Quixote

Standards covered:

CCSS.ELA-LITERACY.RI.11-12.1

CCSS.ELA-LITERACY.RI.11-12.2

CCSS.ELA-LITERACY.RI.11-12.3

CCSS.ELA-LITERACY.RL.11-12.1

CCSS.ELA-LITERACY.RL.11-12.2

CCSS.ELA-LITERACY.RL.11-12.6

CCSS.ELA-LITERACY.W.11-12.2.C

*This could go before the first assignment of lesson 32, or replace Lesson 32*

The essential purpose of informational text is to share information about the natural or social world. The language used will typically be precise and technical, allowing the writer to convey meaning in a specific and easy to understand way. Informational text may be considered non-fiction because it is true and fact-based, but it is very different than non-fiction literature.

Understanding how to analyze and interpret informational text is an essential aspect of becoming an insightful reader not simply of literature, but of all types of writing. In this assignment you are asked to read the introduction to *Don Quixote*, and summarize and explain what you have read. In explaining what the text is about, you will need to cite specific examples from the writing itself to support your own summary of the reading. Do not simply restate what the introduction says. It is very important that you make inferences based on the text, showing your own interpretation of the meaning behind the words, and how the introduction sets up the story that will follow in chapter 1.

Keep in mind that an introduction to a book will be different than the writing that follows it. The author is introducing the story, explaining what will happen, so the writing is specific and requires the reader to think about what is being said, not simply begin the enjoyable experience of following a story as it unfolds. You are not entering the story itself in a narrative way, but beginning to understand the intention behind the story to follow.

### Writing Assignment

When you have finished reading the introduction, write a one page summary using specific examples from the introduction to support what you think is the explicit meaning behind the words. Consider these questions as you write your summary.

1. What is the writer trying to convey in this introduction?
2. Is the writer setting the story in motion or simply presenting a blueprint of what comes next?
3. Why do you think the writer chose to include an introduction to this famous work of literature?

4. How do the ideas presented and events described interact and develop over the course of this text?
5. Does the author leave anything uncertain about the story to come in this introduction? If so, explain why he might have chosen to do so. If not, explain how this affects the introduction to this story.
5. How does the author create transitions from one part of the introduction to another using syntax?
7. How does he clarify the complex ideas presented in the text in his introduction?

### Additional Question to Lesson 35

Standards Covered:

CCSS.ELA-LITERACY.RL.11-12.6

CCSS.ELA-LITERACY.W.11-12.1.C

1. Focus on the use of sarcasm and irony in *Don Quixote* and provide an example of having to distinguish a point of view to understand what is directly stated in a text from what is really meant. Explain how a character's personality and sense of humor provide greater context for what is being said, rather than simply what the words state.
2. Explore and explain how the author uses words, phrases, and clauses to link the major sections of the book, and clarify the relationships between reasons and evidence. There are major decisions made throughout the story, and the reason behind these choices needs to be highlighted and explained, focusing on how the author presents them.

### ADDITIONAL

CCSS.ELA-LITERACY.W.11-12.6

Have students upload one of their written assignments from anywhere in the curriculum to a blog and have them share it with a wider audience.

# SECTION 2: Language Usage

## Oak Meadow English Supplement for Common Core Alignment Grade 9-10

The following assignments can be added to any Oak Meadow English course, within the context of existing lessons. It is recommended that each assignment be repeated as needed, with variations, to ensure students have ample time to develop each skill.

The Common Core standards addressed in this supplement are as follows:

### Conventions of Standard English

CCSS.ELA-LITERACY.L.9-10.1.B

CCSS.ELA-LITERACY.L.9-10.2.A

CCSS.ELA-LITERACY.L.9-10.2.B

### Vocabulary Acquisition and Use

CCSS.ELA-LITERACY.L.9-10.4.B

#### 1. Practice with phrases and clauses

There are many different types of phrases and clauses that we use every day in our speaking and writing. Learning to identify each type and understand when and how to use it will strengthen your writing and make it more effective and interesting.

#### Phrases

Phrases are groups of words that lack a subject and verb combination. A phrase provides additional information in a sentence, but cannot stand alone. There are many different types of phrases, each with its own flavor and purpose.

Type of phrase

DESCRIPTION	EXAMPLE
Noun: Contains a noun and its modifiers	<b>The steep and rocky trail</b> led to an inviting picnic spot.
Gerund: A noun phrase that starts with a gerund (-ing verb that functions as a noun)	<b>Singing songs</b> is my favorite thing to do on a long car trip.
<b>Verb:</b> Contains a verb and its modifiers	We <b>are going to swim</b> all the way to the island this year.



<b>Adjectival:</b> Modifies a noun (functions as an adjective)	The cat <b>with green eyes</b> scrambled up the tree.
<b>Adverbial:</b> Modifies a verb (functions as an adverb)	He complimented her <b>with obvious insincerity</b> .
<b>Participial:</b> Contains a participle (verb form) and functions as an adjective	The horse <b>whinnying over the fence</b> is my favorite.
<b>Prepositional:</b> Includes a preposition (on, after, from, etc.) and may act as an adjective, adverb, or noun	<b>In the morning</b> , we're going hiking. (adverb) The dog <b>with the curly fur</b> belongs to my neighbor. (adjective) <b>In the backyard</b> is where I lost my ring. (noun)
<b>Absolute:</b> Contains a noun and its modifiers; modifies an entire clause and stands independently	<b>His thirst overpowering</b> , he downed the water bottle in a single long gulp.

## 2. Clauses

Clauses differ from phrases in that they contain both a subject and a verb. There are two main types of clauses: dependent clauses, which cannot stand alone, and independent clauses, which convey a complete thought and can stand alone as complete sentences. There are several types of clauses and some overlap between them. For instance, relative clauses can be restrictive or non-restrictive.

### Type of clause

DESCRIPTION	EXAMPLE
Independent: Can stand alone as a complete sentence	<b>Most people love pizza, and the local pizza parlor is always busy.</b>
Dependent (or subordinate): Depends on something else to complete the thought; often starts with a conjunction (because, if, unless, when, etc.)	<b>While most people love pizza</b> , I can't stand it.
Noun: Functions as a noun	She wishes <b>that her sunflowers would grow tall enough to shade her patio.</b>
Relative (or adjective): Begins with a relative pronoun (who, whose, that, which, etc.) and functions as an adjective	The student <b>who won the spelling bee</b> was homeschooled.
Adverbial: Uses a subordinating conjunction and serves as an adverb (answering how, when, where, etc.)	<b>After the race is over</b> , we enjoy the post-race festivities.
Restrictive (or defining): Refers to only the preceding subject and influences the subject's meaning; it is necessary to the meaning of the sentence	That boy <b>in the blue socks</b> is my best friend.

Non-restrictive (or non-defining): Adds relevant information overall; it is not necessary to the meaning of the sentence, and is separated from the rest of the sentence by commas	James, <b>who wears blue socks</b> , is my best friend.
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### Assignments

1. Look for examples of each type of phrase in your current literature selection.
2. Write a sentence for each type of phrase.
3. Look for examples of each type of clause in your current literature selection.
4. Create a sentence for each type of clause.
5. Use a variety of phrases and clauses in your essays, reports, and other types of writing.

### 3. Practice using semicolon and colon

Semicolons and colons are two types of punctuation that are often misused. Knowing the difference between them will help you know when and how to use them. Semicolons separate independent clauses or items in a series, and colons introduce a list or a quote. Colons are always preceded by a complete sentence.

### Punctuation

PURPOSE	EXAMPLE
Semicolon: Separates related independent clauses not joined by a coordinating conjunction (but, and, or, etc.) Separate items in a series that include internal punctuation	This year I have Mr. Walker for English, French, and history; Ms. Jacobs for science, health, and advisory; and Ms. Kramer for math.  The weather is gorgeous today; we'll have to take a walk later.
Colon: Used to introduce a list Used to introduce a quotation	My favorite activities are as follows: running, biking, dancing, and watching movies.  One of my favorite quotes is from Heschel: "Our goal should be to live life in radical amazement."

### Assignments

1. Write pairs of related but independent clauses, and use a semicolon to link them into one sentence.
2. Edit a current piece of writing by using a semicolon to create compound sentences from related sentences or to replace a conjunction.
3. Find examples of semicolon and colon use in a current literature selection or textbook.
4. Use a colon in two sentences, one to introduce a list, and the other to introduce a quotation.
5. Find a way to use a semicolon and a colon in your next essay or report.

#### 4. Identify and use patterns of word changes

Learning to identify base words and use derivatives or grammatical variants of the word will give you more flexibility as a writer. There are consistent patterns you can use to express a root word in a variety of ways within a sentence, based on its purpose and role in the sentence. The chart below shows the main patterns of word building.

PATTERN	EXAMPLES
Adjective to noun	dark → darkness coltish → colt defining → definition
Adjective to verb	picturesque → picturing hard → harden dark → darkness
Adjective to adverb	slow → slowly light → lightly equal → equally
Noun to verb	friend → befriend indicator → indicate analysis → analyze
Noun to noun	friend → friendship floor → flooring king → kingdom
Noun to adjective	activity → active king → kingly humor → humorous
Verb to noun	write → writer agree → agreement bake → baker
Verb to adjective	live → lively pierce → piercing attract → attractive

#### Assignments

1. Choose one word and list as many variations as you can think of. For example, the word *definite* can have these variations: define, definitive, defining, definitely, definitively, definition.
2. Identify three adjectives, and then try to change each one into a different part of speech.
3. Write several pairs of words in the noun-to-verb and verb-to-noun patterns.

# Oak Meadow English Supplement for Common Core Alignment Grade 11–12

The following assignments can be added to any Oak Meadow English course, within the context of existing lessons. It is recommended that each assignment be repeated as needed, with variations, to ensure students have ample time to develop each skill.

## Evolution of Word Usage

CCSS.ELA-LITERACY.L.11-12.1.A and B

## Knowledge of Language

CCSS.ELA-LITERACY.L.11-12.3

CCSS.ELA-LITERACY.L.11-12.3.A

## Vocabulary Acquisition and Use

CCSS.ELA-LITERACY.L.11-12.4.A

CCSS.ELA-LITERACY.L.11-12.4.B

CCSS.ELA-LITERACY.L.11-12.4.C

CCSS.ELA-LITERACY.L.11-12.4.D

CCSS.ELA-LITERACY.L.11-12.5.B

## Evolution of word usage

English is a living language that is ever-evolving. Words that were once in common usage, such as *balderdash* or *twitter*, are rarely used or have an entirely different meaning. New words come into being each year, such as *listicle* and *eco-warrior*, while others morph into a new form of speech, such as *texting* and *friend* as a verb.

One of the best ways to explore how language has changed over time is to study classic literature.

Shakespeare, Jane Austen, Robert Louis Stevenson, and Mark Twain are just a few authors whose works offer a lively glimpse into language as a living, changing thing.

Since language is always changing, there will always be people who differ on word usage or other points of style. Here are just a few examples:

- all right vs. alright
- one space after a period vs. two spaces after a period
- B.C.E. and C.E. vs. B.C. and A.D.
- US vs U.S.
- lack of a gender neutral singular pronoun (*they* used in place of *he* or *she*)

## Assignments

1. Read a classic work of literature and identify five examples of words used in ways that are uncommon today. Describe the words meaning in the literary context, and then explain how that word is normally used today. Pay particular attention to the nuances of each word.
2. Find a current usage issue and argue one side or the other.
3. Resolve issues of complex or contested usage by consulting references such as *Merriam-Webster's Dictionary of English Usage* or *Garner's Modern American Usage*.

## Vocabulary Acquisition and Use

1. Add the following steps to the given vocabulary assignments from your coursebook:
  - a. Before looking up the word in a dictionary, use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Once you look up the word in a dictionary, verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
  - c. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
  - d. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
  - e. Study the given synonyms, and analyze nuances in the meaning of words with similar denotations.
2. Complete American Literature lesson 5 on sentence combining; lesson 6 on relative clauses; and lesson 13 on subordination (found below).

# Lesson 5

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## Sentence Combining

This is the first in a series of lessons on composition. By focusing on sentence combining, relative clauses, participles, and subordination, you will be able to write with increased sophistication and fluidity.

You might be wondering exactly what is meant by *composition*. You might even find the term a bit intimidating. Composition simply means *how writing is put together*. In other words, how do your sentences flow? Do you always begin with a subject and then follow with a verb? Do you use repetition? Do you use effective transitions? A good writer always pays attention to these details.

Avoiding unnecessary repetition is one of the keys to successful composition. Take a look at the first two sentences, then see how sentence combining works.

**The vegetables are on the table.**

**The vegetables are fresh from the garden.**

Now in the last sentence:

— **The vegetables on the table are fresh from the garden.**

As you can see, combining short, simple sentences adds fluidity while eliminating repetition. Here is another example:

**The car is new. The car is shiny. It is a luxury car. The car is expensive.**

— **The expensive luxury car is shiny and new.**

Of course, there are a variety of sentence combining options. We will be learning some of these as we progress. For now, we will warm up by practicing simple sentence combining.

## Assignments

Combine the following sentences into a cohesive paragraph. Feel free to use any sentence combining strategy that feels comfortable, as long as the sentences are clear. Also, you can disregard the gaps between clusters of sentences if you choose. They are meant to suggest one sentence. Finally, feel free to eliminate words, but *do not add or detract any meaning or information from the sentences*.

If you are struggling to combine certain clusters, make two sentences rather than risk awkwardness.

### A)

1. The girl is playing in the field.
2. The field is full of grass.
3. It is a beautiful day.
4. It is sunny.
5. It is spring.
6. The child's parents are picnicking.
7. They are under an oak tree.
8. They want to be in the shade.
9. A dark cloud appears on the horizon.
10. The parents see it.
11. They call their daughter over.
12. They tell her it is time to return home.

### B)

1. Hawks are birds of prey.
2. Hawks are common in the United States.
3. Hawks are beautiful.
4. There are several kinds of hawks in the U.S.
5. There are Red-tailed hawks and Cooper's hawks.
6. There is also the uncommon Short-tailed hawk.

7. Some hawks prey on squirrels.
8. Some hawks prey on small birds.
9. Some hawks feed exclusively on rodents.
10. Hawks have broad, round wings.
11. They use their wings to circle overhead and drop on their prey.
12. They also have fanned tails.
13. The Red-tailed hawk is very common in the U.S.
14. It lives in woodlands.
15. It preys in open country.
16. Red-tailed hawks often perch on telephone poles.
17. You can distinguish them by their reddish tail.
18. They also have dark belly bands.
19. The Harris hawk is common to the Southwest.
20. It is slimmer than most other hawks.
21. It also has a long tail.
22. The Harris hawk has a black tail with a white tip.
23. Many people admire hawks.
24. Hawks are powerful and graceful.
25. Hawks are beautiful birds.

**C)**

Study a piece of writing you have recently completed. Try to combine at least a dozen sentences to make your writing smoother and more effective. Write down the sentences before and after you combine them.

Send all three assignments to your teacher.



# Lesson 6

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## Composition: Relative Clauses

In our study of composition, we now turn to relative clauses. Relative clauses add information and variety to sentences. Notice, for example, how this pair of sentences is made more effective by turning one into a relative clause:

- The vacation spot is a lovely place to visit.
- The vacation spot was recently purchased by our company.
- The vacation spot, which was recently purchased by our company, is a lovely place to visit.

As you can see, the relative clause replaces an entire sentence. **Relative clauses** modify nouns by adding details. They include words such as *which*, *who*, *whom*, *that* and *whose*. Which relative pronoun you use depends on the type of noun it replaces. *Who* or *whom*, for example, replaces nouns that refer to people:

- Joe, who learned how to program computers, has just been hired.
- I gave the book to Joe, whom I had known for years.

Sometimes, you may choose between more than one relative pronoun:

- The volunteers who helped fight the fire were very courageous.
- The volunteers that helped fight the fire were very courageous.

*That* is one of the most versatile relative pronouns, since it can refer to either people or things. *Whose* replaces possessive nouns:

- I helped carry groceries for the woman whose baby was crying.

When using relative clauses, remember that a sentence's meaning can change depending on your use of commas. Consider, for example, the different meanings of the following two sentences:

- Professional athletes who gamble are usually suspended from their sport.
- Professional athletes, who gamble, are usually suspended from their sport.

Notice that the first sentence implies that only *some* athletes gamble, while the second implies that *all* athletes gamble.

When you are replacing a proper noun, always use commas around the relative clause:

- Anne Bradstreet, who lived in the Massachusetts Bay Colony, was an excellent poet.

Once you start using relative clauses, you will discover their versatility. Not only do they enhance sentence variety and help avoid repetition, but they can also help strengthen paragraph structure.

## Assignments

A)

Using at least one relative clause, combine each of the following sentence groups into one sentence.

1. Longfellow wrote “Evangeline.”
2. Longfellow lived in the nineteenth century.
3. Mercury is the smallest planet in our solar system.
4. Mercury is the closest planet to the Sun.
5. The Sistine Chapel was built in 1473.
6. It was built by Pope Sixtus IV.
7. It contains work by Michelangelo.
8. I substituted for the player.
9. The player’s father was ill.
10. No one solved the case.
11. The case was officially closed in 1964.
12. It was closed because it implicated some high standing politicians.

**B)**

Combine the following groups of sentences into one fluid story. Use several relative clauses. Feel free to use other sentence combining strategies as well.

1. The wagon moved along slowly.
2. The wagon carried three families.
3. The wagon was run down.
4. The families were on their way to California.
5. The families reached the river.
6. The river was shallow enough to cross.
7. The family was relieved.
8. They arrived at the fort.
9. The fort was teeming with pioneers.
10. They bought some fresh jerky.
11. They bought some rope.
12. A man approached.
13. He was carrying a long rifle.
14. "Where you folks headed?" he asked.
15. "We're headed to California," answered Ma.
16. Ma was looking suspiciously at the man.
17. The man carried a blue umbrella.
18. "Can I hitch a ride?" asked the man.
19. "No, sir," answered Pa.
20. Pa knew lots about traveling the trail.
21. "That blue umbrella means you're one of Thompson's Gang," added Pa.

22. Joey was nervous as he watched the man.
23. The man closed his umbrella.
24. His umbrella had the initials "T.G." painted on it.
25. Now the man was smiling.
26. He took out a badge.
27. It was a sheriff's badge.
28. "Whoops," said the sheriff.
29. The sheriff looked embarrassed.
30. "I forgot I was carrying this around."
31. It turned out he was a sheriff in Sacramento.
32. Sacramento was a big gold town in California.
33. We were headed to Sacramento.
34. So we took the sheriff along.
35. His name was O'Dooley.

**C)**

Using at least six relative clauses, write a one-page story about anything you choose. Underline the relative clauses.

Send all three assignments to your teacher.

# Lesson 13

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## Composition: Subordination

In our study of composition we now turn to **subordination**. See if you can get a feel for subordination by taking a look at the following sentence combining strategy:

**Julius Caesar was master of the Roman world.**

**His reign ended when he was assassinated by conspirators.**

— **Julius Caesar was master of the Roman world until he was assassinated.**

Notice how the word *until* allows sentence combining, setting up a **relationship** between two independent clauses. In this case, the subordinate clause, *until he was assassinated*, receives **less** emphasis than the main clause, *Julius Caesar was master of the Roman world*. Also note that the subordinate clause cannot stand as an independent sentence.

Subordination can be used to establish a variety of relationships between clauses. Notice how different subordinate clauses are used to combine this pair of sentences (the subordinate clauses are underlined):

**The baby turtles were threatened by seagulls.**

**The turtles were safe when the tourists arrived.**

— **Although the baby turtles were threatened by seagulls, they were safe when the tourists arrived.**

— **Before the tourists arrived, the baby turtles were threatened by seagulls.**

— **The baby turtles were threatened by seagulls until the tourists arrived.**

Here, three subordinates are used—**although**, **before**, **until**. Notice how the emphasis and meaning of each sentence changes depending on the choice of subordinate.

The **position** of the subordinate can also alter the meaning of a sentence and affect the reader's impression. Take the following examples:

**Unless you have permission from your parents, you will not be allowed to read the book.**

**Unless the hospital hires new staff, more and more patients will be turned away.**

Notice that the positioning of the subordinate clauses gives them added emphasis. So, use subordination carefully and always be aware of how it affects the meaning of a sentence.

Finally, subordinates may appear in a variety of places within a sentence, depending on the emphasis and rhythm you want to establish. Notice the different feel of these three sentences:

**Stretching, if done daily, will help keep you young.**

**If done daily, stretching will help keep you young.**

**Stretching will keep you young if it is done daily.**

Before continuing to the assignments, take time to review the following list of common subordinates. They appear under the function they serve.

REASON: **because; since; considering; given the fact that**

CONDITIONAL: **if; assuming that; provided that; unless; whether or not**

TIME: **when; whenever; while; once; as long as**

DEGREE: **to the degree that; to the extent that; inasmuch as**

PLACE: **where; wherever**

CONTRAST: **although; even though; though**

## Assignments

### A)

Now let's practice using subordination to combine sentences. Combine each of the following sentence groups into one sentence. Underline each subordinate clause. Be sure to use the **appropriate** subordinate. Here is an example:

**The elevator was safe.**

**I felt all right taking the elevator.**

**— I felt all right taking the elevator because it was safe.**

1. The defendant pleaded innocent.  
He was found guilty.
2. The kids left the cabin.  
A bear broke in and ate their food.
3. The tuition will increase.  
It will increase ten percent.  
It is possible that many students will drop out.
4. The ground squirrels have been trapped.  
There is irreparable damage to the playing field.
5. Stamp collecting is becoming less profitable.  
More people are collecting coins.  
More people are trying to sell their stamps.

### B)

As you have seen, the position of a subordinate clause can affect the meaning of a sentence. Rewrite each of the following sentences by repositioning the subordinate clause. You might need to omit some words, but keep all the important information in the sentence.

Beside each rewrite, explain how the meaning of the sentence changed when you repositioned the subordinate clause. Did it give the main clause added emphasis? Did it add urgency to the subordinate clause? Did it add rhythm? Did it create awkwardness? Here is an example:

**Ghosts should not be a topic in history class, even if they did exist.**

**Even if they did exist, ghosts should not be a topic in history class.**

— (This version emphasizes the possibility of ghosts being real.)

1. As long as you drive safely, your insurance will remain affordable.
2. The surprise party is scheduled for 7:30, unless you hear from me.
3. Whether or not you vote makes a difference to me.
4. Sailing is relaxing after a hard day's work.
5. In case you happen to see my dog, here is my phone number.
6. The trail will stay open if enough hikers sign the petition.
7. While I enjoyed her last performance, I didn't like this one.
8. Many mushrooms are edible, although some are highly poisonous.
9. Inasmuch as we would like to travel, we do not have the money right now.
10. I will help you load the hay only if you help me plant the corn.

### C)

Using at least eight subordinate clauses, write a two-page **persuasive** paper on a topic you feel strongly about. Underline each subordinate clause.

Send all three assignments to your teacher.