

Taking the Sword

“Put up again thy sword into his place: for all they that take the sword shall perish with the sword” (Matthew 26:52).

Think about what this verse is saying: One who uses force—a sword or a gun—against others will die because of someone else using force against him.



Read Matthew 26:47-52. Answer the questions.

1. To whom did Jesus say these words? _____
2. Why? _____
3. In what way could this verse come true for someone who fights in a war? _____

This verse applies not only to using swords or guns in war but also to any kind of fighting and any improper use of force. Think about the way you use your hands. Have you ever pinched your brother or slapped your sister because you were angry at them? You were “taking the sword.”



Answer the questions.

4. Can the words we say be a way of “taking the sword”? _____
- 5. Explain your answer. _____
6. Read John 18:36. Why did Jesus say that His servants do not fight (take the sword)?

Remember the Story



Answer the questions.

7. Is the narrator of this story a first- or third-person narrator? _____
8. What kind of stories did Henry enjoy hearing? _____
- △ 9. What are two ways the culture of Henry's day is different from ours?

10. Why did Morgan Edwards warn against the other men going with Philipp to appear before the committee? _____

- 11. Why do you think the committee members sneaked out of the room?

- 12. Could a similar event take place today? _____
- 13. Explain your answer. _____

14. Why was Philipp willing to obey the committee's order and put the tar on himself?

15. Why is the title of this story "Henry's Own Story"? _____

Description, Narration, Explanation



Read the paragraphs. Write *description*, *narration*, or *explanation*.

16. _____ There was one buck we called Graybeard, a magnificent old timer who year after year survived the hunt. His horns were long and sharp. His fur was a deep gray speckled with white.
17. _____ The first day he cleaned the spigots and buckets and set them in readiness on top of the storage tank. The next day he cleaned the stove and repaired the pipe so it would be ready and safe for the hot fire he would have in it. The day after that he sawed and split wood, stacking it in convenient piles. All the time he checked on his equipment and tried to remember every step of the work that his mother had done when he had been with her.
18. _____ Yiddish is made up of several other languages—mainly Hebrew-Aramaic and German, but with some French, Italian, and Slavic elements.



Write a description, narration, or explanation paragraph. Choose one of these topics.

- Write a description of an animal you have seen recently; or look at a picture of an animal in a reference book and write a description of it.
- Write a narrative telling about something you or a friend did recently.
- Write an explanation for a friend. Explain why something happened, how something works, or how to do something.

- 19. _____

Lexical Review



Write a form of the correct word in the blank.

betray

militia

muster

- 20. Paul Revere and William Dawes rode to warn the surrounding towns of a British attack and rouse the _____ .
- 21. Mr. Smyser came to Morgan Edwards' house raising to tell the men they were required to _____ with the local militia.
- 22. Judas Iscariot _____ Jesus to the chief priests and elders for thirty pieces of silver.



Answer the questions.

- 23. In what building do you, your family, and friends *congregate* on Sundays? _____
- 24. What do you do if your throat is *parched*? _____



Write the vocabulary word that fits each sentence.

tyrant

condemnation

cherish

brute

dispatch

madness

- 25. _____ "Cling to the Bible, though all else be taken; lose not its promises, precious and sure."
- 26. _____ Nero, an early ruler of Rome, was cruel and heartless.
- 27. _____ Yesterday Dad sent Jared out to check the fence.
- 28. _____ The man's eyes burned and his face flushed as he talked wildly about his plans for revenge.
- 29. _____ He was so full of hatred that he acted like an animal.
- 30. _____ "Depart from me, ye workers of iniquity."

- Make sure you can say Romans 13:8 and James 2:8.
- Study the “Lexical Review” sections.
- Make sure you know what broad and specific settings are.
- Make sure you understand the meaning of *responsible* and *responsibility*.
- Make sure you know the difference between *literal* and *figurative*.
- Make sure you can tell the literal meaning of figurative language in a sentence.
- Make sure you know what sources are.
- Make sure you know what a crisis is.
- Make sure you know what fiction is.
- Make sure you know what historical fiction is and why it is called historical fiction.



Tell your teacher when you are ready to take Quiz 2.

Section 3

In Section 3 you will . . .

- . . . work with vocabulary words and memorize a story verse
- . . . mark the rhythm pattern in a poem
- . . . answer questions about a story’s setting
- . . . review roots, suffixes, and prefixes
- . . . learn more about historical fiction and sources
- . . . review conflict, crisis, and resolution
- . . . use a map to understand story details
- . . . write the main idea of a paragraph
- . . . identify figures of speech

Before You Read

Which way is best to take—the easy way, or the difficult one?



Read “The Easy Road Crowded.”



Answer these questions about the words in “The Easy Road Crowded.”

1. *Easy roads* and *pleasant little rivers* are metaphors. What do they stand for?
 - a. Roads that are smooth and straight to walk and drive on, and pretty winding streams.
 - b. Doing what is convenient without thinking about or trying to do what is right.

2. The denotation—exact, literal meaning—of *rocky* is “full of rocks.” What is the connotation? (*Think about the contrast with the easy road.*)

3. How does the word *drifting* go along with the idea of “easy roads” and “pleasant little rivers”? (*Hint: How much effort does drifting take?*)

4. In your own words, what is the theme of this poem?

Reviewing Rhythm



Mark the *weak / strong* meter pattern. Put a breve (˘) over the weak syllables and an accent mark (´) over the strong syllables.

Example: ˘ ˘ ˘ ˘ ˘ ˘
The easy roads are crowded,

5. The pleasant little rivers



Mark the *weak / weak / strong* meter foot in each of these lines from the poem.

Example: ˘ ˘ ´
And the level roads are jammed;

6. With the drifting folks are crammed
7. But off yonder where it’s rocky

Before You Read

Maybe you can help only in a small way—but that small help might be just the help that someone needs.



Read "A Smile as Small as Mine."



Answer the questions about the poem.

- 8. What is a *necessity*? _____
- 9. When might you be able to give a smile that could help someone?

- 10. Think of a small thing other than a smile that you could give to help someone.

- 11. Write a sentence that gives the ideas from the poem in your own words.



Read this poem and do the activities.

Lend A Hand

I am only one,
 But still I am one.
 I cannot do everything,
 But still I can do something;
 And because I cannot do everything
 I will not refuse to do the something
 that I can do.

-Edward Everett Hale

- 12. Write the line or lines from "Lend a Hand" that state the theme.

- 13. How are the attitudes of the speakers in "A Smile as Small as Mine" and "Lend a Hand" similar? _____

In some of the stories you read earlier in this LightUnit, a need—a "necessity" arose for help. Some of the characters in the stories had "a small smile" that helped; they found a "something" that they could do.



Answer the questions.

14. What "necessity" did Jakob's family face in "The Meaning of the Word"?

15. In what way did Jakob have a "smile" that was "precisely their necessity"?

16. Think about the story "In the Sugar Bush." Why couldn't Peter "do everything" to supply the "necessity" his family had? _____

17. In what way did Peter do the "something" that he could to help anyway?

Not Meant For Bullets, Part 1

Lesson 12



"Commit thy way unto the LORD; trust also in him; and he shall bring it to pass."

Psalm 37:5

Expanding Your Lexicon

sympathy

confiscate





Study the etymology of *sympathy* in your glossary.

1. What language does the word come from? _____

2. Write the meanings of the word parts:

a. *syn-* _____

b. *pathos* _____

△ 3. Write a simple definition of *sympathy*.
