

Lesson 7: Education

☐ Getting Started

In this lesson, you'll learn more about John Quincy's travels with his father. You'll also work with verbals (gerunds, participles, and infinitives) and explore education for women during the lifetime of Abigail Adams.

Stuff You Need

- *Abigail Adams: Witness to a Revolution* by Natalie S. Bober
- *Handy Guide to Writing* by Beyond the Page

Ideas to Think About

- How do the lives of individuals interact with, influence, and become transformed by the events of the time and place in which they live?
- Can attention to the structure of a paragraph and the role of different component parts allow authors to craft more persuasive and powerful writing?
- How can the use of different verbs and verb forms influence the power and clarity of one's writing?

Things to Know

- **Verbals** are words that are forms of verbs that function as other parts of speech.
- **Gerunds** are verbals ending in "-ing" that function as nouns.
- **Participles** are verbals that function as adjectives. They usually end in "-ing" or "-ed."
- **Infinitives** are verbals that use "to" and the basic or simple form of a verb. Infinitives can function as a noun, adjective, or adverb.

☐ **Reading and Questions**

Read Chapters 13 and 14 of *Abigail Adams: Witness to a Revolution* by Natalie S. Bober and then answer the following questions.

1. What advice did John Adams give Nabby about her study of Latin and Greek?

2. What do you think young John Quincy Adams might have thought about leaving home to travel to Europe with his father?

3. In Chapter 14, why did John Adams leave America again?

4. How did Abigail earn extra income while John was away?

Activities

☐ Activity 1: Verbals

Verbals are words that are forms of verbs, but they function as other parts of speech. There are three main kinds of verbals — gerunds, participles, and infinitives.

Gerunds are verbals ending in "-ing" that function as nouns.

For example:

- Nobody loved Fred's awkward dancing.
In this sentence, "dancing" is the direct object of the verb "loved."
- Running is a great fitness activity.
Here, "running" is the subject of the sentence.

Participles are verbals that function as adjectives. As the name "participle" suggests, they are either the present participle form of a verb (the "-ing" form) or the past participle form of the verb (typically ending in "-ed," although the participles of irregular verbs have other endings).

For example:

The cracked, broken glass allowed leaking water to damage my table.

In this sentence, "cracked" and "broken" are adjectives describing the glass, and "leaking" is an adjective describing the water.

Note that a participle can come before or after the noun it modifies:

Terrified, she ran away from the shrieking bat.

"Terrified" modifies "she" and "shrieking" modifies "bat."

Infinitives are verbals that use "to" and the basic or simple form of a verb (such as "to eat" or "to see"). Infinitives can function as several different parts of speech — noun, adjective, or adverb. For example:

- As a **noun**:
To sleep when one has a big test the next day can be difficult.
Here, the infinitive is the subject of the sentence.
- As an **adjective**:
He has charm to spare.
The infinitive "to spare" describes what kind of charm he has.

- As an **adverb**:

She dresses to succeed. The infinitive modifies "dresses" and describes how she dresses.

It can be tricky to determine how an infinitive functions in a sentence, but here are a few tips:

- Infinitives that function as direct object nouns answer the question "what" after the verb. Example: *I want to eat*. I want what? (to eat)
- Infinitives that function as adjectives always follow the nouns they modify.
- Infinitives that function as adverbs usually occur at the very beginning or end of the sentence and may not be near the verbs they modify. Also, if you can insert the words "in order" before the infinitive and it makes sense, then it functions as an adverb.

In this activity, you'll learn more about verbals and how to use them in your own writing. Complete the "Verbals" activity page. Some sentences on the activity page may include more than one example of the verbals you are looking for! After your answers have been checked (and if needed, corrected), be sure to save this page. It will provide examples that may be helpful later when you study for the unit test.

NOTE: For more information about verbals, see p. 16 in the *Handy Guide to Writing*.

☐ **Activity 2: The Education of Women**

In the reading for today, you learned more about the education of women in the time of Abigail Adams. In this lesson, you'll explore education for girls in the modern world. Work with a parent to identify a news article about girls' education anywhere in the world and read it.

To find news articles about girls' education, you can go to Google and enter the search term "girls' education" and then select NEWS to do a search of news sites. As with any Internet-based activity, you should consult a parent before searching for news articles. You may also find the following websites helpful:



United Nations Girls' Education Initiative
www.beyondthepage.com/link/1741/

**Girls' Education Page from the World Bank**www.beyondthepage.com/link/8899/**UNICEF — Gender and Education**www.beyondthepage.com/link/7893/

When you have completed the reading, select one paragraph from the article to analyze, much as you did in the paragraph analysis activity in Lesson 2. Choose a paragraph with 4-6 sentences and use the "Paragraph Analysis" page to determine the role of each sentence and the connections between sentences.

Wrapping Up

During this time in their lives, the Adams family had endured frequent separations and the trials of war. As the war drew to an end, however, the nation would face new challenges as it tried to forge a new government. As had been the case throughout the American Revolution, John and Abigail Adams would be in the midst of these important changes, as you'll see in the next lesson.

Verbals

Gerunds

verb forms ending in "-ing" that function as nouns

Underline the gerunds in the following sentences.

1. The women enjoyed knitting as they sat around the fire.
2. The crowd showed their enthusiasm by clapping and shouting.
3. "Gardening was always her delight, and she had brought two plants from England: a cutting each of the red rose of Lancaster and the white rose of York." (p. 156)

Participles

present or past participle verb forms that function as adjectives

Circle the participles in the following sentences and then draw an arrow from each participle to the noun it modifies.

1. The pouting fans quietly filed out of the stadium after their team's surprising loss.
2. Embarrassed, the student quickly erased the misspelled word.
3. "The vice-presidency was a limited and inconsequential post." (p. 160)

Infinitives

"to" + the simple form of a verb functioning as a noun, adjective, or adverb in a sentence

Underline the infinitives in each sentence and, if the infinitive functions as an adjective or adverb, draw an arrow from the infinitive to the word it modifies.

1. (Infinitive functions as a noun) I couldn't understand his hesitation since everyone else wanted to leave.
2. (Infinitive functions as an adjective) Morning is the best time to exercise.
3. (Infinitive functions as an adverb) To win, you must practice every day.

In the following sentences, underline the infinitives and tell how they function in the sentence. (Reread the tips in the activity introduction if you need help.)

4. To relax, you should imagine yourself in a quiet, peaceful place.
5. "Abigail had reported to him that other lawyers were making fortunes in his absence, and he tried hard to economize." (p. 80)

Paragraph Analysis

Instructions: Analyze each sentence in the paragraph you selected and determine how it functions. Record your observations on the lines below. Your comments may include one or more of the following statements, or you can use your own wording:

- | | |
|--|---|
| —States the main point of the paragraph | —Supplies background information about... |
| —Explains... | —Describes... |
| —Gives an example of... | —Deepens my understanding of... |
| —Provides transition to (next line/next paragraph) | —Summarizes.. |

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

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Getting Started

✿ Ideas to Think About

- How do the lives of individuals interact with, influence, and become transformed by the events of the time and place in which they live?
- Can attention to the structure of a paragraph and the role of different component parts allow authors to craft more persuasive and powerful writing?
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Things to Know

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⦿ Skills

- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (LA)
- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (LA)
- Form and use verbs in the active and passive voice. (LA)
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (LA)
- Use subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. (LA)

Introducing the Lesson

In this lesson, your child will learn more about John Quincy's travels with his father. He will also work with verbals (gerunds, participles, and infinitives) and explore education for women during the lifetime of Abigail Adams.

Reading and Questions

1. What advice did John Adams give Nabby about her study of Latin and Greek?

He advised her not to let too many people know about it since it wasn't seen as proper education for girls.

2. What do you think young John Quincy Adams might have thought about leaving home to travel to Europe with his father?

Answers will vary.

3. In Chapter 14, why did John Adams leave America again?

He was appointed plenipotentiary to France by Congress.

4. How did Abigail earn extra income while John was away?

She sold goods that he sent her from Europe.

Activities

Activity 1: Verbals

In this activity, your child learned about verbals, verb forms that function in sentences as nouns, adjectives, or adverbs.

Answer Key

Part I

1. knitting
2. clapping, shouting
3. Gardening, cutting

Part II

1. pouting → fans; surprising → loss
2. Embarrassed → student; misspelled → word
3. limited → post

Part III

NOTE: Determining how infinitives function in a sentence can be challenging. Don't worry if your child struggles with the last two sentences of this section. It is more important right now that he understand the concept (that infinitives can function as nouns, adjectives, or adverbs in a sentence).

1. to leave
2. to exercise → time
3. To win → practice
4. To relax → imagine ("To relax" functions as an adverb)
5. to economize (functions as a noun)

Activity 2: The Education of Women

In this activity, your child will read about education for girls in the modern world and analyze a paragraph in that article to show how the sentences work together. Answers will depend on the paragraph your child chose, but his answers should be specific and make sense. If needed, refer to Lesson 2, which provides more details about how sentences work together in a paragraph.

Wrapping Up

Questions to Discuss

- What is a verbal? (Your child should know that verbals are words formed from verbs that do not function as verbs.)
- The verbal "crying" can be a gerund or a participle. Explain the difference and give examples of each. (Gerunds function as nouns, so an example could be "Crying makes me sad." Participles function as adjectives, so an example could be "The crying baby was very loud.")
- What did you learn about girls' education in the world from your reading today?

Things to Review

- Review your child's response to reading questions.
- Review your child's activity page about verbals.
- Review your child's paragraph analysis based on what he read about girls' education.