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Sonlight Curriculum "Language Arts 6" Schedule, Notes and Activity Sheets

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“Language Arts 6” —Schedule for Topics and Skills			
Weeks	Skill	Writing	Activity (Optional)
1	Reason to Write (Writing Process)	Descriptive Essay (Writing Process) Revise in Active Voice (Fluency)	The Cartouche (Imaginative)
2	Spatial Organization (Organization)	Research for Travel Journal (Research) Write the Travel Journal (Creative Expression)	Map the Nile (Critical Thinking)
3	Point of View (Writing Process) Past Tense (Grammar)	Pre-write a Peace Treaty (Writing Process) Write a Peace Treaty (Writing Process)	Cuneiform (Imaginative)
4	Topic Sentences (Paragraph Organization)	Write a Paragraph With Unity (Paragraph Fluency) Write a Paragraph with Coherence (Paragraph Fluency)	The Phoenician Alphabet (Critical Thinking)
5	Elaboration (Paragraph Organization)	Use Elaboration (Paragraph Organization)	More Elaboration (Imaginative)
6	Dialogue and Attributions (Narrative) Appositives (Grammar)	Dialogue in the Myth (Narrative)	Mythology in Poetry (Critical Thinking)
7	Comparison/Contrast (Analysis)	Pre-writing for Comparison/Contrast Essay (Analysis) Write a Comparison/Contrast Essay (Analysis)	Format Compare/Contrast (Critical Thinking)
8	Transitions (Paragraph Fluency) The Semicolon in Sentence Combining (Grammar)	First Draft and Revision (Writing Process) The Final Draft (Writing Process)	Word Pictures (Artistic)
9	Symbolism (Analysis)	Symbolism in Literature (Analysis) Symbolism in Poetry (Analysis)	You as a Symbol (Creative Expression)
10	Avoiding Cliches (Word Choice)	Word Choice and Tone (Word Choice) The Mystery (Narrative)	More Cliches (Imaginative)
11	Characters (Narrative)	Writing the Plot (Narrative) Writing the Mystery (Narrative)	Illustrate the Mystery (Artistic)
12	Pre-writing the Classification Essay (Classification) Axiom (Grammar)	Writing the Classification Essay (Classification) Revising the Classification (Classification)	Classification Mnemonic (Creative Expression)
13	Dissecting a Poem (Analysis)	Sound Devices (Analysis) Compare/Contrast Poems (Analysis)	All the Poetry That’s Fit to Print (Creative Expression)
14	Imagery (Analysis)	The Apostrophe in Poetry (Analysis) Using Theme in Poetry (Analysis)	From Words to Images (Artistic)
15	Summarizing and Pre-writing (Pre-writing)	The Book Report (Informative) A Comic Strip to Summarize the Plot (Summary)	Musical Poetry (Creative)
16	The Novel Log for Literary Analysis (Analysis)	Diagramming Characterization (Analysis) The Plot Diagram (Analysis)	Writer’s Choice (Imaginative)
17	The Newspaper Article (Analysis)	Research for Interview (Research) The Feature Newspaper Article (Informative)	Time Capsule (Imaginative)
18	Headlines (Critical Thinking) Kenning (Grammar)	Write a Soft News Article (Informative) Write a Hard News Article (Informative)	Newspaper Layout (Creative)

“Language Arts 6”—Schedule for Topics and Skills (cont.)

Weeks	Writing/Grammar Skills	Creative Expression	Activity (Optional)
19	Pre-writing for the Definition Essay (Writing Process for Definition)	Write the Definition Essay (Writing Process for Definition) Revision of the Definition Essay (Writing Process for Definition)	Building Blocks (Word Choice)
20	The Speaker in a Poem (Diagnostic)	Dramatic Interpretation of a Poem (Interpretation) Present the Poem (Creative)	A Prayer (Creative)
21	Pre-writing for Cause and Effect Essay (Writing Process for Cause and Effect)	Write a Cause and Effect Essay (Writing Process for Cause and Effect) Revise the Cause and Effect Essay (Writing Process for Cause and Effect)	Infomercial (Imaginative)
22	Eliminating Redundancy and Repetition (Sentence Fluency)	Eliminating Wordy Sentences (Sentence Fluency) Revise Your Writing (Sentence Fluency)	Mad News (Creative)
23	The Definition of a Hero (Definition)	The Protagonist as a Hero (Analysis) Other Types of Characters (Analysis)	The Story of My Life (Prediction)
24	Correlative Conjunctions (Grammar) Aphorisms (Inquiry)	The Kigo (Symbolism) The Tanka (Creative)	Names (Imaginative)
25	Change the Tone (Exploratory)	Change the Setting (Exploratory) Creating Setting and Tone (Productive)	Hink Pink (Critical Thinking)
26	Ad Copy (Critical Thinking about Propaganda) Colons (Grammar)	The Head is the Heart (Process of Advertising) The Body (Process of Advertising)	Diary from Tomorrow (Prediction)
27	Plotting the Fairy Tale (Creative)	The Setting (Creative) The Fairy Tale (Creative)	The Riddler (Critical Thinking)
28	The Introduction (Writing Process)	The Conclusion (Writing Process) Revising Introductions and Conclusions (Revision)	The Story of Music (Imaginative)
29	Careers—I want to be... (Prediction)	Business Letter (Communication) Reflective Essay (Application)	Classified Ad (Persuasive)
30	Hear Ye, Hear Ye... (Speech)	Vivacious Visuals (Speech) The Presentation (Speech)	Field Trip (Imaginative)
31	Persuasion (Persuasive)	Please, Please... (Persuasive) Smooth Talker (Persuasive)	As Hard As It May Be To Believe... (Persuasive)
32	The Biography—Who Art Thou, Leo? (Research)	Write Bio/Leo-graphy (Biographical Writing) Art Critique (The Review)	What I Did on My Summer Vacation... (Prediction)
33	Begin Research (Research Process)	The Thesis Statement (Research Process) Research and Source Cards (Research Process)	Teaching with Games (Imaginative)
34	Note Cards—Outline (Research Process)	Note Cards—Paraphrase (Research Process) Note Cards (Research Process)	Can I Quote You on That? (Imaginative)
35	The Research Paper Outline (Research Process)	Refine Thesis and Write body Paragraphs (Research Process) The Introduction and the Conclusion (Research Process)	Déjà Vu (Imaginative)
36	Works Cited (Research Process)	Revision (Research Process) The Final Draft (Research Process)	Presidential Report (Research Process)

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Week 16—Schedule						
Date:	Day 1 ⁶¹	Day 2 ⁶²	Day 3 ⁶³	Day 4 ⁶⁴	Day 5 ⁶⁵	
Spelling/Phonics						
Spelling						
Optional: <i>Wordly Wise 3000-3</i>	Exercise 9D		Exercise 9E	Exercise 10A		
Optional: <i>Keys to Good Language 6</i>	Lesson 42		Lesson 43	Lesson 44		
Handwriting						
Grammar						
Optional: <i>The Grammar Ace</i>	Lesson 16					
Readers						
5-Day <i>Black Horses for the King</i>	pp. 3-46	pp. 46-87	pp. 87-122	pp. 122-160	pp. 160-end	
4-Day <i>Black Horses for the King</i>	pp. 3-46	pp. 46-87	pp. 87-122	pp. 122-160		
Vocabulary Development						
Writing						
Assignment	N	Novel Log for Literary Analysis	Diagraming Characterization	The Plot Diagram	Optional: Writer's Choice	
Activity Sheets	N	Activity Sheet 16: Dictation ○	Activity Sheet 16: Novel Log for Literary Analysis ○	Activity Sheet 16: Diagraming Characterization ○	Activity Sheet 16: The Plot Diagram ○	
Other Notes						

Day 1

Dictation: *Black Horses for the King*, pg. 7

"I need big strong mares and stallions to breed the warhorses we need to drive the Saxons out of our lands and back into the sea," he went on. "Horses powerful enough to carry warriors in full regalia, fast and far. For it is the swift, unexpected strike that will cause havoc among the Saxon forces, unaccustomed as they are to cavalry in battle."

Day 2

Writing Strategy: Novel Log for Literary Analysis

During Week 15, you wrote a book report and designed a comic book. This week you will write a literary analysis. A literary analysis covers the same basic elements that a book report does. However, your analysis of the book reaches farther than the reading comprehension of the book report. This time you will write about your interpretation of the elements. You will not write a full composition, so instead, you will keep a novel log as you read *Black Horses for the King* by Anne Mc Caffrey from the Core 6 Readers or *The Great and Terrible Quest* by Margaret Lovett from the Core Alt 6 Readers. You will analyze the theme, plot, characters, setting, and conflict. These elements are woven throughout the novel, so you will need to consider all of them throughout the book. **Note:** This assignment may take you more than a week to complete.

Conflict in the Plot

In any novel, there is always a conflict to solve. The protagonist is the character who has to solve the problem. There are three major types of conflict.

1. The person versus person or society conflict means that the protagonist has an *external* problem with other people. Refer to this as *Person vs. Person*.
2. The person versus nature conflict means that the protagonist has an *external* problem with natural occurrences such as blizzards, hurricanes, tornadoes etc. Refer to this as *Person vs. Nature*.
3. The person versus self conflict means that the protagonist has an *internal* problem with personal emotions or attitudes toward life. This usually takes place when a character struggles to grow up and take on new responsibilities. Refer to this as *Person vs. Self*.

As you encounter the conflict, ask what the protagonist is struggling to solve. Follow the directions on *Activity Sheet 16*. (Answers will vary.)

Day 3

Writing: Diagramming Characterization

In a good piece of literature, the readers are able to connect with the characters because they seem so real. An author makes characters come alive through the five methods of characterization.

Methods of Characterization

1. Shows how the character behaves
2. Describes the physical features of a character
3. Shows what the character says and reveals the character's thoughts
4. Shows how other characters behave toward the character
5. Comments directly from the author about the character


A writer has three options when developing a character. Normally the author will only fully develop one or two characters. These are the characters that you get to know as if they could actually come to life.



Three-dimensional or round character: This is the protagonist and maybe the antagonist. This character is complex and has many sides with unpredictable behavior and a fully developed personality. Usually, the writer applies all five methods of characterization to the three-dimensional character. As a reader, you can see what the character is thinking inside and how the character is acting outside. In the fairy tale "Cinderella," you only get to know Cinderella. You know how she feels and thinks about the going to the ball. Look at the three-dimensional box. You can see the inside and the outside of the box at the same time. This is the same for the three-dimensional character.



Two-dimensional character: This character is usually someone who interacts on a regular basis with the protagonist. You can see the character's behavior, but not the character's thoughts. In Cinderella, the fairy godmother and the wicked step-mother and sisters are two-dimensional characters. The reader can only see how they behave, but not what they really think about Cinderella. Look at the two-dimensional box. You can see the outside but not the inside.

 **Flat Character:** This character is like an extra in a movie. This character makes an appearance and usually represents a stereotype. In *Cinderella*, the prince is a flat character. What do you really know about the prince? We know that he lives in a castle and that he dances with Cinderella. That's it. He's your typical prince. You never get to know how he feels. He doesn't even speak. Look at the box. It's just a square on a piece of paper. This is what a flat character is like. You can see only one side.

Diagramming characters with the plot is a good strategy for literary analysis. This is different than illustrating a scene. When you diagram characters, you interpret how the characters are related to one another and how they are connected to the plot. You can choose to diagram any way that you want, but you must connect everything with lines. You can have bold lines, zig-zag lines, dotted lines, etc. The lines indicate how everything is related. Draw pictures of the characters or symbols to represent them. Draw significant parts of the plot. Notice the diagram on *Activity Sheet 16* and the way that characters are connected to the same parts of the plot but in different ways. **Note to Mom or Dad:** If you have the software *Inspiration*®, this would be an ideal time to use it. If you don't, encourage your child to use a variety of mediums like colored pencils, markers, crayons, etc. to complete this assignment. Follow the directions on *Activity Sheet 16*. (*Answers will vary.*)

Day 4

Writing: The Plot Diagram

As you begin part four of *Black Horses for the King* or chapters seven and eight of *The Great and Terrible Quest*, review the basic plot diagram. The exposition introduces the setting, characters, and the conflict. The rising action demonstrates the events that take place as the protagonist attempts to solve the problem. The climax is the turning point of the story where the conflict is as bad as it can get and the protagonist has one last chance to solve it. The falling action is the unraveling of the conflict. The resolution is the final solution to the conflict. Follow the directions on *Activity Sheet 16*.

Activity 16 Answer Key

Possible Answers for *Black Horse for the King* include but are not limited to:

Exposition:

Setting—Ship headed to Septimania

Conflict—Galwyn is trying to find his place in life

Characters—Galwyn

Rising Action

1. Runs away and joins Artos.
2. Travels with Artos and cares for horses.
3. Serves Artos at Deva.
4. Teaches horse shoeing.

Climax—Battle of the Glein.

Falling Action—Horse shoes enable horses to do battle.

Resolution—Galwyn finds place in life with horses.

Possible Answers for *The Great and Terrible Quest* include but are not limited to:

Exposition:

Setting—The countryside

Conflict—Protecting the knight

Characters—Trad, the knight, Grandfather

Rising Action

1. Travel to the Wise Woman
2. Travel earning money with the lute
3. Meet Marlo

Climax—Enter the City.

Falling Action—Lords Regents and men chase Trad.

Resolution—Trad and the knight make it to the castle.

Day 5

Writing: Writer's Choice (Optional)

Writing should be an intensely-personal and highly-creative outlet for you. Take a day of freedom.

What do you choose to write about on your own? Write about anything in any style or any format that you want. You do not have to reach a certain length. You can write a poem, a play, a dialogue, etc.

Mom or Dad: Use this exercise to learn something about your children. What did they choose to write about? Why? Letting our children have a little freedom can teach us a lot about what they enjoy and where their hearts are. Treasure this special time with them. n

Student Activity Sheet 16

Dictation

Black Horses for the King, pg. 7

“I need big strong mares and stallions to breed the warhorses we need to drive the Saxons out of our lands and back into the sea,” he went on. “Horses powerful enough to carry warriors in full regalia, fast and far. For it is the swift, unexpected strike that will cause havoc among the Saxon forces, unaccustomed as they are to cavalry in battle.”

Novel Log for Literary Analysis

Judge a book by its cover.	
Look at the book form the outside. What do you think of its cover?	
Read the title. Does it mean anything to you? How do you think that the title is related to the book?	
Have you read other books by this author? Do you know any background about the author?	
Read the publisher’s blurb. Does it make you want to read the book?	

Read: <i>Black Horses for the King</i> —Part One: Horse Fair at Septimania or <i>The Great and Terrible Quest</i> —Chapters 1 & 2	
What is the setting of the story?	
Who is the protagonist? What type of personality does this character have? How do you feel about this character?	
Who are the other characters? How do you feel about them?	
What events are happening?	
Is there anything that reminds you of your own life?	
Is there anything that is preventing you from enjoying the story?	

Determining your opinion as a reader. <i>Black Horses for the King</i> —Read Part Two: The Road to Deva or <i>The Great and Terrible Quest</i> — Chapters 3 & 4	
Does the author reveal something about ambition, happiness, success, courage etc.? This could be the theme of the novel.	

Continued... ➡

Are there any clues that something may happen later in the novel?	
How do you predict that the protagonist will solve the conflict?	
What is your attitude toward the conflict? How would you solve the conflict?	
Are you enjoying the book? Why?	

Diagram character relationships and the developing plot. Read *Black Horses for the King*—Part Three: Deva or *The Great and Terrible Quest*—Chapters 5 & 6

Events of the Plot. Read *Black Horses for the King*—Part Four: Camelot or *The Great and Terrible Quest*—Chapters 7 & 8

Take natural pauses while reading and write the events that you think are important.	
What is happening? Does it come as a surprise to you?	
How do you predict the protagonist will solve the conflict now?	
How are the characters reacting?	
How is suspense built into the story?	
Are there any twists in the plot? Does the plot follow the basic pattern of fiction?	

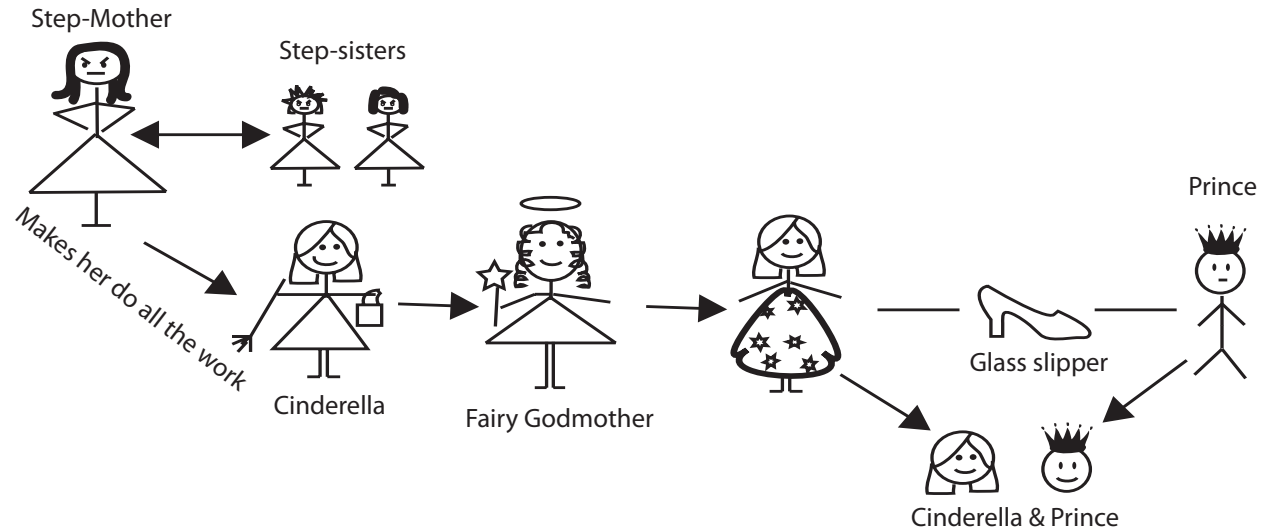
Finishing the Novel. Read *Black Horses for the King*—Part Five: Glein or *The Great and Terrible Quest*—Chapters 9,10, 11

What major idea does the author communicate to you?	
How does the protagonist change?	
Were you right in your predictions of what would happen?	
Has reading the book helped you understand yourself? other people? the world? Explain how.	
What interested you the most in reading this book?	
Would you recommend this book to a friend? Why or why not?	

Diagramming Characterization

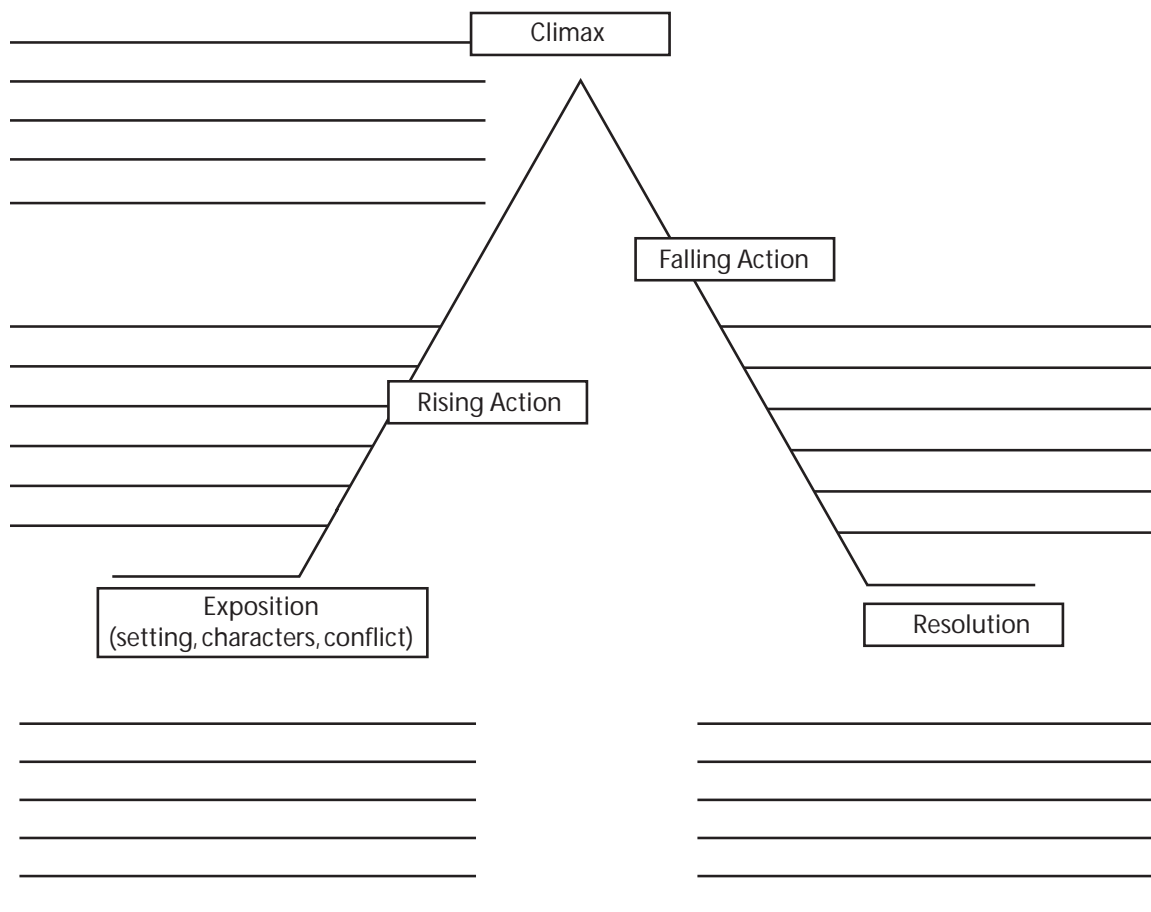
Diagram the character relationships of the characters in *Black Horses for the King*.

Example: Cinderella



The Plot Diagram

Use the plot diagram below to outline your story.



Week 17—Schedule						
Date:	Day 1 ⁶¹	Day 2 ⁶²	Day 3 ⁶³	Day 4 ⁶⁴	Day 5 ⁶⁵	
Spelling/Phonics						
Spelling						
Optional: <i>Wordly Wise 3000-3</i>	Exercise 10B		Exercise 10C	Exercise 10D		
Optional: <i>Keys to Good Language 6</i>	Lesson 45		Lesson 46	Lesson 47		
Handwriting						
Grammar						
Optional: <i>The Grammar Ace</i>	Lesson 17					
Readers						
5-Day <i>The Beduin's Gazelle</i>	chaps. 1-3	chaps. 4-6	chaps. 7-8	chaps. 9-10	chaps. 11-12	
4-Day <i>Black Horses for the King</i>	pp. 160-end					
4-Day <i>The Beduin's Gazelle</i>		chaps. 1-3	chaps. 4-6	chaps. 7-8		
Vocabulary Development						
Writing						
Assignment	N		The Newspaper Article	Research for Interview	The Feature Newspaper Article	Optional: Time Capsule
Activity Sheets	N	Activity Sheet 17: Dictation ○	Activity Sheet 17: The Newspaper Article ○	Activity Sheet 17: Research for Interview ○		
Other Notes						

Week 17—Notes

Day 1

Dictation: *Black Horses for the King*, pg. 64

If, on my return, I caught snide looks and remarks, I had retained sufficient joy from the mass to ignore them. I would have thought that some of Cador's men were Christian, for there were many monasteries in Cordovici, though I remembered some talk around the campfires about how many had divorced themselves from Roman ways when the legions had not come to our assistance.

Day 2

Writing Strategy: *The Newspaper Article*

Note to Mom or Dad: Prepare ahead of time and have news articles available. You may find that national and local news articles do not hold your student's interest. If this is true, then you might want to go to a kids' news web site such as Scholastic News ©. You can find a link to it on our web site. Choose articles with different subjects and lengths, so that your student can view a various types of writing.

In your past lessons, you have worked on essays and creative writing. The news article requires different writing strategies than these other types of writing. During this week and Week 18, your writing will focus on reporting the news. The reading level of most newspaper articles is approximately at the sixth grade level. The language is simple and straight-to-the-point. Journalists use very little figurative language or other literary methods. They strive to communicate the basic facts of an event and cover the five *W*'s plus *H*.

- *Who* was involved?
- *What* happened?
- *Where* did it happen?
- *When* did it happen?
- *Why* did it happen?
- *How* did it happen?

Since there are many articles in a newspaper, the headlines need to reveal the topic of the article and catch the reader's attention. The first sentence of an article gives the overview of the topic. Readers want to know right away what the rest of the article will be about.

Notice that news articles do not contain much detail or elaboration. They are challenging to write because this is the reverse of the writing that you do for essays and fic-

tion. News articles have short paragraphs and sentences with brief summaries of events.

Read at least three different news articles. Follow the directions on *Activity Sheet 17*.

Day 3

Writing: *Research for Interview*

You are a journalist and your assignment is to interview and write an article about a Medieval knight. As a good reporter, do some research on your subject's expertise. You should be able to discuss items that are of importance to the knight.

In preparation for your newspaper article, research knights: their history, training to be a knight, their purpose, and how they made an impact on society. The Internet, your local library, encyclopedias, or local stables are great sources of information.

You will use this information to conduct an "interview" with the knight. What information about knighthood would he be most interested in discussing? Use *Activity Sheet 17* to help you conduct your research.

Day 4

Writing: *The Feature Newspaper Article*

Use your research from Day 3 to create questions for your interview with the knight. Based on what you know about knights and your research, use your imagination to prepare for an interview with him. You can't, of course, actually interview a Medieval knight, but think up questions you would like to ask him about life, about growing up in such challenging conditions, or the interesting things he has seen and experienced. Create interesting answers by incorporating your research.

This is a feature story, also known as soft news. This type of article informs the readers about topics of public interest such as health, sports figures, arts, community efforts or events, and entertainment. Your focus in this article is to relate information about the knight and his experiences. When you write your newspaper article, remember to keep your language simple and clear. Communicate all the needed information but only the essential details. Use active verbs and short, information-packed paragraphs. Remember to cover the *who*, *what*, *where*, *when*, *why*, and *how* of the issues you center on in the interview. Write your interview in article form, using the short, informative paragraphs you learned about earlier this week. Do not

simply list a series of questions and answers, but piece together the interview “excerpts” with information, like this:

In his work as knight, which involves fighting for the king. The knight has the opportunity to use his training in battle. Mark the knight said, “A person can’t walk nearly as far or carry as much weight as a horse can. Having horses helps us travel more quickly and helps us carry our armor and weapon. When asked how many battles he in which he had fought, Mark the knight responded, “I believe about 115 of them now.”

Day 5

Writing: Time Capsule (Optional)

Today, put together a simple time capsule. Include a copy of a recent writing assignment, a current newspaper or magazine, and anything else that you think sums up your life today. Store the capsule away in a safe place for the future. Some day, you will have a wonderful time looking back at this snapshot in time. n

Student Activity Sheet 17

Dictation

Black Horses for the King, pg. 64

If, on my return, I caught snide looks and remarks, I had retained sufficient joy from the mass to ignore them. I would have thought that some of Cador's men were Christian, for there were many monasteries in Cordovici, though I remembered some talk around the campfires about how many had divorced themselves from Roman ways when the legions had not come to our assistance.

The Newspaper Article

Find a newspaper and read at least 3 articles. Fill in the chart with your observations.

	Article 1	Article 2	Article 3
Write the headline.			
How does the first sentence grab your attention?			
How many paragraphs are in the article?			
How many sentences in each paragraph? (On the average.)			
How many words are in each sentence? (On the average)			
Count and write all of the active verbs.			

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Research For Interview

Consider such questions as you do your research on knights:

1. What type of training did the first stage of knighthood require? What was this stage? _____

2. What type of training did the second stage of knighthood require? What was this stage? _____

Continued... ➡

3. What took place during the ceremony to induct a man into knighthood? _____

4. What was the Code of Chivalry and what was its purpose? _____

5. What is a chain mail? _____

6. How much did armor weigh? _____

7. How was the knight paid for his work? _____

8. Why are hot horseshoes put on the horse's hooves? _____

9. Why did knights have tournaments? What happened at tournaments? _____

10. What is heraldry? How and why did knights use it? _____

Week 18—Schedule						
Date:	Day 1 ⁶¹	Day 2 ⁶²	Day 3 ⁶³	Day 4 ⁶⁴	Day 5 ⁶⁵	
Spelling/Phonics						
Spelling						
Optional: <i>Wordly Wise 3000-3</i>	Exercise 10E		Exercise 11A	Exercise 11B		
Optional: <i>Keys to Good Language 6</i>	Lesson 48		Lesson 49	Post Test 3		
Handwriting						
Grammar						
Optional: <i>The Grammar Ace</i>	Lesson 18					
Readers						
5-Day <i>The Beduin's Gazelle</i>	chaps. 13-15	chaps. 16-17	chap. 18	chaps. 19-20	chaps. 21-end	
4-Day <i>The Beduin's Gazelle</i>	chaps. 9-10	chaps. 11-12	chaps. 13-15	chaps. 16-17		
Vocabulary Development						
Writing						
Assignment	N		Headlines	Write a Soft News Article	Write a Hard News Article	Optional: Newspaper Layout
Activity Sheets	N	Activity Sheet 18: Dictation and Grammar Gem ○	Activity Sheet 18: Headlines ○			
Other Notes						

Week 18—Notes

Day 1

Dictation: *The Beduin's Gazelle*, pp. 71-72

Atiyah closed his eyes, and just in that moment, he looked very old, startling Etienne. When he opened them, he continued: "We need more pasture for our flocks, if we are to stay on the sand sea. We need the clouds to stop and give us rain, so that the grass will grow, so that the goats and camels will fatten and multiply."

Answers to Grammar Gem on Activity Sheet 18:

1. sky
2. warrior
3. sun
4. wind
5. rain

Day 2

Writing: Headlines

Every newspaper article needs a catchy headline to get the readers' attention. Flip through some newspapers and look for some unique qualities of headlines.

Good headlines incorporate several strategies:

They introduce the main idea of the article in a brief, clear manner but do not give away the content. "Boy Saves Toddler from Runaway Truck" gives away too much detail; there is no point in reading the article now. "Boy Becomes Neighborhood Hero" tells the main point of the article, but still requires that the reader look into the article to find out the facts of the incident.

They have interesting vocabulary words and avoid tired words like *good*, *bad*, or *great*. "Tigers End Season on Good Note" does not inspire reading, while "Tigers Discuss Season" does.

They attract attention with creativity and word choice. People read only twenty percent of articles in a newspaper. Headlines help readers choose which articles to read and which ones to ignore. Sometimes alliteration in a headline will capture a readers attention. For example, "Tiny Tikes Take Trophy" looks and sounds cute.

Headlines are short and simple because newspaper columns are very narrow. A good headline should fit into that space.

They use active, interesting verbs. Verbs in the present tense give a headline a sense of immediacy. "Team Was Ready for Playoffs" sounds like yesterday's

news... and yesterday's tired news, at that. "Team Eager for Playoffs" draws more attention and sounds more current.

Follow the directions on *Activity Sheet 18*. (Answers will vary.)

Day 3

Writing: Write a Soft News Article

Choose one of your favorite scenes from the book you are reading. Write a soft news article, complete with a headline, of the scene. Remember to include the *who*, *what*, *where*, *when*, *why*, and *how*. Write as if your reader has no knowledge of the book, characters, or events; you may need to include some background information so that the story makes sense to your reader. **Note to Mom or Dad:** Check the facts and details to make sure that your student is reporting accurately from the novel.

Day 4

Writing: Write a Hard News Article

The hard news article covers current events of a serious nature. Topics include politics, economics, crime, disasters, law, science, and technology. People like this news because it has a shock effect. This news is the latest catastrophic event either locally, nationally, or internationally. Choose an event from one of your history books from the Sonlight Core. Write a hard news article about a topic like the destruction of Jerusalem, Constantine's rule, or the Huns invasion of Europe. Report it to the reader as if it is current and has just happened. Write a headline that gains the reader's attention and include the 5 W's plus H. **Note to Mom or Dad:** You may want to select hard news articles to review. You can choose them at your discretion according to the age and level of your student. Check to make sure that your student reports the facts correctly.

Day 5

Writing: Newspaper Layout (Optional)

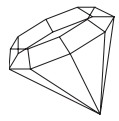
Create a newspaper layout for all three articles that you wrote in Weeks 17 and 18. Write the headline with emphasis and draw a "photo" to accompany each article. Make sure to provide a caption that explains to the reader what is happening in the photo. n

Student Activity Sheet 18

Dictation

The Beduin's Gazelle, pp. 71-72

Atiyah closed his eyes, and just in that moment, he looked very old, startling Etienne. When he opened them, he continued: "We need more pasture for our flocks, if we are to stay on the sand sea. We need the clouds to stop and give us rain, so that the grass will grow, so that the goats and camels will fatten and multiply."



Grammar Gem

Did you know... that *sand sea* is an example of a **kenning**, a certain kind of figurative language? A kenning is a compound phrase, or set of words that, together, convey a meaning that none of the words has alone. *Sand sea* is a kenning meaning desert; essentially, the desert is a sea of sand. Neither the word *sand* nor the word *sea* alone means desert, but, together, they convey this meaning.

The kenning first appeared in Old English works, like *Beowulf*, where kennings like *swan road* and *whale way* refer to the sea. See if you can think of what these kennings refer to:

1. God's chair _____
2. Helmet-bearer _____
3. Candle of the sky _____
4. Breaker of trees _____
5. Tears of heaven _____

Headlines

Using what you learned about headline writing, create two headlines for each of the following "articles":

1. A 12-year-old boy pulls a toddler from the street she wandered into just before a truck barreled down on the spot where she had been standing.

2. An 11-year-old girl whose family moved to America from India only two years ago wins the local spelling bee. She did not speak any English when she arrived in America.

Continued... ➡

➡ **Sheet 18** *Continued...*

3. Several neighborhood kids band together to beautify the community by planting flowers in the yards of senior citizens who would otherwise not be able to keep up such lovely gardens.

Week 19—Schedule						
Date:	Day 1 ⁶¹	Day 2 ⁶²	Day 3 ⁶³	Day 4 ⁶⁴	Day 5 ⁶⁵	
Spelling/Phonics						
Spelling						
Optional: <i>Wordly Wise 3000-3</i>	Exercise 11C		Exercise 11D	Exercise 11E		
Optional: <i>Keys to Good Language 6</i>	Pretest 4	Lesson 50	Lesson 51	Lesson 52		
Handwriting						
Grammar						
Optional: <i>The Grammar Ace</i>	Lesson 19					
Readers						
5-Day <i>The Samurai's Tale</i>	chaps. 1-3	chaps. 4-6	chaps. 7-9	chaps. 10-13	chaps. 14-16	
4-Day <i>The Beduin's Gazelle</i>	chap. 18	chaps. 19-20	chaps. 21-end			
4-Day <i>The Samurai's Tale</i>				chaps. 1-3		
Vocabulary Development						
Writing						
Assignment N		Pre-writing for the Definition Essay	Write the Definition Essay	Revision of the Definition Essay	Optional: Building Blocks	
Activity Sheets N	Activity Sheet 19: Dictation ○	Activity Sheet 19: Pre-writing for the Definition Essay ○		Activity Sheet 19: Revision of the Definition Essay ○		
Other Notes						

Day 1

Dictation: *The Beduin's Gazelle*, pg. 82

"One hundred years ago," said the caliph, "it was decided that the city of Fez would host the foremost university in the world. Renowned scholars spent endless hours searching out and collecting the finest texts, the most beautiful verses, the most complete and detailed histories."

Day 2

Writing Strategy: Pre-writing for the Definition Essay

Many words mean different things to different people. Love, happiness, family, and funny vary in definition from person to person. Family, for instance, can mean just siblings and parents to one person, but can include a large extended network of aunts, uncles, cousins, and even second cousins to someone else.

Since people attach different interpretations and impressions to concepts like honor, you will write a definition essay to clarify your ideas. In the Grammar Gem during Week 12, you examined words with the same dictionary definition, a **denotation**, but the words did not have the same **connotation**, the implied meaning and emotional associations of the word. For example, consider the words frugal, cost-conscious, and miserly. According to the dictionary definitions, all three have the same definition, but each one evokes different emotions, which is the connotation. Definition essays begin with the denotative meaning and center on the author's personal connotative definition.

Definition essays use examples and explanations to explain a personal meaning of a concept. If you say honor means standing by your friend, even when doing so causes you personal discomfort, you should explain why you believe this. You should also elaborate by providing details and examples of your values. What causes your personal discomfort? Is it because others tease you when you are with your friend? Or is it because you experience discomfort when you let your friend wear your jacket even though you are cold? When you write your definition essay, take care to explain your points clearly.

See an example definition paragraph for the concept of family.

Although "family" strictly means parents and children, I think the concept of family is much larger than that. For as long as I can recall, "Aunt Judy" has

been as much a part of my family as my mom or dad. She helped raise me when I was little. My mom says Aunt Judy taught me to talk and tie my shoes. Every holiday and special occasion, I know Aunt Judy will be there. The thing is that she isn't even my aunt; she's my mom's best friend from way back when they were little kids. Aunt Judy showed me that family isn't a blood relationship, but a matter of loving someone and having your life wrapped up in theirs. It's a question of who the most important people in your life are. I know Aunt Judy loves me just as much as she would love her own kids, if she had any. And I love her almost as much as I love my own mom. Aunt Judy is my family, even if she isn't related to me. This taught me that the word "family" really means more than the nuclear family unit most people think of; it means the extended network of people who love you and care about you and are actively involved in your life.

Follow the directions on *Activity Sheet 19*.

Day 3

Writing: Write the Definition Essay

Think of what honor means to you. Who has shown honor? How? What have you done in your life that you feel is honorable? Use your KWL chart and any other information that you found to help you write your first draft of a definition essay. After discussing the denotative meaning of honor, think of these questions to write your personal definition of honor. In addition, consider how either Harutomo, Lord Akiyama, Lord Katsuyori, Wada Kanuske, or Lord Takeda Shingen in *The Samurai's Tale* displayed honor. You may also want to consider what actions you feel are dishonorable to clarify your thoughts. Remember to provide examples, when appropriate, and be clear in all your discussion points. Although the sample is only a paragraph, your essay should be a standard five-paragraph essay.

Write an introduction, three body paragraph, and a conclusion. In your introduction, catch your readers' attention with a quotation, part of a song lyric, or any other interesting fact about honor. Then for the first body paragraph, use the K section of your KWL chart and discuss things you already knew about honor. Include the dictionary meaning. Then show your readers how you feel about honor.

For the second body paragraph, use the W section of your KWL chart and plan how you want to arrange the details. What did you want to know about honor? What did you wonder about? Present the information you collected. Is there any article or story that demonstrates your feelings about honor? If so you can summarize it and explain how and why it supports your opinion of honor.

In your third body paragraph, use the L section of your KWL chart. What did you learn about honor? Did you discover differing opinions or did people tend to agree about the definition of honor?

For your concluding paragraph, compare and contrast what you knew about honor what you wanted to know and what you learned.

Day 4

Writing: Revision of the Definition Essay

In addition to your usual proofreading of your compositions, edit for content. Take your final, proofread copy of your definition essay and read each sentence individually, pausing to ask yourself if you have left any of the major questions (who, what, where, when, why, and how) unanswered. As you find unanswered questions, jot a note in the margin and continue reading to see if you address that issue later in your paper. If you do, you can cross through and ignore your margin note. If you did not address the question, rewrite your paper to include the material that answers it. Make a habit of doing this sort of edit for each paper you write. Complete the checklist on *Activity Sheet 19*.

Day 5

Writing: Building Blocks (Optional)

Words are the writer's raw materials. They are the building blocks of sentences, which form paragraphs, which form chapters, which form... oh, you get the picture. Word choice is a key component of good writing.

Put down your pencil and pick up some books. Search for words or phrases that jump out at you. What speaks to you? What captures your interest?

Mark at least five words or phrases that you particularly like. Discuss your choices with Mom or Dad. What is it about these words or phrases that make them good choices? Is it their sound? The images they conjure in the reader's mind? Or something else?

Strive to incorporate these types of words and phrases into your writing in the future. If you're up to the task, review some of your recent writing assignments with a critical eye toward your choice of words. Do you see any places where your word choice could be improved? n

Student Activity Sheet 19

Dictation

The Beduin's Gazelle, pg. 82

"One hundred years ago," said the caliph, "it was decided that the city of Fez would host the foremost university in the world. Renowned scholars spent endless hours searching out and collecting the finest texts, the most beautiful verses, the most complete and detailed histories."

Pre-writing for the Definition Essay

What does honor mean to you? Pre-write for your definition essay about honor. To begin, look up the denotation, dictionary meaning, of the word. Next look for stories and articles about honor in newspapers, magazines, or the Internet. Are there any quotations by famous people about honor? You may know a song or poem about honor. Ask your friends and family what honor means to them.

Use the KWL chart below to organize your information about honor. In the K section, write things you already know about honor. In the W section, write the things you wonder about honor. Finally in the L section, write the things that you learn about honor as you collect your information.

K (Things you already know.)	W (Things you wonder or want to know.)	L (Things that you learn.)

Revision of the Definition Essay

Revision Checklist

- | | |
|---|---|
| _____ Ideas are interesting. | _____ Words are descriptive and verbs are active. |
| _____ Organization includes a beginning, middle, and end. | _____ Used complete sentences. |
| _____ Used correct spelling. | _____ Use examples and details to explain. |

Week 20—Schedule						
Date:	Day 1 ⁶¹	Day 2 ⁶²	Day 3 ⁶³	Day 4 ⁶⁴	Day 5 ⁶⁵	
Spelling/Phonics						
Spelling						
Optional: <i>Wordly Wise 3000-3</i>	Exercise 12A		Exercise 12B	Exercise 12C		
Optional: <i>Keys to Good Language 6</i>	Lesson 53		Lesson 54	Lesson 55		
Handwriting						
Grammar						
Optional: <i>The Grammar Ace</i>	Lesson 20					
Readers						
5-Day <i>The Samurai's Tale</i>	chaps. 17-20	chaps. 21-23	chaps. 24-27	chaps. 28-31	chaps. 32-end	
4-Day <i>The Samurai's Tale</i>	chaps. 4-6	chaps. 7-9	chaps. 10-13	chaps. 14-16		
Vocabulary Development						
Writing						
Assignment	N		The Speaker in the Poem	Dramatic Interpretation of a Poem	Present the Poem	Optional: A Prayer
Activity Sheets	N	Activity Sheet 20: Dictation ○		Activity Sheet 20: Dramatic Interpretation of a Poem ○		
Other Notes						

Day 1

Dictation: *The Samurai's Tale*, pg. 76

"Impoliteness, Taro," Togan would say, "marks you as a fool, for it takes away from you an advantage and gives you none in return. On the other hand, excessive meekness and modesty may make others distrust you and suspect you of being a schemer not worthy of their confidence."

Day 2

Writing Strategy: *The Speaker in a Poem*

Have you ever sent someone to deliver a message for you or had someone call another person to deliver a message? Sometimes we ask people to represent us in communication either through the written or spoken word. In a novel, the writer uses various characters to communicate to the readers. In a poem, the poet uses a speaker to communicate to the readers. The poet is not the **persona** (the character) that speaks in a poem; the **speaker** is a representative. The speaker can have a completely different personality with values and beliefs contrary to those of the poet. The speaker usually has an attitude toward the subject of the poem. This attitude reveals what the poet wants to communicate to the readers.

The poet Robert Frost wrote the poem "The Runaway" found on page 161 of *Favorite Poems: Old and New*. Robert was home schooled by his mother. He attended public kindergarten for one day, but he complained of stomach pains, so he didn't go back after his first day. He started first and second grade in public school also, but he didn't last very long in either grade. His mother was a teacher, so she taught him at home until he was nine years old. Then his mother had to work and taught the fifth grade. Robert attended her class. Later at the age of fourteen, Robert tested into high school which he completed one year early.

In the poem, "The Runaway" the speaker questions the reason that the colt is running scared. The speaker implies that the colt is afraid of the first snowfall. The poet uses sensory detail to bring out the character of the colt. We hear "snorted" and "bolt of miniature thunder" "clatter of stone". We see his leg "curled" his "dipped" head, "the curtain of falling flakes" and "whited eyes." Who do you image the speaker is? Is there anyone with the speaker? How old do you think the speaker is?

Day 3

Writing: *Dramatic Interpretation of a Poem*

Dramatic interpretation is a form of drama that brings a piece of literature to life. It is an event in competitive speech and theater courses, which could be beneficial for you to try. It will help to improve your speaking skills, to familiarize you with poetic recitation, and to engage your brain in a challenging activity.

First, choose a narrative poem or one that tells a story. *Favorite Poems: Old and New* has several narrative poems on pages 499-521. You can select any narrative poem that you would like. Sometimes the poems are quite long, so Mom or Dad will need to tell you how many lines you should memorize and recite. Learning twenty to thirty lines is good for a beginner.

After you have selected your poem and the number of lines that you will recite, decide how you will interpret the poem. For example, in the poem "The Runaway," the attitude of the speaker is a light-hearted tone about the little colt. Did Robert Frost intend to portray an abused, orphaned colt or a colt who is momentarily separated from his mother? The purpose of the interpretation is to capture the oral language of the poem. Determine the theme. How did the poet intend for readers to approach the poem? What clues can you find in the word choice that reveal the tone?

Read your poem several times and paraphrase it to show that you understand the meaning of the poem. Discuss the poem with Mom or Dad. Then, if possible, get a copy of the poem so that you can write on it. Use pens and high-lighters to mark your interpretation of the words.

The poem's structure will give you cues on how to read the poem with expression. The space between stanzas is intended for the reader to pause. Stop at the end of a sentence instead of the end of the line. Pause at commas. Blank spaces indicate that you should be silent for a moment.

Listen to the rhythm of the poem. Is it smooth or choppy? The rhythm will pace the poem so that you do not recite it too fast or too slowly. Alliteration also signals the pace. What do the consonants sound like? Do some sounds tend to slow you down or stop?

After you decide how you will orally interpret the poem, it is time to memorize it. Actors do not read off their scripts when they perform for an audience. Instead, they memorize their lines. Challenge yourself to memorize your

poem for your performance. You want to make the best presentation possible for your audience.

It is easier to remember your lines when you are relaxed, so try not to force your memory. Break the poem into smaller chunks of imagery. Learn four to five lines or learn the poem stanza by stanza. Read the first stanza. Then close your eyes and visualize the picture in the poem. If the lines rhyme, concentrate on the rhyming words. Create an image for each line. This will help you to see the picture in your mind and prompt you to remember the lines. Follow the directions on *Activity Sheet 24*. (*Answers will vary.*)

Note to Mom or Dad: If you feel like your child is not ready to work on memorization, a dramatic reading of the poem is still effective and allows your student to learn about speech and interpretation.

Day 4

Writing: Present the Poem

Gather an audience and present your poem. Show your interpretation of the poem by using expression and gestures to emphasize the emotion of the narrative.

Hints:

Make the poem happen in the present for your audience.

Show that you care about the words. Each word is a part of you. Show meaning in every gesture, every move, every page turn, glance.

Speak with confidence in a loud, clear voice.

Transfer your interpretation of the poem to the audience.

Day 5

Writing: A Prayer (Optional)

What do you have to be thankful for? A great teacher? Wonderful parents? A warm, safe home? Plenty to eat? Good friends? Spend some time thinking of all the things that you have to be thankful for. Then write a short list of things that you are the most thankful for right now. When you are finished, turn your list into a genuine, heartfelt prayer of thanksgiving.

Mom or Dad: Feel free to give your children all the help they need. Share with them the things that you are thankful for. If they want, pray together with them about the things you're thankful for as a family. Treasure this time with your children. It's one of the things we're sure you're thankful for! n

Student Activity Sheet 20

Dictation

The Samurai's Tale, pg. 18

"Impoliteness, Taro," Togan would say, "marks you as a fool, for it takes away from you an advantage and gives you none in return. On the other hand, excessive meekness and modesty may make others distrust you and suspect you of being a schemer not worthy of their confidence."

Dramatic Interpretation of a Poem

Title of Poem _____ Poet _____

1. What story does this narrative poem tell?

2. What is the theme or main message of the poem?

3. What makes narrative poems distinctive?

4. What elements of common interest does it contain?

5. Which parts of the piece cause you the greatest difficulty in the performance? How will you make it easier for yourself?

6. Why do you like the selection?

7. What do you know about the poet?

8. What do you plan to say in the introduction about the work? About the poet?

Week 24—Schedule						
Date:	Day 1 ⁶¹	Day 2 ⁶²	Day 3 ⁶³	Day 4 ⁶⁴	Day 5 ⁶⁵	
Spelling/Phonics						
Spelling						
Optional: <i>Wordly Wise 3000-3</i>	Exercise 14A		Exercise 14B	Exercise 14C		
Optional: <i>Keys to Good Language 6</i>	Lesson 65		Lesson 66	Post Test 4		
Handwriting						
Grammar						
Optional: <i>The Grammar Ace</i>	Lesson 24					
Readers						
5-Day <i>Adam of the Road</i>	chaps. 13-14	chaps. 15-17	chaps. 18-19	chaps. 20-21	chaps. 22-23	
4-Day <i>The Great & Terrible Quest</i>	chap. 8	chap. 9	chaps. 10-11			
4-Day <i>Adam of the Road</i>				chaps. 1-3		
Vocabulary Development						
Writing						
Assignment	N	Aphorisms	The Kigo	The Tanka	Optional: Names	
Activity Sheets	N	Activity Sheet 24: Dictation and Grammar Gem ○	Activity Sheet 24: Aphorisms ○	Activity Sheet 24: The Kigo ○		
Other Notes						

Day 1

Dictation: *The Great and Terrible Quest*, pg. 130

As long as the poor were protected in their few rights and possessions by the Law or custom of the land, administered with more or less justice and mercy by the King and his lords, they could be content enough plodding through their lives in the humble hope of reward in Paradise, helping each other from both fellow-feeling and Christian teaching. But in a land where the Law had become nothing but the will of a few greedy wicked men there was no protection for anyone. Nothing was safe, neither their lives nor their goods, and so every man thought of himself only.

Day 4

Writing Strategy: Aphorisms

“He is a wasp in autumn. He stings without reason.”
from *The Samurai’s Tale*

The quote is a metaphor, but it also has deeper meaning. It is an aphorism which is a truth or belief about human nature. Synonyms for the aphorism include the proverb, the moral, or the maxim. In the ancient Japanese culture, the people used aphorisms to teach lessons and to communicate statements of truth.

What does Lord Akiyama mean in chapter 9 when he says “Man’s life is short. Rushing through it does not make it any longer.” He is talking about someone who tried to rise to power too soon, but it can also apply to those who want to grow up fast in order to obtain adult privileges.

On *Activity Sheet 20*, practice deciphering some aphorisms from the book. Then try writing some modern aphorisms of your own. Follow the directions on *Activity Sheet 20*.

Activity Sheet 20 Answer Key:

1. Rich people don’t need to revolt. They want to keep things the same.
2. If you brag about your generous acts, others might take it as an insult.
3. If you have already attained glory and fame, then you cannot go any higher in life. The rest of life can seem disappointing since it will never be as good.
4. You cannot be a child again or relive a time period in your life.
5. Everyone thinks he is the most important.

Day 3

Writing: *The Kigo*

The samurai warriors had many roles throughout Japanese history. In the beginning, they were brutal soldiers, but around the fourteenth century the samurai began to value education and a chivalrous culture. Eventually, they became government officials and politicians. The aphorism *Bun Bu Ryo Do* which means “The pen and the sword serve in accord.” reflects the value that the samurai placed on literacy and writing.

The Japanese culture respects and gives nature a great significance in their poetry. In *The Samurai’s Tale* by Erik Christian Haggard, Taro composes poetry. He takes pride in his poems and remembers that “Lord Takeda Shingen had been an accomplished poet in his youth.” In chapter 8 “On the Road”, Taro composes a two line verse about the mountains.

Shyly clad in the morning mist,
The mountains retreat into the sky.

This demonstrates his appreciation of his environment and his observations. He also uses love of nature in the poem he writes to Aki-hime. Notice how Aki-hime’s and Taro’s correspondence in their poems create stanzas to form one poem. Read it all together and see if it has more meaning as one poem or separate verses.

“A Poem for Aki-hime” Chapter 26

(Taro’s first message to Aki-hime)

The buds on the plum tree
Contain the hope of spring.
Born in winter and alone,
I long to see them unfurled.

(Aki-hime’s response)

The bud on the plum tree fears to unfurl.
It knows that the splendor of its petals
Will fall to earth for others to tread on.

(Taro’s reply)

When the storm comes it will break the boughs
And scatter the petals of the flowers wide.
I shall gather them and keep them in my sleeve.

(Aki-hime’s response)

The frost that comes out of season
Will kill the budding flower.

Spring, dressed in winter's cloth,
Leaves no fruit for summer ripeness.

(Taro's response)

The sickle moon has left the sky;
Mount Fuji's snow is winter deep.
I fear that spring shall never come
As, all alone, I long for you.

Why does Taro use poetry to communicate his love to Aki-hime instead of just sending her a letter? How would it be different if he just sent a note saying that he was interested in her? What images does he use to catch her attention? If you were writing a love poem, what images would you use to create emotion?

In Japanese poetry, certain words and expressions of nature symbolize the seasons. A kigo is a noun or phrase that is a culturally recognized symbol which represents specific human emotions. For example in Taro and Aki-kime's verses, they speak of the plum tree. When Taro says the plum has buds, he hopes their love will flower as the tree does in spring. She speaks of the bud and its fear to bloom because it may be too soon. Therefore, their attraction for one another may not be ready for a more serious relationship. Follow the directions on *Activity Sheet 20*.
(Answers will vary.)

Day 4

The Tanka

Today, you will use your images from yesterday as part of the Tanka that you will write. This Japanese form of poetry mirrors their culture, which values self-discipline and uses only 31 syllables in five line. The pattern and number of syllables in each line should be 5-7-5-7-7. The Tanka usually communicates a special event, but you can write one to elaborate on a specific topic. Emotions and symbols from nature form the structure of a Tanka. Write a Tanka about a recent event or a topic that you find interesting. Notice that the example uses kigo to relate the season of winter.

Example Tanka:

Frost biting the trees (5)
As their branches intertwine (7)
The wind drifts past them (5)
As the mist rises, (7)
Crystal water standing still. (7)

Day 5

Writing: Names (Optional)

In *The Samurai's Tale*, Lord Akiyama changes Murakami's name to Taro, which is a name usually given to a first born son. In the Japanese culture and in many other cultures, a person's name is significant to their identity. With the samurai, the family name was so sacred that a samurai would fight to defend the honor of his family's name. A name gives us human dignity, which is why we do not use numbers for names. Later, Taro feels like he has outgrown his childhood name, and he longs for Lord Akiyama to give him an adult name of higher importance. It is like outgrowing a nickname.

Have you ever given much thought to your name? What does your name mean? Why did your parents choose your name? Interview your parents about this choice. What other names did they consider before they chose your name? Did they know the meaning of your name?

Research the meaning of your name. You should be able to find some basic information about the history of your name and what it means by using the Internet. Take notes of any interesting facts you learn. Does the meaning of your name fit with your appearance and/or personality? Give a scriptural meaning to your name. For example Cynthia means moon. A scriptural slant would be "reflection of the Son's glory."

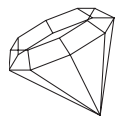
Think of a new name for yourself. Are you a great piano player? Maybe you would like to be called Keys from now on. Do you have a smile that lights up the room? Perhaps Glow would be a good name for you. If you had the chance to re-name yourself, what name would you choose? n

Student Activity Sheet 24

Dictation

The Great and Terrible Quest, pg. 130

As long as the poor were protected in their few rights and possessions by the Law or custom of the land, administered with more or less justice and mercy by the King and his lords, they could be content enough plodding through their lives in the humble hope of reward in Paradise, helping each other from both fellow-feeling and Christian teaching. But in a land where the Law had become nothing but the will of a few greedy wicked men there was no protection for anyone. Nothing was safe, neither their lives nor their goods, and so every man thought of himself only.



**Grammar
Gem**

Did you know... that **correlative conjunctions** come in pairs? **Correlative conjunctions** are connecting words, but you need to use both words to correctly make the connection. Each word has a companion word. For example, the companion word for *neither* is *nor*, so it is incorrect to use *or* after *neither*. The dictation passage reads, “neither their lives nor their goods.” Other pairs of correlative conjunctions: both... and, either... or, whether... or, not only... but also.

Aphorisms

Paraphrase the following aphorisms from *The Samurai's Tale* and explain what they mean.

1. Those who wear silk seldom revolt for they do not know the bitterness of a night wind, nor the language of a hungry stomach.

2. Charity should always be mute for those who never practice it find that virtue an affront. Remember to do your good deeds as secretly as if they were crimes.

3. From the top of the mountain, all roads lead in only one direction—down.

Continued... ➡

4. Only in dreams can you return to what you once were.

5. The center of each man's soul is the center of the world. Even a beggar thinks that in his cupped hand he holds a universe.

6. Write your own aphorism.

The Kigo

Think about nouns that represent the seasons in your culture. List at least four symbols for each season. If you wanted to write about nature what would you use to symbolize the seasons? For example: For winter, you may use snowboard, mountains, or pine tree.

1. Winter

2. Spring

3. Summer

4. Fall

Week 28—Schedule						
Date:	Day 1 ⁶¹	Day 2 ⁶²	Day 3 ⁶³	Day 4 ⁶⁴	Day 5 ⁶⁵	
Spelling/Phonics						
Spelling						
Optional: <i>Wordly Wise 3000-3</i>	Exercise 16C		Exercise 16D	Exercise 16E		
Optional: <i>Keys to Good Language 6</i>	Lesson 75		Lesson 76	Lesson 77		
Handwriting						
Grammar						
Optional: <i>The Grammar Ace</i>	Lesson 28					
Readers						
5-Day <i>Catherine, Called Birdy</i>	Feb. 21-Mar. 18	Mar. 19-Apr.	May-June	July	Aug-Sept.	
4-Day <i>Catherine, Called Birdy</i>	December	Jan-Feb. 20	Feb. 21-Mar. 18	Mar. 19-Apr.		
Vocabulary Development						
Writing						
Assignment	N	The Introduction	The Conclusion	Revising Introductions and Conclusions	Optional: The Story of Music	
Activity Sheets	N	Activity Sheet 28: Dictation ○	Activity Sheet 28: The Introduction ○	Activity Sheet 28: The Conclusion ○		
Other Notes						

Week 28—Notes

Day 1

Dictation: Catherine Called Birdy, pp. 165-166

Father Huw said Mass and a lot of things about sinners and hellfire and how this should be a mirror to us for we all shall die and none know when—but nothing about how Perkin's granny had the merriest eyes I ever saw. Or how although she was no bigger than Ralph Little mouse's youngest, she always had a lap big enough for a crying child. Or how she made the best soul cakes in the village.

Day 2

Writing Strategy: The Introduction

Earlier this year, you learned how to write a thesis statement. The thesis is the backbone of the paper, but particularly of the introduction. Many students prefer not to write an introduction, thinking it's better to just start discussing the topic. To a reader, this is equivalent to beginning a book on chapter five. Without a thesis, the reader does not have a guide about what to expect in the paper.

Introductions clarify what subject you will discuss, but more importantly, what position you will take. They get your reader's attention and prepare them to have an open mind about your paper. A well-written introduction sets a positive attitude about your skills as a writer. If you put effort into your work, you want people to read the whole paper and appreciate it.

So, how do you create a well-written introduction? Here are some tips:

Don't begin with, "In this paper, I will write about..." Starting with words like this is redundant and shows that you are insecure in whether or not a reader can pick out your topic.

Do begin with an attention-getter: an interesting quote, question, fact, statement, or anecdote (a short story). Craft this sentence carefully, as it has an enormous impact. Look at these two sentences and ask yourself which would make you want to read the paper:

In the United States, the adult illiteracy rate is startlingly high. One out of five United States adults cannot read at a functional level, including insurance forms, voter information, instructions, and even signs.

Do give your reader the needed background information for your topic. After reading your introduction, your reader should know what your subject is, why it is important enough to write about, and any information needed for clarity (define difficult terms, explain rare concepts).

Your introduction should include your thesis statement. Place your thesis as the last sentence of your introductory paragraph.

Follow the directions on *Activity Sheet 28*. (Answers will vary.)

Day 3

Writing: The Conclusion

Every paper should have a conclusion to restate the main points and add final thoughts. A conclusion should give a brief summary of the paper. A good conclusion should also have the following:

Request that the reader take some sort of action. (Begin recycling, read or not read a book, think about a new concept, stop using so much sugar, etc.)

Raise any questions or thoughts prompted by the paper, but not appropriate for the body paragraphs.

Use attention-getting devices, just like you do when you write an introduction, to leave the reader in a positive frame of mind about the paper.

Show the reader why the paper is relevant.

Follow the directions on *Activity Sheet 28*. (Answers will vary.)

Day 4

Writing: Revising Introductions and Conclusions

Writing quality introductions and conclusions takes practice. Choose a paper from earlier in the year that has room for improvement on the introduction and conclusion. Rewrite those two paragraphs. You do not need to rewrite the entire paper. Make sure you use the principles you learned about these paragraphs.

Day 5

Writing: The Story of Music (Optional)

Choose a piece of classical music. Listen to it many times over. Imagine that you were the composer and wrote the piece to tell a story in music. Now tell the same story in words. Hint: you may be better able to think of the story if, while listening to the music, you think of adjectives, similes, and metaphors that fit with the sounds and musical themes you hear. While listening, take notes on what you are hearing, thinking and feeling. n

Student Activity Sheet 28

Dictation

Catherine, Called Birdy, pp. 165-166

Father Huw said Mass and a lot of things about sinners and hellfire and how this should be a mirror to us all for we all shall die and none know when—but nothing about how Perkin’s granny had the merriest eyes I ever saw. Or how although she was no bigger than Ralph Littlemouse’s youngest, she always had a lap big enough for a crying child. Or how she made the best soul cakes in the village.

The Introduction

Now that you know some tips for writing quality introductions, write an introduction for one of the following thesis statements. Begin with an attention-getter such as: an interesting quote, question, fact, statement, or anecdote (a short story). You are only writing an introduction, not the entire paper. End your introductory paragraph with your thesis statement.

Homeschooled students tend to be better students than students in public schools.

Classic television is much better than modern television.

Playing sports is an important part of growing up.

The funniest things in life are those that you don’t see coming.

The Conclusion

Write a conclusion for the same thesis statement you chose for your introduction on Day 2. Imagine that you wrote body paragraphs to support your thesis. Make sure to utilize the tips for writing a good conclusion.

Week 29—Schedule						
Date:	Day 1 ⁶¹	Day 2 ⁶²	Day 3 ⁶³	Day 4 ⁶⁴	Day 5 ⁶⁵	
Spelling/Phonics						
Spelling						
Optional: <i>Wordly Wise 3000-3</i>	Crossword pg. 137		Exercise 17A	Exercise 17B		
Optional: <i>Keys to Good Language 6</i>	Lesson 78		Lesson 79	Lesson 80		
Handwriting						
Grammar						
Optional: <i>The Grammar Ace</i>	Lesson 29					
Readers						
5-Day <i>Shadow of a Bull</i>	chaps. 1-2	chap. 3	chaps. 4-5	chaps. 6-7	chap. 8	
4-Day <i>Shadow of a Bull</i>				chaps. 1-2		
Vocabulary Development						
Writing						
Assignment	N	Careers—I want to be...	Business Letter	Reflective Essay	Optional: Classified Ad	
Activity Sheets	N	Activity Sheet 29: Dictation ○	Activity Sheet 29: Careers—I want to be... ○			
Other Notes						

Day 1

Dictation: Catherine Called Birdy, pg. 106

“But, my dear,” she went on, “I flap my wings at times, choose my fights carefully, get things done, understand my limitations, trust in God and a few people, and here I am. I survive, and sometimes even enjoy.”

She smiled then, a lovely smile except for the cabbage stuck between her only two teeth. “You,” she added, “must learn about wings, my dear.”

Day 2

Writing Strategy: Careers—I want to be...

Many of the characters in the Sonlight Readers have ideas about their careers. Other characters, like Trad who is destined to become a king in *The Great and Terrible Quest* by Margaret Lovett, have careers already planned for them. In *Shadow of a Bull* by Maia Wojciechowska, Manolo has the whole town telling him that he will be a bull fighter. Manolo’s father had *aficionado* or a passion for bull fighting since he was very young. However, Manolo has different ideas about what he wants to do with his life.

Do you have a passion for a specific occupation? Maybe you have considered a few different careers. Choose a career that you find interesting to complete this assignment. This assignment is meant to give you insight about this career. Research your career and find specific facts about this occupation. Follow the directions on *Activity Sheet 29*.

Day 3

Writing: A Business Letter

In *Shadow of a Bull*, the bull fighters guide Manolo into his profession as a bull fighter. They are the experts, so they can give first-hand accounts of their experiences. A good way to learn about a career is to talk with someone who is already in the field.

Write a business letter to someone who is an expert in your chosen career, and ask that person for some guidance and advice. If possible, write to someone you already know. If you want to be a veterinarian, you may already be acquainted with your dog’s veterinarian. If you don’t know someone in the field, choose someone who has an established business and good reputation.

Note to Mom or Dad: If you choose to mail this letter, you may want to include a short note of your own

and explain that you are aware of the correspondence. A note may encourage a response. It is very rewarding and special for the student who receives a response from a professional.

As you prepare to write your letter, type if possible. The appearance of the letter should be neat to make a good impression upon the recipient. After all, it represents who you are.

The Heading: Start writing the heading at the top of the page in line with the left-hand margin. When you include your name and address on the letter, the receiver can easily respond to you.

Your Name

Address

City, State, Zip Code

Date: Skip a line and write the date directly under the heading. Spell out the name of the month.

Inside Address: Skip a line and write the recipient’s name. Then write the inside address.

Greeting: Skip a line and write the greeting directly under the inside address. If you know the person’s name, write it and follow it with a colon. **Example:** Dear Mr. Brown: If you don’t know the name, use To Whom It May Concern:

Introductory Paragraph: Skip a line and write your first paragraph directly under the greeting and in line with the left-hand margin. Do not indent any of your paragraphs. In your topic sentence, introduce yourself. Explain to the recipient how you know each other or why you chose to write to him or her.

Body Paragraph: Skip a line. Your body paragraph should ask the person for information about his or her experiences. What is rewarding about this job? What is difficult about it? Does the person have any suggestions or advice to offer you? What can you do to prepare for this field? What type of skills do you need?

Conclusion: Tell the person for his or her time. Then express how much you would appreciate a response.

The Complimentary Close: Skip a line and write the closing in line with the left-hand margin. Capitalize the first word only (i.e., Thank you) and leave four lines between the closing and the your name for your signature. Print or type your name 4 spaces down.

Signature/Writer's Identification: Sign your name between the Close and Signature.

When you are finished, have Mom or Dad check it for editing purposes to make sure all words are spelled correctly and that your message is clear. Fold your letter into three horizontal sections. Then place it in a business envelope and mail, only if Mom or Dad approves.

Day 4

Writing: Reflective Essay

Write at least a three paragraph essay with an introduction, body, and conclusion. Based upon your research, reflect about this career. Do you think this might be something you would do in the future? What skills or personality traits do you have that would make you a good candidate for this profession?

Day 5

Writing: Classified Ad (Optional)

Look through the "Job Openings" section of a newspaper or view an online job board. Then, advertise a job opening for your chosen career. List the duties and responsibilities that would be expected of the ideal job candidate. n

Student Activity Sheet 29

Dictation

Catherine, Called Birdy, pg. 106

"But, my dear," she went on, "I flap my wings at times, choose my fights carefully, get things done, understand my limitations, trust in God and a few people, and here I am. I survive, and sometimes even enjoy."

She smiled then, a lovely smile except for the cabbage stuck between her only two teeth. "You," she added, "must learn about wings, my dear."

Careers—I want to be...

Research your career and write the facts in the lines below. How many years of training will you need? How much can you expect to earn at this job? Just for fun, pick out a place to live and the type of transportation that you think you will use. Find out how much each of those will cost per month. Will your salary pay for your home and transportation?

Career Title _____



Years of education or training _____

Salary per month _____ per week _____ per year _____



Hours of work per week _____

Duties and responsibilities

Rewards/Benefits



Mode of Transportation

_____ per month (train)

Car payment? _____

_____ per month (car)

Insurance? _____ per month

_____ per month (truck)



House/Apartment

_____ Total cost

_____ Payment/rent per month

Appendix 3: Language Arts 6—Extra Dictation Passages

Extra Dictation Passages

We hope that you will encourage your children to practice writing each day. We understand, though, that there are some days when your children will feel... well, let's just say "uninspired." On those days, what should you do?

Should you just let them skip writing? Not if you want them to grow and excel as a writer. Mercilessly browbeat them into submission? Not if you want to keep your sanity! Instead, just assign one of the extra dictation passages below.

Your children will gain additional writing practice without the additional challenge of a regular assignment. You'll avoid a battle of the wills with a reluctant writer. Use the extra time you gain to discuss things with your children. Why are they feeling uninspired? Show them love and support and help them regroup in preparation to hit the ground running again tomorrow.

For your convenience, we have provided extra dictation passages for you to use over the length of this course.

Adam of the Road

pg. 17

Adam and Perkin had been fast friends since they first saw each other. The master had lifted Perkin by the belt from the table where he was bent over a parchment, and said (in Latin, for all their talk in school was in Latin, which was hard for Adam at first): "Here's a new boy. Show him around and see that he doesn't get into trouble."

pg. 74

Godfrey gave a shrill shout. "Hugh! Come here! Minstrel's son says we can ride Bayard!"

Hugh turned and came back, carrying the blunt-ended ash-wood ole that they used for a lance. For the second time he and Adam looked squarely at each other.

Well, sir, Adam was saying within himself, I don't care so very much for you, but I like your crowd and I want to belong to it, I'll do my share and a bit over.

pg. 118

When they had eaten, Roger nodded to Adam, and he drew his fingers over his harp-strings. One of the clerks leaned back against the wall and crossed his legs. "Minstrels," he said to his companion. "Good. I'm not ready to sleep and we can't read unless we pay for candles."

pg. 170

"Help!" bellowed the merchant with a burst of noise that amazed Adam. "Help! Ho! Robbers! Ho!"

The servants took it up, and for a moment the woods echoed with their clamor. They made so much noise that Adam more than half expected a troop of horsemen to come galloping to their rescue. Nothing of the kind happened.

pg. 229

"But see here, he'd been looking, hadn't he? He'd come to Winchester and looked high and low without finding you. Now, maybe he'd think this way: he'd know you knew he'd got to go back to Sir Edmund for Christmas. He'd maybe think you'd gone to London instead of Winchester, after all, and he'd follow you there. Isn't that logical?"

pp. 296-297

"Horses!" snorted Robin. "Oxen are best for plowing. A horse eats a halfpenny worth of oats every night and a shilling of grass in the summer—and there's fodder and chaff besides. An ox doesn't cost a quarter that much. A horse has to be shod too—and that's about a penny a week. Oxen have better natures too—not nearly so hasty. Give me oxen any day."

Archimedes and the Door of Science

pg. 4

Archimedes' mind was never still, but was always searching for something that could be added to the sum of things that were known in the world. No fact was unimportant; no problem was dull. Archimedes worked not only in his mind, but he also performed scientific experiments to gain knowledge and prove his ideas.

pg. 41

"In fact," Archimedes said firmly, "I have figured it out carefully, and there is no weight, anywhere, that could not be moved if enough force were applied."

He waved his arm grandly under King Hiero's nose. "Had I but another earth on which to stand, my friend," he said, "I could move this earth itself."

The Beduin's Gazelle

pg. 9

It was said of Essafeh that his words were like milk, without fault. It was said that wherever he pointed his lance, his aim was always true. It was said that his hospitality was so great, the coffee grounds piled up before his tent like a mountain.

pg. 34

Arabic! Why had he set his heart on learning Arabic? The ideas were elusive, and every word had many meanings. Etienne's careful European mind led him up one blind alley after another. Where he longed for definition, there was playfulness. What he pounded into his brain as fact was revealed a page later to be poetic fancy. The Arabic of the texts he studied was nothing like Fez street Arabic and not much like the everyday language of his fellow students.

pg. 41

Etienne raised his eyebrows, and whispering asked, "The boy from the desert, the new student, is he a prince?"

"A prince among princes," the old man answered, nodding. "He is asleep, though his dreams are troubled, may Allah guard him. He is sick at heart, like a songbird in the hand... A captive dreaming of escape."

pp. 71-72

Atiyah closed his eyes, and just in that moment, he looked very old, startling Etienne. When he opened them, he continued: "We need more pasture for our flocks, if we are to stay on the sand sea. We need the clouds to stop and give us rain, so that the grass will grow, so that the goats and camels will fatten and multiply."

pg. 82

"One hundred years ago," said the caliph, "it was decided that the city of Fez would host the foremost university in the world. Renowned scholars spent endless hours searching out and collecting the finest texts, the most beautiful verses, the most complete and detailed histories."

pg. 150

As sheikh of the Beni Khalid, Atiyah sent one of Halima's younger brothers to ride at the right hand of the caliph Abu Yacub in his triumphal march between Fez and Tlemcen. This brother, a tough and wily warrior, fought in battles as far away as Spain for the Marinid Empire, to extend Islam among the heathen. But Atiyah and Halima never left the desert, because it pleased them to stay there, among their sons and daughters.

Betty Greene: Wings to Serve

pg. 31

As Betty left Mrs. Bowman's home, she prayed silently, "God, I've never heard of anyone who used flying to help spread the gospel message, but if You want me to fly for You, show me how to make it happen."

As she walked home down the gravel road, Betty's heart raced with excitement. God was in control of her future, and He would make things work out for good for her.

pg. 66

That evening was Betty's last night as a WASP. She was saddened by the news she'd just heard, and relieved that once again she had narrowly escaped death. As the moon shone down, lighting her path, she had a strange feeling that the unseen hand of God was guiding her and that He would continue to guide her in the dangerous situations she was sure lay ahead as she sought to put her flying experience to work helping to spread the gospel around the world.

pp. 121-122

About three months after her experience with the harmattan, Betty experienced another world—that of the sultan. She was flying Dr. Helser to Sokoto to discuss the doctor's work with the sultan there. By the time Betty had brought the Cessna to a halt at the airport in Sokoto, Dr. Helser had come up with an idea.

"Betty, you sound like you're very interested in the sultan. Would you like me to see if I could get you clearance to come with me and my two aides?"

Black Horses for the King

pg. 7

"I need big strong mares and stallions to breed the warhorses we need to drive the Saxons out of our lands and back into the sea," he went on. "Horses powerful enough to carry warriors in full regalia, fast and far. For it is the swift, unexpected strike that will cause havoc among the Saxon forces, unaccustomed as they are to cavalry in battle."

pg. 64

If, on my return, I caught snide looks and remarks, I had retained sufficient joy from the mass to ignore them. I would have thought that some of Cadore's men were Christian, for there were many monasteries in Cordovici, though I remembered some talk around the campfires about how many had divorced themselves from Roman ways when the legions had not come to our assistance.

pg. 161

Two days later, when I had put brand-new rims on those ten young horses, Firkin and I, in a large group of bowmen and slingshot mountain men under Manob's command, made our way to Camelot. I cast my eyes over every single foot soldier who made up that contingent; I almost wished that Iswy were among them so we could settle our enmity once and for all.

The Bronze Bow

pg. 27

There are more coming to join us every day. Someday there'll be enough. Rosh asks of them all just one thing. They must hate the Romans, and be willing to go on fighting till the last cursed one of them is driven from the land and Israel is free. We live only for that. And so will you.

pg. 69

Daniel stiffened. But he noticed, against his will, the heaving sides of the overridden animal, the streaks of foam on the glossy neck. The beast too was helpless in the hands of the Roman. He could not deny it water. He lifted the bowl and held it steady while the animal quenched its thirst.

pg. 87

"It couldn't really be bronze," said Daniel, puzzled. "The strongest man could not bend a bow of bronze."

"Perhaps just the tips were metal," Joel suggested.

"No," Thacia spoke. "I think it was really bronze. I think David meant a bow that a man couldn't bend—that when God strengthens us we can do something that seems impossible."

pg. 111

Suddenly words were echoing in his mind. "For each one of you is precious in His sight." Not scripture, but the words of the carpenter. That was what had confused him. Rosh looked at a man and saw a thing to be used, like a tool or a weapon. Jesus looked and saw a child of God. Even the old miser with his moneybag?

pg. 128

"That's not the way," Leah said softly. She patted the lump on a flat stone, rolled it deftly with a flat roller which she took from the shelf, and handed him the thin circle of dough, ready to plaster against the wall of the oven. It gave off a delicious fragrance as it baked, and came from the oven crusty and satisfying.

pg. 193

Much of all this Daniel watched with dismay. It was not for this sort of skirmishing that he had dreamed of raising a band. To him many of the exploits they boasted seemed childish. It had been his plan to wait, to train, to grow strong, and then to strike. This activity was like a fire lighted too soon. Would it burn itself out before the day had come?

Catherine, Called Birdy

pp. 15-16

"Listen to me, my children," said the old woman then, "do not be like the stupid man. Know where you yourself are. How? By knowing who you are and where you come from. Just as a river by night shines with the reflected light of the moon, so too do you shine with the light of your family, your people, and your God. So you are never far from home, never alone, wherever you go."

pp. 36-37

I was finally able to speak to Uncle George about my idea of going on a crusade to the Holy Land. It is too late, he says. Their own greed, cruelty, and stupidity defeated the crusaders, and the Turks have only to sweep them out like soiled straw.

Sometimes George does not sound like one who has worn the Holy Cross. He says he stopped being a crusader when he realized God could not be pleased by so much blood, no matter whose.

pp. 63-64

There are no Jews left in England today, Thomas says. By order of the king they have all left the country. I find it hard to believe that the old lady and the little soft-eyed girl who stayed in our hall could be a danger to England. Is it blasphemy to ask God to protect Jews? I will ask Edward.

Or maybe not. Mayhap I will whisper it just to God and trust it is all right. God keep the Jews.

pg. 106

"But, my dear," she went on, "I flap my wings at times, choose my fights carefully, get things done, understand my limitations, trust in God and a few people, and here I am. I survive, and sometimes even enjoy."

She smiled then, a lovely smile except for the cabbage stuck between her only two teeth. "You," she added, "must learn about wings, my dear."

pp. 165-166

Father Huw said Mass and a lot of things about sinners and hellfire and how this should be a mirror to us all for we all shall die and none know when—but nothing about how Perkin's granny had the merriest eyes I ever saw. Or how although she was no bigger than Ralph Littlemouse's youngest, she always had a lap big enough for a crying child. Or how she made the best soul cakes in the village.

pg. 183

My mother is finally well, thanks be to God, and still carries the child. I might be made to marry by force, but I vow no one could make me have a child! Not only is it dangerous and uncomfortable, the child could grow into Robert. Or Geoffrey. Or Attila the Hun.

D'Aulaire's Book of Greek Myths

pg. 36

"Vainglorious girl, go on and spin your thread and weave your empty net forever," said Athena to Arachne, the spider. Athena was a just goddess and she could be very stern. She knew that the gods were great only as long as they were properly worshiped by mortals.

pg. 49

Artemis was angry with her brother when she returned and found her companion dead. But she could not stay angry with her twin for long, and he helped her hang Orion's image in the skies as a constellation so the great hunter would never be forgotten.

pg. 62

Every year, when Persephone left her, Demeter grieved, nothing grew, and there was winter on earth. But as soon as her daughter's light footsteps were heard, the whole earth burst into bloom. Spring had come. As long as mother and daughter were together, the earth was warm and bore fruit.

pg. 72

Prometheus could not bear to see his people suffer and he decided to steal fire, though he knew that Zeus would punish him severely. He went up to Olympus, took a glowing ember from the sacred hearth, and hid it in a hollow stalk of fennel. He carried it down to earth, gave it to mankind, and told them never to let the light from Olympus die out. No longer did men shiver in the cold of the night.

pp. 158-160

"What creature is it that walks on four feet in the morning, on two at noon, and on three in the evening," the Sphinx asked with a sinister leer.

"It is man," Oedipus answered. "As a child he crawls on four. When grown, he walks upright on his two feet, and in old age he leans on a staff."

Escape from Warsaw

pg. 17

"I am the prisoner," said Joseph. "I knocked out a guard and stole his uniform. Look if you don't believe me—here's my camp number burnt into my arm: ZAK 2473. I want you to hide me."

The number convinced them that he was telling the truth. They knew that if they were found hiding him they would die. But they were brave people and did not hesitate.

pp. 25-26

"You must have known that something like this might happen," said Mrs. Krause. "Did you never make any plans? Did you never fix a meeting place?"

Joseph thought for a moment. "Yes, as a matter of fact we did. We arranged that, if we were separated, we would try to make for Switzerland."

Mrs. Krause took his hands in hers and smiled. "There's your answer, then. Go to Switzerland, and with God's help you will find her there."

pp. 152-153

"Get to the point, Mr. Burgomaster. You want something out of me. What is it?"

"You're hiding Polish children here," said the Burgomaster, and he told him about the previous day's adventure on the road.

"Well, and if I am?"

"They must go home like the rest."

pg. 191

Ruth was feeling sad and disheartened when she said good-bye to Joe. They had come so far and now that their goal was within sight it seemed harder than ever to reach. She thanked him from the bottom of her heart for all his kindness.

The Great and Terrible Quest

pp. 4-5

Nothing in Trad's short and difficult life had yet managed to teach him not to rush to the help of anyone in trouble, and without stopping to think he left his shelter and ran to the man's side. Since he lay without movement the boy turned the heavy head towards him and saw through the tangle of white hair a face which was nearly as white, and lips that were cracked with thirst.

pg. 38

For a moment Trad could say nothing. The last woman to hold him in her arms must have been his mother, and it seemed in that moment that he was a little boy of four again, held in the loving arms of his bright dream world. Then he realized the truth and it was almost as bright. Here was someone who called him friend and welcomed him with love.

pg. 93

"The king had a son, but he is probably dead. If *he* had a son—Heaven help him! The Lords Regent have long arms. I wouldn't myself give two farthings for his life." He stopped, his expression a curious mixture of doubt and hope. "If he lived—what a King that might be! A *king* who had lived among the people and knew something of their lives, their needs and their miseries!"

pg. 130

As long as the poor were protected in their few rights and possessions by the Law or custom of the land, administered with more or less justice and mercy by the King and his lords, they could be content enough plodding through their lives in the humble hope of reward in Paradise, helping each other from both fellow-feeling and Christian teaching. But in a land where the Law had become nothing but the will of a few greedy wicked men there was no protection for anyone. Nothing was safe, neither their lives nor their goods, and so every man thought of himself only.

pg. 154

"But if he had been *nice* to me, he could have been sure I would do anything he wanted," Trad argued.

"How would such as he think of that?" said Marlo scornfully. Then thoughtfully, "And indeed it isn't even true. Did your mother do *everything* he wanted? The wicked can only bind people to them by fear."

Hittite Warrior**pp. xvi-xvii**

My story will tell much of that little strip of land called Canaan to the south, between us and the accursed land of Egypt, which was only a name to me when I was a child. For all the wealth and all the armies and all the glories of the nations have passed through that little land and probably always will; and the story of the kings of Canaan is the story of the world.

pg. 31

"Here in Canaan," he said, "it is necessary for a man of position to read and write. It is not as it is in Great Hatti, where the sacred picture writing is a mystery in itself. Here we have an easy way, only twenty-two signs, from which all words may be formed. You will learn quickly."

pp. 102-103

Soft murmurs and even sobs rose among the people while the song was sung. Barak stood like a god himself, and it did not matter any more that he was not tall. And suddenly I knew what their secret must be. For this, I was sure, was a battle song, to be sung only in time of war. Jotham had said they had no leader. It seemed that they had found one.

pg. 144

And for the first time I saw my chariot. It was not mine alone, for it was a heavy Hittite car for two riders and a driver. This was the great weapon of the Hittites, perfected by them and once used in the conquest of half the world, even to the borders of Egypt. It was sheathed and shafted with bronze and had swift round wheels, made more deadly by the sharp, costly iron scythes that stood out from them.

pg. 205

"The true king," the Lady Merris said. "Long ago I prayed to Aton that I might see the true king before I died. He has answered my prayer. It is a sign to me. I will commit no act of shame before him."

The Ides of April**pg. 8**

Again Camillus went on ahead, and Hylas followed him to the gates of his master's house, wondering what made men so different and gave some the light touch of an artist on a stringed instrument in their dealings with people, and others the consideration of a drunken man blundering in the dark.

pp. 36-37

"Why?" he asked Varro, looking up at the man, feeling sick and shaken and very small. "I'm putting you both in danger and you're not a rich man, you can't afford the risk of sheltering an escaped slave."

"Perhaps I'm the sort of man who saves unwanted puppies from drowning and then gets left with them. There's another reason, but perhaps I'll tell you that later."

pg. 74

"You'll be in some tight spots in your army days, sometime. You know what old hands say: make the dangerous job seem normal and nothing to fuss about and the recruits won't have the sense to know otherwise."

pp. 102-103

"Some people call us Christians. Our God is one who gives because he wants to, because that's what he's like, and all the children a father gives to are brothers then, aren't they? You have to look out for your brother, and you can't always work out what that's going to cost first. Still, you can trust your father to keep an eye on both of you."

In Search of Honor

pg. 16

"My father would have told you that what you hold in your hand was never simply stone," I said, warming to the subject of my art. "He taught me that in every block of marble there is a living face of figure waiting to be freed; the sculptor's job is simply to release the captive from the unchiseled stone that binds him."

pg. 30

"Take it to Charpentier's when you are done," he said. "I will see you there." He bowed politely and went out. I stood a moment, wondering if perhaps I had misjudged the man. At the time, I did not realize that for men like Danton, an act of kindness is merely a means of manipulation.

pg. 99

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"Louis—dangerous?" Danton laughed. "We shall have him eating out of our hand before the summer's end."

"Don't be so sure," said Robespierre. "A man who has enjoyed absolute power does not easily relinquish it."

pg. 124

"I know better than you think, Jacques," he said. "I know that there is a high price for the praise of men, and I know that once you have it, you must then live in constant fear of losing it—as one day you will. And when it is gone, there is nothing left, nothing but a cold and black despair."

pg. 132

So you see, Jacques, I do know what it is to be young and to be ambitious. I know as well the anger one can feel when he is forced to suffer at the hands of unjust men. But I have learned that through Christ I can rise above any of life's circumstances. It is this lesson that I want to leave with you, this lesson and my family's greatest treasure.

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pg. 121

Luther was determined to produce a translation that would speak the language of the common people. He decided to start with the New Testament. He worked steadily for three months, carefully translating the Greek text into the German that the housewife, butcher, and baker could understand.

Mara, Daughter of the Nile

pg. 1

The city that rose beyond them shimmered, almost drained of color, in the glare of Egyptian noon. Doorways were blue-black in white buildings, alleys were plunged in shadow; the gay colors of the sails and hulls that crowded the harbor seemed faded and indistinct, and even the green of the Nile was overlaid by a blinding surface glitter. Only the sky was vivid, curving in a high blue arch over ancient Menfe.

pg. 47

Sheftu's black brows arched. But he said only, "Then you must see it later. It's not difficult to find. The queen has caused a highway to be built—at what cost I wouldn't dare guess—from the river straight across two miles of desert and valley to the temple's first terrace. A great stone avenue it is, lined on each side with sphinxes. And each sphinx has the head of Her Gracious Majesty."

pg. 92

"Then here is the message. Tell him he must journey to the River of Darkness, as we talked of long ago. He must take the treasure of him who sleeps there, even the royal cobra from his brow and the collar of amulets—"

"River of Darkness?" Mara choked on the words.

"Aye. He must take from the dead the gold Egypt must have to live! He must go down into the land of night and bring it forth to me."

pg. 150

The temple's dim quiet ended abruptly as Sheftu stepped into the noise and dust and mingled odors of the outer courtyard. It was like plunging into another element, and the shock steadied him and dissipated his wrath.

Fool, anger gets you nowhere, he told himself as he gathered his horses' scarlet reins and popped the whip over their flanks. Let her have her obelisks—she will soon have nothing else.

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An hour later he was crossing the worn stone wharfs to the *Beetle's* anchorage. Nekonkh hung over the gunwale, his arms propped wide, his shoulders burnished copper in the brilliant sunlight. Every line of him spelled anxiety. Sheftu stepped into the cool shadow of the hull, swung onto the rope ladder and climbed up through the blue-green dancing reflections into the glare of sun on deck.

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"My death will be as nothing to them. It will be as a stone thrown into the Nile in the time of inundation! Do the waters stop for a stone? The plans are made, Hatshepsut, and the hour is near. You will know your enemies when they strike."

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Anne beguiled my father and seduced him. She transformed him into a man so unlike his former self that even after she had lost her diabolical hold on him, my father was never again the king he had once been. Because of this evil witch who called herself queen, I lost everything: my rightful place in the circle of my family, my mother's loving presence, my father's devoted affection, my chances of a fruitful marriage. And I came close—very close—to losing my own life.

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Furious, the king leaped to his feet. "What difference does it make to you, Mary? You are a woman and not fit to rule England! And the people of this country will not allow a foreigner to rule for you as your husband. You are as obdurate as your mother and I curse you both!" King Henry pounded on the table with his fist, setting the goblets jumping. "I-must-have-a-son!" he roared.

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Caius's friends were puzzled. They thought Caius still was suffering from his experiences in the catacombs. He was a tough, brave young Roman, to be sure, but one night in the catacombs could make even a grown man fainthearted.

I Am David

pg. 10

He ran all the time, sometimes fairly slowly so that it took him hours to go a short way, sometimes so quickly that he felt his blood pounding. Every morning with the first glimmer of daylight he lay down to sleep. It was not very difficult to find somewhere to sleep in that sparsely inhabited district. David had no idea what the countryside looked like; for him it was only a place where he must run through the night and hide by day.

pg. 100

The strange boy looked astonished. "Why don't you fight then?" he asked crossly.

"Because if I hit you back, I'd be no better than you are. I'd be just as rotten and worthless, and I'd have no right to be free."

pg. 132

Being able to use words properly was a great advantage, for the more words you knew the meaning of, the better you could think. And besides, it was important when you were talking to people: they were not so surprised at what you said if you used the right words.

pg. 218

David breathed deeply, hardly noticing the cold bite in the air. He was David. He was free and strong. He was on the move again, but this time he knew where he was making for. There might be many difficulties ahead before he reached his goal, but difficulties could be overcome. He still had one more promise of help left over from God, and he had the dog who was going with him of its own free will. The long winter had passed, and he was going down to meet the spring.

The Phantom Tollbooth

pg. 14

As the announcement stated, it was a beautiful map, in many colors, showing principal roads, rivers and seas, towns and cities, mountains and valleys, intersections and detours, and sites of outstanding interest both beautiful and historic.

"I don't think there really is such a country," Milo concluded after studying it carefully.

pg. 77

'Words and numbers are of equal value, for, in the cloak of knowledge, one is warp and the other woof. It is no more important to count the sands than it is to name the stars. Therefore, let both kingdoms live in peace.'

pp. 118-119

"Why don't they live in Illusions?" suggested the Humbug. "It's much prettier."

"Many of them do," he answered, walking in the direction of the forest once again, "but it's just as bad to live in a place where what you do see isn't there as it is to live in one where what you don't see is."

"Perhaps someday you can have one city as easy to see as Illusions and as hard to forget as Reality," Milo remarked.

pg. 168

"To be sure," said Canby; "you're on the Island of Conclusions. Make yourself at home. You're apt to be here for some time."

"But how?" asked Milo.

"You jumped, of course," explained Canby. "That's the way most everyone gets here. It's really quite simple: every time you decide something without having a good reason, you jump to Conclusions whether you like it or not. It's such an easy trip to make that I've been here hundreds of times."

A Proud Taste for Scarlet and Miniver**pg. 24**

Eleanor arranged both weddings. She arranged everything. She was not shy about making decisions, about giving orders, about receiving homage or receiving gifts. Eleanor was as much at ease arranging a ceremony as she was arranging her dress. She knew what she wanted, and she had the energy to do it all. Indecisiveness wears a person out. Eleanor was never weary.

pp. 50-51

At last they reached Constantinople. There have been glorious cities and beautiful ones before and since Constantinople, but nothing in all of history has ever matched its magnificence. Ancient Athens was beautiful but austere. Rome was great but governmental. Constantinople was gay, and it glittered. It was as if the whole city had been lifted in a piece and then dipped into a rainbow. But not a pastel rainbow, a rainbow of undiluted color.

pg. 96

Everyone began to appeal to the King's court, and Henry had clerks record what happened. When people came with a complaint similar to an earlier one, Henry would check the records and see how the matter had been settled before. In that way everyone received the same treatment under the law, a law common to everyone, the English Common Law.

pg. 132

Queen Eleanor was a generous ruler and hostess. Her court at Poitiers was open to everyone, and everyone came. Poets and troubadours came; cousins came, dozens of cousins from the Aquitaine who were happy to have a headquarters again. Second sons of famous dukes and barons came; they had no money and no skills. Besides these cousins and second sons, there were the queen's own children, seven in all, plus the girls her sons were to marry. The castle at Poitiers was nursery, home, school and seat of government.

The Samurai's Tale**pg. xiv**

I lived during a time when the word *peace* had little meaning, when the great lords of Japan fought over that country like dogs over a bone. A time when blood flowed like rivers and no man knew at sunrise if he would be alive when the sun set. A world filled with treachery and hate, tortured by the vanity of men who wished to rule over others before they learned to master themselves.

pg. 18

"Impoliteness, Taro," Togan would say, "marks you as a fool, for it takes away from you an advantage and gives you none in return. On the other hand, excessive meekness and modesty may make others distrust you and suspect you of being a schemer not worthy of their confidence."

pg. 76

There is nothing that can make a man feel more alive than to have been near death. Suddenly you realize what a precious gift your life is, and your eyes open to the beauty of the world around you. Such were our feelings as we traveled on. Once in a while we would glance at each other and then smile contentedly.

pg. 126

"When will this war burn itself out?" I stepped back a little. The flames were hot, and I was getting scorched.

"Soon, I should think," Kansuke pointed into the fire. "The hotter it gets and the higher the flames, the sooner it will become ashes. We live in a time that men will talk about when we are long since turned into Buddhas."

pg. 234

The tale of the parentless child and the young samurai has been told. What happened later may also be worth the telling, for honor demanded that I attempt to avenge my master. The prayer says that "in the raging fire of the world, there is no peace." Yet that is not altogether true, for in the love between two human beings that fire can be quenched and peace may be found.

Shadow of a Bull

pg. 6

There have always been five things that people fear: war, disease, flood, hunger, and death. And of these, death has always been feared the most.

In Spain, however, people have found a way of cheating death. They summon it to appear in the afternoon in the bull ring, and they make it face a man. Death—a fighting bull with horns as weapons—is killed by a bullfighter. And the people are there watching death being cheated of its right.

pg. 27

“The bull will fight for his life, and he will die in battle. And that’s how he’d choose his death if he had a chance to choose: in hot blood and not in the miserable slaughterhouse where he can’t fight back.”

pg. 48

He did all this alone and in secret, afraid of being discovered. He still knew that he was a coward, but he also knew that he was working at overcoming his cowardice.

At ten, like everyone else in Arcangel, Manolo Olivar was waiting for the day, when, in two years, he would face his first bull. Like his father.

pg. 77

“You see,” Manolo said, feeling more at ease now with this boy who seemed to understand, “I don’t want to make a great mess of things. I know I can’t be as good as my father, but I don’t want to disappoint them so much that they are ashamed of me.”

pg. 117

“And make the bull a little one to me, and very big to them; and make him not hate, but make him think that I am only playing with him. And if possible, please, don’t let them make me kill the bull. If you could arrange it, dear Mother of God, so that I may be hurt before I have to kill the bull, please do that. Or make the bull so brave that they will leave him alone. So very brave that they will let him live.”

pg. 136

The animal seemed to shoot out of the darkness, its black skin shining in the sun, its hoofs thundering louder by far than the beating of Manolo’s heart. He did a veronica, and he knew he had done it right even before the *olé* rang out. He had been very close, and the cape had moved slowly and smoothly just in front of the bull’s head.

The Shakespeare Stealer

pp. 34-35

“A hare” I said, shaken. “A ran across me path.”

“That’s all? From your face, anyone would guess it was a dragon at least.”

“Do you not ken it’s bad omen?”

“I take no stock in omens. Men make their own fates.”

“Not ‘prentices,” I muttered.

pg. 71

“Aye, by these bones, I would,” I lied earnestly. In truth, aside from wanting to escape a beating, or wanting a meal, I had scarcely ever given any thought to what I wanted. No one had ever asked.

“Ahh, he’s as full of lies as an egg is of meat,” Jack, the cannoneer, said.

“I believe him,” a voice beside me said.

pg. 132

I had no doubt that what my master, Simon Bass, was asking me to do was wrong. And if I took the script, I would have betrayed my fellows. I had no desire to do so. I had been alone and friendless a long time and had accepted it as my lot. But in the past weeks, I had learned something of what it meant to have friends, and to be a real ‘prentice, not a mere slave. It was a piece of knowledge late to come and hard-won, and one I did not wish to forget.

pg. 179

I had always thought of Whitehall as being just that—a large hall, painted white. But what lay before us was more in the nature of a small, walled town. I gawked about me like the greenest lad as we were escorted to a massive square hall with a lead roof and high, arched windows. Within, the hall was as grand as the grandest cathedral.

Snow Treasure

pg. 13

“So you wouldn’t mind if you met an enemy—one that carried a gun?”

Peter was breathless. His eyes were bright. This was the way Uncle Victor lived! There was excitement wherever he was!

“And you wouldn’t tell, would you, Peter? They could pull your tongue out and you’d never say a word that would hurt your country?”

pg. 35

"On you, to an extent, depends the welfare of your country. If you do what you're told and do it right, you'll be helping countless Norwegians—not only the soldiers in the army but the people at home."

"If you children win out, the enemy that today has invaded a peace-loving, unoffending country, will have less gold and so, fewer guns and less ammunition and food. Also, fewer opportunities to use our wealth to bring suffering and death to our people," Uncle Victor declared.

Theras and His Town

pg. 18

They reached the school. It was a little place with only about thirty boys in it; for there were many different schools in Athens, and all were small. They usually consisted of one large room, but this one was a wide porch open to the sunshine with a room to one side where the pedagogues sat waiting for their charges.

The Athenians had everything in the open air—schools, law courts, theatres, everything. The sun shone almost every day of the year. Their sunshine and open air life made them very healthy and happy people.

pp.36-37

"Look back now," said Pheidon. "There's our city."

Sure enough they could see the houses as small as toys and the streets winding among them. Around it a wall enclosed the city as though it were in a nest.

This wall made Athens safe. No one had guns or cannons in those days. Fighting was done with swords, spears, arrows, and slings. So when at night the great gates of Athens were closed, no one could hurt Athens.

pg. 97

Before they reached Corinth they came to the famous Isthmus. This is a narrow neck of land, in some places only two miles wide, which separates the two seas. Corinth was called the City of the Two Seas because it was on both the Gulf of Corinth and the Aegean Sea.

There was a track of wood laid straight across the Isthmus from water to water, and upon this the Corinthians could drag their ships from the Gulf to the Aegean Sea. It saved them hundreds of miles sailing around the peninsula of Greece.

pg. 113

Yes, Theras, in spite of himself, was contented in Sparta. The days lengthened into months. He mastered the drill so that he never made a mistake and was as quick as the best of them. He learned the droning chant of Spartan laws which the boys went through every morning. He learned to understand the curious Doric talk. Then something happened.

Theras had been interested learning Spartan ways. Now he knew them. The newness had worn off.

pg. 137

Sparta, in spite of her laws, her military drill (the best in the world) her splendid, fearless, beautiful men, was really a savage state.

But Athens was civilized.

That means that the Athenians were just and reasonable, and loved other things rather than fighting and bloodshed. Athenians also were free to think and speak out, but the Spartans did not dare to think or to speak what they thought. ■