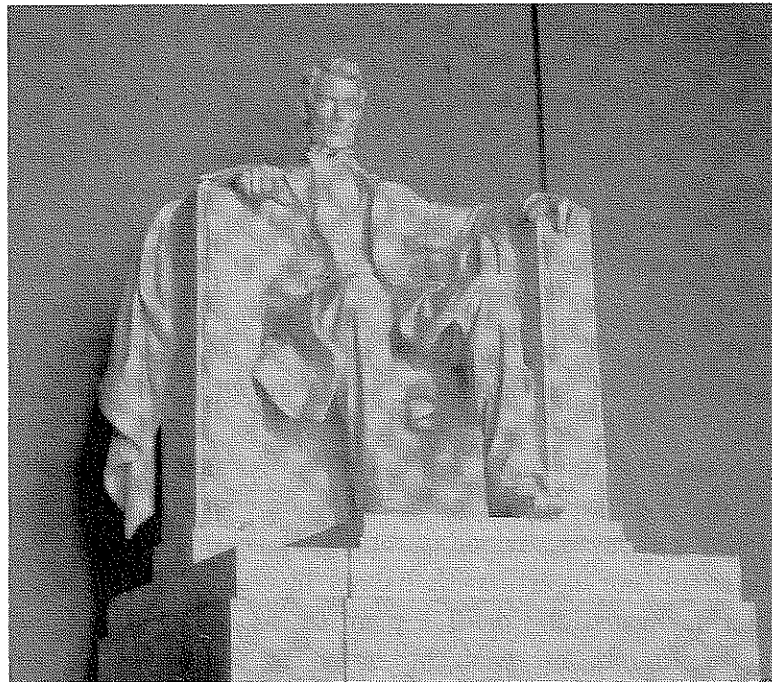


Read carefully the following excerpts from a speech by Abraham Lincoln.

The Second Inaugural Address (March 4, 1865)



FELLOW COUNTRYMEN: At this second appearing to take the oath of the Presidential office, there is less occasion for an extended address than there was at the first . . . The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself; and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago, all thoughts were anxiously directed to an impending civil war. All dreaded it—all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, insurgent

agents were in the city seeking to destroy it without war—seeking to dissolve the Union, and divide effects, by negotiation. Both parties deprecated war; but one of them would make war rather than let the nation survive; and the other would accept war rather than let it perish. And the war came.

One eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the Southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was, somehow, the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union, even by war; while the government claimed no right to do more than to restrict the territorial enlargement of it.

Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with, or even before, the conflict itself should cease. Each looked for an easier triumph and a result less fundamental and astounding. Both read the same Bible, and pray to the same God; and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces; but let us judge not, that we be not judged. The prayers of both could not be answered—that of neither has been answered fully.

Fondly do we hope—fervently do we pray—that this mighty scourge of war speedily pass away. Yet, if God wills that it continue until all the wealth piled by the bondman's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, still it must be said, "The judgments of the Lord are true and righteous altogether."

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and his orphan—to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations.

Every day each of us expresses a myriad of statements which reflect the way we feel or believe about some thing or issue. These statements are often open to different points of view because there is just not enough acceptable evidence to cause everyone to believe them. We call these beliefs or judgments, opinions. We often state these opinions as fact because we believe them quite strongly. However, for something to be a fact, there must be enough objective evidence to convince a great number of people that the event did, in fact, occur.

Although most people determine facts only by observation, experimentation, or experience, as Christians, we know God is a fact because we can experience Him in our lives. Christians should remember that every written word, other than the Bible, is man's word and subject to error. Only the Bible is completely true, and all other writings should be examined in light of its truth.

The following are quotes from Mr. Lincoln's second inaugural address. Write "opinion" on the blank if the statement could have differing points of view, or write "fact" if the statement could be supported with objective evidence.

- (1) ". . . there is less occasion for an extended address than there was at the first." _____
- (2) "All dreaded it—all sought to avert it." _____
- (3) "One eighth of the whole population were colored slaves, . . ." _____
- (4) "These slaves constituted a peculiar and powerful interest. All knew that this interest was, somehow, the cause of the war." _____
- (5) "Fondly do we hope—fervently do we pray—" _____
- (6) "With malice toward none; with charity for all; . . ." _____

Respond to the following.

- (7) According to President Lincoln, how was God responding to the prayers of both sides? _____
- (8) What rationale does President Lincoln put forth for God's response? _____
- (9) Underline the phrase that best expresses the theme of this address.

a. anger with the South	c. unite and rebuild
b. discouraged with the Presidency	d. God not involved

Memorize the last paragraph of President Lincoln's second inaugural address, and be ready to write it for the Checkup.

Score pages 14, 15, 16, 17, 18, and 20. <input style="width: 20px; height: 20px;" type="text"/>	Correct mistakes. <input style="width: 20px; height: 20px;" type="text"/>	Rescore. <input style="width: 20px; height: 20px;" type="text"/>
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Match the following.

(5 points each answer)

- | | |
|-----------------------------------|--------------------------------------|
| _____ (1) Walt Whitman | (A) "Resignation from the U.S. Army" |
| _____ (2) Robert E. Lee | (B) "Snow-Bound" |
| _____ (3) Harriet Beecher Stowe | (C) "The Second Inaugural Address" |
| _____ (4) John Greenleaf Whittier | (D) "Beat! Beat! Drums!" |
| _____ (5) Abraham Lincoln | (E) <i>Uncle Tom's Cabin</i> |
| | (F) "Laus Deo!" |

Fill in the blanks.

- (6) The literary bomb that exploded in 1852 was _____.
- (7) Mr. Whitman's greatest literary work was _____.
- (8) General Lee was more loyal to _____ than to the _____.
- (9) The underground _____ helped _____ escape slavery.
- (10) _____ was more individualistic in his poetry than most during this period.

According to the poem "Beat! Beat! Drums!," war affects four areas of life. List them.

- | | |
|------------|------------|
| (11) _____ | (13) _____ |
| (12) _____ | (14) _____ |

Write the last paragraph of President Lincoln's second inaugural address from memory. (15 points)

- (15) _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

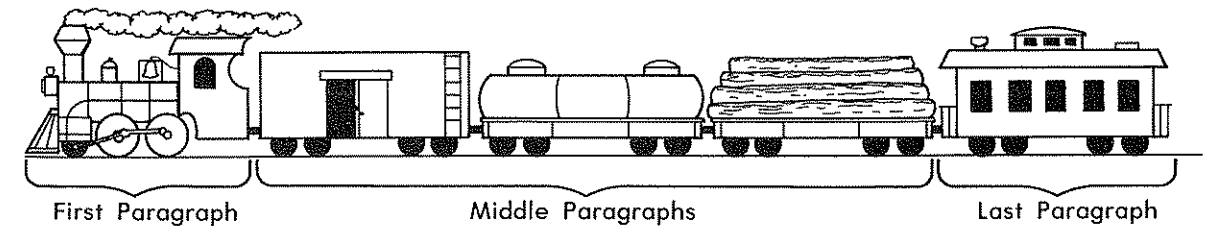
Score this page. <input type="text"/>	Correct mistakes. <input type="text"/>	Rescore. <input type="text"/>
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In English PACE 1126, we learned some characteristics of an essay. Let's review what we have learned.

By definition, an essay is a short piece of prose including Gospel tracts, newspaper articles, personal experiences, and stories. One way to look at an essay is to picture it as an expanded paragraph with the thesis statement presented in the opening paragraph. The middle paragraphs expand all the details, facts, examples, or reasons, and the final paragraph summarizes or restates the thesis.

NOTE AGAIN THE ILLUSTRATION WHICH COMPARES AN ESSAY TO A TRAIN.



Although most essays are expository, they may also be descriptive, narrative, or persuasive. When choosing a topic, be sure it is one that interests you and will interest your readers. Previous knowledge of the subject and availability of research material are major considerations for your topic selection.

In review, respond to the following.

- (1) A short piece of prose written on a particular subject is called an _____.
- (2) Some types of writing that would fall into the category of an essay are _____, _____, _____, and _____.
- (3) Normally an essay will be composed of _____ major divisions.
- (4) The writer's _____ is stated in the opening paragraph.
- (5) The expanded details of the essay are developed in the _____ paragraphs.
- (6) The _____ paragraph provides a brief synopsis (summary) of the thesis.
- (7) Essays may be classified as _____, _____, _____, _____, or _____.
- (8) _____ and _____ are major considerations in subject selection.

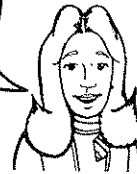
Selecting and Narrowing the Topic

Deciding on a thesis or topic is no easy chore, but careful and prayerful thought can minimize the anxiety. **REMEMBER:** A subject is too broad if the thesis cannot be stated in one sentence. Suppose you were assigned a one-thousand-word essay on the subject "Politics." Obviously this topic is much too broad since volumes could be involved in covering the breadth of the subject. However, if we titled our subject, "The Origin of the Republican Party," we have adequately limited it so that the thesis can be stated in one sentence.

A list of topics is given below. **Underline only those that are properly limited.**

- | | |
|------------------------|---|
| (1) The Life of Christ | (8) Why a Seal Can Balance a Ball on Its Nose |
| (2) Pollution | (9) The Advantages of Airline Travel |
| (3) Caring for a Pet | (10) The Day Christ Died |
| (4) Hobbies | (11) American Foreign Policy |
| (5) My Spiritual Gift | (12) Air Pollution |
| (6) Abortion Is Murder | (13) The Blessings of Stewardship |
| (7) Social Problems | (14) Why Obedience at Home Honors God |

Think! Could volumes be written on a topic? If so, it is too broad.



The thesis statement denotes what the subject of the essay will be. It should indicate that you will be dealing with only a narrow scope of a broad subject. The thesis statement summarizes this narrow topic in a specific way and challenges the reader to say, "Prove it!"

An appropriate thesis statement for an essay on "The Origin of the Republican Party" might be: The seeds of the Republican Party were sown in the troubled soil of the 1850s.

Underline each well-stated thesis statement.

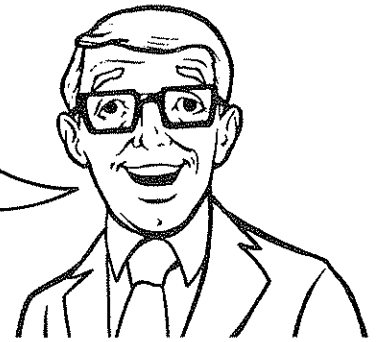
- (15) The advantages of airline travel far outweigh the disadvantages.
- (16) Social problems are numerous.
- (17) Air pollution is a major cause of respiratory ailments.
- (18) Everyone should obey.
- (19) The trial of Jesus Christ was a mockery of justice.
- (20) Life presents a host of opportunities.



Key Insight: The obeying of the revealed is the key that unlocks the door of the concealed.

Score pages 22 and 23.	<input type="text"/>	Correct mistakes.	<input type="text"/>	Rescore.	<input type="text"/>
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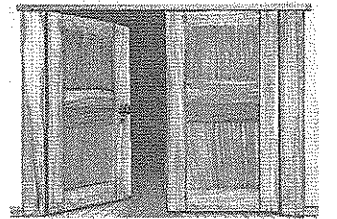
The following activities are designed to assist you in developing and writing a quality essay. To make it as helpful for you as possible, we will walk step by step through the entire process. Our God, Who supplies all our needs, will enable you to do your best if you will earnestly seek His help.



Analyzing the first, or opening, paragraph of a well-written essay will help you understand how to construct your own beginning paragraph. As you do so, notice how the writer has introduced the kind of essay (descriptive, narrative, expository, or persuasive) and the ideas he wishes to develop in the middle paragraphs.

Read this opening paragraph from "On Doors" by Christopher Morley.

The opening and closing of doors are the most significant actions of man's life. What a mystery lies in doors!



A brief outline can be developed for this opening paragraph. Observe what the subject of the paragraph is and the points that will be presented in the remainder of the essay.

Note also that, although this paragraph is quite brief, we can deduce enough information to give us sufficient insight into the content of the essay. The thesis is clearly stated, and, no doubt, the writer will attempt to convince us of the significance of the action and mystery of doors opening and closing. The last sentence whets our curiosity and makes us want to read on. *Your* first paragraph should make readers want to read on also.

Study the outline of the paragraph above, and respond to the following questions.

First Paragraph



- I. Opening and closing doors
 - A. The action
 - B. The mystery

- (1) The subject of this essay is _____.
- (2) The subject is (clearly, vaguely) stated.
- (3) How many ideas will be developed? _____
- (4) Write the thesis statement. _____
- (5) The thesis statement attempts to _____
- (6) Because of the thesis statement, we know that the essay will probably be (narrative, descriptive, persuasive).
- (7) The paragraph arouses the reader's (sadness, anger, happiness, curiosity).

