

OLYMPIADS SCHOOL/GRADE 9 AND 10 WRITING/HOMEWORK 18

NAME (FIRST AND LAST): _____ **GRADE:** _____

Instructions

1. Complete the exercises from page 148 to 156 of Teresa D. O'Donnell and Judith L. Paiva's *Independent Writing*.
2. Complete the reading comprehension and summary writing exercises about the residential school system in Canada.

STRUCTURE REVIEW: Using Parallel Structures

One of the cohesive devices writers use to show how parts of a sentence or text are linked together is called *parallelism*. Words, phrases, and clauses that express similar relationships in sentences are expressed in parallel grammatical forms. Compared and contrasted ideas, as well as coordinated ideas in sentences in a paragraph, can also be expressed in parallel forms.

Parallel Word Forms

She is *young*, *bright*, and *beautiful*. (adjectives)

The speaker spoke *softly* yet *clearly*. (adverbs)

The scientist likes *collecting*, *organizing*, and *presenting* data. (gerunds)

Parallel Phrases

Because it was late and (*because*) *we needed a break*, we stopped and closed the restaurant for the night.

The person *who eats too much* and (*who*) *never exercises* runs the risk of poor health.

(Note: the repetition of *because* and *who* is optional.)

Parallel Coordinate Conjunctions and Paired Words

not

President Carter, not *President Reagan*, was a peanut farmer.

more...than

He was more *disappointed* than *unhappy* when his colleague was promoted above him.

rather than

Hard work rather than *brilliance* is required for this job.

both...and

He is both a *capable* and a *diligent* worker; he deserves a raise.

not only...but also

Not only *rivers* but also *lakes and oceans* are being polluted by industrial wastes.

whether...or

Structures

v parts of a sentence
ords, phrases, and
es are expressed in
ed ideas, as well as
lso be expressed in

data. (gerunds)

opped and closed the
uns the risk of poor

ds

armer.

league was promoted

ob.

's a raise.

lluted by industrial

Whether the *cost of living* rises or the *interest rates* go up, the average citizen does poorly.

neither...nor

Neither the *psychiatrists* nor the *psychologists* have been able to state definitively what causes dreams.

either...or

Either the *president* or the *vice-president* will present the award.

Parallel forms are very important in helping the reader understand the relationship of ideas, and mistakes occur when items that are logically similar are not expressed in parallel forms. For each example of common problems, corrections are given.

Betty likes writing, editing, and to teach.

Betty likes *writing*, *editing*, and *teaching*. (gerunds)

Betty likes *to write*, *to edit*, and *to teach*. (infinitives)

My friend is young, a beautiful girl, and artistic.

My friend is *young*, *beautiful*, and *artistic*. (adjectives)

The teacher taught skillfully and with wit.

The teacher taught *with skill* and *wit*. (nouns)

The teacher taught *skillfully* and *wittily*. (adverbs)

To be a doctor and curing the sick are my goals.

To be a doctor and *cure* the sick are my goals. (infinitives)

Knowing what you want and to do it will bring you success.

Knowing what you want and *doing* it will bring you success. (gerunds)

I'm studying the origin of law and how it developed.

I'm studying the *origin* of law and its *development*. (nouns)

I'm studying how law *originated* and *developed*. (verbs)

Some parallel forms in English are fixed by usage, such as

eyes, ears, and nose

tall, dark, and handsome

soft and cuddly

men, women, and children.

Otherwise, parallel forms can be listed in random order or in some logical order, such as from least to most important, from left to right, from top to bottom, or from youngest to oldest.

We had known Sue as a baby, a child, a teenager, and a young adult.

The roots, trunk, and branches of that tree are infested with insects.

Since parallel forms help convey related meanings, it is important to know how to use them effectively. Not only do parallel forms clarify related ideas, they also simplify writing and make it easier to understand the author's message. Careful use of parallel forms is an important feature of a good writer's style.

Exercise I. Using Parallel Forms

Rewrite the following sentences to correct any errors in parallelism. The first has been done for you.

- Having no job and poor, the student had to drop out of school.

Jobless and poor, the student had to drop out of school.

- Because he was ill and because of being discouraged, the auto worker left his job.

- A farmer spends his life tilling the soil, sowing the seeds, and he reaps the fruits of his labor.

- The accused man walked slowly and with confidence up to the witness stand.

- Doctors, lawyers, and those who own big businesses make higher salaries than people who work at service jobs.

- While I was in college, I worked as a waitress, as a typist, and I babysat.

Exercise 2. C

C

bla

I

suc

wit

to l

and

of }

Bec

peo

prac

wit

spe

rea

important to
forms clarify
to understand
important fea-

n parallelism.

of school.

zed, the auto

seeds, and he

7. To keep the yard in shape, the bushes should be watered weekly, and you should trim the trees yearly.

8. He is a man known for his integrity, and he is honest in business.

9. Scientists have been able to pinpoint as well as follow the changes that occur during dreams.

10. The bones in the body not only give the body shape but also to protect the heart, lungs, brain, etc.

Exercise 2. Completing Parallel Forms

Complete the sentences in the following paragraph by filling in the blanks with logical and grammatically correct parallel forms.

Learning a language is a challenging experience, and in order to succeed, a learner must be persistent, unafraid to speak out and _____ . As children, we learn our own language without difficulty, but the older we get, the harder a second language is to learn. To understand what we hear, to speak clearly, to read effectively, and _____ correctly takes a long time and a lot of hard work. However, there are several categories of language learners. Because they have a good ear and _____ , some people learn a new language very quickly. Others who don't have such a practiced ear or _____ can have a terrible time with language learning. They may take all the right steps, such as spending a lot of time with native speakers, using the language lab, reading as much as possible, and _____ ,

but they still have trouble learning to use the language. Some do very well in listening and speaking but very poorly in _____, while others do very well at writing and very poorly at _____. For these people, learning a language can be a frustrating and _____ experience.

5.

Exercise 3. Writing Parallel Forms

Using the parallel forms suggested, combine each group of sentences. You will have to make some changes in word forms.

Example:

During a deadly fog from December 4 to December 8, in 1952, many Londoners died. Some died because they had hacking coughs. Some had violent nausea. Many found their breath short. (because of + noun)

During a deadly fog from December 4 to December 8 in 1952, many Londoners died because of hacking coughs, violent nausea, and shortness of breath.

6.

1. Billy the Kid was one of the most famous gunfighters in the American "Old West." He was a tall man. He was a slender man. He was a strong man. (adjectives)

7.

2. In 1900, Sigmund Freud published his book, *The Interpretation of Dreams*. He states that dreams are partly about recent experiences. He states that dreams are also about wish fulfillment and long-suppressed desires, fears, and frustrations. (...in which he stated...)

8.

3. Cree is one of the major Canadian Indian languages. It is spoken by 30,000 people. It is written in a system of syllables. (which...)

4. The College of Comedy in Elberon, New Jersey, teaches people to be funny. It is for comedians, gag writers, cartoonists, and other such

language. Some
try poorly in
at writing and
people, learn-

p of sentences.

in 1952, many
ghs. Some had
+ noun)

vers died because

ghters in the
ender man. He

nterpretation of
xperiences. He
and long-sup-
tated...)

t is spoken by
hich...)

es people to be
nd other such

professionals. It is for everyone who wants to make laughter a part of everyday life. (not only..., but also...)

5. The area of the Pacific Ocean alone is 25 percent larger than that of all of the land surfaces of the world together. In fact, land is disappearing all of the time. One reason is that land is washed into the sea by rivers. Another reason is that the earth's temperatures are rising and ice caps are melting, causing the water levels of the oceans to rise. (because...) (combine the last three sentences)
-
-

6. Elephants are animals of many talents with superior brains and generally docile dispositions. In spite of their massive size, elephants are remarkably agile and light on their feet. In the circus, they do many tricks. They spin balls, walk narrow planks, play catch, stand on their heads, and dance. (such as + gerund) (combine the last two sentences)
-
-

7. Peanut butter is a favorite food found in many American pantries because it is inexpensive and nutritious. It is a good source of vitamins, calcium, and iron. Also, peanut butter is an excellent protein supplement. (both as... and as...)
-
-

8. Mildred "Babe" Didrikson Zaharias was one of the greatest athletes of all time. In her lifetime, she was able to win 50 major golf tournaments. She set a world record by throwing a baseball 296 feet at a New Jersey AAU meet in 1931. She set the Olympic world record in the javelin throw in 1932. She was able to master tennis, bowling, and basketball easily. (was able to + verb) (combine the last four sentences)
-
-

9. Most people think of the panda as a bear, but actually it is related to a raccoon. Like bears, pandas have bad tempers. Like bears, they can use their sharp claws and teeth to show their anger. Like bears, they can be very dangerous. (not only..., but also...) (combine the last three sentences)
-
-
-

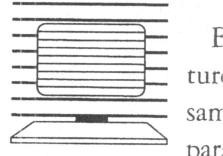
Exercise 5.

10. Several varieties of squash are grown in the United States. The “summer” squashes, including zucchini and pattypan, have soft skins and are quite tender. “Winter” squashes such as hubbard are hard-skinned. (while...) (combine the last two sentences)
-
-
-

Exercise 4. Editing for Parallelism

The following paragraph has some errors due to a lack of parallelism. Find and correct the errors.

Much of New York City's skyline and many of our highest bridges have been built by the Mohawk Indians, natives of New York State. Famed for their ability, indifference to heights, and they can balance well, Mohawks have had positions as riveters on skyscrapers in New York and other North American cities. As early as 1714, an English traveler, John Lawson, observed that a Mohawk could walk on a ridge of a barn of a house and looking down without fear. It was in 1886 that the Mohawks worked on the construction of a bridge spanning the St. Lawrence River. They amazed their employers by running along the half-completed structure, and they ventured into the highest and most dangerous points out of mere curiosity. But they reached the height of their fame as builders and scalers of tall heights during the 1930s in New York City, where they played a major role in the construction of the Empire State Building and Rockefeller Center.

Exercise 6. S

E

tur

san

par

(1

of 1

Bet

She

boo

put

can

sexy

Be

told

witl

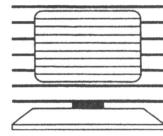
Exercise 5. Correcting Parallelism Errors

Find and correct errors in parallelism.

There are many left-handed people in the United States. Some of them are members of Lefthanders International, an organization that tries to fight discrimination against left-handed people and informing the public about their particular problems. It has been found that more men than women are left-handed and that hand preference doesn't become established until about the age of six.

The left side of the body is controlled by the right side of the brain, which scientists feel is the seat of the emotions, imagination, and where the sense of space is. Many left-handed people learn to drive, sewing, and using machines as well as any right-hander, but it is not easy for them to use many ordinary objects such as tools, gadgets, and knobs usually made for right-handed people. Lefthanders International has been responsible for the opening of many stores that sell special objects such as watches, scissors, pencil sharpeners, and cameras designed especially for left-handed people.

Exercise 6. Sentence Combining Exercise



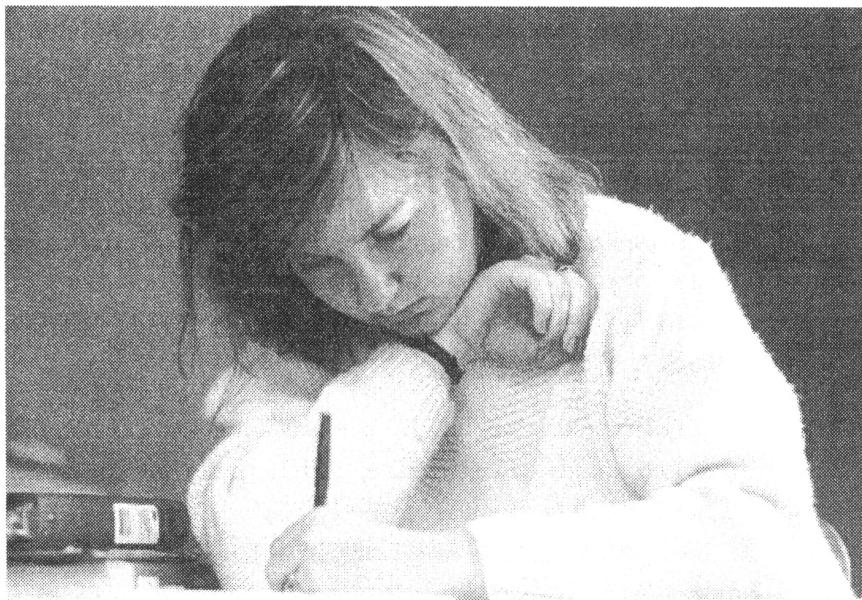
Before doing this exercise, review the use of parallel forms and structures of coordination and subordination. Combine the sentences with the same numbers. The humor of the conclusion is heightened by the use of parallel constructions.

(1) Betty was lonely. (1) She was dateless. (1) She felt unhappy. All of her friends had attractive, athletic dates for the Spring Dance. (2) Betty thought she was as pretty and as personable as her friends. (2) She made a decision to get herself a date. (3) She looked in the phone book and called "Perfect Partners." (3) "Perfect Partners" was a computer dating service. (4) A voice answered and said, "Perfect Partners can give you a better life." (4) The voice was soft. (4) The voice was sexy. (4) The voice had melody.

Betty said that she needed a good date for Saturday night. The voice told her to come to the office to answer some questions and be matched with her perfect partner. (5) Betty went to the office where she was

given a long form. (5) The form contained many questions. (5) The questions were about her appearance. (5) The questions were about her preferences. (6) Betty wrote that she was tall. (6) She had blond hair. (6) Her face was beautiful. She wrote that her date must be tall, dark, and handsome. Betty went home. (7) She waited hopefully. (7) She waited with patience.

On Thursday, "Perfect Partners" called and said, "We have your perfect partner. He will arrive at 8:00 on Friday night." On Friday, Betty prepared herself and waited for her date. The doorbell rang at 8:00 sharp. Betty opened the door and gasped. (8) A tall, gorgeous man was standing there. (8) He looked like a movie star. (9) Betty left with him. (9) She felt as if she were floating on a cloud. She returned home at midnight, dejected and disappointed. (10) She wrote in her diary, "My date was very tall, dark, and handsome, but he was conceited. (10) He was a bore. (10) He showed stupidity. I'll never trust a machine again!"



WRITING ASSIGNMENT ONE:

Writing About Causes and Effects Together

For this assignment, you are to write an essay with two of your classmates about the major causes or effects of cheating. First, all of you

READING COMPREHENSION

Read the following web resource and highlight/underline the causes, short-term effects, and long-term effects of the residential school system in Canada.

Adapted from web resource: <http://indigenousfoundations.arts.ubc.ca/home/government-policy/the-residential-school-system.html>

The Residential School System

Two primary objectives of the residential school system were to remove and isolate children from the influence of their homes, families, traditions and cultures, and to assimilate them into the dominant culture. These objectives were based on the assumption Aboriginal cultures and spiritual beliefs were inferior and unequal. Indeed, some sought, as it was infamously said, “to kill the Indian in the child.” Today, we recognize that this policy of assimilation was wrong, has caused great harm, and has no place in our country.

What was the Indian residential school system?

The term *residential schools* refers to an extensive school system set up by the Canadian government and administered by churches that had the nominal objective of educating Aboriginal children but also the more damaging and equally explicit objectives of indoctrinating them into Euro-Canadian and Christian ways of living and assimilating them into mainstream Canadian society. The residential school system operated from the 1880s into the closing decades of the 20th century. The system forcibly separated children from their families for extended periods of time and forbade them to acknowledge their Aboriginal heritage and culture or to speak their own languages. Children were severely punished if these, among other, strict rules were broken. Former students of residential schools have spoken of horrendous abuse at the hands of residential school staff: physical, sexual, emotional, and psychological. Residential schools provided Aboriginal students with an inferior education, often only up to grade five, that focused on training students for manual labour in agriculture, light industry such as woodworking, and domestic work such as laundry work and sewing.

Residential schools systematically undermined Aboriginal culture across Canada and disrupted families for generations, severing the ties through which Aboriginal culture is taught and sustained, and contributing to a general loss of language and culture. Because they were removed from their families, many students grew up without experiencing a nurturing family life and without the knowledge and skills to raise their own families. The devastating effects of the residential schools are far-reaching and continue to have significant impact on Aboriginal communities. Because the government's and the churches' intent was to eradicate all aspects of Aboriginal culture in these young people and interrupt its transmission from one generation to the next, the residential school system is commonly considered a form of cultural genocide.

From the 1990s onward, the government and the churches involved—Anglican, Presbyterian, United, and Roman Catholic—began to acknowledge their responsibility for an education scheme that was specifically designed to “kill the Indian in the child.” On June 11, 2008, the Canadian government issued a formal apology in Parliament for the damage done by the residential school system. In spite of this and other apologies, however, the effects remain.

What led to the residential schools?

European settlers in Canada brought with them the assumption that their own civilization was the pinnacle of human achievement. They interpreted the socio-cultural differences between themselves and the Aboriginal peoples as proof that Canada's first inhabitants were ignorant, savage, and—like children—in need of guidance. They felt the need to “civilize” the Aboriginal peoples. Education—a federal responsibility—became the primary means to this end.

Prime Minister Sir John A. Macdonald commissioned journalist and politician Nicholas Flood Davin to study industrial schools for Aboriginal children in the United States. Davin's recommendation to follow the U.S. example of “aggressive civilization” led to public funding for the residential school system. “If

anything is to be done with the Indian, we must catch him very young. The children must be kept constantly within the circle of civilized conditions," Davin wrote in his 1879 *Report on Industrial Schools for Indians and Half-Breed*.

In the 1880s, in conjunction with other federal assimilation policies, the government began to establish residential schools across Canada. Authorities would frequently take children to schools far from their home communities, part of a strategy to alienate them from their families and familiar surroundings. In 1920, under the Indian Act, it became mandatory for every Indian child to attend a residential school and illegal for them to attend any other educational institution.

Living conditions at the residential schools

The purpose of the residential schools was to eliminate all aspects of Aboriginal culture. Students had their hair cut short, they were dressed in uniforms, and their days were strictly regimented by timetables. Boys and girls were kept separate, and even siblings rarely interacted, further weakening family ties. Chief Bobby Joseph of the Indian Residential School Survivors Society recalls that he had no idea how to interact with girls and never even got to know his own sister "beyond a mere wave in the dining room." In addition, students were strictly forbidden to speak their languages—even though many children knew no other—or to practise Aboriginal customs or traditions. Violations of these rules were severely punished.

Residential school students did not receive the same education as the general population in the public school system, and the schools were sorely underfunded. Teachings focused primarily on practical skills. Girls were primed for domestic service and taught to do laundry, sew, cook, and clean. Boys were taught carpentry, tinsmithing, and farming. Many students attended class part-time and worked for the school the rest of the time: girls did the housekeeping; boys, general maintenance and agriculture. This work, which was involuntary and unpaid, was presented as practical training for the students, but many of the residential schools could not run without it. With so little time spent in class, most students had only reached grade five by the time they were 18. At this point, students were sent away. Many were discouraged from pursuing further education.

Abuse at the schools was widespread: emotional and psychological abuse was constant, physical abuse was meted out as punishment, and sexual abuse was also common. Survivors recall being beaten and strapped; some students were shackled to their beds; some had needles shoved in their tongues for speaking their native languages. These abuses, along with overcrowding, poor sanitation, and severely inadequate food and health care, resulted in a shockingly high death toll. In 1907, government medical inspector P.H. Bryce reported that 24 percent of previously healthy Aboriginal children across Canada were dying in residential schools. This figure does not include children who died at home, where they were frequently sent when critically ill. Bryce reported that anywhere from 47 percent (on the Peigan Reserve in Alberta) to 75 percent (from File Hills Boarding School in Saskatchewan) of students discharged from residential schools died shortly after returning home.

In addition to unhealthy conditions and corporal punishment, children were frequently assaulted, raped, or threatened by staff or other students. During the 2005 sentencing of Arthur Plint, a dorm supervisor at the Port Alberni Indian Residential School convicted of 16 counts of indecent assault, B.C. Supreme Court Justice Douglas Hogarth called Plint a "sexual terrorist." Hogarth stated, "As far as the victims were concerned, the Indian residential school system was nothing more than institutionalized pedophilia."

The extent to which Department of Indian Affairs and church officials knew of these abuses has been debated. However, the Royal Commission of Aboriginal Peoples and Dr John Milloy, among others, concluded that church and state officials were fully aware of the abuses and tragedies at the schools. Some inspectors and officials at the time expressed alarm at the horrifying death rates, yet those who spoke out and called for reform were generally met with silence and lack of support. The Department of Indian Affairs would promise to improve the schools, but the deplorable conditions persisted.

Some former students have fond memories of their time at residential schools, and certainly some of the priests and nuns who ran the schools treated the students as best they could given the circumstances. But even these “good” experiences occurred within a system aimed at destroying Aboriginal cultures and assimilating Aboriginal students.

The shift away from the residential school system

European officials of the 19th century believed that Aboriginal societies were dying out and that the only hope for Aboriginal people was to convert them to Christianity, do away with their cultures, and turn them into “civilized” British subjects—in short, assimilate them. By the 1950s, it was clear that assimilation was not working. Aboriginal cultures survived, despite all the efforts to destroy them and despite all the damage done. The devastating effects of the residential schools and the particular needs and life experiences of Aboriginal students were becoming more widely recognized. The government also acknowledged that removing children from their families was severely detrimental to the health of the individuals and the communities involved. In 1951, with the amendments to the Indian Act, the half-day work/school system was abandoned.

The government decided to allow Aboriginal children to live with their families whenever possible, and the schools began hiring more qualified staff. In 1969, the Department of Indian Affairs took exclusive control of the system, marking an end to church involvement. Yet the schools remained underfunded and abuse continued. Many teachers were still very much unqualified; in fact, some had not graduated high school themselves.

In the meantime, the government decided to phase out segregation and begin incorporating Aboriginal students into public schools. Although these changes saw students reaching higher levels of education, problems persisted. Many Aboriginal students struggled in their adjustment to public school and to a Eurocentric system in which Aboriginal students faced discrimination by their non-Aboriginal peers. Post-secondary education was still considered out of reach for Aboriginal students, and those students who wanted to attend university were frequently discouraged from doing so.

The process to phase out the residential school system and other assimilation tactics was slow and not without reversals. In the 1960s, the system’s closure gave way to the “Sixties Scoop,” during which thousands of Aboriginal children were “apprehended” by social services and removed from their families. The “Scoop” spanned roughly the two decades it took to phase out the residential schools, but child apprehensions from Aboriginal families continue to occur in disproportionate numbers. In part, this is the legacy of compromised families and communities left by the residential schools.

The last residential school did not close its doors until 1986.

Long-term impacts

The residential school system is viewed by much of the Canadian public as part of a distant past, disassociated from today’s events. In many ways, this is a misconception. The last residential school did not close its doors until 1986. Many of the leaders, teachers, parents, and grandparents of today’s Aboriginal communities are residential school survivors. There is, in addition, an intergenerational effect: many descendants of residential school survivors share the same burdens as their ancestors even if they did not attend the schools themselves. These include transmitted personal trauma and compromised family systems, as well as the loss in Aboriginal communities of language, culture, and the teaching of tradition from one generation to another.

According to the Manitoba Justice Institute, residential schools laid the foundation for the epidemic we see today of domestic abuse and violence against Aboriginal women and children. Generations of children have grown up without a nurturing family life. As adults, many of them lack adequate parenting skills and, having only experienced abuse, in turn abuse their children and family members. The high incidence of domestic violence among Aboriginal families results in many broken homes, perpetuating the cycle of abuse and dysfunction over generations.

Many observers have argued that the sense of worthlessness that was instilled in students by the residential school system contributed to extremely low self-esteem. This has manifested itself in self-abuse, resulting in high rates of alcoholism, substance abuse, and suicide. Among First Nations people aged 10 to 44, suicide and self-inflicted injury is the number one cause of death, responsible for almost 40 percent of mortalities. First Nations women attempt suicide eight times more often than other Canadian women, and First Nations men attempt suicide five times more often than other Canadian men. Some communities experience what have been called suicide epidemics.

Many Aboriginal children have grown up feeling that they do not belong in "either world": they are neither truly Aboriginal nor part of the dominant society. They struggle to fit in but face discrimination from both societies, which makes it difficult to obtain education and skills. The result is poverty for many Aboriginal people. In addition, the residential schools and other negative experiences with state-sponsored education have fostered mistrust of education in general, making it difficult for Aboriginal communities and individuals to break the cycle of poverty.

Causes

1. What led to the establishment of the residential school system in Canada? List at least four points.

Effects

2. What are the short-term effects of the residential school system?

3. What are some long-term effects of the residential school system?

Summary Writing

Summary Writing
Summarize the web resource by focusing on what led to the formation of the residential school system in Canada, as well as its short and long-term effects.

THE END