

The
**Men
and
Women**
of



LETTERS

CHARLES W. HYATT

26 LETTER~WRITING ACTIVITIES



THE MEN AND WOMEN OF LETTERS

26 Letter-Writing Activities

Charles W. Hyatt

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“Letters, such as are written from wise men,
are of all the words of men,
in my judgment,
the best.”

—Francis Bacon

INTRODUCTION

The Men and Women of Letters program is a flexible curriculum-support platform for use with middle-grade through college language-arts classes. It can be supported by or be a supplement to a variety of textbooks and materials based on the important, but declining, art of writing and reading letters. Twenty-six lessons connect the background of each letter of the English alphabet to famous letters and letter writers from history and literature, facilitating student analysis and the writing of original letters based upon the lessons' themes. The Men and Women of Letters activities support the Common Core State Standards for Reading and Writing across subject areas, especially power standards for integration of ideas, for reading and writing a variety of text types and purposes, and for production and distribution of writing.

The term “man of letters” has been used for centuries to describe persons of learning like William Shakespeare, Francis Bacon, Thomas Jefferson, and Mortimer Adler, among many others. Famous women of letters include Abigail Adams, Mary Shelley, Elizabeth Barrett Browning, and Lillian Hellman. Writers, professors, editors, researchers, public speakers, and generally educated individuals who engage in public discourse all qualify as *Homo literati*, and the increased technological speed and complexity of communicating in the twenty-first century make classical information processing an even more important art and craft to preserve.

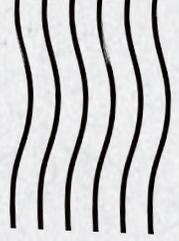
This program is simple, adaptable, and direct, contributing additional components of letter-learning and -writing to traditional course textbooks and curricula. Activities centered on the reading and writing of letters can be completed at virtually any literacy level in a four- to six-week period or over the course of the entire school year. Students use what they learn to write letters to each other, to pen pals at other schools, and to businesses, politicians, or celebrities. Successful completion of a lesson earns that student a “letter” from A to Z, and students work to earn all 26 letters in the alphabet. Familiar metaphors in sports and literature can be woven

in to support student learning as they earn class “letters” on their way to eventually becoming a Student of Letters. These individual letters become marks of success in the teacher’s gradebook, and some students may wish to record letters earned for each lesson A through Z in their notebooks (or teachers may give stickers or cards).

Lessons are in alphabetical order, and each includes a list of objectives and background information in addition to illustrations of that letter in a variety of languages. Finally, there is a recommended letter to read and a suggested type of letter to write. For instance, Booker T. Washington’s 1904 letter to the *Birmingham Age-Herald* is suggested for P—a Letter of Protest. Students read and discuss this letter, and then they write their own letter of protest. Analysis grids are included to help students take notes on the rhetorical strategies of classic letter examples. Student letter rubrics provide guidance as they write their own letters and offer a structure for teachers to use as they review them. While additional notes and suggested procedures are included as guides, there is a great deal of flexibility for teachers to send the letters or not, or to customize the resources for their own use. Word games like Scrabble could be incorporated, for example, or students may also wish to create and trade cards of famous writers. Successfully completing the entire course earns that student the title A Man of Letters or A Woman of Letters, along with a certificate of accomplishment and perhaps their own trading card.

After “lettering” over 26 days or weeks, students can then receive their “letter jacket” (paper handout or T-shirt), becoming a “varsity letterman” or “varsity letterwoman” for the course. (Teachers who engage in this option may explain to their students and athletic directors that these are different from the varsity letters earned through participation in sports.) Some principals may be open to including these activities on official school letter-jackets in recognition of student academic success.

Whatever the teacher and students’ choices may be for these activities, have fun writing!



APPLICATION LETTER

Notes to the Teacher

- Every student will eventually need to write a letter of application or a cover letter, whether applying to a college or a job. Researching additional examples and sharing each other's work may give students templates, tools, and techniques to share for these important life events.
- For sample job application letters, search about.com and similar resources.
- For more on college application letters, search Huffington Post and others.
- Leonardo da Vinci (1452–1519) was an Italian Renaissance artist, inventor, mathematician, and classical man of letters. His full letter to the Duke of Milan included six additional points, and he did get the job.

Duration

- Recommended time to complete lesson: 45 minutes with discussion

Procedures

1. Tell students that each of them will soon be writing numerous letters of application as they continue their careers or education. The first impressions that are made on potential employers or admissions counselors influence the applicant's chances of being hired.
2. Have students read the application letter from Leonardo da Vinci and look up any vocabulary or historical context as necessary.
3. Have students then fill in the grid below with da Vinci's rhetorical strategies and list of skills, then fill in their own.
4. Research addresses and preferences for companies and colleges to which students wish to apply, taking note of important information such as the name of the personnel director, or the division of the company to which the letter should be sent.
5. After completing the chart, have students write their own letters of application.

APPPLICATION LETTER



Directions

- Read the history of the letter A
- Read the provided classic letter of application
- Fill in the Analysis Grid
- Write a letter of application

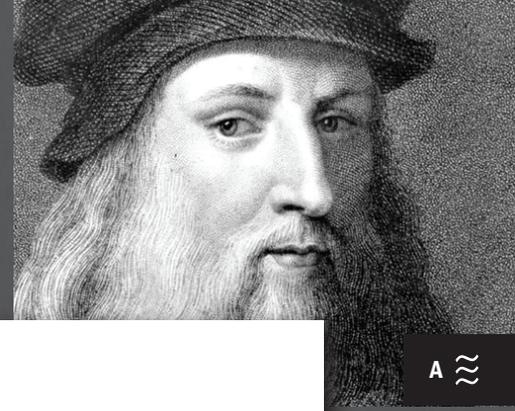
The English letter A began as an ancient Egyptian hieroglyph for an ox's head, which was transformed by the Semites into the letter *aleph*. The Greeks took the letter and transformed it further into their first letter, *alpha*. When combined with their second letter, *beta*, our modern English word *alphabet* is formed. The Romans gave the letter its present form.

The letter A is about the third most frequently used written letter, and it can represent *ante*, or before, in the abbreviation a.m. A is also the sixth note of the musical scale, and it represents *adjective*, *alto*, *ampere*, or excellent work on a report card.

Aa	Hebrew	
Cuneiform	American Sign Language	
Egyptian	Morse Code	
Phoenician	Signal Flags	
Greek	Semaphore	
Cyrillic	NATO	Alpha

Analysis Grid

Rhetorical Strategy	Leonardo da Vinci's Letter	Student Response
Introduction		
List of skills		
Conclusion		



Most Illustrious Lord,

Having now sufficiently considered the specimens of all those who proclaim themselves skilled contrivers of instruments of war; and that the invention and operation of the said instruments are nothing different to those in common use: I shall endeavor, without prejudice to anyone else, to explain myself to your Excellency, showing your Lordship my secrets, and then offering them to your best pleasure and approbation to work with effect at opportune moments on all those things which, in part, shall be briefly noted below.

- 1 I have a sort of extremely light and strong bridges, adapted to be most easily carried, and with them you may pursue, and at any time flee from the enemy; and others, secure and indestructible by fire and battle, easy and convenient to lift and place. Also methods of burning and destroying those of the enemy.*
- 2 I know how, when a place is besieged, to take the water out of the trenches, and make endless variety of bridges, and covered ways and ladders, and other machines pertaining to such expeditions.*
- 3 If, by reason of the height of the banks, or the strength of the place and its position, it is impossible, when besieging a place, to avail oneself of the plan of bombardment, I have methods for destroying every rock or other fortress, even if it were founded on a rock, etc.*
- 4 Again, I have kinds of mortars; most convenient and easy to carry; and with these I can fling small stones almost resembling a storm; and with the smoke of these cause great terror to the enemy, to his great detriment and confusion.*
- 5 And if the fight should be at sea I have kinds of many machines most efficient for offense and defense; and vessels which will resist the attack of the largest guns and powder and fumes . . .*
- 6 Again, the bronze horse may be taken in hand, which is to be to the immortal glory and eternal honor of the prince your father of happy memory, and of the illustrious house of Sforza.*

And if any of the above-named things seem to anyone to be impossible or not feasible, I am most ready to make the experiment in your park, or in whatever place may please your Excellency - to whom I comment myself with the utmost humility, etc.

*Application Letter***Writing Suggestions & Example**

Write your own letter of application to a local business where you would like to work or to a college where you would like to study. Be sure to include:

<p>Your Return Address Phone Number E-mail address</p> <p>Date Inside Address (address of recipient)</p> <p>Salutation:</p> <p>Introduction</p> <p>Body (skills and qualifications)</p> <p>Remember, your resume will include dates and data—this should be a narrative description of human qualities related to those accomplishments in two to three paragraphs.</p> <p>Conclusion—ending with a question can motivate a response. For example, “Can I call you next week to schedule an appointment?”</p> <p>Closing, Signature Your name</p>

Student Rubric		Needs Improvement	Admirable	Excellent	Total
		0–74	75–86	87–100	
Formatting accuracy	20%				
Structured beginning, middle, and closing	40%				
Applicant information	40%				



B

BUSINESS LETTER

Notes to the Teacher

- Learning the business letter format is one of the most important and practical activities of this course. Well-crafted business letters can be significant legal documents, and they can be vital in making good business connections. Poorly crafted letters send poor impressions to customers and clients.
- Written communication for the purposes of commerce and trade are some of the earliest forms of formal communication.
- Business letters can be used to make sales, inquire about products and services, request and transmit information, further communications and agreements, and to initiate a variety of other actions.
- Business letters are legal documents and can be subpoenaed in courts of law.

Duration

- Recommended time to complete lesson:
25 minutes with discussion

Procedures

1. Have students read the classic business letter from Miller, Franklin, Basset and Company and analyze it using the grid below.
2. Have students write their own business letters.

BUSINESS LETTER



Directions

- Read the history of the letter *B*
- Read the provided classic business letter
- Fill in the Analysis Grid
- Write a business letter

The English letter *B* originated as an ancient Egyptian hieroglyph for a house. It was taken and adapted by the Semites and Phoenicians before the Greeks changed it further and called it their second letter, *beta*. The Romans gave the letter its final form.

B is about the twentieth most frequently used written letter and represents good work on a report card, the second-best group or company, a *bishop* in chess, the word *bachelor* in BA or BS degrees, or the element *boron* in the periodic table. *B* is the seventh note in the musical scale and can also represent *bass* or *basso*.

	Bb	Hebrew	
Cuneiform	 (ba)	American Sign Language	
Egyptian		Morse Code	••••
Phoenician		Signal Flags	
Greek	 (Beta)	Semaphore	
Cyrillic		NATO	Bravo

Analysis Grid

Rhetorical Strategy	MFB&Co's Letter	Student Response
Introduction		
Body		
Conclusion		



MILLER, FRANKLIN, BASSET & COMPANY

347 MADISON AVENUE
NEW YORK

Monday
November 13th
1922

Mr. Wallace Perry
9019 North Main Street
Buffalo, New York

My dear Mr. Perry:

In your letter of November 11th you ask if we would give you something of our experience in the spacing and placing of letters.

We have found, after a good deal of experimenting, that, although adopting a single standard type size for all machines in the office has certain economical advantages, it is better in correspondence in which the letters do not extend beyond a single page (excepting of an official nature, as in the reports or the like) to use the smaller type face that is, the elite - first, because it permits letters that would extend over a page in the larger type to be written upon a single page - and it is always an advantage to have a letter on one sheet of paper - and second because the elite type, written single space with double spacing between the paragraphs, undoubtedly makes the best looking letter. The larger type faces when written single space not only make a less good looking letter but also they seem harder to read. Double spacing carries a letter over too much paper.

We formerly had several sizes of letterheads, but we discovered that the time taken by the stenographer to decide whether she would use a small or a large letterhead, and the cumbersomeness of having more than one sort of stationery at hand, much more than overcame the slight saving in paper that the smaller size afforded. Therefore we use only the one size of letterhead and try to center the letter, changing the margin to fit the circumstances. We think that in the smaller type the indented form of paragraph is preferable to the block form.

I am

Very truly yours,

MILLER, FRANKLIN, BASSET & CO.
by

W. R. Basset: MQ

Name _____

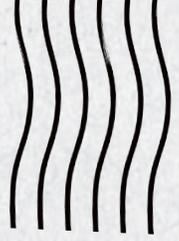
Date _____

Business Letter

Student Rubric

Student Rubric		Needs Improvement 0-74	Admirable 75-86	Excellent 87-100	Total
Formatting accuracy	70%				
Structured beginning, middle, and closing	30%				





CONDOLENCE LETTER

Notes to the Teacher

- People everywhere suffer the loss of friends and loved ones; a simple condolence note expressing sorrow and sympathy can reinforce the bonds of life.
- Some students may not have suffered real loss, so substitute a friend's pretend loss if appropriate.
- For samples of condolence and sympathy letters, search condolenceletters.com.
- John F. Kennedy was the thirty-fifth president of the United States, a Democratic senator from Massachusetts who was assassinated in Dallas on November 22, 1963.

Duration

- Recommended time to complete lesson: 25 minutes with discussion

Procedures

1. Express to students the benefit of comforting words from friends on occasions of loss. (If appropriate, the instructor may share personal anecdotes.)
2. Have students read the letter of condolence from Australian Patricia Hall to American first lady Jacqueline Kennedy, and look up any vocabulary or historical context as necessary. Imagine how it would feel to have to write or receive this letter.
3. Have students then make notes on the techniques that Hall uses to comfort her reader and share her suffering. Does she succeed?
4. Students then will write their own notes of condolence or consolation to friends or immediate family on real or imaginary occasions of sorrow. (An alternative assignment is to write a letter of congratulations celebrating an accomplishment.)

CONDOLENCE LETTER



Directions

- Read the history of the letter C
- Read the provided condolence letter
- Fill in the Analysis Grid
- Write a condolence letter

An ancient Egyptian hieroglyph that looked like a crooked stick developed into the English letters C and G. The Semites called this *gimel*, for “throwing stick,” and the Phoenicians transformed this symbol into a hook.

The letter C stands for an average grade in school, the first note on a musical scale, and middle C on a piano. C is the thirteenth most frequently used English letter, and, as a symbol, C can stand for *corporation*, *congress*, *Canada*, or *Celsius*.

Cc		Hebrew	n/a
Cuneiform		American Sign Language	
Egyptian		Morse Code	
Phoenician		Signal Flags	
Greek		Semaphore	
Cyrillic		NATO	Charlie

Analysis Grid

Rhetorical Strategy	Patricia Hall's Letter	Student Response
Introduction		
Expressions of sorrow		
Positive encouragement		



Mrs Patricia Hall

Corrimal Street,

Wollongong, N.S.W.

New South Wales

AUSTRALIA

23rd November, 1963

E

My dear Mrs Kennedy,

I just wanted to tell you that in our household, so many miles away from you, my family and I were horrified and deeply saddened to hear this morning of the death of your husband. It was like a personal loss.

The President and his family took the hearts of the Australian people in a way quite different from any other interest which we have had in the leaders of other countries. It was not only the attraction of a charming couple, who obviously loved each other, and their delightful little family but the President had sincerity, breadth of vision, a young and yet mature approach to problems and the courage to say what he thought and stick to his considered opinion. In fact he was the type of man to inspire confidence not only in his own countrymen but even in the people of other lands. We are going to sadly miss him.

His courageous stand for human rights in your big racial problem over there was very much admired here as indeed was his interest in the human rights of people all over the world and you were obviously a wonderful help to him.

No doubt you will have many messages of condolence from all the leaders of the world but I am writing now because I just want to make sure that at least one Australian mother writes to tell you personally how she and her family feels about your loss and I know that this is the general opinion of people around me.

I cannot believe that God would permit your husband to die for no deeply important reason, even if we cannot see clearly now what that reason is. I assure you that we will pray for the repose of your husband's soul and your own consolation.

Sincerely,

Patricia Hall

*Condolence Letter***Writing Suggestions & Example**

- Handwritten note cards personalize one’s thoughts better than notebook paper.
- Strive for simplicity if not brevity. A few real emotions are better than pages of quotes by others.
- Recalling something unique or special about the person, pet, or occasion helps to connect the writer with the receiver.
- A positive expression in the vein of, “I know there are still many special times ahead for us,” ends the missive on a healing note.

Dear Dory,

So sorry to hear of the loss of your pet fish, Goldy Hawn.

She was a real stunner, and I’m sure you are very sad. Don’t worry, though. As they say, there are plenty of fish in the sea! Hope you find another nice one soon.

Your Friend,
Nemo

Student Rubric

Student Rubric		Needs Improvement 0–74	Admirable 75–86	Excellent 87–100	Total
Formatting accuracy	40%				
Structured beginning, middle, and closing	40%				
Personalized information	20%				



D

DISMISSAL LETTER

Notes to the Teacher

- Many people will change jobs throughout their careers, and through a variety of circumstances will either dismiss others or be dismissed by them. Understanding how to write a proper letter of dismissal helps employers remain professional and avoid unpleasant feelings and legal actions.
- Employees need accurate reasons for the termination of their jobs in order to secure potential economic aid or another job. Not all dismissal letters are negative; in fact, some are glowing recommendations that indicate successful completion of contracts or careers.
- Poorly crafted dismissal letters can cause hurt feelings or even be used in court as evidence of improper personnel practices.
- Dismissal letters are sensitive topics, so advise students to use fictitious companies or characters to avoid misunderstanding. Alternatively, use characters from literature or history to make cross-curricular connections.
- For samples of job dismissal letters, search humanresources.about.com.

Duration

- Recommended time to complete lesson:
40 minutes with discussion

Procedures

1. Have students read and analyze President Truman's letter dismissing General Douglas MacArthur from his duties as commander of US forces in Korea.
2. Discuss historical context and significance. (This was a major event when it occurred since General MacArthur was a national hero after having successfully commanded Allied forces in the Pacific during World War II.)
3. Students then will write their own letters of dismissal.

DISMISSAL LETTER



Directions

- Read the history of the letter *D*
- Read the provided classic letter of dismissal
- Fill in the Analysis Grid
- Write a letter of dismissal

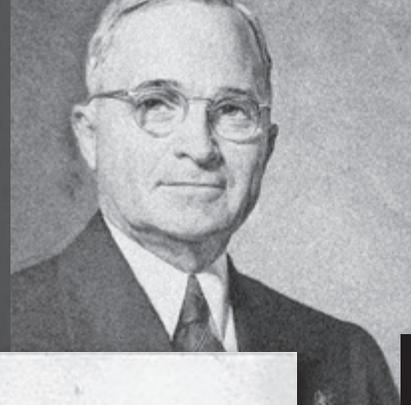
An ancient Egyptian hieroglyph that represented a door developed into the English letter *D*. The Semites called this *daleth*, and the Phoenicians transformed this symbol into a triangle, which then became the Greek *delta*.

The letter *D* stands for a below-average grade in many schools or the second note on the standard musical scale. *D* is the tenth most frequently used English letter and can stand for *drag*, *diameter*, *deuterium*, or a wider-than-average shoe size.

Dd		Hebrew	
Cuneiform		American Sign Language	
Egyptian		Morse Code	
Phoenician		Signal Flags	
Greek		Semaphore	
Cyrillic		NATO	Delta

Analysis Grid

Rhetorical Strategy	President Truman's Letter	Student Response
Introduction		
Termination of services		
Reasons		



~~TOP SECRET~~

DECLASSIFIED
E.O. 11652, Sec. 5(D) and 5(D)
WHITE HOUSE PRESS RELEASE 4/10/51
By *ALT/acc.*, NARS Date *3-7-75*

PROPOSED ORDER TO GENERAL MacARTHUR TO BE SIGNED BY THE PRESIDENT



I deeply regret that it becomes my duty as President and Commander in Chief of the United States military forces to replace you as Supreme Commander, Allied Powers; Commander in Chief, United Nations Command; Commander in Chief, Far East; and Commanding General, U. S. Army, Far East.

You will turn over your commands, effective at once, to Lt. Gen. Matthew B. Ridgway. You are authorized to have issued such orders as are necessary to complete desired travel to such place as you select.

My reasons for your replacement, which will be made public concurrently with the delivery to you of the foregoing order, will be communicated to you by Secretary Pace. *AND ARE*
contained in the next following message.

Harry Truman

~~TOP SECRET~~

*Dismissal Letter***Writing Suggestions & Example**

- Strive for simplicity and accuracy. For these types of letters, less is more.
- Do not display emotions or make unfounded accusations.
- Although recipients may want more information, the employer should refrain from providing any more information than is necessary, depending upon the relationship. (True friends and those who completed contracts successfully can actually be “terminated” on a good note, with bonuses, recommendations, and so forth as employment situations change.)

Dear Constance—

Thank you very much for all of your help with the math tutoring. As I have completed the midterm with an “A” and am back on solid ground in calculus, I will not be needing your help next semester. Please find enclosed a small token of gratitude, and know that I will be happy to recommend you to anyone else who needs similar help. Have an excellent holiday season!

Puddentain

Student Rubric

		Needs Improvement 0–74	Admirable 75–86	Excellent 87–100	Total
Formatting accuracy	40%				
Structured beginning, middle, and closing	40%				
Brief, factual information	20%				



EPISTLE OF ENCOURAGEMENT

Notes to the Teacher

- *Epistle* is the English form of a Greek word for *letter*, and today it implies that the author intends his or her work to be read by the public.
- Born to Jewish Greek parents in 5 CE as Saul of Tarsus in the province of Cilicia, Asia Minor, Paul died in 67 CE as a citizen of Rome who converted to Christianity. He is considered one of the most important figures of the apostolic age, although he was not one of Christ's original twelve apostles. He preached throughout the Roman Empire and founded several churches.
- The Epistles of Paul are fourteen books in the New Testament that were written in the first century to various groups (Romans, Corinthians, Galatians, Ephesians, Philippians, Colossians, and Thessalonians) and individuals (Timothy, Titus, and Philemon) in the region. There is some controversy among scholars as to the authenticity of the last seven books as they appear in the Bible.
- The letters form the basis of much Christian philosophy, ethics, and theology.
- For more on the Pauline Epistles, search christianity.com.

Duration

- Recommended time to complete lesson: 40 minutes with discussion

Procedures

1. Express to students the benefit of letters of encouragement and exhortation. If appropriate, the instructor may share personal anecdotes.
2. Have students read Paul's letter of exhortation to the Corinthians, and look up any vocabulary or historical context as necessary.
3. Have students use the Analysis Grid to make notes on the techniques that Paul uses to encourage his readers to accept Jesus Christ.
4. Have students write their own letters of exhortation or encouragement to friends or immediate family members.

EPISTLE OF ENCOURAGEMENT



Directions

- Read the history of the letter *E*
- Read the provided letter of encouragement
- Fill in the Analysis Grid
- Write an epistle of encouragement

The letter *E* began as a hieroglyph for a person in ancient Egypt and moved through Semite and Phoenician versions until the Greeks changed it into their letter *epsilon*.

E is the fifth letter of the alphabet and the third musical note, and it is the most frequently used of all the letters of our alphabet. *E* can stand for *excellent*, *English*, *eastern*, the irrational number equal to approximately 2.72 (Euler's number), or *energy* in the classic equation $e = mc^2$.

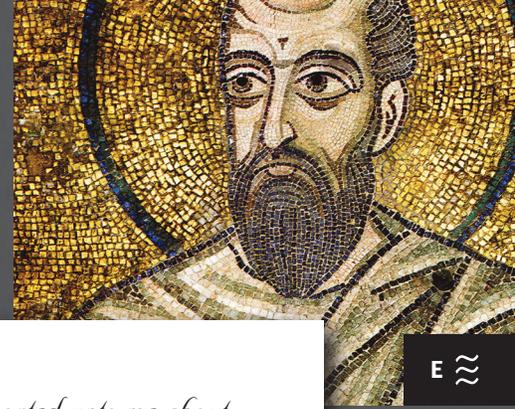
Ee		Hebrew	n/a
Cuneiform		American Sign Language	
Egyptian		Morse Code	•
Phoenician		Signal Flags	
Greek		Semaphore	
Cyrillic		NATO	Echo

Analysis Grid

Rhetorical Strategy	Saint Paul's Letter	Student Response
Introduction		
Expressions of devotion		
Words of encouragement		

Saint Paul to the Corinthians, 57 CE

Corinthians 1: 1–20 (21st Century King James Version)



- 1 Paul, called to be an apostle of Jesus Christ through the will of God, and Sosthenes our brother;
- 2 Unto the church of God which is at Corinth, to those who are sanctified in Christ Jesus, called to be saints, with all who in every place call upon the name of Jesus Christ our Lord, both theirs and ours:
- 3 Grace be unto you and peace from God our Father and from the Lord Jesus Christ.
- 4 I thank my God always on your behalf for the grace of God which is given you by Jesus Christ;
- 5 that in every thing ye are enriched by Him, in all utterance and in all knowledge,
- 6 even as the testimony of Christ was confirmed in you,
- 7 so that ye fall behind in no gift, waiting for the coming of our Lord Jesus Christ.
- 8 He shall also confirm you unto the end, that ye may be blameless in the Day of our Lord Jesus Christ.
- 9 God is faithful, by whom ye were called unto the fellowship of His Son Jesus Christ our Lord.
- 10 Now I beseech you, brethren, by the name of our Lord Jesus Christ, that ye all speak the same thing, and that there be no divisions among you, but that ye be perfectly joined together in the same mind and in the same judgment.
- 11 For it hath been reported unto me about you, my brethren, by those who are of the house of Chloe, that there are contentions among you.
- 12 Now this I say, when every one of you saith, "I am of Paul," and "I of Apollos," and "I of Cephas," and "I of Christ":
- 13 Is Christ divided? Was Paul crucified for you? Or were ye baptized in the name of Paul?
- 14 I thank God that I baptized none of you but Crispus and Gaius,
- 15 lest any should say that I had baptized in mine own name.
- 16 And I baptized also the household of Stephanas. Besides, I know not whether I baptized any other.
- 17 For Christ sent me not to baptize, but to preach the Gospel, and not with the wisdom of words, lest the cross of Christ should be made of no effect.
- 18 For the preaching of the cross is foolishness to those who perish; but unto us who are saved, it is the power of God.
- 19 For it is written: "I will destroy the wisdom of the wise, and will bring to nothing the understanding of the prudent."
- 20 Where is the wise? Where is the scribe? Where is the disputer of this world? Hath not God made foolish the wisdom of this world?

*Epistle of Encouragement***Writing Suggestions & Example**

- Locate additional information on the Epistles of Paul, his background, or the Bible as literature.
- Sending encouraging words to someone who is struggling with personal issues should be approached delicately, but it is still rewarding.
- Avoid insulting the reader by dwelling on problems—focus on positive goodwill instead.
- People in challenging professions also appreciate encouragement, from a simple “Thanks for all you do” to a tip or a note saying, “Great job—keep up the good work!”

Students—

Keep up the great work. I know this is challenging material for you, but if you keep practicing, eventually you will become a masterful Man or Woman of Letters. You’re getting better every day.

Sincerely,
Your Teacher

Student Rubric		Needs Improvement 0-74	Admirable 75-86	Excellent 87-100	Total
Formatting	20%				
Structure	70%				
Literary qualities	10%				



F

FAN LETTER

Notes to the Teacher

- *Fan* is actually a shortened version of the word *fanatic*.
- *Guinness World Records* lists 900,000 fan letters to Hank Aaron in 1974 as the most ever received by one person in a single year.
- Fan letters have been written to buildings, statues, and works of art.
- Intended letter recipients don't have to be celebrities. Minor-league athletes, regional actors, teachers, and business leaders enjoy receiving fan mail, too, and they are more likely to reply.
- Fan letters don't have to be formatted in a formal way, although neatness and readability can make an impact. Handwritten notes are best, and any kind of illustrations, specific details about what qualities the fan most admires, or references to the recipient's work are good to include.

Duration

- Recommended time to complete lesson: 20 minutes with discussion

Procedures

1. Describe to students what constitutes appropriate and inappropriate ideas that can be expressed in fan letters.
2. Have students read the letter to President Eisenhower about Elvis Presley shortly after he was drafted into the army in 1958.
3. Have students write their own fan letters.
4. Explain to students that if a photograph or reply is requested, including a SASE (self-addressed, stamped envelope) may increase their chances of receiving a response.

FAN LETTER

Directions

- Read the history of the letter *F*
- Read the provided historical fan letter
- Fill in the Analysis Grid
- Write a fan letter

F is the sixth letter of the alphabet and began as an Egyptian hieroglyph for a hook. It is the fourth note of the major scale and the fifteenth most frequently used letter in writing.

F can represent *failure* on a school report card, *Fahrenheit*, *fluorine*, the French *franc*, or *frequency*.

	Ff	Hebrew	n/a
Cuneiform	 (fa)	American Sign Language	
Egyptian		Morse Code	•••••
Phoenician		Signal Flags	
Greek	 (Phi)	Semaphore	
Cyrillic		NATO	Foxtrot

Analysis Grid

Rhetorical Strategy	Kelly, Bane, and Mattson's Letter	Student Response
Introduction		
Expressions of admiration		
Catchy saying, slogan, or expression		

Linda Kelly, Sherry Bane, and Mickie Mattson to President Eisenhower, 1958

A letter from Linda Kelly, Sherry Bane, and Mickie Mattson to President Eisenhower regarding Elvis Presley having been drafted



Box 755
Noxon, Mont
Jill

Dear President Eisenhower,

My girlfriend and I are writing
all the way from Montana, We think
its bad enough to send Elvis Presley
in the Army, but if you cut his
sideburns off we will just die!
You dont no how we fell about him,
I really dont see why you have to
send him in the Army at all, but we
beg you please please dont give
him a U.S. hair cut, or please
please dont! if you do we will
just about die!

Presley
Presley
IS OUR CRY
P-R-E-S-L-E-Y

Elvis Presley
Lovers

Linda Kelly
Sherry Bane
Mickie Mattson

Child
7/14

E. R. Lovers

Name _____

Date _____

Fan Letter

Student Rubric		Needs Improvement 0-74	Admirable 75-86	Excellent 87-100	Total
Appropriateness	40%				
Specific details	40%				
Extras	20%				





GREETING CARD

Notes to the Teacher

- Ancient people exchanged well-wishes on papyrus scrolls, and for centuries the wealthy and aristocratic would send messages to each other on momentous occasions.
- The first commercially produced Christmas cards were created in London in 1843 by Henry Cole and artist John Calcott Horsley.
- After the development of modern postage stamps and increased efficiency in printing, companies like Marcus Ward began mass-producing cards for birthdays and other holidays in the 1860s.
- Laura Seddon collected more than thirty-two thousand Victorian and Edwardian greeting cards, which are now housed at Manchester Metropolitan University.
- The artists Nathaniel Currier (1813–1888) and James Merritt Ives (1824–1895) drew and published more than 7,500 lithographs based on their own work and that of other artists celebrating holidays and scenes that were widely used in Christmas cards between 1834 and 1895. However, Currier and Ives never produced greeting cards themselves—their work has been appropriated by greeting card companies over the years.

- Today Hallmark Cards and American Greetings are the world's largest purveyors of greeting cards, selling more than 5 billion cards annually in the United States alone.
- For more general facts about greeting cards, see greetingcard.org/AbouttheIndustry/tabid/58/Default.aspx.

Duration

- Recommended time to complete lesson:
20 minutes with discussion

Procedures

1. Describe to students appropriate and inappropriate ideas that can be expressed in greeting cards.
2. Have students read and analyze the following presidential greetings to the US Foreign Service.
3. Have students write their own greeting cards.

GREETING CARD

Directions

- Read the history of the letter G
- Read the provided historical greeting card
- Fill in the Analysis Grid
- Write a greeting card

G is the seventh letter of our alphabet and began as an Egyptian hieroglyph for a throwing stick. It is the fifth note of the major scale and the sixteenth most frequently used letter in writing.

G can stand for *gravity*, *gulf*, *gangster*, *German*, or *government*, as used in “G-Man.”

Gg		Hebrew	
Cuneiform	 (GA)	American Sign Language	
Egyptian		Morse Code	
Phoenician		Signal Flags	
Greek	 (Gamma)	Semaphore	
Cyrillic		NATO	Golf

Analysis Grid

Rhetorical Strategy	President Roosevelt's Letter	Student Response
Introduction		
Expressions of affection		
Catchy saying or illustration		

President Roosevelt to Foreign Service Officers, 1933

Some Foreign Service officers responded to the president's message below. Their comments make it clear that the message had its intended positive effect. Roosevelt sent similar messages in future years.



As the year draws to a holiday pause before its close, I take much pleasure in sending out to you and through you to your personal and official family, and to the Foreign Service staffs in [name of country], my heartiest good wishes. Your loyal and intelligent cooperation with us in Washington has made these recent months of our association a source of great satisfaction and encouragement to me in this important period of our country's development.

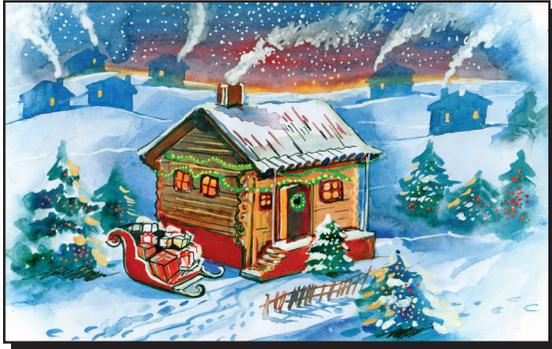
In offering my best greetings for Christmas and the New Year, I look forward in confident anticipation to continuing mutual cooperation in 1934.

Name _____

Date _____

Greeting Card

Examples



Best Wishes for a Happy Holiday
and Joyous New Year.



Gabby—
Greetings from Greece! We're gungho for
granola here, going to grocery for gum and
goat cheese. Go Gophers!

Grace

Student Rubric

Student Rubric		Needs Improvement 0-74	Admirable 75-86	Excellent 87-100	Total
Appropriateness	70%				
Specific details	20%				
Extras	10%				



HELLO NOTE

Notes to the Teacher

- Short notes that say hello are polite methods for people to say, for example, “I’ve arrived at camp,” “We’re having a great time on our vacation,” “I’m thinking about you,” or “Count me in.” The assignment for this unit is meant to be flexible and fun—students will handwrite short notes to each other, or they will engage in electronic communications with peers or parents.
- Large print postcards have been popular since the 1930s, especially from companies like Curt Teich.

Duration

- Recommended time to complete lesson:
30 minutes with discussion

Procedures

1. Describe to students appropriate and inappropriate ideas that can be expressed in informal letters of hello.
2. Have students read examples of hello letters and wish-you-were-here postcards.
3. Have students write their own letters of hello or wish-you-were-here postcards.
4. Encourage students to include interesting facts and details in their letters and postcards.

HELLO NOTE



Directions

- Read the history of the letter *H*
- Read the provided short hello note
- Fill in the Analysis Grid
- Write a hello note

The letter *H* emerged from the ancient Egyptian hieroglyph for a twisted length of rope and was used by the Semites and Phoenicians as their letter *cheth*.

H is about the ninth most frequently used written letter, and it can represent the element *hydrogen* in chemistry, *Hawaii* and *Hindustan* in geography, and the unit of induction (*henry*) in electricity.

Hh		Hebrew	
Cuneiform		American Sign Language	
Egyptian		Morse Code	••••
Phoenician		Signal Flags	
Greek		Semaphore	
Cyrillic	n/a	NATO	Hotel

Analysis Grid

Rhetorical Strategy	Hello Note	Student Response
Introduction		
Hello from place or event		
Connections made		

Hello note



Hello Henry—

*The scenery is here—
wish you were
beautiful!*

Hugs, Henrietta

Place
Stamp
Here

Name _____

Date _____

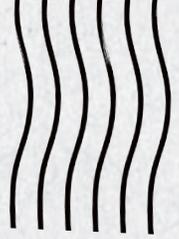
Hello Note

Writing Suggestions

The National Archives in England regularly puts out calls for help—their own form of, “Hello, we need you.” Read its blog asking for input on the Operation War Diary project (or others), note the responses from interested parties, and join in: <http://blog.nationalarchives.gov.uk/blog/operation-war-diary-archive-needs/>.

Alternatively, write a short note to a friend, teacher, or relative just to say, “Hello—I’m here, I’m thinking about you,” or “I’m interested in learning more about what you’re doing.”

Student Rubric		Needs Improvement 0–74	Admirable 75–86	Excellent 87–100	Total
Specific details	60%				
Structured beginning, middle, and closing	30%				
Connections	10%				



I

LETTER OF INTRODUCTION

Notes to the Teacher

- Before telephones, letters of introduction were important documents for people who may have traveled to new areas without personal contacts. A letter from a reputable reference was necessary if one wanted to obtain any position in society.
- Today, job applicants are more likely to be asked to write a letter introducing themselves and describing their interest in a position. These frequently can also serve as writing samples.

Duration

- Recommended time to complete lesson:
30 minutes with discussion

Procedures

1. Describe to students appropriate and inappropriate ideas that can be expressed in letters of introduction and interest.
2. Have students read Thomas Jefferson's classic letter of introduction for the Marquis de Valadie.
3. Students will then write their own letters of introduction or interest, describing either themselves or friends.
4. Be sure students include positive character traits and opportunities for connections and contributions.

LETTER OF INTRODUCTION

Directions

- Read the history of the letter *I*
- Read the provided historical letter of introduction
- Fill in the Analysis Grid
- Write a letter of introduction (or one expressing interest)

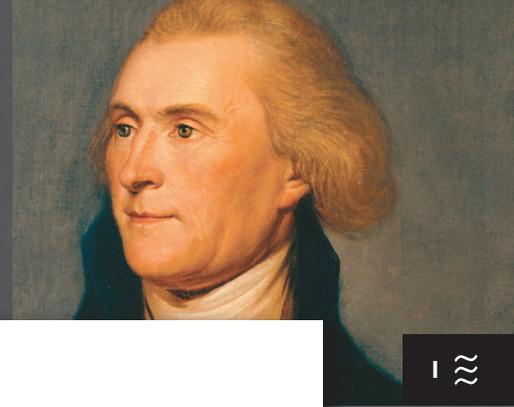
The letters *I* and *J* are believed to have been derived from an Egyptian hieroglyph for a hand. The Semites and Phoenicians changed the letter until the Greeks took it as their letter *iota*.

The vowel *I* is approximately the seventh most frequently used letter in written materials. It is the symbol for *iodine* in chemistry, and in initialisms for government agencies, it can stand for *international*, *interstate*, or *independent*.

	li	Hebrew	n/a
Cuneiform	 (i)	American Sign Language	
Egyptian		Morse Code	••
Phoenician		Signal Flags	
Greek	I (iota)	Semaphore	
Cyrillic	И	NATO	India

Analysis Grid

Rhetorical Strategy	Thomas Jefferson's Letter	Student Response
Introduction		
Descriptions of positive traits		
Opportunities to connect		



Paris June 22, 1788

Dear Sir,

I take the liberty of introducing to your acquaintance the Marquis de Valadie, bearer of this letter, a gentleman of distinguished family in this country. A genuine love of liberty, a desire of freeing himself from the shackles which the laws and manners of Europe impose, and a predilection for our country, tempt him to pay it a visit. You will find him well informed, sensible, honest and plain as a republican, all of which are titles to your notice and civilities to which give me leave to add the recommendations of him who has the honor to be with great esteem & respect

*Dr. Sir Your most obedt.
& most humble serot,
Th. Jefferson*

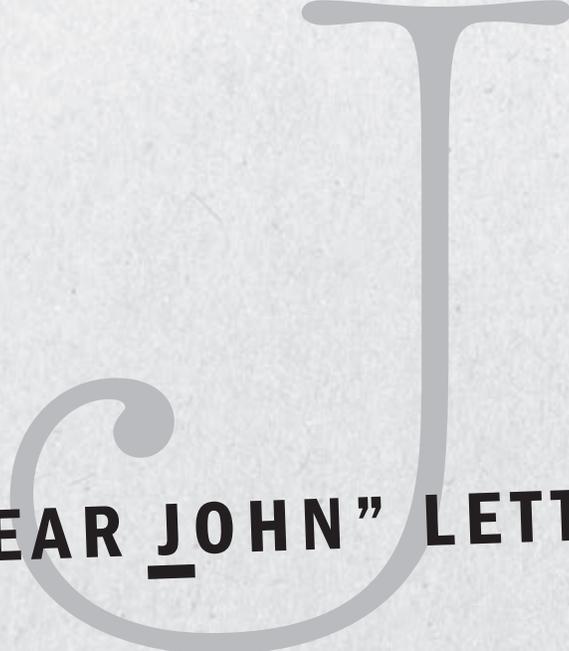
Name _____

Date _____

Letter of Introduction

Student Rubric		Needs Improvement 0-74	Admirable 75-86	Excellent 87-100	Total
Etiquette	35%				
Specific details	45%				
Connections	20%				





“DEAR JOHN” LETTER

Notes to the Teacher

- “Dear John” letters are letters from girlfriends or wives telling their boyfriends or husbands that they are leaving them. The stereotype emerged when servicemen who were away from home for extended periods of time during World War II and the Vietnam War received letters from girlfriends who could wait no longer for them to return.
- The “Dear Jane” letter, while not as popular, expresses a similar sentiment from a man to a woman.
- The term has become so popular that there are numerous references to it in popular culture, including British and American television series and songs performed by Jean Shepard and Taylor Swift.
- The term “Dear John letter” is now also used in human resources to describe a company rejecting an applicant, or an employee resigning from a position.

Duration

- Recommended time to complete lesson:
30 minutes with discussion

Procedures

1. Describe to students appropriate and inappropriate ideas that can be expressed in “Dear John” letters.
2. Have students look at the original, unpunctuated “Dear John” letter and add what they think is the correct punctuation.
3. Show students the two examples of how this text might be punctuated.
4. Analyze why the various punctuation marks give different meanings to the words.

“DEAR JOHN” LETTER

Directions

- Read the history of the letter *J*
- Read examples of “Dear John” letters
- Fill in the Analysis Grid
- Engage in a classic “Dear John” letter punctuation activity

The letters *I* and *J* may derive from the ancient Egyptian hieroglyph for a hand, adapted by the Semites, Phoenicians, and Greeks. Scribes in medieval Europe added a tail. *J* can be pronounced as a soft *g* in *jam*, as an *h* in *junta*, or as a *y* in *hallelujah*.

J is about the twenty-fourth most used letter in written works and can stand for *justice* or for *Juris* in the abbreviation *JD* (juris doctor).

	Jj	Hebrew	n/a
Cuneiform		American Sign Language	
Egyptian		Morse Code	• — — —
Phoenician		Signal Flags	
Greek	n/a	Semaphore	
Cyrillic	Йй	NATO	Juliet

Analysis Grid

Rhetorical Strategy	Version One	Version Two
Introduction		
Statement of intention		
Conclusion		

“Dear John” Punctuation Activity

This amusing activity illustrates that the use of punctuation can completely change the meaning of a statement.

The “Dear John” letter is traditionally a letter written to someone to say that you no longer wish to have a relationship with them. This can be done gently or not! Today this might be more likely to be sent via text message, so you may also wish to explore how a “Dear John” message might look using texting language and discuss whether this might lead to further confusion.



Dear john i want a man who knows what love is all
about you are generous kind thoughtful people who
are not like you admit to being useless and inferior
you have ruined me for other men i yearn for you i
have no feelings whatsoever when we're apart i can
be forever happy will you let me be yours anne

*"Dear John" Letter***Examples**

Dear John,

I want a man who knows what love is all about. You are generous, kind, thoughtful. People who are not like you admit to being useless and inferior. You have ruined me for other men. I yearn for you. I have no feelings whatsoever when we're apart. I can be forever happy. Will you let me be yours?

Anne

Dear John,

I want a man who knows what love is. All about you are generous, kind, thoughtful people who are not like you. Admit to being useless and inferior. You have ruined me. For other men, I yearn. For you, I have no feelings whatsoever. When we're apart, I can be forever happy. Will you let me be?

Yours,
Anne

Student Rubric

		Needs Improvement	Admirable	Excellent	Total
		0-74	75-86	87-100	
Personalization	50%				
Specific details	25%				
Connections	25%				



IK

LETTER OF KIND WORDS

Notes to the Teacher

- Short notes that express kindness are another way to show someone that you really care. The assignment for this unit is simply to express kindness to someone—a teacher, parent, friend, postal worker, police officer, or anyone who has done something nice for the writer. Students may choose to handwrite short notes to each other, select a greeting card, or engage in electronic communications with peers or parents.
- Herbert Hoover (1874–1964) was the thirty-first president of the United States who served as the head of the US Food Administration during World War I and did much for the humanitarian relief efforts in Europe. His presidency was marked by the Great Depression that followed the Wall Street Crash of 1929, a problem he tried (and failed) to patch with government public works projects such as the Hoover Dam.
- Helen Keller (1880–1968) was an activist and author who suffered the loss of both her sight and hearing from a childhood illness. The story of her teacher Anne Sullivan’s breakthroughs in communicating with her is the subject of the play and film *The Miracle Worker*.

Duration

- Recommended time to complete lesson: 20 minutes with discussion

Procedures

1. Describe to students how little things like notes of appreciation can mean a lot.
2. Have students read the short notes of kindness that follow.
3. Students then write their own notes of kindness, specifically mentioning a good quality or deed of the recipient.

LETTER OF KIND WORDS



Directions

- Read the history of the letter K
- Read the provided letter of expressing kindness
- Fill in the Analysis Grid
- Write a short, kind note

The letter *K* is thought to have developed from an ancient Egyptian hieroglyph for an open palm. It was adapted by the Semites who named it *kaph*, moved through the Phoenicians and then to ancient Greece, where it was named *kappa*.

K is about the twenty-second most frequently used written letter. In chemistry, *K* represents potassium as well as the *Kelvin* temperature scale. It can represent a *king* in chess, *Kansas City* or the *Knights of Columbus* in the abbreviation *KC*, *kitchen police* in *KP*, *Krona* in Norway, and *Kopeck* in Russia.

	Kk	Hebrew	
Cuneiform	 (ka)	American Sign Language	
Egyptian		Morse Code	
Phoenician		Signal Flags	
Greek	 (Kappa)	Semaphore	
Cyrillic		NATO	Kilo

Analysis Grid

Rhetorical Strategy	Helen Keller's Letter	Student Response
Kind words		
Specific quality or deed		
Appreciative sign-off		



K

Helen Keller

*Se becomes
to other*

mailed

ARCAN RIDGE
WESTPORT, CONN.

December 18, 1958

Dear Mr. Hoover,

Humbly I beg your pardon for not acknowledging sooner your generous donation to my work for the blind of the world. I have been away with Miss Thomson on a holiday in Atlantic City. She has been ill for a long time, but I am thankful to say that she is now on the road to recovery.

What especially warmed my heart was the assurance that your donation went to the American Foundation for Overseas Blind. It is a special pleasure for me to thank you and to say how proud and happy I am that the cooperation of you and many other friends has built up an undreamed-of bridge of assistance to the blind throughout the globe in their gallant struggle for knowledge and usefulness.

With deep esteem from Miss Thomson and myself,
I am,

Cordially yours,

HELEN KELLER

Mr. Herbert Hoover

The Waldorf-Astoria Towers

New York City

Name _____

Date _____

Letter of Kind Words

Example



Dear sweet friend,

How nice of you to send me flowers. They are lovely and certainly brightened my day. Every time I look at them I feel joy. Thank you for your kindness and for being a cherished friend.

Love,
Andrea

Student Rubric		Needs Improvement 0-74	Admirable 75-86	Excellent 87-100	Total
Personalization	50%				
Specific details	25%				
Connections	25%				



I _ LOVE LETTER

Notes to the Teacher

- The love letter is one of the oldest and most important forms of all personal correspondence.
- Famous love letters were exchanged between Antony and Cleopatra, Napoleon and Josephine, and playwright George Bernard Shaw and actor Ellen Terry, among many others.
- Numerous works of literature have built off the theme of love letters, including the Broadway romantic comedy *Love Letters* and the song “Love Letters in the Sand,” published in 1931 by Coots, Kenny and Kenny and popularized by Pat Boone and Patsy Cline.
- The relationship between poets Elizabeth Barrett (1806–1861) and Robert Browning (1812–1889) is one of the most significant in Victorian literature. The couple exchanged more than six hundred letters throughout their twenty-month courtship and wrote extensively about their love for each other.
- For more love letters, see *Love Letters of Great Men, Vol. I* by John C. Kirkland (2008).

Duration

- Recommended time to complete lesson:
30 minutes with discussion

Procedures

1. Describe to students appropriate and inappropriate ideas that can be expressed in love letters.
2. Have students read and analyze Robert Browning’s love letter to Elizabeth Barrett.
3. Have students write their own love letters.
4. Substitute letters to or from literary characters, if desired.

LOVE LETTER

Directions

- Read the history of the letter *L*
- Read the provided love letter
- Fill in the Analysis Grid
- Write a love letter

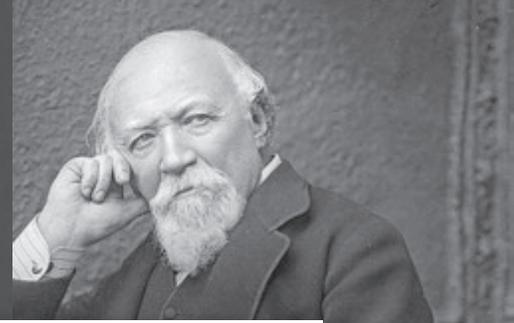
The letter *L* emerged from an ancient Egyptian hieroglyph representing a goad, or crooked staff. The Semites and Phoenicians adapted the letter, which was eventually taken by the Greeks to be their letter *lambda*. *L* is about the eleventh most frequently used written letter.

A capital *L* is the Roman numeral for fifty and can stand for *pound* in physics, *length* in mathematics, and *longitude* in geography. A lowercase *l* can stand for *latitude*, *lira*, *leaf*, or *left*.

		Hebrew	
Cuneiform	 (la)	American Sign Language	
Egyptian		Morse Code	
Phoenician		Signal Flags	
Greek	 (Lambda)	Semaphore	
Cyrillic		NATO	Lima

Analysis Grid

Rhetorical Strategy	Robert Browning's Letter	Student Response
Introduction		
Expression of devotion		
Memorable intentions		



January 10th, 1845

New Cross, Hatcham, Surrey

I love your verses with all my heart, dear Miss Barrett,—and this is no off-hand complimentary letter that I shall write,—whatever else, no prompt matter-of-course recognition of your genius, and there a graceful and natural end of the thing. Since the day last week when I first read your poems, I quite laugh to remember how I have been turning and turning again in my mind what I should be able to tell you of their effect upon me, for in the first flush of delight I thought I would this once get out of my habit of purely passive enjoyment, when I do really enjoy, and thoroughly justify my admiration—perhaps even, as a loyal fellow-craftsman should, try and find fault and do you some little good to be proud of hereafter!—but nothing comes of it all—so into me has it gone, and part of me has it become, this great living poetry of yours, not a flower of which but took root and grew—Oh, how different that is from lying to be dried and pressed flat, and prized highly, and put in a book with a proper account at top and bottom, and shut up and put away . . . and the book called a ‘Flora,’ besides! After all, I need not give up the thought of doing that, too, in time; because even now, talking with whoever is worthy, I can give a reason for my faith in one and another excellence, the fresh strange music, the affluent language, the exquisite pathos and true new brave thought; but in this addressing myself to you—your own self, and for the first time, my feeling rises altogether. I do, as I say, love these books with all my heart—and I love you too. Do you know I was once not very far from seeing—really seeing you? Mr. Kenyon said to me one morning ‘Would you like to see Miss Barrett?’ then he went to announce me,—then he returned . . . you were too unwell, and now it is years ago, and I feel as at some untoward passage in my travels, as if I had been close, so close, to some world’s-wonder in chapel or crypt, only a screen to push and I might have entered, but there was some slight, so it now seems, slight and just sufficient bar to admission, and the half-opened door shut, and I went home my thousands of miles, and the sight was never to be?

Well, these Poems were to be, and this true thankful joy and pride with which I feel myself,

Yours ever faithfully,
Robert Browning.

Name _____

Date _____

Love Letter

Example

Dear Ice Cream,

I love you. I love you more than sherbet, more than frozen yogurt, more than custard, pudding, jello, Italian ice, and mousse combined. I love how cold and creamy you are. I love how you melt in my mouth, how I can stir you up smooth, and how I can blend you with chocolate, vanilla, or strawberry flavors to make milk shakes, sundaes, and other delicious desserts.

Ice cream, I scream love for you—will you let me be yours?

A. Spoon

Student Rubric		Needs Improvement 0-74	Admirable 75-86	Excellent 87-100	Total
Personalization	50%				
Specific details	30%				
Connections	20%				



M

LETTER OF MATRIMONY

Notes to the Teacher

- Suitors were far more likely to express themselves in writing in the past than they are today. School-age youth are probably too young to get married, but they can appreciate the expressions of love shared by others.
- Lyndon Baines Johnson, aka LBJ (1908–1973), was the thirty-sixth president of the United States, assuming the role after President Kennedy’s assassination in 1962 and winning reelection in 1964. Claudia Alta “Lady Bird” Taylor married Johnson in 1934 and helped run his several political campaigns before becoming First Lady of the United States.
- LBJ and Taylor met in early September of 1934, in Austin. He proposed on their first date, and for the next two and a half months the two exchanged approximately ninety letters using words and emotional expressions rarely used in modern communication. They also exchanged photographs.

Duration

- Recommended time to complete lesson:
30 minutes with discussion

Procedures

1. Students should read the letters exchanged between Johnson and Lady Bird.
2. Have students write their own *M* letters—they could be fictitious letters of matrimony that they might want to send (or receive), letters to or from characters of literature, or letters of meaning, metaphor, or musings.

LETTER OF MATRIMONY



Directions

- Read the history of the letter *M*
- Read the provided classic letter of matrimony
- Fill in the Analysis Grid
- Write a letter of matrimony

The letter *M* is derived from an ancient Egyptian hieroglyph for waves of water. The letter was adapted by the Semites and Phoenicians until the Greeks took it as their letter *mu*. The Romans gave the letter its final shape and used it as a numeral for one thousand.

M is about the fourteenth most commonly used written letter. Capital *M* can stand for *Master's* degrees, *Mark*, and *monsieur*. Lowercase *m* can represent the prefix *milli-* in combination with *-meter*, *-liter*, and other metric measures.

Mm		Hebrew	
Cuneiform	 (ma)	American Sign Language	
Egyptian		Morse Code	••
Phoenician		Signal Flags	
Greek	 (Mu)	Semaphore	
Cyrillic		NATO	Mike

Analysis Grid

Rhetorical Strategy	LBJ and Lady Bird's Letters	Student Response
Introduction		
Body		
Conclusion		

Lyndon Baines Johnson to Claudia Alta Taylor, 1934



M

September 15, From LBJ to Lady Bird

My Dear,

Write me that long letter. Tell me just how you feel - give me some reassurance if you can and if you can't let's understand each other now. I'm lonesome. I'm disappointed but what of it. Do you care?

-Lyndon Baines

September 26, From Lady Bird to LBJ

Darling-

Your letter yesterday sort of put me on the spot, didn't it, dear? All I can say, in absolute honesty, is - I love you, I don't know how everlastingly I love you, - so I can't answer you yet.

-Lady Bird

Name _____

Date _____

Letter of Matrimony

Student Rubric

Student Rubric		Needs Improvement 0-74	Admirable 75-86	Excellent 87-100	Total
Personalization	50%				
Specific details	30%				
Connections	20%				





NI

LETTER OF NOTICE

Notes to the Teacher

- Letters of notice can be letters of resignation, official warnings, terminations of services, or simply notifications of important information.
- In 1974, as a result of pressures from the growing Watergate scandal, Richard Nixon became the first president of the United States to resign office.
- Major utilities frequently mail “Final Notice” letters after engaging in a stair-step approach to seeking unpaid bills, first with gentle reminders, postcards, phone calls, and so on, ending with a return receipt, courier-delivered “Payment Past Due—Cut-off Scheduled for [date]” style letter.
- Letters of notice do not have to be negative. Ending a lease or resigning a job for an advancement or a family issue can be positive in tone.
- It is considered unprofessional to resign from a job without giving “two weeks’ notice,” although many exceptions can apply. Employees and renters seeking recommendations from former bosses or landlords are advised to give as much notice as possible to give those individuals time to find appropriate replacements.

Duration

- Recommended time to complete lesson:
30 minutes with discussion

Procedures

1. Students should read the letter from Richard Nixon to Secretary of State Henry Kissinger.
2. Have students write their own letters of notice. They could write a fictitious letter imagining they are resigning from a position, deciding not to renew a lease, or ending any other kind of service.
3. A “Note to Self” can be an acceptable alternative.

LETTER OF NOTICE



Directions

- Read the history of the letter *N*
- Read the provided classic letter of notice
- Fill in the Analysis Grid
- Write a letter of notice

The letter *N* began as an ancient Egyptian hieroglyph for a snake. It was adapted by the Semites and Phoenicians until the Greeks changed it into their letter *nu*. The Romans wrote the letter with straight lines and used it for their numeral 90.

N is about the fifth most frequently used written letter and represents *nitrogen* on the periodic table. In the lower case, *n* can be used to represent an *indefinite number* in mathematics, *noun*, or *noon*.

	Nn	Hebrew	
Cuneiform		American Sign Language	
Egyptian		Morse Code	
Phoenician		Signal Flags	
Greek		Semaphore	
Cyrillic		NATO	November

Analysis Grid

Rhetorical Strategy	Richard Nixon's Letter	Student Response
Brevity		
Clarity		
Conclusion		



N



THE WHITE HOUSE
WASHINGTON

August 9, 1974

Dear Mr. Secretary:

I hereby resign the Office of President of the
United States.

Sincerely,

The Honorable Henry A. Kissinger
The Secretary of State
Washington, D. C. 20520

11.35 AM

HK

Name _____

Date _____

Letter of Notice

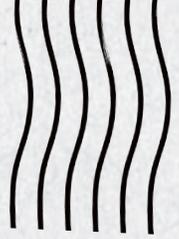
Example

Dear Landlord—

Although I have very much enjoyed living in this apartment for the past two years, I will not be renewing my lease next month in order to accept a position in Los Angeles. I will attempt to have my things out and the rooms cleaned in 30 days, and I have forwarded your number to my friend Bob Smith who may be contacting you about scheduling a walk-through visit.

Thanks Very Much,
Your Tenant

Student Rubric		Needs Improvement 0-74	Admirable 75-86	Excellent 87-100	Total
Clear statement of ending date	50%				
Causes and/or effects	25%				
Conclusions & forwarding information	25%				



OPINION LETTER

Notes to the Teacher

- Letters of opinion are frequently sent from readers of periodicals to the editors. These letters can discuss current events or react to published articles.
- Walter Lippmann (1889–1974) was a journalist and scholar who, in his classic book *Public Opinion* (1922), was influential in his studies of how writing and speaking influenced votes. Lippmann was a founder of *The New Republic* magazine and won two Pulitzer Prizes.
- Jackie Robinson (1919–1974) was the first African American to play major league baseball. In 1947 he started at first base for the Brooklyn Dodgers and was named Rookie of the Year. He continued to work for peaceful civil rights integration for the rest of his career and life.

Duration

- Recommended time to complete lesson:
30 minutes with discussion

Procedures

1. Have students read the letter from Jackie Robinson to President Eisenhower.
2. Students will then write their own opinion letters. Encourage them to send the letters to the editor of their school or local paper.

OPINION LETTER

Directions

- Read the history of the letter O
- Read a classic example of an opinion letter
- Fill in the Analysis Grid
- Write an opinion letter

The letter O originated with ancient Egyptians as a hieroglyph for an eye. The ancient Semites and Phoenicians adapted the letter until the ancient Greeks took it as their letter *omicron* and the Romans gave it its present form.

O is about the fourth most frequently used written letter. Capital O can represent *oxygen* on the periodic table, *Ohio*, and *ocean*.

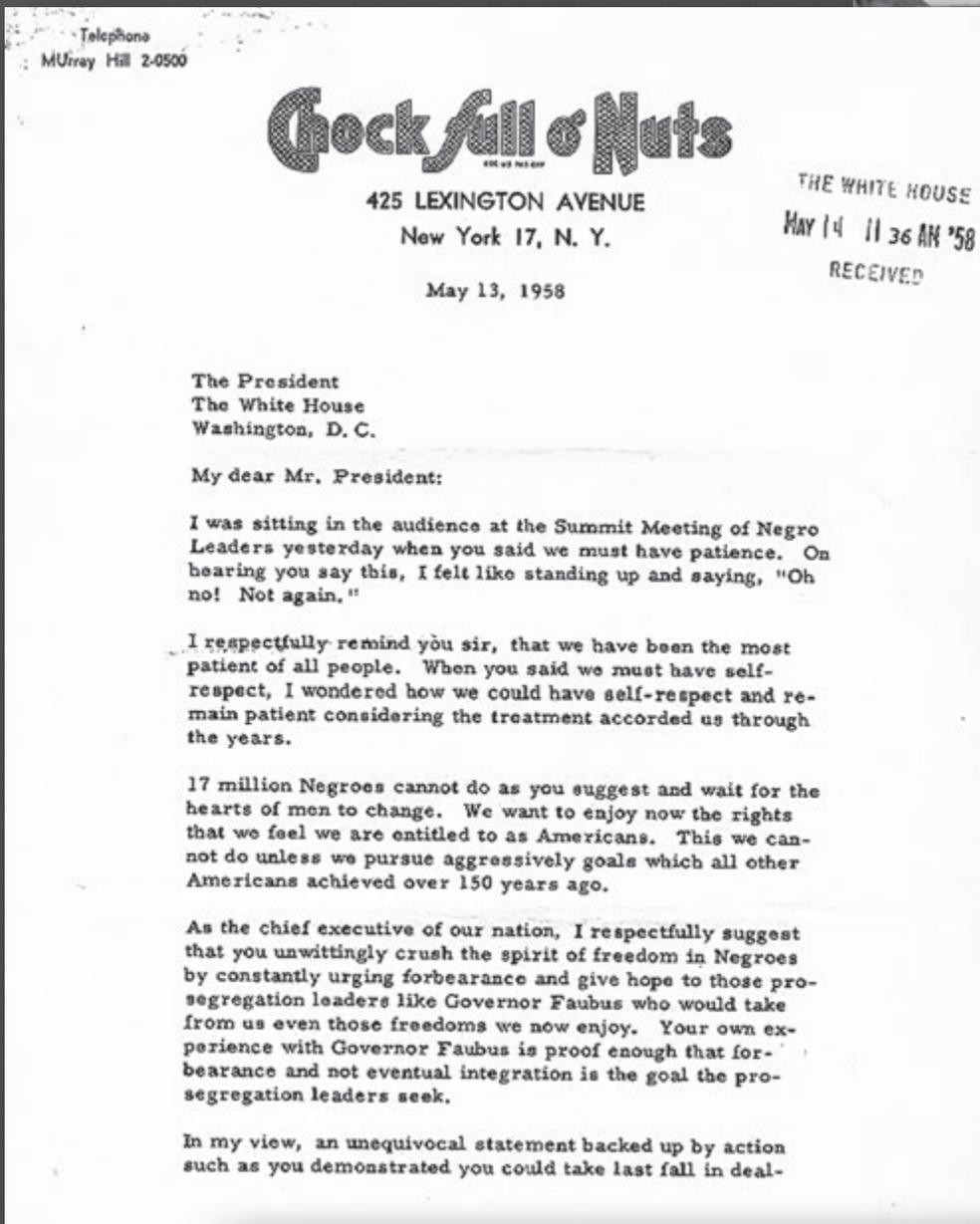
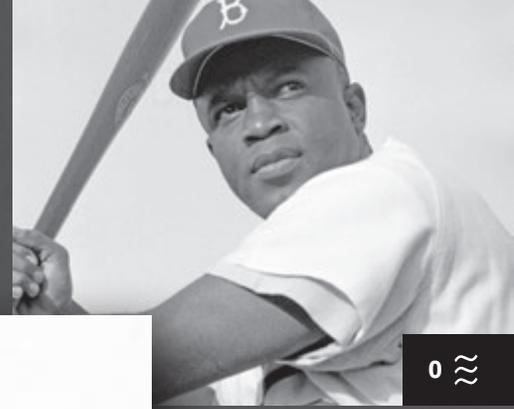
	Oo	Hebrew	n/a
Cuneiform	 (a)	American Sign Language	
Egyptian		Morse Code	••••
Phoenician		Signal Flags	
Greek	 (Omicron)	Semaphore	
Cyrillic		NATO	Oscar

Analysis Grid

Rhetorical Strategy	Jackie Robinson's Letter	Student Response
Statement of problem		
Opinion and support		
Conclusion		

Jackie Robinson to Dwight D. Eisenhower, 1958

A letter from Jackie Robinson to President Eisenhower regarding the desegregation of schools in the South



MAY 26 1958

The President

Page 2

May 13, 1958

ing with Governor Faubus if it became necessary, would let it be known that America is determined to provide -- in the near future -- for Negroes -- the freedoms we are entitled to under the constitution.

Respectfully yours,

Jackie Robinson
Jackie Robinson

JR:cc

Name _____

Date _____

Opinion Letter

Student Rubric		Needs Improvement 0-74	Admirable 75-86	Excellent 87-100	Total
Causes	33%				
Effects	33%				
Conclusions	34%				





P

PROTEST LETTER

Notes to the Teacher

- Protest letters and petitions have been used for centuries to speak out for various causes or against abuse. Students are encouraged to research other letters of protest, including those of the American colonists against British domination in the 18th century as well as those of the civil rights movements of the twentieth century.
- Numerous electronic and traditional pen-pal organizations exist, particularly geared toward international students seeking to practice their English skills.
- Pen-pal letters and postcards are good alternatives.
- Another alternative is to write a letter to the president, which often will be acknowledged by a response from the White House.

Duration

- Recommended time to complete lesson:
40 minutes with discussion

Procedures

1. Describe to students ideas that can be expressed respectfully in letters of protest.
2. Have students read and analyze Booker T. Washington's letter of protest against lynching.
3. Students then write their own letters of protest, postcards, or pen-pal letters.

PROTEST LETTER



Directions

- Read the history of the letter *P*
- Read the provided example of a protest letter
- Fill in the Analysis Grid
- Write a letter of protest

The letter *P* originated with an ancient Egyptian hieroglyph for an open mouth. It was then adapted by the Semites and Phoenicians until the Greeks took it as their letter *pi*. The Romans changed it to its present form.

P is about the eighteenth most frequently used written letter, and it can stand for *phosphorus* in chemistry and as an abbreviation for *post*, as in PS. Lowercase *p* can stand for *page*, *penny*, *peso*, *past*, and *piano*.

	Pp		Hebrew	
Cuneiform		(pa)	American Sign Language	
Egyptian			Morse Code	
Phoenician			Signal Flags	
Greek		(Pi)	Semaphore	
Cyrillic			NATO	Papa

Analysis Grid

Rhetorical Strategy	Booker T. Washington's Letter	Student Response
Introduction of issue		
Statement of principles		
Call for change		

Booker T. Washington to the *Birmingham Age-Herald*, 1904

The following letter was originally printed in the *Birmingham Age-Herald*, Monday, February 29, 1904, and was also sent out by the Associated Press to the newspapers of the country:



P

Within the last fortnight three members of my race have been burned at the stake; of these one was a woman. Not one of the three was charged with any crime even remotely connected with the abuse of a white woman. In every case murder was the sole accusation. All of these burnings took place in broad daylight and two of them occurred on Sunday afternoon in sight of a Christian church.

In the midst of the nation's busy and prosperous life few, I fear take time to consider where these brutal and inhuman crimes are leading us. The custom of burning human beings has become so common as scarcely to excite interest or attract unusual attention.

I have always been among those who condemned in the strongest terms crimes of whatever character committed by members of my race, and I condemn them now with equal severity; but I maintain that the only protection of our civilization is a fair and calm trial of all people charged with crime and in their legal punishment if proved guilty.

There is no shadow of excuse for departure from legal methods in the cases of individuals accused of murder. The laws are as a rule made by the white people and their execution is in the hands of the white people; so that there is little probability of any guilty colored man escaping.

These burnings without a trial are in the deepest sense unjust to my race; but it is not this injustice alone which stirs my heart. These barbarous scenes followed, as they are, by publication of the shocking details are more disgraceful and degrading to the people who inflict the punishment than those who receive it.

If the law is disregarded when a Negro is concerned, it will soon be disregarded when a white man is concerned; and, besides, the rule of the mob destroys the friendly relations which should exist between the races and injures and interferes with the material prosperity of the communities concerned.

Worst of all these outrages take place in communities where there are Christian churches; in the midst of people who have their Sunday schools, their Christian Endeavor Societies and Young Men's Christian Associations, where collections are taken up for sending missionaries to Africa and China and the rest of the so-called heathen world.

Is it not possible for pulpit and press to speak out against these burnings in a manner that shall arouse a public sentiment that will compel the mob to cease insulting our courts, our Governors and legal authority; cease bringing shame and ridicule upon our Christian civilization.

BOOKER T. WASHINGTON.

Tuskegee, Ala., February 22, 1904.

Name _____

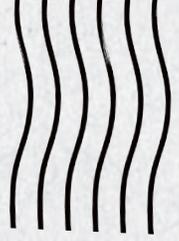
Date _____

Protest Letter

Student Rubric

Student Rubric		Needs Improvement 0-74	Admirable 75-86	Excellent 87-100	Total
Appropriateness	40%				
Logical/emotional appeals	40%				
Solutions offered	20%				





QUERY LETTER

Notes to the Teacher

- Query letters are sent by journalists, authors, and other creative individuals to ask for consideration from a periodical, publisher, or other director of production in regard to new projects. They may also be sent inquiring about potential jobs, positions, or activities in firms or foundations.
- Students could write letters to their school newspaper inquiring about articles and/or artwork that may be needed.
- Letters inquiring about job openings, hours of operation, directions, facilities, or accommodations can also be considered query letters.
- Some writers keep a file of previously sent letters, even those resulting in rejection, as evidence of effort and documentation of future success.

Duration

- Recommended time to complete lesson:
20 minutes with discussion

Procedures

1. Describe to students ideas that can be expressed respectfully in query letters.
2. Give students the author's letter to the publisher about this book to read and analyze.
3. Have students then write their own query letters.

QUERY LETTER

Directions

- Read the history of the letter Q
- Read the provided classic query letter
- Fill in the Analysis Grid
- Write a query letter

The letter Q began as an ancient Egyptian hieroglyph for a monkey. The Phoenicians adapted the symbol to a knotted cord and called their letter *qoph*. The ancient Greeks took this letter as their *koppa* (seldom used) before the Romans gave it its present form.

Q is about the twenty-fifth most frequently used written letter, and it can stand for *Quebec*, *queen*, *quarter*, or *quart*.

	Qq	Hebrew	
Cuneiform	n/a	American Sign Language	
Egyptian		Morse Code	•••••
Phoenician		Signal Flags	
Greek	 (Theta)	Semaphore	
Cyrillic	n/a	NATO	Quebec

Analysis Grid

Rhetorical Strategy	Dr. Charles Hyatt's Letter	Student Response
Introduction of artist		
Project proposal		
Query for response		



Return Address
City, State, Zip
e-mail and phone #

July 17, 2013

Attn: Dr. Aaron Willis
Social Studies School Service
10200 Jefferson Blvd.
Culver City, CA 90232-0802

Dear Dr. Willis:

Enclosed please find my proposal for a new book entitled *The Men and Women of Letters Program*. This book is based on successful activities utilized in my language arts classrooms over the past five years. I have also enclosed supporting materials, including a table of contents, sample letters, student responses, and a bibliography.

This book would be a flexible and highly engaging workbook which could support a variety of courses and textbooks, from middle grades years through college. I am available to structure and/or revise based upon your suggestions.

I am currently in my twentieth year of teaching and have experience in grades 6-12 language arts, ESOL, gifted, and special education classrooms, as well as 6 years teaching college business and psychology. I am also an experienced freelance and academic writer with more than 15 peer reviewed publications and more than 100 newspaper and magazine articles published.

A SASE has also been enclosed for your response or the return of the materials.

Thank you very much for your consideration.

Sincerely,
Charles Hyatt, PhD

Name _____

Date _____

Query Letter

Student Rubric

Student Rubric		Needs Improvement 0-74	Admirable 75-86	Excellent 87-100	Total
Introduction	30%				
Description	50%				
Style	20%				





R

LETTER OF RECOMMENDATION

Notes to the Teacher

- Recommendation letters are important communications from teachers, employers, and acquaintances supporting applications for employment or education. Today, letters of recommendation are still required for college admissions and are widely used by employers to screen candidates.
- A technique used by many busy teachers and employers is to have students or current employees write *their own* letters of recommendation, including important information, addresses, and qualities of note. The sender then can simply check for accuracy or make revisions, then sign and send.
- As a teacher and former business executive, one of the most frustrating parts of my job was being asked to write a letter of recommendation for a student who later did not need or send it. Several times I spent thirty minutes or more carefully crafting a letter, only to find my time had been wasted. Thus I highly recommend the above technique not only to save your own time, but also to make sure the student is really serious about the application and to help the student practice important writing and business management skills.

Duration

- Recommended time to complete lesson: 40 minutes with discussion. Can be continued in a second class period.

Procedures

1. Ask students to think about the many advantages of good letters of recommendation.
2. Have students read and analyze Benjamin Franklin's letter of recommendation.
3. Students then write their own letters of recommendation, highlighting what they would like a teacher or employer to say about their strengths, skills, and contributions were they applying to a school or for a job.

LETTER OF RECOMMENDATION



Directions

- Read the history of the letter R
- Read the provided letter of recommendation
- Fill in the Analysis Grid
- Write a letter of recommendation

The English letter *R* began as an ancient Egyptian hieroglyph of the human head. It was adapted by the Semites and Phoenicians until the Greeks turned it into a *P*-shaped letter named *rho*. The Romans gave the capital letter *R* its present form.

Capital *R* can represent “Response” in prayer books, *radius* or *ratio* in mathematics, *radical* in chemistry, and *resistance* in electricity. *R* can also stand for *royal*, *registered*, *reserve*, *rupee*, *ruble*, or *rook*.

	Rr		Hebrew	
Cuneiform		(ra)	American Sign Language	
Egyptian			Morse Code	
Phoenician			Signal Flags	
Greek		(Rho)	Semaphore	
Cyrillic			NATO	Romeo

Analysis Grid

Rhetorical Strategy	Benjamin Franklin's Letter	Student Response
Introduction of candidate		
Description of strengths		
Encouragement to admit		

Benjamin Franklin to No One in Particular, 1777

Model of a letter of recommendation of a person you are unacquainted with.



R

Paris, April 2, 1777.

Sir: The bearer of this, who is going to America, presses me to give him a letter of recommendation, though I know nothing of him, not even his name. This may seem extraordinary, but I assure you it is not uncommon here. Sometimes, indeed, one unknown person brings another equally unknown, to recommend him; and sometimes they recommend one another! As to this gentleman, I must refer you to himself for his character and merits, with which he is certainly better acquainted than I can possibly be. I recommend him, however, to those civilities which every stranger, of whom one knows no harm, has a right to; and I request you will do him all the favor that, on further acquaintance, you shall find him to deserve. I have the honor to be, etc.

*Letter of Recommendation***Writing Suggestions & Example**

1. When crafting the recommendation letter, be specific about the strengths the candidate exhibited in his or her position.
2. Avoid mentioning weaknesses in writing. If you are not comfortable writing an honest letter recommending the candidate, politely decline to write one. Recommending people who have significant performance issues in previous jobs without reporting those issues to new employers can result in legal action.
3. Try to make clear connections to the new position and company.

Dear Phil-

This is to recommend Jane Smith for the position of personal assistant. For the past two years, Jane has been quite the best secretary, administrator, and events planner I've ever had. I'm sorry to lose her but know that you will be very happy with her organizational and interpersonal skills. All the best to everyone at Big Corp.

Sincerely,
Roger Jones

Student Rubric

		Needs Improvement 0-74	Admirable 75-86	Excellent 87-100	Total
Positive tone	20%				
Descriptions of strengths	70%				
Encouragement of acceptance	10%				



S

LETTER TO A SOLDIER

Notes to the Teacher

- Writing letters to soldiers who are away from home fighting for their homeland is a tradition as old as history, and can make a positive impact on the morale of servicemen and -women enduring the stress of being stationed abroad.
- Numerous organizations sponsor “Letter to a Soldier” campaigns, and the US Department of Defense provides information regarding how to contact military personnel: http://hqdainet.army.mil/mpsa/per_locator.htm.
- Students should avoid explicit discussion of death, destruction, personal injury, and other emotionally intense aspects of military service. Students who do not wish to write letters in support of soldiers should write letters to their senators explaining alternative political solutions to military conflict. Encourage connections with family members who serve(d).
- In the famous “Bixby Letter” of 1864, Abraham Lincoln wrote to the mother of five soldiers who had reportedly been killed in the Civil War. Critics now claim Secretary of War John Hay is the real author of the letter, that two of the sons were later found (one a deserter), and that Mrs. Bixby destroyed the original letter as a gesture in support of the rebellion.

Duration

- Recommended time to complete lesson: 30 minutes with discussion. Can be continued in a second class period.

Procedures

1. Ask students to think about the positive impact receiving letters can have on the morale of soldiers and their families.
2. Have students read and analyze the letter to a soldier’s mother from President Lincoln.
3. Students then write their own letters to soldiers.

LETTER TO A SOLDIER



Directions

- Read the history of the letter S
- Read the provided classic letter to a soldier
- Fill in the Analysis Grid
- Write a letter to a soldier

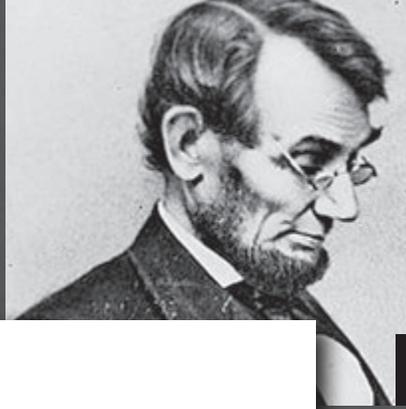
The English letter S began as an ancient Egyptian hieroglyph for a tusk. It was adapted by the Semites and the Phoenicians until taken by the Greeks to be their letter *sigma*. The Romans gave the capital letter S its present form.

S is about the eighth most frequently used written letter and can stand for *superior* or *satisfactory*, *south* or *southern*, *society*, *state*, or *school*. It represents the element *sulfur* in chemistry.

	Ss	Hebrew	
Cuneiform		American Sign Language	
Egyptian		Morse Code	•••
Phoenician		Signal Flags	
Greek		Semaphore	
Cyrillic	С	NATO	Sierra

Analysis Grid

Rhetorical Strategy	Abraham Lincoln's Letter	Student Response
Thinking of you		
Appreciation/news from home		
Encouragement to carry on		



*Executive Mansion,
Washington, Nov. 21, 1864*

Dear Madam,

I have been shown in the files of the War Department a statement of the Adjutant-General of Massachusetts that you are the mother of five sons who have died gloriously on the field of battle.

I feel how weak and fruitless must be any words of mine which should attempt to beguile you from the grief of a loss so overwhelming. But I cannot refrain from tendering to you the consolation that may be found in the thanks of the Republic they died to save.

I pray that our Heavenly Father may assuage the anguish of your bereavement, and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours, to have laid so costly a sacrifice upon the altar of Freedom.

*Yours, very sincerely and respectfully,
Abraham Lincoln*

Name _____

Date _____

Letter to a Soldier

Example



Dear American Soldier-

Thank you for your service and your sacrifice. We here at home appreciate that you have put yourself in danger for us, and we want you to know your contributions to our country are noticed. I had an uncle in Vietnam and both of my grandfathers were in World War II, so I know a little about what is needed to be a serviceman. Please try to stay safe and come back home soon.

Thanks again,
A Student

Student Rubric		Needs Improvement 0-74	Admirable 75-86	Excellent 87-100	Total
Positive tone	40%				
Descriptions of strengths	40%				
Encouragement of acceptance	20%				



THANK-YOU LETTER

Notes to the Teacher

- Thank-you letters are polite means of expressing gratitude for gifts, services, or any type of kind gesture. They may be short notes or long letters, but they are virtually always expected as proper etiquette from children to their grandparents, from brides and grooms who receive wedding gifts, or for any kind of significant donation, gift, or extraordinary service.
- Many of the best thank-you letters and notes are short, sweet, and to the point, but they should include a genuine acknowledgement of the use or thoughtfulness associated with the gift or action.
- Thank-you notes with envelopes purchased in boxes of twenty to fifty at stationery stores provide a handy reserve for busy professionals or lucky gift-recipients.
- Notes from students to relatives, employers, or teachers are always appreciated.
- Sometimes, unexpected thank-you notes are the most pleasurable to receive—consider a note to a janitor, cafeteria worker, coach, postal worker, or bus driver.
- A simple, “I appreciate your help. Thanks for all you do!” is a surefire way to make anyone’s day!
- Letters of termination or transmittal are also possibilities for this exercise.

Duration

- Recommended time to complete lesson: 20 minutes with discussion. Can be continued in a second class period.

Procedures

1. Ask students to think about the positive aspects of sending thank-you letters.
2. Have students read and analyze Richard Nixon’s thank-you letter to Elvis Presley.
3. Have students write their own thank-you letters.

THANK-YOU LETTER

Directions

- Read the history of the letter *T*
- Read the provided classic thank-you letter
- Fill in the Analysis Grid
- Write a thank-you letter

The English capital letter *T* began as an ancient Egyptian hieroglyph in the form of an *x* that was used as a check mark. The Semites and Phoenicians adapted the letter until it was taken by the Greeks as their letter *tau*; the Romans gave it the form used today.

T is about the second most frequently used letter in writing, and it can stand for *tenor*, *tempo*, *time*, *tense*, and *temperature*.

	Tt	Hebrew	
Cuneiform	 (ta)	American Sign Language	
Egyptian		Morse Code	
Phoenician		Signal Flags	
Greek	 (Tau)	Semaphore	
Cyrillic		NATO	Tango

Analysis Grid

Rhetorical Strategy	Nixon's Letter	Student Response
Thank you for . . . Specific details		
This is appreciated because, or I am using this how . . .		
Kind words in closing		



December 31, 1970

Dear Mr. Presley:

It was a pleasure to meet with you in my office recently, and I want you to know once again how much I appreciate your thoughtfulness in giving me the commemorative World War II Colt 45 pistol, encased in the handsome wooden chest. You were particularly kind to remember me with this impressive gift, as well as your family photographs, and I am delighted to have them for my collection of special mementos.

With my best wishes to you, Mrs. Presley, and to your daughter, Lisa, for a happy and peaceful 1971.

Sincerely,
Richard Nixon

Mr. Elvis Presley
Box 417
Madison, Tennessee 37115

*Thank-You Letter***Example**

Dear Teacher-

Thank you very much for all of the hard work you put into helping us.

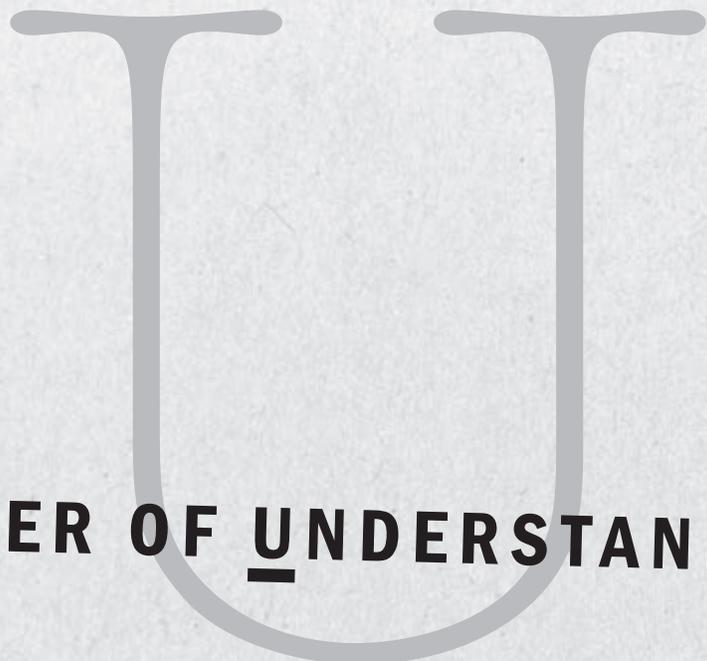
I know sometimes we students might not show our appreciation, but please know that we cherish your wisdom, patience and dedication to learning.

We especially value the fascinating activities that you have developed on letter writing. We couldn't do it (very well) without you!

Sincerely,
Your Favorite Student

Student Rubric

Student Rubric		Needs Improvement 0-74	Admirable 75-86	Excellent 87-100	Total
Positive tone	50%				
Connection	30%				
Thoughtfulness	20%				



LETTER OF UNDERSTANDING

Notes to the Teacher

- Letters of understanding are explanatory epistles, communications of clarification, or simple contracts setting forth terms of agreement between parties.
- These types of agreements can be formal or informal—notarized by attorneys or scrawled on napkins—and they can be in essay, editorial, or letter format.
- Letters of understanding are great tools for teachers and students to establish mutual performance expectations.

Duration

- Recommended time to complete lesson: 30 minutes with discussion

Procedures

1. Ask students to think about how letters of understanding help both the sender and recipient understand situations.
2. Have students read and analyze the letter of understanding sent by the United Kingdom prime minister Benjamin Disraeli (1804–1881) to poet and social critic Thomas Carlyle (1795–1881).
3. Have students write their own letters of understanding.

LETTER OF UNDERSTANDING



Directions

- Read the history of the letter *U*
- Read the provided letter of understanding
- Fill in the Analysis Grid
- Write a letter of understanding

The English capital letters *U*, *V*, and *W* all began as an ancient Egyptian hieroglyph for a supporting pole. The Semites and Phoenicians adapted the letter until it was taken by the Greeks as their letter *upsilon*. In Latin, the letter *U* did not come into widespread use until the later Middle Ages with the advent of printing. The Romans used a capital *V* to represent “u” and “vee” sounds, until medieval scholars separated the two.

U is about the twelfth most frequently used written letter, and it can represent *university*, *unsatisfactory*, *union*, or the chemical element *uranium*.

Uu		Hebrew	n/a
Cuneiform	 (u)	American Sign Language	
Egyptian		Morse Code	•••■
Phoenician		Signal Flags	
Greek	 (Upsilon)	Semaphore	
Cyrillic		NATO	Uniform

Analysis Grid

Rhetorical Strategy	Benjamin Disraeli's Letter	Student Response
Statement of terms		
Statements of understanding		
Closing		



December 27, 1874

Sir:

A government should recognize intellect. It elevates and sustains the tone of a nation. But it is an office which adequately to fulfill requires both courage and discrimination, as there is a chance of falling into favoritism and patronizing mediocrity, which instead of elevating the national feeling would eventually degrade or debase it.

When I consider the literary world, I see only two living names which I would fain believe will be remembered and they stand out in uncontested superiority. One is that of a poet- if not a great poet, a real one; and the other is your own.

I have advised the Queen to offer to confer a baronetcy on Mr. Tennyson, and the same distinction should be at your command if you like it; but I have remembered that, like myself, you are childless and may not care for hereditary honors. I have therefore, made up my mind, if agreeable to yourself, to recommend to her majesty to confer on you the highest distinction for merit at her command, one which I believe has never yet been conferred by her except for direct services to the state, and that is "The Order of the Bath."

I will speak with frankness on another point. It is not well that in the sunset or your life you should be disturbed by common cares. I see no reason why a great author should not receive from a nation a pension as well as a lawyer or statesman. Unfortunately, the personal power of her majesty in this respect is limited, but still, it is in the Queen's capacity to settle on an individual an amount equal to a good fellowship, which was cheerfully accepted and enjoyed by the great spirit of Johnson and the pure integrity of Southey.

Have the goodness to let me know your feelings on these subjects. I have the honor to remain, sir,

Your faithful servant,
B. Disraeli

Name _____

Date _____

Letter of Understanding

Student Rubric		Needs Improvement 0-74	Admirable 75-86	Excellent 87-100	Total
Situation	30%				
Terms	40%				
Agreement lines	30%				





VICTORY CLUB LETTER

Notes to the Teacher

- During World War II, many schools formed victory clubs to write letters to soldiers to raise morale. Although victory clubs are no longer prominent, there is no reason they can't be revived on a smaller scale. This assignment can overlap with the letters to soldiers from Lesson S.
- Use exact names and addresses, if possible.
- Check students' letters for respectful tone and appropriate information.
- An alternative V letter project is a letter urging recipients to get out and vote.

Duration

- Recommended time to complete lesson:
30 minutes with discussion

Procedures

1. Ask students to think about how a victory letter can boost the morale of writer and receiver.
2. Have students read and analyze the Kirby-Smith Junior High School Victory Club letter to a sailor from 1942.
3. Have students write their own victory letters.

VICTORY CLUB LETTER



Directions

- Read the history of the letter V
- Read the provided victory club letter
- Fill in the Analysis Grid
- Write a victory letter

The English capital letters *V*, *U*, and *W* all began as an ancient Egyptian hieroglyph for a supporting pole. The Semites and Phoenicians adapted the letter until it was taken by the Greeks as their letter *upsilon*. In Latin, the capital letter *V* was used as both a consonant and a vowel. The Romans used a capital *V* to represent “u” and “vee” sounds as well as for the number five.

V is about the twenty-first most frequently used written letter, and it can represent *veteran* or *volunteer*.

	Vv	Hebrew	n/a
Cuneiform	 (vi)	American Sign Language	
Egyptian		Morse Code	••••■
Phoenician		Signal Flags	
Greek	n/a	Semaphore	
Cyrillic	В	NATO	Victor

Analysis Grid

Rhetorical Strategy	Mary Harrell's Letter	Student Response
Statement of admiration		
Information about writer		
Wishes for victory		

Mary Harrell to Edward C. Bailey, 1942

A letter written from Kirby-Smith Junior High School student Mary Harrell to Edward C. Bailey, a former student serving in the US Naval Reserve.



Kirby Smith
Room 57, Jax, Fla.

Dear Mr. Bailey,

We have read and reread your letter, devoured every word and enjoyed it extravagantly. We enjoy playing a small part in this war, but to know you really read and enjoyed our letters makes us so very happy.

If you must know how we got your name, and why we wrote you, Here goes! Miss Davis sponsors the Victory Club. She ask that we attempt to get the addresses of all the Kirby Smith men that are now in the Service, and that we write them each a letter—her enthusiasm was so contagious we responded magnificently. We have to date over 154 names and addresses.

Our club is composed of both 8th & 9th grade boys and girls, (12 yrs. to 16 yrs.) We meet once a week on Thursday but in order to take care of all our correspondence and to get all the tags for the U. S. O. made and our Christmas cards. Miss Davis meets “some” of us here every morning at 8: o'clock—(school begins at 9:15).

Mr. Sisson heartedly approves, Mrs. Hall gives us her fullest cooperation and Mr. Stevens says “atta boy.” Miss Byrd has been very helpful in getting names and addresses.

Kirby Smith won in the parade, we were surprised. I am 16 years old and my hair auburn. My favorite sport is baseball.

Your letter sounded as if you really are doing a lot.—We find many many people whom know you and admire you—most of the teachers smile when we mention your name.

Our [illegible],
Mary Harrell

P.S. Jacksonville is bursting at the seams, so many people. The W. A. A. C. S. are taking over the Three Ten Apts—Where the waves are to take over the Mayflower.

Uncle Samuel has a Ferry from down town to the N. A. S. We'd like a ride, but the old boy “says no.”

Name _____

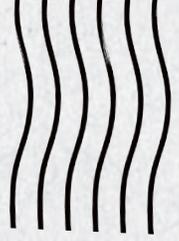
Date _____

Victory Club Letter

Example

Team—
Go! Fight! Win! We expect a victory!
The Cheerleaders

Student Rubric		Needs Improvement 0-74	Admirable 75-86	Excellent 87-100	Total
Hopeful tone	40%				
Specific information on sender or situation	40%				
Encouraging wishes	20%				



W

LETTER OF WARNING

Notes to the Teacher

- Letters of warning can overlap with letters of notice to serve as formal, legal notification to individuals and organizations that their behavior has been noted and must change. Human resources officers, government agencies, and individuals involved in contracts should send letters of warning before taking certain actions to document their displeasure and provide opportunities to remediate before escalation.

Duration

- Recommended time to complete lesson:
20 minutes with discussion

Procedures

1. Ask students to think about how letters of warning help both the sender and recipient understand situations.
2. Have students read and analyze the US Surgeon General's letter of warning regarding the use of air conditioning in the National Archives building.
3. Have students write their own letters of warning.

LETTER OF WARNING



Directions

- Read the history of the letter W
- Read the provided letter of warning
- Fill in the Analysis Grid
- Write a letter of warning

The English capital letters *W*, *U*, and *V* all began as an ancient Egyptian hieroglyph for a supporting pole. The Semites and Phoenicians adapted the letter until it was taken by the Greeks as their letter *upsilon*. The Romans used a capital *V* to represent “*u*” and “*vee*” sounds, until medieval scholars separated the two and created first *W* and then *U*.

W is about the nineteenth most frequently used written letter, and it can stand for *width*, the element tungsten in chemistry, or *watt* in electricity.

Ww		Hebrew	
Cuneiform		American Sign Language	
Egyptian		Morse Code	
Phoenician		Signal Flags	
Greek		Semaphore	
Cyrillic	n/a	NATO	Whiskey

Analysis Grid

Rhetorical Strategy	H. S. Cumming's Letter	Student Response
Statement of problem		
Actions necessary		
Timely consequences		



(COPY-fdd)

ARCHIVES BUILDING

TREASURY DEPARTMENT
BUREAU OF THE PUBLIC HEALTH SERVICE WASHINGTON

September 10, 1930.

Mr. Louis A. Simon, Chairman,
Advisory Committee on the National Archives,
Office of Supervising Architect,
Treasury Department, Washington, D.C.

Dear Mr. Simon:

I have to refer to your letters of August 14th and September 2nd, in regard to the effect on the health of employees in the proposed Archives Building.

I note that in order to obtain the maximum concentration of books or papers, it will be impracticable to use light courts, making recourse to artificial illumination and conditioned air necessary; also that it would be desirable to keep the upper range of temperature not higher than 80 degrees, even during the summer months, as a matter of preservation of the records.

Experience shows that, if the difference between outdoor temperature and indoor temperature in rooms utilizing conditioned air is over seven to ten degrees, the room occupants commonly complain of a sense of cold on passing indoors. Thus it is the belief of Sanitary Engineer Leonard Greenburg, to whom this question has been referred, that during certain extremely hot days, the workers in the Archives Building will complain about the atmospheric conditions if the indoor temperature is kept below 80 degrees while the outdoor temperature rises to the neighborhood of 95 degrees or more. Undoubtedly a very large proportion of these objections will be encountered among the older employees.

No directly harmful effect on health need be anticipated, and it is, of course, possible that the outdoor temperature exceeds 90 degrees on so few days each year that the number of complaints might be relatively small, but it is felt that this possibility should be kept in mind in designing the ventilation provisions.

No specific question is asked as to the effect of artificial light upon the eyes of the employees, but it may be stated that no ill effects are to be anticipated if the intensity of the light is sufficient, if it is of the right quality, and if it is free from glare.

*File
mm*

If it should be considered to be desirable, the light could be made to have the color of daylight by the use of the proper color filters, such as those designed by the Macbeth Lighting Company of New York City. It is important that the light should have sufficient intensity, otherwise the eyes of the workers will be strained. To avoid glare, electric lamps should be covered with opaque or translucent shades so that the light from them does not shine directly into the eyes.

Whether indirect, semi-indirect, or direct lighting should be provided for in planning the lighting for the stacks will depend upon their design, dimensions, and arrangement.

Respectfully,

(Signed) H.S.CUMMING

Surgeon General.

Name _____

Date _____

Letter of Warning

Example

LAST WARNING

Dear Student—

If you continue to use your cell phone in class and ignore the posted policies about food and drinks, a formal disciplinary referral will be submitted in your name.

The Teacher

Student Rubric

Student Rubric		Needs Improvement 0-74	Admirable 75-86	Excellent 87-100	Total
Firm tone	25%				
Accurate informational support	60%				
Resolution	15%				



LETTER ABOUT X-RAYS

Notes to the Teacher

- Although students may never need to request X-rays, learning how to request materials is an important skill.
- Special topics letters can be substituted about *The X-Files*, xylophones, “x-treme” sports, the *X-Men*, or an *ex-friend*.

Duration

- Recommended time to complete lesson:
20 minutes with discussion

Procedures

1. Ask students to read the example letter carefully.
2. Have students write letters related to the letter X.

LETTER ABOUT X-RAYS



Directions

- Read the history of the letter X
- Read the provided X letter
- Fill in the Analysis Grid
- Write an X letter

The letter X is believed to have originated with the ancient Semites and Phoenicians who developed a symbol for the letter *samekh* before the Greeks adopted it for their letter *chi*. The Romans gave the capital letter X its present form and used it to represent the number ten.

The letter X is about the twenty-third most frequently used written letter, and it can stand for Christ in *Xmas*, an unknown quantity in mathematics or chemistry, and the multiplication symbol or the word *by* in equations and measurements.

	Xx	Hebrew	n/a
Cuneiform	 (xa)	American Sign Language	
Egyptian	n/a	Morse Code	•••••
Phoenician		Signal Flags	
Greek	 (xi)	Semaphore	
Cyrillic	X	NATO	Xray

Analysis Grid

Rhetorical Strategy	Xavier Xayaraj's Letter	Student Response
Specific instructions		
Different categories		
Address		

1234 Any Street
Your Town, USA 12345

Helpful Hospital
6789 Emergency Avenue
Center City, USA 54321

Dear Dr. Skeleton,

Thank you very much for your help setting the arm that I broke writing letters last week.

Would you please send me a copy of my X-rays? I may need to take them to physical therapist.

Thank you very much.

Sincerely,
Xavier Xayaraj

Name _____

Date _____

Letter About X-Rays

Example



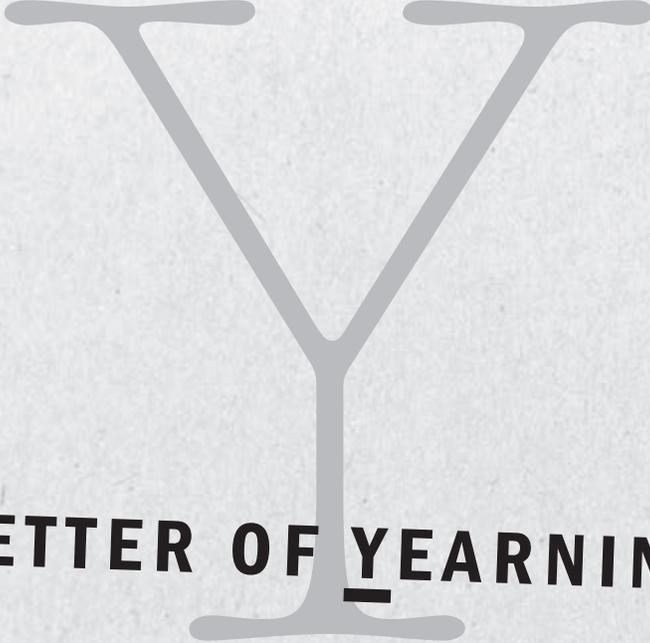
6789 Emergency Avenue
Center City, USA 54321

Dear Xavier-

Thanks for your excellent letter. Please find enclosed your x-rays, taken from our X-files. X marks the spot of your injury. Please contact your ex for more examples and explanations, or my assistant, Alex Axelrod.

xxxxooo,
Dr. Skeleton

Student Rubric		Needs Improvement 0-74	Admirable 75-86	Excellent 87-100	Total
Directions followed	34%				
Option selected	33%				
Correct address	33%				



LETTER OF YEARNING

Notes to the Teacher

- A letter of yearning is a special type of love letter written to someone far away to express desires to be reunited.
- Providing students with some background information about Napoleon Bonaparte and Josephine may help students understand this historical relationship in context.
- The letter Y may be an appropriate time to refresh student understanding of closing signatures, especially “Sincerely Yours.”
- Historical Y references can also be found for the Summit at Yalta, Boris Yeltsin, yellowcake, and Yuma, Arizona.
- Alternative topics for students include writing letters related to yardwork, yarn, or Yellowstone National Park. Students could also be encouraged to think of their own Y topic.

Duration

- Recommended time to complete lesson:
40 minutes with discussion

Procedures

1. Ask students to think about how letters of yearning help the recipient feel needed by the sender.
2. Have students read and analyze Napoleon’s letter to his love, Josephine.
3. Have students write their own Y letters.

LETTER OF YEARNING



Directions

- Read the history of the letter Y
- Read Napoleon Bonaparte's letter of yearning to Josephine
- Fill in the Analysis Grid
- Write a Y letter

The letter Y is likely to have arisen from an ancient Egyptian hieroglyph for a hook, which was then adapted by the Semites and Phoenicians before the ancient Greeks took it as their letter *upsilon* and the Romans changed it to its present form.

The letter Y is about the 17th most frequently used written letter, and it stands for *Young* in YMCA or the element *yttrium* in chemistry.

	Yy	Hebrew	
Cuneiform		American Sign Language	
Egyptian		Morse Code	
Phoenician		Signal Flags	
Greek		Semaphore	
Cyrillic	n/a	NATO	Yankee

Analysis Grid

Rhetorical Strategy	Napoleon Bonaparte's Letter	Student Response
Statement of feelings		
Missing you . . . how?		
Until we are together . . .		



June 15, 1795

Josephine, how can you remain so long without writing to me; your last laconic letter is dated May 22. Moreover, it is a distressing one for me, but I always keep it in my pocket; your portrait and letters are perpetually before my eyes.

I am nothing without you. I scarcely imagine how I existed without knowing you. Ah! Josephine, had you known my heart would you have waited from May 18th to June 4th before starting? Would you have given an ear to perfidious friends who are perhaps desirous of keeping you away from me? I openly avow it to every one, I hate everybody who is near you. I expected you to set out on May 24th, and arrive on June 3rd.

Josephine, if you love me, if you realise how everything depends on your health, take care of yourself. I dare not tell you not to undertake so long a journey, and that, too, in the hot weather. At least, if you are fit to make it, come by short stages; write me at every sleeping-place, and despatch your letters in advance.

All my thoughts are concentrated in thy boudoir, in thy bed, on thy heart. Thy illness! that is what occupies me night and day. Without appetite, without sleep, without care for my friends, for glory, for fatherland, you, you alone the rest of the world exists no more for me than if it were annihilated. I prize honour since you prize it, I prize victory since it pleases you; without that I should leave everything in order to fling myself at your feet.

A la citoyenne Bonaparte, &c.

Name _____

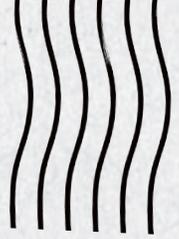
Date _____

Letter of Yearning

Student Rubric

Student Rubric		Needs Improvement 0-74	Admirable 75-86	Excellent 87-100	Total
Emotion	33%				
Detail	34%				
Faith	33%				





Z

LETTER ZERO

Notes to the Teacher

- Sometimes people just write to each other to say nothing; they just want to keep in touch or trade pleasantries with friends.
- This assignment can be wide open—a make-up letter from a previous lesson or a purely social note to a friend.
- Letters about zebras, zoos, or Zen are still in the Z zone.
- The history of the number zero is fascinating and unique in and of itself.

Duration

- Recommended time to complete lesson: 20 minutes with discussion

Procedures

1. Ask students to think about how letters about nothing are still nice to send and receive.
2. Have students read and analyze the letter about the film *Zero Dark Thirty*.
3. Students then write their own Z letters.

LETTER ZERO



Directions

- Read the history of the letter Z
- Read a letter about *Zero Dark Thirty*
- Fill in the Analysis Grid
- Write a letter about nothing

The English letter Z is believed to have begun as an ancient Egyptian hieroglyph for an arrow. The Semites and Phoenicians adapted the symbol to their letter *zayin* before the Greeks took it for their sixth letter, *zeta*. The Romans moved the letter to the end of the alphabet and used it only when writing words from Greek. The English and Canadians refer to Z as *zed*, or in some dialects, *izzard*.

Z is the least frequently written letter of the twenty-six English letters, and it can stand for *zero*, *zone*, the atomic number in chemistry, or *zenith* distance in astronomy.

	Zz	Hebrew	
Cuneiform		American Sign Language	
Egyptian		Morse Code	
Phoenician		Signal Flags	
Greek		Semaphore	
Cyrillic	З	NATO	Zulu

Analysis Grid

Rhetorical Strategy	Feinstein, Levin, and McCain's Letter	Student Response
Purpose		
Development		
Conclusion		



United States Senate

WASHINGTON, DC 20510

December 19, 2012

Mr. Michael Lynton
Chairman and CEO
Sony Pictures Entertainment
10202 W. Washington Blvd.
Culver City, CA 90232-3195

Dear Mr. Lynton:

We write to express our deep disappointment with the movie *Zero Dark Thirty*. We believe the film is grossly inaccurate and misleading in its suggestion that torture resulted in information that led to the location of Usama bin Laden.

We understand that the film is fiction, but it opens with the words “based on first-hand accounts of actual events” and there has been significant media coverage of the CIA’s cooperation with the screenwriters. As you know, the film graphically depicts CIA officers repeatedly torturing detainees and then credits these detainees with providing critical lead information on the courier that led to Usama Bin Laden. Regardless of what message the filmmakers intended to convey, the movie clearly implies that the CIA’s coercive interrogation techniques were effective in eliciting important information related to a courier for Usama Bin Laden. We have reviewed CIA records and know that this is incorrect.

Zero Dark Thirty is factually inaccurate, and we believe that you have an obligation to state that the role of torture in the hunt for Usama Bin Laden is not based on the facts, but rather part of the film’s fictional narrative.

Pursuant to the Senate Intelligence Committee’s recently-adopted Study of the CIA’s Detention and Interrogation program, Committee staff reviewed more than 6 million pages of records from the Intelligence Community. Based on that review, Senators Feinstein and Levin released the following information on April 30, 2012, regarding the Usama Bin Laden operation:

- The CIA did not first learn about the existence of the Usama Bin Laden courier from CIA detainees subjected to coercive interrogation techniques. Nor did the CIA discover the courier’s identity from detainees subjected to coercive techniques. No detainee reported on the courier’s full name or specific whereabouts, and no detainee identified the compound in which Usama Bin Laden was hidden. Instead, the CIA learned of the existence of the courier, his true name and location through means unrelated to the CIA detention and interrogation program.
- Information to support this operation was obtained from a wide variety of intelligence sources and methods. CIA officers and their colleagues throughout the Intelligence Community sifted through massive amounts of information, identified possible leads, tracked them down, and made considered judgments based on all of the available intelligence.

- The CIA detainee who provided the most significant information about the courier provided the information prior to being subjected to coercive interrogation techniques.

In addition to the information above, former CIA Director Leon Panetta wrote Senator McCain in May 2011, stating:

“ . . . no detainee in CIA custody revealed the facilitator/ courier’s full true name or specific whereabouts. This information was discovered through other intelligence means.”

We are fans of many of your movies, and we understand the special role that movies play in our lives, but the fundamental problem is that people who see *Zero Dark Thirty* will believe that the events it portrays are facts. The film therefore has the potential to shape American public opinion in a disturbing and misleading manner. Recent public opinion polls suggest that a narrow majority of Americans believe that torture can be justified as an effective form of intelligence gathering. This is false. We know that cruel, inhuman, and degrading treatment of prisoners is an unreliable and highly ineffective means of gathering intelligence.

The use of torture should be banished from serious public discourse for these reasons alone, but more importantly, because it is a violation of the Geneva Conventions, because it is an affront to America’s national honor, and because it is wrong. The use of torture in the fight against terrorism did severe damage to America’s values and standing that cannot be justified or expunged. It remains a stain on our national conscience. We cannot afford to go back to these dark times, and with the release of *Zero Dark Thirty*, the filmmakers and your production studio are perpetuating the myth that torture is effective. You have a social and moral obligation to get the facts right.

Please consider correcting the impression that the CIA’s use of coercive interrogation techniques led to the operation against Usama Bin Laden. It did not.

Thank you for your assistance on this important matter.

Sincerely,
Dianne Feinstein
Chairman
Senate Select Committee on Intelligence

Carl Levin
Chairman
Senate Armed Services Committee
Ex-Officio Member of the Senate Select Committee on Intelligence

John McCain
Ranking Member
Senate Armed Services Committee
Ex-Officio Member of the Senate Select Committee on Intelligence

Name _____

Date _____

Letter Zero

Example

Hey Boo-

Wassup? Nuttin here- jus' chillin. I'm diggin'
this class but can't wait to get home and
start writin' letters. That junk at lunch was
whacked- glad you were the bigger man.
Pooky's havin' a throw-down Friday night-
you goin?

Keep it real,
C

Student Rubric		Needs Improvement 0-74	Admirable 75-86	Excellent 87-100	Total
Greetings	33%				
Information	34%				
Questioning	33%				



The Men and Women of Letters

MEMO

A memorandum is the last kind of letter we will study. It is a communication of something to be remembered, and it can be a short, interoffice note introducing other material, or it can be a missive, a diplomatic communication, or a legal communication setting forth the terms of a contract that frequently looks something like this:

Date: Today

To: Student

From: Teacher

Re: Success

Congratulations on successfully completing The Men and Women of Letters program! Your certificate is attached. There are no letters in this book left to write, unless you want to craft a “memo to me” transmitting important information.

Keep reading, keep writing, and keep in touch!

JUMBLE PUZZLE

Unscramble these four Jumbles, one letter to each square, to form four ordinary words.

TUINY

--	--	--	--	--

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SOSBA

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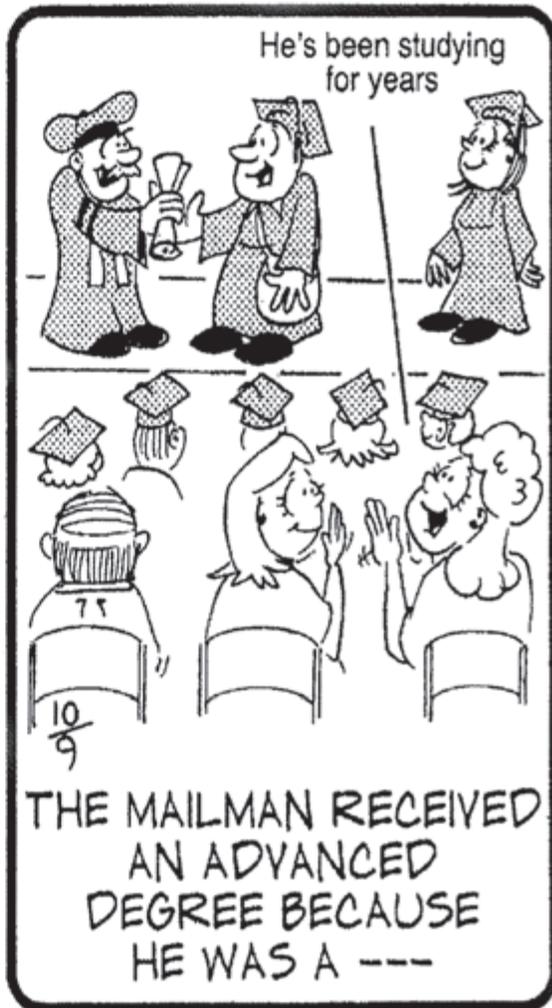
RECLEY

--	--	--	--	--

www.jumble.com

LEMITY

--	--	--	--	--



Now arrange the circled letters to form the surprise answer, as suggested by the above cartoon.

A:

--	--	--

 OF "

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ADDITIONAL RESOURCES

In addition to the resources below, it is helpful to keep current with important letters published regularly, search among the numerous pen pal exchange clubs found on the Internet, and continue the study of the men and women of letters found throughout history.

- Amnesty International. amnesty.org.
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A: Leonardo da Vinci to Ludovico Sforza, 1482, in *Leonardo on Painting: An Anthology of Writings by Leonardo da Vinci, with a Selection of Documents Relating to His Career as an Artist*, ed. Martin Kemp, trans. Martin Kemp and Margaret Walker (New Haven, CT: Yale University Press, 1989), 251–53.

Image Credit: Engraving of Leonardo da Vinci. By unknown artist, via Wikimedia Commons

B: Miller, Franklin, Bassett & Co. to Wallace Perry, 13 November 1922, in *How to Write Letters* by Mary Owens Crowther (New York: Garden City Publishing, 1922; Project Gutenberg, 2007). <http://www.gutenberg.org/files/22222/22222-h/22222-h.htm>.

Image Credit: Photo of Chicago-Rookery. By iStock.com/Emilie1980

C: Patricia Hall to Jacqueline Kennedy, 23 November 1963, in “Condolences from around the World,” John F. Kennedy Presidential Library and Museum. <http://www.jfklibrary.org/About-Us/News-and-Press/Press-Kit-November-22-1963/Documents-for-Press-Kit/Condolences.aspx/>.

Image Credit: Photograph of President’s Family. By Abbie Rowe, 1963, Washington, DC, Abbie Row White House Photographs

D: Harry S. Truman to Douglas MacArthur, 11 April 1951, “Statement and Order by the President on Relieving General MacArthur of His Commands.” Online by Gerhard Peters and John T. Woolley, *The American Presidency Project*. <http://www.presidency.ucsb.edu/ws/?pid=14058>.

Image Credit: Portrait of Harry Truman. By Greta Kempton, 1945, Harry S. Truman Library

E: 1 Corinthians 1: 1–20. Twenty-first Century King James Version.

Image source: Mosaic of the Apostle Paul. By unknown artist, circa 1200 CE, Saint Sophia’s Cathedral, Kiev, the Google Cultural Institute

F: Linda Kelly, Sherry Bane, and Mickie Mattson to Dwight D. Eisenhower. White House Central Files (Eisenhower Administration), 1953–1961. National Archives and Records Administration. ARC identifier : 594359. <https://research.archives.gov/id/594359>.

Image Credit: Photograph of Elvis Signing Autographs. By unknown artist, 1956, Minneapolis, the Minneapolis Tribune

G: Franklin Roosevelt to Foreign Service Officers, 1933. “Presidential Greetings, c. 1933.” *The Text Message. National Archives and Records Administration*. <http://blogs.archives.gov/TextMessage/2011/12/20/presidential-greetings-c-1933/>.

Image Credit: Franklin D. Roosevelt. By unknown artist, circa 1942–45, US National Archives and Records Administration, College Park, 535927

H: Text of student sample is an original note from Andrea Hyatt, used with permission.

Image Credit: Stamp Collection. By iStock.com/tuanyick

I: “Thomas Jefferson to Unknown, 22 June 1788,” Founders Online, National Archives (<http://founders.archives.gov/documents/Jefferson/01-13-02-0179>), in *The Papers of Thomas Jefferson*, vol. 13, *March – 7 October 1788*, ed. Julian P. Boyd. (Princeton, NJ: Princeton University Press, 1956), p. 281.

Image Credit: Portrait of Thomas Jefferson. By Charles Willson Peale, circa 1770, courtesy of the Diplomatic Reception Rooms, US Department of State, Washington, DC

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Image Credit: Portrait of Thomas Jefferson. By Charles Willson Peale, circa 1970, courtesy of the Diplomatic Reception Rooms, US Department of State, Washington, DC
- K: Letter from Helen Keller to Herbert Hoover Regarding His Donation to the American Foundation for Overseas Blind, 18 December 1958. Herbert Hoover Papers: Post Presidential Period: Individuals File, 1933–1964. National Archives and Records Administration. ARC identifier: 5900000. <http://research.archives.gov/description/5900000>.
Image Credit: Portrait of Helen Keller. By unknown artist, circa 1904, Library of Congress, Prints and Photographs Division, Washington, DC, LC-USZ62-112513
- L: Robert Browning to Elizabeth Barrett, 10 January 1845, in *The Letters of Robert Browning and Elizabeth Barrett Barrett*, Vol. 1 (of 2) 1845–1846, edited by Robert Browning. (London: Smith, Elder, 1900; Project Gutenberg: 2005). <http://www.gutenberg.org/files/16182/16182-h/16182-h.htm>.
Image Credit: Portrait of Robert Browning. By Herbert Rose Barraud, circa 1888
- M. Lyndon Baines Johnson to Lady Bird Taylor, September 1934. Personal Papers of Lyndon B. and Lady Bird Johnson, LBJ Presidential Library, *Dear Bird: The 1934 Courtship Letters*. <http://archives.lbjlibrary.org/exhibits/show/34letters>.
Image Credit: Lyndon Baines Johnson. By Elizabeth Shoumatoff, 1968, The White House Historical Association (White House Collection), 968.624.1
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Image Credit: Photograph of Richard Nixon and Chancellor Brandt. By Karl H. Schumacher, 1973, US National Archives and Records Administration, 194545
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Image Credit: Photograph of Jackie Robinson. By Bob Sandberg, 1954, Library of Congress, Prints and Photographs Division, Washington, DC, LC-DIG-ppmsc-00048
- P: Washington, Booker T. "A Protest Against the Burning and Lynching of Negroes," *Birmingham Age-Herald*, February 22, 1904. <http://hdl.loc.gov/loc.rbc/lcrbmrp.t2006>.
Image Credit: Portrait of Booker T. Washington. By unknown artist, courtesy of the US National Archives and Records Administration, 20111110-OC-AMW-0023
- Q: Charles Hyatt to Aaron Willis, 17 July 2013.
Image Credit: Photo of Question Marks. iStock.com/PauDIDesigns
- R: Franklin, Benjamin. *The Life of Benjamin Franklin, Written By Himself: Volume II*. Edited by John Bigelow. (Philadelphia: J. B. Lippincott, 1900), 401.
Image Credit: Benjamin Franklin Drawing Electricity from the Sky. By Benjamin West, circa 1816, the Philadelphia Museum of Art, Gift of Mr. and Mrs. Wharton Sinkler, 1958, 1958-132-1

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Image Credit: Photograph of Benjamin Disraeli. By Cornelius Jabez Hughes, 1878, Isle of Wight, Harvard Art Museum, Photographs and Special Visual Collections Department, Fine Arts Library, Cambridge, Massachusetts

V: Mary Harrell to Edward C. Bailey, 5 December 1942. Investigation Files, 1940–1945. National Archives at Atlanta. *National Archives and Records Administration*. <http://www.archives.gov/atlanta/exhibits/item40-rg.html>.

Image Credit: Photograph of the USS San Francisco. By the US Navy, 1945, off the coast of Korea, courtesy of the US Navy Naval History and Heritage Command, 80-G-495711

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Image Credit: Photograph of Columns. By iStock.com/renaschild

X: A fictitious letter written by Charles Hyatt to Helpful Hospital.

Image Credit: X-Ray of Rotator Cuff Tear. By Micaela E., via Wikimedia Commons

Y: Napoleon Bonaparte to Josephine de Beauharnais, 14 June 1795, in *Napoleon's Letters to Josephine, 1796–1812* by Henry Foljambe Hall (New York: E. P. Dutton, 1901; Project Gutenberg 2011). <http://www.gutenberg.org/files/37499/37499-h/37499-h.htm>.

Image Credit: Portrait of Napoleon. By Jacques-Louis David, 1812, the National Gallery of Art, Washington, DC

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Image Credit: Portrait of Dianne Feinstein. By unknown artist, courtesy of the US Congress



It is with great pleasure that

acknowledges

for outstanding achievement in reading and writing
and is hereby declared a Man of Letters

Course

Date



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