

English Language Arts 7th Grade

Reading Assignments: Each month you and your child will complete a book from the schedule below. You will each read the assigned chapters/pages before separately before the date they will be discussed. On that day, you will have discussions about the characters, setting, plot, and main idea of the book. You will discuss personal interpretations and impressions as well as the usage of literary devices. Use the questions listed on the schedule to guide discussions, allowing your child to share his/her thoughts before you share yours. At the end of each book, your child will complete a final assignment as listed on the schedule. Standards that are covered during these discussions are listed at the bottom of the year's schedule.

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September – *The Outsiders* by S.E. Hinton

Date to be Completed/Discussed	Chapters/Pages Read	Discussion Questions
Sept. 5	Chapter 1	1-4
Sept. 6	Chapter 2	5
Sept. 7	Chapter 3	6-7
Sept. 8	Chapter 4	8-10
Sept. 12	Chapter 5	11-14
Sept. 13	Chapter 6	15-19
Sept. 14	Chapter 7	20-21
Sept. 15	Chapter 8	22
Sept. 19	Chapter 9	23-26
Sept. 20	Chapter 10	27-28
Sept. 21	Chapter 11	29
Sept. 22	Chapter 12	30-34
Sept. 26	Watch Movie	35
Sept. 27-29	Complete Final Assignment	

1. What is the historical setting of the book? (*The Outsiders* is set in Tulsa, Oklahoma in the 1960's)

2. Who is the main character? What point of view is the story told from? How does he describe himself? (Ponyboy Curtis is the main character. He has "light-brown, almost red hair and greenish-grey eyes" (pg. 1). He describes himself as a greaser (a subculture of middle and lower-class teens in the 60's. This group rebelled against the society that they felt gave them little opportunity to advance financially, and were known for slicking their hair back with grease, wearing work pants, white t-shirts, boots, and denim or leather jackets. He is quiet and impulsive, but smart. Ponyboy is 14 when the book begins. The story is told from his point of view.)

3. What are the two main groups in the story and how do they get along? What group is (The Greaser gang and the wealthy Socials (Socs) gang. They fight often. (pg. 2).)
4. How does Ponyboy feel society views him? (Ponyboy feels that society looks down on Greasers because they are poor and rough. He also feels that some are afraid of them. (pg. 15)).
5. What about their time with Marcia and Cherry challenged Ponyboy's view of Socs? (The girls were kind to them and treated them as equals. They asked the boys to protect them. Cherry pointed out that not all Socs are violent against Greasers, just as not all Greasers are like Dally. She told him that Socs have challenges in life, too).
6. What does Cherry say is the difference between Greasers and Socs? How does that help Ponyboy understand his rivals better? (pg. 38- Cherry says Greasers are emotional and know how to experience life. Socs are sophisticated but not satisfied with life and unable to be authentic with each other.)
7. What statement does the author make about society when Cherry leaves with the boys in the Mustang? Why do you think the girls don't want others to know they spent time with Ponyboy and his friends? (Social expectations are for the classes to stay separated. Those who don't follow these expectations face social consequences.)
8. What happened that made Ponyboy and Johnny leave town? Do you think this was the best decision? Why or why not? (They decided to run away and were met by the Socs in the Mustang. The Socs attacked Ponyboy and were drowning him in a fountain. Johnny stabbed one of the them to death).
9. After getting off the train, Ponyboy and Johnny realize they don't fit in in the country. What do they think people will assume about them if they are seen as greasers? (They think people will be afraid of them and recognize them more quickly.)
10. On page 64, Ponyboy states that "There are things worse than being a greaser." What is he referring to? How does this show you what he thinks of his normal life? (Ponyboy is realizing that his life has forever changed and that life in the country is not going to be the way he dreamed. He hates being poor and looked down on, but now he faces real trouble.)
11. On pg. 71, Johnny and Ponyboy talk about cutting their hair. Johnny says they will cut it anyways if the boys are arrested, but neither of them understand why. What does this say about society judging people based on their looks? What is Ponyboy's question about this judgement? (Society judges people based on how they look and classifies them into groups, even if not everyone in the group is the same. They make assumptions based on these judgements. Ponyboy points out that a crime can be committed by someone, even if their hair is cut.)
12. Why is cutting their hair and changing their appearance so difficult for Ponyboy and Johnny? (It's part of their identity and ties them to their community, their gang. Changing their hair feels like changing who they are.)
13. How do Ponyboy and Johnny learn about themselves and each other away from their friends? (They read books together, discussing deeper meaning behind it, recite poetry, and watch sunrises to admire the beauty. They allow themselves to soften up, not always acting so tough because they don't feel the need to impress their gang.

14. What happened at home after Johnny and Ponyboy ran away? (the Greasers and the Socs began an all-out war between the two gangs and Cherry became a spy for the Greasers)
15. What does Cherry's response to her boyfriend's death say about her? (Cherry doesn't believe in social lines but judges people based on their actions and character. She admits that her group was wrong and tries to help the good people she knows in the rival gang. Cherry also has a fascination with Dally because she really does not like her seemingly perfect life and wants to see how others live.)
16. How does wanting to turn himself in show courage on Johnny's part? (Johnny is afraid of going to jail, especially knowing that society judges greasers more harshly. However, he wants to protect Ponyboy and believes that he can convince others Bob was killed in self-defense. During this time, he is also facing the reality of the fact that his parents don't care about him.)
17. Johnny and Ponyboy think they hide their sensitive side from their friends well and act tough. What does Dally's speech on pages 89-90 say about how much the gang believes their tough act? What does that say about how much the boys care about each other. (Dally worries about jail hardening Johnny and it being tough on him because he is sensitive. He shows that the boys really know each other well and accept each other for who they really are, not for the act they put on.)
18. What does their reaction to the kids being in the fire say about Ponyboy and Johnny? Why weren't they afraid? (The boys showed courage that many of the people that society viewed as "good" didn't have. They were able to show who they really were through their actions.)
19. The people in the town saw Johnny, Dally, and Ponyboy as heroes. Why was this laughable to Ponyboy? (He was used to society looking down on greasers and assuming they were rebellious troublemakers. He had never been told they were heroes before.)
20. How does Ponyboy's description of the boy's normal breakfast (pgs. 104-105) show the truth about their life? (The boys are so young and have no parents to care for them. They do their best, but are still children in many ways- chocolate cake for breakfast. The gang, too, looks after each other because not many of them have a good home life.)
21. How did the conversation with Randy (pgs. 115-117) help Ponyboy understand the Socs the way that Cherry had described them to him? What common struggle do all these teens have? How does the way this struggle presents in their lives change how they see the world? (Ponyboy starts to see individuals instead of group reputations. He starts to understand that each person is different, with struggles and character traits, and that each person makes different choices, despite what society expects of them. Randy talks about problems with Soc parents being too permitting and how it makes them feel like they have no parents. Ponyboy starts to understand that Greasers and Socs have some of the same problems and that both groups have good and bad people and shouldn't be judged by their gang's reputation).
22. What was Johnny's reaction to being called a hero? Why do you think he reacted that way? (Johnny has felt unwanted and alone his whole life. Being called a hero gave him a sense of belonging and worth.)
23. On page 132, Ponyboy says that Greasers don't have much, but they have a rep. Why is their reputation so important to them? (It's something they build up their whole lives. In a

society that sees them as rebellious outcasts, they are proud to fit in, even if it means taking pride in the way society sees them).

24. What does Ponyboy want for Darry and himself as they grow? Why? (pg. 138- Ponyboy says Darry will get out of their neighborhood and become something one day. He'd like to, too. Despite the fact that he sometimes takes pride in his reputation as a Greaser, Ponyboy wants to be respected by society and successful.)

25. On page 143, Ponyboy points out that Darry and Paul were once friends, seen as equals by society. Then, their parents died and Darry had to work to support his brothers. How does money affect the way society sees different groups of people? Is this fair? (Society often sees those who are poor as lesser, as criminals, or as people who make bad choices. Society often sees those with money as successful and something to look up to. These stereotypes don't account for personal circumstances or individual character.)

26. On page 148, Johnny tells Ponyboy to stay gold just before he dies. What is this in reference to? What does it mean? (In the church Ponyboy recites a poem by Robert Frost about how nothing can stay gold, the world changes everything (pg. 77) through seasons of life.)

27. How does Ponyboy's reaction to Johnny's death show a different kind of strength than Dally's? (Dally acted tough throughout the book, like nothing could bother him. He was known for loving his rough life and being strong through it all. When Johnny died, Dally lost everything he cared about and his act broke. He made choices that he knew would end in his death, losing all his strength. Ponyboy, however, quietly tried to help his family (the gang), even though he was suffering and sick).

28. How does Ponyboy's and Dally's reaction to Johnny's death show their weaknesses? (Dally doesn't know how to deal with emotion or being close to others. When Johnny dies, the only way he can think to deal with it is through his own death. Ponyboy doesn't know how to deal with it, either. He tries to pretend it didn't happen.)

29. Why would Ponyboy tell Randy that he was the one who killed Bob? (Perhaps Ponyboy was trying to protect Johnny's legacy as a hero, maybe he was trying to honor his memory of the sensitive boy he knew, or maybe he felt that taking the blame would help him deal with the death of his two friends, somehow)

30. How did Ponyboy change after the hearing? Why do you think he changed in that way? (Ponyboy had to deal with two of his friends' deaths, legal issues from Bob's death, and the possibility of leaving his home and brothers behind. He began to toughen up and block his sensitive emotions so that he didn't have to deal with the pain or fear anymore.)

31. What showed that Ponyboy was still the same person he always was deep down? (After confronting the Socs with a broken bottle, he stooped down to pick up the broken glass, showing he still cared about other people.)

32. How did Ponyboy start to see his brothers differently as he grew up in the story? (He started to understand that they had their own struggles and challenges, too. He began to see how much they had given up for him and started trying to support them as much as they supported him.)

33. What does “stay gold” mean? (Johnny learned how sensitive and good Ponyboy really is then and saw through his reputation as a tough Greaser. Johnny is telling Ponyboy to be himself, kind and new to the world, just like a kid, no matter what the world does to him or says about him)

34. What do you think the theme of the book is? How is it shown through the eyes of Ponyboy? (Discuss the ideas that society judges based on class or dress, financial status often affects experiences and choices in life, friendship and relationships shape lives, and that staying true to yourself and your morals helps you deal with different things in life, acceptance of death)

35. As you watch the movie, ask your child to discuss the techniques used that reflect the mood, time period, and theme of the story. Discuss differences and similarities between the movie and the book and their impact on the story. Talk about camera focus and how it affects how the reader/viewer sees the story. Finally, discuss how hearing the words from characters in the movie affects you differently than reading the words.

Final Assignment: *The Outsiders* DVD (2002, Warner Bros. Entertainment) – Use the discussion from question 35 to write a short essay. Compare and contrast the movie and the book. Discuss the point of view of both and how it affects the story. Point out specific examples of impactful moments and explain why they affect you. Finally, discuss the overall theme of the story and point out specific examples of how it is reflected in the story of Ponyboy and his friends, either from the movie or the book.

October – *The Call of the Wild* by Jack London

Date to be Completed/Discussed	Chapters/Pages Read	Discussion Questions
Oct. 4	Chapter 1	1-3
Oct. 5	Chapter 2	4-7
Oct. 6	Chapter 3	8-10
Oct. 10	Chapter 4	11-12
Oct. 11	Chapter 5	13-14
Oct. 12	Chapter 6	15-17
Oct. 13	Chapter 7	18-22
Oct. 17-27	Complete Final Assignment	

1. Who is the main character of the book? Describe his physical traits and his personality. (Buck is a large dog, a cross between a St. Bernard and a Scotch shepherd dog, large and with long fur. Buck lives on a large, prosperous farm where he enjoys being the family dog. He hunts, plays with the kids, and provides the family with protection. He is always treated kindly by his family, but endures hardship when a servant sells him. Buck is smart and learns quickly.)
2. What point of view (1st, 2nd, or 3rd person) is the story told from and whose eyes does the reader look through? How does this affect the way the story is seen? (The story is told in 3rd person, from the point of view of Buck. This allows the reader to see the events through the eyes of a dog, and with his understanding of what is happening around and to him)
3. What historical event is mentioned in Chapter 1 and how did it affect Buck? (the Klondike Gold Rush, Buck was stolen by a servant and sold, traveling to the north and being treated badly during the journey. Eventually, he was sold to a man named Perrault and taken to the Klondike, where he saw his first snow)
4. Compare and contrast Buck's old life with his new one in the Klondike (In his old life, Buck was spoiled, bored, and warm. He enjoyed leisurely strolls, a full stomach, the love of the humans around him, and safety. In the Klondike, it is very cold and uncomfortable, he is expected to work, and he is always in danger. Here, he isn't allowed rest.)
5. What is the Law of Claw and Fang and what example of it is given? (The dogs often fight, establishing a pecking order among them and settling differences. Fights are violent and vicious attacks, often resulting in deadly injuries right away. The two fighting are surrounded by the

others, who pounce and kill the loser as soon as they fall. Curly was killed during a fight with Spitz in this fashion.)

6. What is Buck's new job? (Buck is a sled dog, tasked with pulling Perrault and his companion, Francois, through the snowy wilderness so that Perrault can complete his jobs for the government.)

7. Name a few things Buck learns in the wilderness that help him adapt to the Law of Claw and Fang. How did this reflect Buck's digression from a civilized dog back to a wild one? (Buck learns to never back down from a fight but to use intimidation to avoid them, to steal food, how to pull a sled, how to sleep in the cold and snow, read the signs of the weather, break ice on water, eat foods that he wouldn't have before. Buck learned to live in the wilderness, forgetting the morality and manners of civilized life and learning to trust in his instincts.)

8. What were some of the challenges Buck and the team faced during this chapter? How did they affect Buck? (The team was attacked by starving dogs, Dolly became sick with madness, their food was eaten, the weather was extremely cold (-50°), the river was running and they often broke through the ice. Buck was injured by the dogs, attacked by Dolly, exhausted, fell through the ice into the river, and had to be given special treatment because of his tender paw pads).

9. Where did the rivalry between Buck and Spitz begin? How was it added upon during this chapter? (Buck saw Spitz kill Curly and began to hate him. Spitz, being the lead dog, expects to be the alpha and sees Buck as a challenge to his authority and power. After Spitz attacked Buck, Buck begins to openly challenge Spitz by protecting the other dogs from his punishments.)

10. How did the rebellion of Buck against Spitz affect the team? (More of the dogs began to challenge Spitz's authority, many of them began to fight among themselves, and work was less efficient, Spitz and Buck eventually fought and Buck won leaving the team without a leader)

11. What happened to the team with Buck in the lead position? (Buck was able to squash rebellion, punishing dogs for misbehaving, and they made record time)

12. What happened to Dave and how does it show that the dog's work and pride is important to them? (Dave became ill or injured but was angry when his place was taken by another dog. Though in pain, Dave insisted on being put back in his place. This eventually caused his death)

13. What was life like for Buck and the other dogs with Hal, Charles, and Mercedes? Why? (Buck's new owners were not experienced with life in the Klondike and failed at every turn. This caused the exhausted dogs to work harder and more often than they were able. They ran out of food, made deadly mistakes, beat the dogs, and forced them to work through injuries and weakness. The three people and all of the dogs except Buck died.)

14. Who is John Thornton and what did he do for Buck? (John was stationed at a camp on the trail to Dawson. He saved Buck as Buck was being beaten for being too weak to continue on the trail. After Buck was saved, the entire team fell through the ice. Buck remained with Thornton)

15. What was Buck's life like with John Thornton? How did this differ between life on the trail and life in the South? (With John, Buck was allowed to rest and shown love. He never stole

from John, who gave Buck everything he needed. John was gentler than his previous masters and really loved Buck.)

16. What call did Buck hear as he lived with John? Why? Why didn't he go? (The call of the wild. Buck often wanted to run into the wilderness and live as his wolf ancestors did in the wild. His love for John kept him with humans.)

17. What are some ways Buck showed his gratitude and love for John? How was this different than the other two dogs? (Buck saved John's life, carefully watched him, obeyed him, refused to steal from him, and won a bet for him. Buck gently showed his affection by biting John's hand occasionally and giving John complete obedience.)

18. After Buck met the wolf, what did he often do while trying to answer the call of the wild but stay loyal to John? (He often left camp for days at a time, exploring and hunting and becoming a wild dog)

19. What did Buck meet when he returned from his hunt for the bull? How did he react? (John's camp had been attacked by an Indian tribe and his friends were left dead or dying. He attacked the Indians.)

20. Why did Buck finally answer the call of the wild and join the wolf pack? (John was dead and nothing brought him back to the human world anymore. Buck was finally free to become a wild dog?)

21. According to the Yeehat legend, what position does Buck have in the pack? What does he do each year? (Buck is the leader of the pack and known as the Evil Spirit. He visits the place where John died each year and gives a mourning howl)

22. What are some of the themes present in this book and how do they compare to your own life? (Man (Dog) vs. Nature, Natural Instinct vs. Controlled Actions, Order and Laws of Nature)

Final Assignment: Written Report – Write a 1-3 page report about *The Call of the Wild*. Include a synopsis of the story, at least three examples of interactions of characters and how they relate to or show a theme of the story, and discuss the setting and its significance in the changes in Buck's life. Discuss the call of the wild and what it represents or symbolizes to you. Include quotations from the book to support your reasoning and cite each one correctly in a bibliography. Include an introduction and conclusion. Use the grading rubric from lesson 12 to guide your understanding of the requirements and grade yourself. Ask an adult to grade you according to the rubric and proofread as well. Make any necessary changes before presenting your final draft.

November – *The Giver* by Lois Lowry

Date to be Completed/Discussed	Chapters/Pages Read	Discussion Questions
Nov. 1	Chapter 1-3	1-14
Nov. 2	Chapter 4-6	15-23
Nov. 3	Chapter 7-10	24-29
Nov. 7	Chapter 11-13	30-38
Nov. 8	Chapter 14-16	39-47
Nov. 9	Chapter 17-19	48-52
Nov. 10	Chapter 20-23	53-60
Nov. 14-17	Complete Final Assignment	

1. Who is the main character of the story and from what point of view is it told? (The main character is an 11 year-old boy named Jonas. The story is told through his eyes in the 3rd person.)
2. What event occurs at the beginning of the story and how does it explain the setting? What is the setting? What is the mood/How does Jonas feel during the event and why? (A plane flies over the closed community that Jonas lives in. In this community, no one ever sees planes or things from the outside world. Seeing the plane caused fear for the members of the community and forced announcements from those in charge)
3. What does the fact that the pilot had to be “Released” (pg. 2) say about the world Jonas lives in? (Jonas lives in a very controlled world. He had to go inside when the plane flew over and everyone obeyed that order. This may have been to control what they saw. An announcement was made giving an explanation, with no proof, and the pilot was exiled from the community for his “mistake”)
4. What does Asher’s apology (pg. 3-4) and the response of his classmates and Instructor tell you about the world they live in? (Asher was late to class and forced to give a scripted apology, whether he actually felt sorry or not. His class was forced to accept it, though they giggled, with a scripted response. The Instructor turned it into a lesson on grammar. This shows that the community does little thinking on their own and follows the rules and the script automatically. It also shows that there is likely little real connection between people)

5. What is a Nurturer? What does the existence of this role and the sharing of feelings tell you about family roles in Jonas's world? (pg. 7, Jonas's father is a Nurturer who cares for newborn children until they reach their first December. Children are not raised by their parents during that year. This may be to sever connections between parent and child or to control where children are placed. Sharing of feelings forces family members to discuss their concerns with the family unit they are assigned so adults can guide them into correct responses and families can comfort each other in some way.)

6. Why do you think jobs, spouses, and children are assigned in Jonas's community? What rules/considerations are mentioned for these assignments? (pg. 8, The Elders of the community decide what jobs children will train for at the age of 12. They decide who will marry whom and which parents are assigned children when the children are age 1. The Elders also decide upon the rules. In order to decide Assignments, children are observed by the Elders in the time leading up to their December ceremony. This gives Elders the ability to control choices of individuals and ensure everything needed in the community is provided for.)

7. Why do you think it's against the rules to hide your feelings from your family in Jonas's world? (pg. 9)

8. What happens in December? How is this different from the way these changes occur in your own life? How might this affect the emotional and social well-being of those in Jonas's community? (The Ceremony of the Twelves, The Ceremony of the Ones, the Naming, The Ceremony of the Nines. Assignments are made so Twelves can begin training for their occupation. Parents and names are chosen for Ones. Nines are given bicycles, the only means of transportation in the community. Eights are relieved of their emotional support animals.)

9. Who makes the rules in Jonas's community? (pg. 14, the committees of the Elders. However, it takes a long time for rules to change, if they do at all)

10. Who is the Receiver? Does this remind you of anyone in your own life? (pg. 14, the highest ranking Elder, who makes final decisions when the committee can't make up its mind)

11. What is the process for the selection of Assignments for Twelves? Who decides? How? How is this different than your own life? (pg. 16, Children are observed by the Elders and a committee chooses their Assignments based on aptitude, interests, and personality. Those who know the child best are interviewed as well)

12. What is unique about Jonas's and Gabe's eyes? (They both have light colored eyes, which is rare in the community)

13. How are Birthmothers treated in the community? How are they viewed? (pg. 22, Birthmothers, or those who give birth to children, are looked down upon as dishonorable. They are given food and a gentle life while pregnant. However, they are only allowed three pregnancies in three years, and then are forced into hard labor. They never see the babies they birth)

14. What happened during the incident with the apple? What does this tell you about Jonas's world? How do you think the Speaker knew he had the apple still? What questions does the incident raise? (pg. 23-24, Jonas saw the apple change as he played catch with Asher. He

couldn't figure out why, so he took the apple home for further inspection. That night there was an announcement rebuking him for doing so.)

15. What does "Better to steer clear of an occasion governed by a rule which would be so easy to break." (pg. 27) mean? (Jonas's world is heavily regulated and rules are (mostly) strictly enforced. It seems better to keep the rules than to break them, even if they are not as strict or the reasons for the rule are not obvious. It's easier to avoid situations in which you may have to break the rule than to enter into them and have to make a choice. Following orders from others "above" you makes life easier because you don't have to make any decisions)

16. Jonas volunteers in the House of the Old, where the elderly are taken after they can no longer work. What did he learn there? What does this tell you about the views of his community? (Chapter 4, Jonas bathes a woman named Larissa, who tells him about the differences between Edna and Roberto's Releasing. She explains that their lives are reviewed before they are Released and points out that Edna's life was less meaningful than Roberto's, showing that certain accomplishments and Assignments are valued more than others)

17. What do you think happens in the Releasing Room? Cite evidence from the text that may show your theory is correct

18. Why do you think Dream Sharing is a ritual in the community? What does it help control? (pg. 34-35, sharing dreams allows family members to check on the emotions of those sharing the dream and steer them to a "correct" interpretation)

19. What did Jonas dream and how does it show that he is growing up? How are these feelings controlled in the community and why do you think they need to be controlled? (Chapter 5, Jonas dreamed of a girl he knew, wanting to bathe her. He likely has a crush on the girl and is beginning to mature. Stirrings, or interest in the opposite sex, is controlled through pills that suppress these natural feelings. By suppressing Stirrings, those in charge have control over who is allowed to have children and become attached to others. Jonas enjoyed the dream, but was told it was not allowed/considered to be bad by his community. He felt a sense of pride in growing up and being able to take the pills, too.)

20. How do the ceremonies for each age reward community members for obeying the rules and give more control to those in charge? Are there any examples of this in your own life? (Each year, ceremonies in front of the rest of the community occur for each age until the age of 12. Children are given new responsibilities and gifts, which they can only use when they reach that age. If rules are broken, they may be denied these gifts.)

21. What happened with Gabe at the ceremony? What did the family have to agree to for their request to be granted? (pg. 42, Gabe was allowed one more year of Nurturing before a decision was made about his status in the community. He would stay with the family at night, but they had to promise not to become attached to him and that they would give him up at the ceremony the following year)

22. What was the significance of Caleb's placement and what rituals ensured that it was marked by the community? (pg. 44 Caleb was a child who had died. The entire community mourned with the family at this loss and accepted the new Caleb as a replacement for this family when the new child was assigned to a family unit)

23. Why was the same ritual not done for the name Roberto? (Roberto was Released, not Lost, so the new baby carrying his name was not recognized as a replacement)
24. What happened to Jonas at the Ceremony of the Twelve? Why do you think this happened? (Chapter 7, Jonas was skipped and not given an Assignment)
25. What Assignment was Jonas eventually given? What is unique about it? (Receiver of Memories, a very rare and respected position)
26. How does Jonas know that he has The Capacity to See Beyond? (The change in the apple, and the audience (pg. 64) showed him that he has this power.)
27. Why would the rules (pg. 68) of Jonas's new Assignment be unsettling for him? (Jonas had never been able to lie or skip dream-telling before. He was careful to observe rules about rudeness and had always had medicine available. These rules were in direct contrast with everything he knew.)
28. What do Jonas and the Receiver have in common? (The same color eyes)
29. Jonas is told he has to learn the history of the world. How would knowing history be a burden? Why would it be worth knowing? (History is complicated and shows mistakes that humans have made over time. Jonas knows nothing outside of his carefully controlled community and will have to face the reality of what people can be and do. However, knowing history allows us to learn from these mistakes and create a better future)
30. What was the first memory Jonas received? How did he feel about it? How was it transmitted? (Chapter 11, Jonas was shown what it was like to travel on a sled down the snow. The Receiver transferred the memory to him through touch. Jonas enjoyed the feeling of sledding down the hill)
31. Why are snow and hills unknown to the citizens in the community? How does this show that the community had to give up certain things for their current way of life? (pg. 84, when Sameness was implemented, the climate was controlled for easier food production and the hills were leveled for easier travel. Though life was more efficient, the community lost the joy of sledding)
32. What unpleasant memory was Jonas given? What does this show Jonas about balance? (pg. 86, Jonas was given the memory of a sunburn. After enjoying the pleasant sunshine, he was given this memory to explain the pain he would feel during some transmissions. This is symbolic of the balance of good and bad in everything, a balance absent in his world until then).
33. What does the Receiver ask Jonas to call him? (pg. 87, The Giver)
34. What is Jonas beginning to see when he notices things change? What does this tell you about the community? (pg. 94, Color. No one in the community can see color)
35. How does Jonas feel about the sacrifices made to achieve Sameness? (pg. 95-98, he does not believe that Sameness is worth the loss of what had to be given up. Jonas feels that he should be allowed to choose, rather than be shown a world with no choices)
36. What does Jonas think of choices as a person ages? Why do you think he thinks this? Do you agree? (pg. 98-99, Jonas begins to understand that the ability to make choices means that you may choose wrong. It's safer not to allow choices so that others can decide for you based on logic and reasoning you may not understand)

37. Why do you think Jonas feels that it's important to share memories with his friends and family? Does it work? (pg. 100, Jonas tries to share memories with others because he feels they are missing out. However, it doesn't work.)
38. Why is being a Receiver a burden within the community? (pg. 102-103, Receivers are the only ones who know the memories and the only ones who can read un-approved books. They carry knowledge that others aren't allowed to understand. They are always separated, in some way, from the rest of the community. They also understand that Sameness is not the only way to live, that there could be choices, but that the community has chosen Sameness.)
39. What memory did the Giver transfer to Jonas that taught him what pain really was like? Why do you think the Giver refused to give Jonas pain medication? (pg. 108-109, Jonas was given a memory of crashing on a sled and breaking his leg. The pain was more intense as he began to understand the experience. The Giver refused to medicate him because he wanted Jonas to understand, not just learn about, pain)
40. What example does the Giver show Jonas of advice he was able to give because of unpleasant memories? How does this help the community? (pg. 111-112, The Giver advised against an increase in population because he knew that it could cause hunger. Since the Giver knew what hunger was like, he convinced the Elders not to increase the population.)
41. What does Jonas say will help with the burden of carrying painful memories? What is the Giver's response? (pg. 112-113, Jonas suggests sharing the memories throughout the community so that no one person has to carry the burden alone. The Giver explains that he would like that change, too, but the Elders would not allow it.)
42. What happened the night Jonas watched Gabriel? What trait does Gabe have that the Giver and Jonas have? (pg. 115-117, Jonas transferred a memory to Gabe and was no longer able to remember it. They all have light eyes)
43. After the Giver transferred the memory of war to Jonas, he asked Jonas for forgiveness. Why do you think this is? Why do you think the Giver gave Jonas the memory, though he knew it would cause pain? (Chapter 15, The Giver knew that physical and emotional pain would come by experiencing war. He was suffering under the burden of it himself as he transferred the memory. However, he gave it to Jonas anyways, perhaps to relieve his own suffering or perhaps because he knew Jonas would need to carry the memory)
44. Why is the concept of love so difficult for Jonas to understand? What does this tell you about his community? (Jonas is shown a Christmas celebration with multiple generations of a family. He starts to see that there is a different way than the way his community works and that families can actually care about each other and spend their lives together, beyond the community-prescribed times. Jonas begins to feel that there is something missing from his seemingly perfect life. It is not complete without the human emotion of love.)
45. What dangers does Jonas point out that are present in the memory of Christmas? What does he say about these risks? (pg. 126, Jonas points out that the fires in the room pose a risk to those in it. He likes the light and warmth they provide, but understands that they may not be worth the risk)

46. What was Jonas's first lie to his parents? How do you think he felt? (pg. 127, Jonas asks his parents if they love him. He is told that love is a meaningless word and begins to understand that the way his community functions leaves no room for love, though he feels that it is important.)
47. What does Jonas's conversation with a sleeping Gabe show you? (pg. 127-129, Jonas is beginning to think of how different his world could be and of the good things the community is missing out on because of Sameness. Jonas even refused to take his pill the next morning, ready for changes that may come from not following the rules.)
48. How do the memories affect how Jonas sees the world on a daily basis? (pg. 131-132, Jonas understands deeper feelings than those around him because he has experienced them through memories. Life in the community seems shallow and without real joy or real pain in comparison)
49. What conclusion does Jonas make after the game of war? (Jonas realizes that, without shared memories, the community will never change because they don't truly understand their own actions and cannot make an informed choice.)
50. What does it mean to be Released in the community? How does Jonas learn the truth? (Chapter 19, Jonas watches the video of the twin's release and sees his father kill the baby using an injection.)
51. Who was Rosemary and what happened to her? (Rosemary was chosen to be the Receiver before Jonas. After encountering several painful memories, she requested to be Released and committed suicide).
52. How does finding out what Release actually is affect Jonas? (Jonas is in shock, realizing that those released do not simply leave to another place, but die. He also realizes that his father plays a part in this process. The pain of this realization is unbearable and he begins to cry.)
53. What plan do Jonas and the Giver come up with to change life in the community? (Jonas will leave into Elsewhere, releasing the memories he has been given for the community to bear. The Giver will stay to guide them through sharing the burden.)
54. On pg. 157 Jonas says "Of course they needed to care. It was the meaning of everything." What do you think he meant? (Jonas can see the emptiness and evil inherent in a life of Sameness and no choices. Others in the community cannot see this because they carry no memories and, therefore, don't truly understand emotions or connection to others. Jonas has seen how much these things make life worth living. They create more than an efficient city by allowing humans to be individuals and are worth every risk because they create a full life.)
55. Who was Rosemary? Why would her loss be particularly difficult for the Giver? (pg. 162, the Giver's daughter. He carried memories and understood the emotion of love. He loved her and her loss caused him more pain and loneliness than anyone else in the community had ever felt.)
56. What happened that forced Jonas to implement the plan earlier? How did the plan change? (pg. 164-165, They decided to Release Gabe. Pg. 166, Jonas took Gabe with him)
57. Why did Jonas miss the community after he left? What kept him going? (Chapter 22, Jonas missed the safety and resources of the community. He never went hungry there and had all his

needs provided for. On his journey, he faced starvation. However, he kept going because he loved Gabe and was trying to save him)

58. What did Jonas find? (Jonas found Elsewhere, a place he had a memory of his own about)

59. What is implied by the ending of the book? (It is implied that Jonas succeeded in returning to the place where he came from. It is also implied that he successfully changed the community by transferring his memories back to the citizens there, forcing them to carry the burden as a group. This would create change in the community as people began to feel emotions again and demand the right to make their own choices.

60. What is the underlying idea behind the story? What is your opinion on the matter? (Jonas lived in a world that was comfortable. There were no challenges and no one suffered, at least on the surface. However, as he began to gain memories and emotions, he realized that life in the community was shallow and incomplete. Efficiency, security, and safety did not necessarily mean a complete life. Without emotions and connections, life had little purpose. He began to see behind the gilded (look up this world) parts of his world and find the truth, as he did with the twin's release, and desire change. He wanted others to have a complete life rather than a safe one. He knew this meant taking risks and the possibility of pain, but felt it was worth it.)

Final Assignment: Written Paper – In a written paper, discuss the underlying concept behind *The Giver* as discussed in Question 60. Decide where you would rather live: in the community or Elsewhere and give specific examples from the story for your choice. Discuss your opinion and reasoning, giving at least three clear reasons you would choose this area to live. Include a contradictory opinion, pointing out the benefits of living in the area you did not choose.

Contradict these benefits by pointing out the reasons they are not worth the losses you may encounter. Include an introduction and conclusion, correct spelling and grammar, a formal writing style, and citations where necessary. Proof-read your report and ask an adult to do the same. Correct and polish your paper and print the final draft for your portfolio.

December – Selected Poems and Tales

Date to be Completed/Discussed	Poems Read	Discussion Questions
Nov. 29	The Hollow Men by T.S. Eliot	1-11
Nov. 30	The Wasteland by T.S. Eliot	12-18
Dec. 1	A Boat Beneath the Sunny Sky and Jaberwocky by Lewis Carroll	19-28
Dec. 5	The Bells by Edgar Allen Poe and No Man is an Island by John Donne	29-40
Dec. 6	The Raven by Edgar Allen Poe	41-46
Dec. 7	The Arrow and the Song & The Windmill by Henry Wadsworth Longfellow	47-54
Dec. 8	The Road Not Taken & Stopping by the Woods on a Snowy Evening by Robert Frost	55-63
Dec. 12	My Pretty Rose-Tree by William Blake, A Red Rose by Robert Burns, and Remembrance by Emily Bronte, Sonnets 18 & 30 by William Shakespeare	64-80
Dec. 13	Soliloquies: Hamlet (To Be or Not to Be..., Act 3, Scene 1, Lines 56-89), Macbeth (The raven himself..., Act 1, Scene 7, Lines 36-53) and Romeo (But, soft!..., Act 2, Scene 2, Lines 2-25)	81-90
Dec. 14	Grendel and Beowulf, Chapter 12 from Beowulf (Author Unknown)	91-97
Dec. 15	Select haikus of your preference here	98-100
Final Assignment may be completed at any time during the month		

1. Read the poem again, this time making sketches of the images that pop into your head while reading. Discuss these images and how they affect the way you read the play. Talk about the feelings attached to the poem. (The poem carries a dreamy, numb, sad, and dreary feeling. There is a sense of hopelessness and a loss of humanity and emotion.)
2. This poem was written in 1925, just after the end of WWI. Though Eliot says the men in his poem are dead, what may he be alluding to when discussing the Hollow Men and their environment? (Eliot's description tells of an empty, broken land and men who are simply going through the motions. His poem shows what life was like in much of Europe after the war. The land and buildings were broken and barren. The men who fought in the war and survived came back different than they were before. After witnessing the horrors of war, life was difficult for many of them. They were alive, but normal life, emotions, and being human was difficult because of what they had experienced. Many went throughout their days not feeling, seeing, or hearing others because they were so traumatized by what they had been through.)
3. What is a more literal interpretation of the poem? (Eliot may also be referring to life after death, or the afterlife)
4. What does Eliot compare the land of the dead to? (Eliot compares the land of the dead to a desert where the Hollow Men are left to sort through things on their own. Blind and silent, it's difficult for them to do anything productive. They are separate from the rest of society and numb to emotion.)
5. What do the Hollow Men not have in this land? Why? What does this symbolize? (The Hollow Men do not have eyes, they are blind and silent. Nothing they do or say makes a difference and they are lost in the dry, empty land of the desert. This may symbolize Eliot's view of death and what happens after life, showing that there is little hope for the souls that wander in the land of the dead. Eliot mentions that there are "other lands" of the dead, possibly implying the Heaven and Hell exist and these souls are lost in a place other than those two. It may also be symbolic of life after war, empty and hopeless, with soldiers who no longer see the beauty and joy of life. It also may show the isolation of those who are the Hollow Men from those who have not lost their hope and feelings.)
6. What does the poem state is the only hope for the Hollow Men to see again? What might this represent? (He includes a simile about a rose and states that this is the only hope for the Hollow Men. A rose growing in a dry desert symbolically shows that something good and beautiful may save the Hollow Men from their horrible fate. This may be symbolic of a Savior. In the Catholic religion, a rose is symbolic of the Virgin Mary, the mother of Jesus Christ.)
7. What literary device does Eliot use when discussing the Prickly Pear dance? (Eliot alludes to another children's song (Here We Go Round the Mulberry Bush) but the words are changed. This adds to the hopelessness of the Hollow Men, as they are circling a cactus over and over again)
8. Discuss lines 72-90 and the imagery behind them. (These lines state that between the thought and the action is a shadow. This may represent the idea and intent to do a good thing, to make the world better. However, life often is difficult (Life is very long) and doubt, sadness,

war, anger, or other things sometimes get in the way of us doing the right things. This shadow creates hollow men who find it difficult to find the rose.)

9. What allusions does Eliot make in the italic parts of the poem? What do the italics imply? (Eliot alludes to the Bible and God. The italics imply that someone other than the poem's speaker is talking, as if He is talking to the Hollow Men as they dance in the desert.)

10. What does the speaker eventually do as he hears the voice? (He begins to repeat the words the voice is saying, implying that this Hollow Man is trying to find the rose and the hope, even in the desert. However, his words cannot match the speakers, symbolizing his inability to connect with God.)

11. What is implied in the final four lines of the poem? (Again, Eliot alludes to the rhythm of a children's song. The words, however, imply the end of the world. The Hollow Men are unable to connect with God, unable to even repeat the words because of the shadow that blocks them. They have (perhaps through war) lost their ability to feel human emotions or connections, blocked by the shadow of depression, fear, and a lack of hope. As the men go through the motions, they bring down those around them until even the landscape is empty. This loss of connection with God, the poem implies, is what will end the world and ruin humanity).

12. This poem was written after WWI when the arts in Europe were embracing Modernism (a movement that rejected the normal rules of pre-war society and sought for a different way to do and explain things). How is this method of writing shown in this poem? (There is no rhyming scheme, no single speaker, and no connected train of thought that goes throughout the poem. The writing simply reflects and wonders about the purpose of life as it progresses, ignoring the rules of proper poetry.)

13. The beginning of the poem (lines 1-18) discuss a happy time when the seasons brought joys and excitement. What examples are there of this joyful mood? (The overall feeling is one of happiness as the speaker reflects on her past memories. Plentiful food, sunlight and soft rain, socialization, visits with others, and simple joys such as sledding are all included in this section.)

14. How does the tone change after line 18? Why? What might this represent? (The tone becomes dark and fearful after the reflections of the past in the beginning of the poem. It shows modern-day Europe, made of stone and lacking the color, warmth, and joy of nature. It discusses the people, walking around in a ring and covered in fog.)

15. How does the description of the people in the city compare to that Eliot uses in the Hollow Men? What do you think he was reflecting upon as he wrote both poems? (The Hollow Men and those in this poem both go through a dreary life without emotion or connection. Eliot was likely reflecting upon the isolation and despair of modern life and blames the beliefs and rules of modern society for turning people into empty vessels).

16. In The Fire Sermon, what might the fire be alluding to? What does the speaker say may save him at the end? (In this section, the speakers are detailing relationships they have. These relationships are empty and loveless. The fire may represent the fires of hell for their sins and only God can save them.)

17. At the end of the poem, the speaker talks of rain near an empty chapel. Later, he speaks of a key that each person can use to open his/her prison. What do you think these things may

symbolize? How is this similar to the theme of *The Hollow Men*? (Throughout the poem, Eliot talks about a world with no water. Near the chapel, however, it is raining. Though the chapel is empty, the rain provides a break from the dulled and deadened emotions of the people in the world he describes. Water may also be a Biblical allusion as Christ is described as the living waters. The key may represent a way for the people to break free from their meaningless and numb lives.)

18. Briefly discuss some of the themes present in *The Waste Land* and cite lines that point to this theme. Then, compare the themes of *The Hollow Men* to those of this poem. Discuss how each theme is represented and what Eliot is trying to get his readers to understand with each poem. (Eliot discusses death often in both plays and compares physical death with spiritual. After WWI, much of Europe had fought in or, at least, seen war. Many believed that it was the lack of morals before the war that led to such tremendous destruction and loss of life. The land was destroyed and the people suffered severe trauma. Those left alive cannot feel or experience human connection, though they continue to go throughout their daily lives. The description of the people in Eliot's worlds make it clear that spiritual/moral death is worse than physical death. Loss is another theme in *The Waste Land*, as the speakers outline happier times of the past. These happy, rich, and elaborate scenes serve to illuminate the contrast between pre- and post-war life, which is dirty, numb, and hopeless. Religious themes of a Savior and reliance upon God are also present. Throughout both poems, Eliot alludes to the Bible, implying that the only way to break out of the loss of humanity is to turn to God and Jesus Christ. Finally, both poems discuss the idea that modern life is ruining spirituality and human interaction. The cities discussed are barren, dry, and filthy. They are devoid of any sign of life, replacing trees and streams with rock and stone. It is implied that nature is the force that connects people to God and to each other through human emotion. The industrialized cities of modern life drive out nature and human connection.)

19. Lewis Carroll (whose real name was Charles Lutwidge Dodgson) lived from 1832-1898 in England. His father was a reverend and much of his upbringing and education revolved around the church. One of his favorite pastimes was to tell the children of the church stories. This eventually turned into one of his most famous writings: *Alice in Wonderland*, whose main character was modeled after a real-life friend of Dodgson. How is this information reflected in *A Boat Beneath a Sunny Sky*? (The poem's main character is Alice, named for a child that Dodgson especially liked to tell stories to. It mentions a Wonderland and states that life is simply a dream, as Alice's adventures were in the story.)

20. Describe the beat of the poem (rhymes, meter, and rhythm) and discuss how it affects the way the reader hears and imagines the poem. (*A Boat Beneath a Sunny Sky* rhymes, contains 7 syllables in each line, and the first letters of each line spell out the real Alice's name. When read aloud, the poem carries a dreamy, peaceful tone.)

21. The tone at the start of the poem is joyful, but changes in line 7. How does the tone change? Why? (The tone changes to one of regret and/or sorrow, discussing fading memories and darkened skies.)

22. In lines 3, 7-9, and 17-18, several words that represent time are mentioned. Underline each one. Read the poem again with an emphasis on the passage of time represented. What do you think this poem is about? (The passage of time outlined in this poem represents the time from childhood (when life is joyful and full of imagination and innocence) to adulthood (when the realities of life take away the innocence and carefree childhood. Carroll is lamenting the fact that Alice is growing up.)

23. What does the boat represent? (The boat is the vessel that carries Alice and the other children to adulthood. It represents life, which carries all children away from childhood.)

24. In the final line, what is life compared to? Why do you think this is? (Life is compared to a dream. Carroll compares childhood to a magical dream, a theme that carries throughout his stories of Alice. It is innocent and full of imagination, something that Carroll feels we lose as we grow up.)

25. Both *A Boat Beneath a Sunny Sky* and *The Jabberwocky* are included in Carroll's book *Through the Looking Glass*. This book is about Alice in Wonderland as she grows up. How do these poems show the imagination of Carroll and his willingness to embrace the silly or unfamiliar? (Carroll shows his love for childhood and the fun, silly, and sometimes ridiculous chaos of imagination. Both poems imply a dream-like state, where imagination can take many forms. *The Jabberwocky*, especially, is a non-sense poem with a made-up creature.)

26. What is the theme of *The Jabberwocky*? What wording within the poem implies this theme? Look up definitions of any words you may not know. (The main theme of this poem is good vs. evil. The evil Jabberwock is slain by the boy. The Jabberwock is described as having "jaws that bite" and "claws that catch" and having "eyes of flame" and as a "manxome foe" while the boy is described as "beamish" and his victory is joyful)

27. Describe the use of onomatopoeia in this play and how it is used to convey imagery and mood. ("Snicker-snack", "Callooh! Callay!" are both examples of onomatopoeia and give the reader vivid images of the Jabberwock's head being cut off and the joyous celebration of the father after the battle.)

28. Though Carroll's two poems have different themes/main ideas, the underlying celebration of the joys of childhood are present in both. Describe how these are reflected in both poems. (*A Boat Beneath the Sunny Sky* discusses the sorrow at the loss of childhood while *The Jabberwocky* celebrates the magic of childhood.)

29. How many stanza are included in *The Bells*? What does each stanza have in common with the others? (There are four stanzas, or sections to this poem. They are broken up and carry different tones, however each of them discusses the bells. During Poe's time, bells were often installed in church towers at the center of town and run to announce major events to the city. Events such as weddings, mass, funerals, and emergencies would be announced by different ringing patterns and times of the bells. Many of the stanzas have words that are repeated throughout the poem.)

30. How does the overall beat of the poem reflect the music of the bells? (The rhythm and meter reflect a musical tone, like bells would have when being rung.)

31. What is the mood of the first stanza? What words imply this mood? What event are the bells rung for? (The first stanza is joyful and occurs during the winter, implying a Christmas celebration. The bells are described as “silver” and foretelling “merriment”. Words like “twinkle” and “delight” also show the happy mood.)
32. What is the mood of the second stanza? What words imply this mood? What event are the bells rung for? (In this stanza, the mood is still happy and the bells are being rung for a wedding. “Happiness”, “harmony”, “delight”, and a positive outlook for the future are included).
33. What is the mood of the third stanza? What words imply this mood? What event are the bells rung for? (In this stanza, the mood shifts to fearful and the bells are described as “alarm bells”, “brazen”, and telling a “tale of terror”. They “shriek, out of tune” and it is implied that a fire has gripped the city with horror and despair.)
34. What is the mood of the fourth stanza? What words imply this mood? What event are the bells rung for? (The final stanza is mournful. The bells are described as “iron” a cold, hard metal and “solemn”. These are funeral bells bringing sorrow and mourning.
35. As the poem progresses, the stanzas become longer and longer. What might this imply about the main idea of the poem? (The poem takes the reader through several emotions and symbolically reflects several main events in life (birth, marriage, trauma, and death). The joyful stanzas are much shorter than those which carry unpleasant emotions, implying that joy is fleeting and the difficult times seem to last longer).
36. What words are repeated in every stanza? How does the way you read the words change based on the mood of the stanza, though the words don’t change? (From the bells, bells, bells, bell, bells, bells, bells” is repeated throughout the poem. This gives the reader time to reflect on what the bells really sound like and drive home the difference in how they are heard for different events and emotions).
37. Give and discuss an example of each of the following in the poem: alliteration, personification, and metaphor. (Alliteration is present throughout the poem and helps with the melodic rhythm of the overall reading. The most prevalent personification in the poem is that of the bells, which take on human emotions as they toll for different occasions. Though the bells simply ring, they convey different sounds and emotions throughout the poem. One metaphor in the poem is found at the end, where the bells are described as “keeping time” in a rhythmic manner, just as a heart does until it stops. The bells are compared to the heart of the person who has died.
38. In *No Man is an Island*, John Donne reflects upon the connections of one man to all of mankind. Read 1 Corinthians 12:12-14 and discuss how the poem alludes to the Christian faith. (In the Bible, those who follow Jesus are described as his body. Each person and group makes up a different part of the body of the church and no one part of the body can function without the others. The poem reflects this theme, stating that we are all interconnected and rely upon each other.)
39. Discuss some ways that a single person cannot exist as an “island” and how we need each other. (Human beings are social creatures and need each other to survive. Our actions on earth affect those around us, even in ways we may not know about.)

40. The final lines of the poem discuss bells. After reading *The Bells*, how does your understanding of these final lines change? (The bells discussed in *No Man is an Island* are funeral bells. Donne is implying that all men will die and, with each death, mankind diminishes or fades. Thinking that you don't need others or that you don't affect them (pride) doesn't save you from death, which is universal).

41. How does Poe set the tone of *The Raven* in the first line? (His descriptive words imply that the mood of the poem is weary, dark, dull, and sorrowful.)

42. Watch this [video](#) of a reading of *The Raven*. Then, discuss the plot of the story with an adult. (*The Raven* is about a man who is alone in his home on a cold, dark night. The man is reading, trying to distract himself from the mourning of a woman named Lenore. He is falling asleep as he reads when he hears a knocking at his door. When he opens the door, he finds only darkness, but hears a voice saying Lenore. As he returns into his room, he hears the knock again, this time at his window. When he investigates, a Raven enters the room, landing on a bust (statue) above his door. The Raven speaks only one word: *Nevermore*. The man is unsettled and fearful. The man is intrigued by the fact that the Raven could speak and sits in front of him, studying him and trying to figure out what the bird meant by *Nevermore*. The man eventually mentions Seraphim (powerful angels) and Nepenthe (a fictional drug that makes you forget), hopeful that the Raven has come to take his grief away. The Raven responds with *Nevermore* and the man desperately begs the Raven for relief of some kind, asking if Lenore is with the angels. The Raven, once again, replies *Nevermore*. The man tries to banish the Raven from his home and leave him to grieve. The Raven refuses to leave and the man resigns himself to the fact that his soul will never escape the darkness of the Raven's shadow.)

43. What does the Raven represent? (The Raven is representative of loss and grief. The only word it speaks is *Nevermore*, giving voice to the ending of a life and the loss of what may have come if that life had continued. Its presence and shadow represent the loss of light in the life of those that continue to live after the loss of a loved one. As the man hopes for relief from his sorrow, the Raven refuses to provide any, becoming a fixture in the man's life. This shows that grief never ends and is always present when a loved one is lost.

44. Point out examples of rhyme, repetition, and alliteration within the poem and discuss how they affect the mood and rhythm of the poem. (Each stanza has a common rhyming pattern, which gives the poem a rhythm, making it easy to read and understand. Alliteration (e.g. weak and weary) is used throughout, reinforcing the feeling of the poem and the emotions of the man. Repetition is used to emphasize the power of the Raven over the man and create a feeling of out-of-control grief.)

45. On a blank paper, write the last word of each stanza. Discuss the effect each of these words has on the overall theme of the poem. (Each of the last words rhymes with the others. The word most used is *Nevermore*. The use of this word at the end of each stanza implies a finality, dashing the hopes of relief the man has. The underlying idea of the finality of death is carried throughout these words as well.

46. The Raven is a soliloquy, or a poem that shows the thought process of the speaker. Explain how understanding the speaker's thoughts is vital to the meaning, tone, and theme of this poem. (Without understanding the sorrow and hopes of the speaker, the poem would simply be about a man sitting alone, who has a Raven fly into his home. The symbolism and theme of the poem would be lost without the inner monologue presented. By allowing us to hear the speaker's thoughts, Poe helps us understand his emotions and the dashed hopes of the man).
47. Discuss the lyrical rhythm of this poem. What makes it sound like a song? (This poem is written so that each line has a similar amount of syllables. It includes rhyming couplets (two lines together) and the rhythm when read aloud gives it a song-like sound).
48. Discuss the imagery in this poem. (The reader sees the arrow shoot up, hears it whistle, and sees it stuck in a tree as they read.)
49. Discuss the personification in this poem. (The song in the poem is personified when it flies through the air and falls to the earth).
50. What are the two main subjects in this poem? What might they symbolize? (The arrow and the song are the focus of the poem. The arrow, which symbolizes mean and hurtful words or actions, is shot into the air. Once released by the speaker, he/she has no control over them anymore. The speaker cannot always immediately see where these hurtful things they've done end up. At the end, however, the arrow lands in a tree, unbroken and stuck, just as the hurtful things we say or do can. The song represents calming or uplifting words and actions. It follows the arrow into the air and falls to an unknown places. However, like the hurtful things, the good eventually is found, this time in the heart of a friend.)
51. Discuss the similarities between *The Arrow and the Song* and *The Windmill*. (Both poems have a lyrical feel, use an AABB rhyming pattern, have vivid imagery, and discuss experiences of daily life)
52. Who is the speaker in *The Windmill*? How do you know? Give examples from the poem. (A windmill is the speaker in this poem. He tells of living above the fields, of grinding the grains, and of allowing the wind to turn his sails. He also tells of his master, the miller, bringing him work every day except Sunday. Throughout the poem, the Windmill is telling the reader what he does each day.)
53. How does personification of the windmill make the poem whimsical or light-hearted? (A windmill talking about ruling over the fields and flinging its arms in the air creates images that the reader may find funny or magical. It's excited and joyful mood allows the reader to feel the same emotions as the poem is read.)
54. How do the emotions of the Windmill compare to those around him? Give specific examples from the text. (The Windmill experiences the same things as the people around them. As the grain is harvested, he watches excitedly, expecting to be fed. The people below work hard to cut, gather, and harvest the grain. They also expect to be fed, but seem less excited about their work. As the wind increases, the windmill stands strong wrestling with his "foe" describing it as he would if he were in a battle. The miller, however, controls the sails of the windmill so that it gains the energy it needs from the wind to grind the grains. As the windmill

“battles” the miller harnesses the energy of the “foe”. Finally, on Sunday, both the people and the windmill rest, feeling content with their work.

55. Compare and contrast the writing styles of H.W. Longfellow with Robert Frost. What is similar about the poems you read? What is different? (Both writers use imagery in their poems and include a rhyming scheme, though the rhyming schemes differ. Both discuss scenes in nature and rural environments. Both writers have dreamy or whimsical feel in their writing, and both include symbolism though Robert Frost’s imagery is more literal while Longfellow includes more personification.)

56. On a white board or blank paper, draw the image shown in *The Road Not Taken* and discuss which road the speaker chose. What do these two roads, and the speaker’s choice, represent? (The two roads represent a choice the speaker must make. The speaker does not know where the roads lead and must decide which to follow based on what he can see. One road seems to be more worn while the other is covered in grass and seems to have had fewer travelers over it. The speaker chooses the second road, representing the fact that he sought to take the path that most people avoided. This may represent individualism, non-conformity, or a desire for adventure.)

57. As the speaker travels along the road, what does he discover? (stanza 2-3- He discovers that the grassy road is worn about the same as the other, indicating that his choice was not as unique as he thought. He regrets that he could not choose both paths and discover where they lead, but says he may eventually try to come back. However, he acknowledges that one path often leads to another and it is unlikely.)

58. Read the final two lines again. Then, discuss what you think they may mean. (The final two lines recount the speaker’s choice to take the path he thought was less common. He states that this choice made the difference. This is said after the speaker realizes that the path was, in fact, traveled on as much as the other. This may represent the fact that, in hindsight, humans often oversimplify or glorify their choices and memories of their lives. It may also represent the idea that it is our choices and the reasons we use to make them, that shape our lives. Both paths were worn, but the speaker saw that path as the less common choice. He made the choice to follow it because of this. The fact that he was willing to do what he thought was less common shaped his life.)

59. What story is told in *Stopping by Woods on a Snowy Evening*? (This poem is told in first person. The speaker rides his horse through woods as snow falls. The rider is tempted to stop in the middle of the woods to watch the snow. However, the speaker states that he cannot stop because he has “promises to keep” and “miles to go before I sleep” indicating that he is traveling from village to village on some errand and cannot dely.)

60. What are some of the emotions tied to the things happening in the poem? Give specific examples of why you feel these emotions as you read different parts. (Wonder- the man wants to sit and watch the snow, Fear- darkest evening of the year, dark and deep, Desire to stop- The woods are lovely, but....., Comfort- easy wind and downy flake, Urgency- I have promises to keep and miles to go before I sleep)

61. How do the contrasting emotions in the poem emphasize the speaker's internal conflict? Have you ever experienced something like this in your own life? (The speaker wants to stay and watch the beautiful snow fall on the woods and enjoy the calm and peace of nature. Here, he is all alone with nothing to bother him. He can relax in the beauty of a winter snowstorm. He is momentarily distracted and wants to stay there, forgetting the world around him. However, when his horse shakes, the bells on the harness bring the speaker back to reality. The woods are dangerous, especially during a snowstorm and with no one else around. The errand he has is pressing, and he must hurry to finish it. The man has no time to stop and enjoy the beauty because social duties are calling.)

62. What might be a theme or main idea of this poem? (Society vs. Nature- The speaker discusses villages and compares them to the peaceful woods. The snowstorm brings quiet and peace to the woods, where creatures are resting and people do not live. The errand that seems to be pressing gives civilized life a sense of urgency and rush. The snowstorm gives the speaker rest from the rush and demands of society and allows him to simply enjoy the beauty around him. Likewise, the cold and dark of nature reminds him that man has no control over it and that it can be a dangerous thing to lose oneself in it. Choice- Like in the previous poem, Frost gives his speaker a choice. He can stay and watch the storm or he can continue on his errand. The choice he makes is emphasized with repetition in the last lines of the poem. The speaker chooses to fulfil his obligations rather than stay and watch the storm, which is what he really enjoys.)

63. What might be the outcome of the speaker's choice in relation to the themes presented in the previous question? (Society pulls man away from nature, giving them a sense of control over their world. However, nature cannot be controlled and is dangerous and wondrous at the same time. Nature and man become more and more distant from each other as men continue to choose the rush of civilization over the natural, peaceful pull of nature.)

64. Today's selection of poems are all considered love poems. Compare and contrast the writing styles, subjects, and main ideas of each of the poems you read today. Discuss how the tone, rhythm, and imagery of each helps the reader understand the poem and the ideas behind it.

65. In *My Pretty Rose-Tree* what is personified? What evidence in the text shows you this? (The rose tree is personified, being given traits that belong to humans such as jealousy and the ability to turn away.)

66. What happened to the speaker in the first stanza of *My Pretty Rose-Tree*? What might this symbolize? (The speaker is offered a beautiful rose, which he refuses as he has a rose tree at home, symbolizing loyalty to a spouse/partner that he already has a relationship with.)

67. What happens in the second stanza of *My Pretty Rose-Tree*? (The rose tree is lovingly cared for by the speaker but becomes jealous that the speaker was offered a rose. Though he did not take it, staying loyal to his tree, she become jealous and offers no roses. This symbolizes a love lost over jealousy.)

68. What simile is present in the first line of *A Red Red Rose* and how does it help with the imagery and understanding of the reader? (The speaker compares his love to a red rose,

helping the reader imagine a beautiful, soft rose and understand that the speaker sees his relationship as beautiful.)

69. How does the speaker in *A Red Red Rose* describe his love in terms of time? (The speaker states that his love will last a long time- till the seas are dry and the rocks are melted. These are examples of imagery.)

70. In the final stanza of *A Red Red Rose*, what does the speaker discuss? (He says farewell to his love, telling her that he would come again even if he were 10,000 miles away.)

71. *Remembrance* is an elegy, or a lamentation (showing grief) of someone who is dead. Who has died and how long has he been dead? (The person the speaker loves has died and been dead for 15 years.)

72. In *Remembrance*, the speaker takes the reader through her grief, beginning with mourning, then feeling profound loss of hope, and then accepting a new way of living without him. What imagery and/or metaphors help to explain this difficult concept? (Cold in the earth- implies cold, hopeless, sorrow, melted into spring- hope came again, world's tide- describes the fact that life continues even after a loved one dies, in the grave with thee- her joy is dead, along with him, weaned my young soul and denied its burning wish- taking control of the emotions that have driven her since his death)

73. Sonnet XVIII was written by William Shakespeare. A sonnet is always 14 lines and usually the lines have 10 syllables each. A sonnet usually ends in a rhyming couplet (2 lines). This sonnet discusses an unknown love. What is the poem comparing her to? (The poem compares the woman to a summer's day.)

74. What does Sonnet XVIII say about the woman in comparison to a summer's day? (That she is more lovely and temperate, her beauty will last longer, and her death will not stop the words written about her from telling others of her beauty.)

75. Discuss some of the literary tools used in Sonnet XVIII. (Rhythm- the syllables and rhyming pattern (ABAB) help the poem flow as it is read, Simile- the comparison between the woman and a summer's day, Imagery- images of summer flowers and the hot sun, Repetition- Shakespeare often repeats the first words of each line in lines below it)

76. Shakespeare is well-known for his use of iambic pentameter and there are several examples of this in Sonnet XVIII. Look up the definition of iambic pentameter and discuss the syllable emphasis throughout the sonnet, pointing out examples of iambic pentameter as you do.

77. How does the mood and tone of Sonnet XXX differ from that of Sonnet XVIII? (Sonnet XXX is broody and sad, discussing the disappointments of the speaker's life, while Sonnet XVIII is full of joy and beauty.)

78. Compare the ideas found in *The Giver* to those in Sonnet XXX, specifically the idea of memories. What similarities do you see? (Both discuss memories as painful burdens. Sonnet XXX discusses difficult memories from the speaker's life, memories that come back to him as he ponders the past.)

79. What does the ending couplet of Sonnet XXX say is the cure for the pain of difficult memories? (Thinking of a friend of loved one helps make losses seem less and sorrows end.)

80. Is Sonnet XXX a love poem? Why or why not? (Discuss the different types of love, the fact that friendship is a type of love, and that love helps each of us through the difficult moments of life.)

81. The three selections read today are soliloquies, or internal monologues of characters, taken from plays written by William Shakespeare. What three plays did you read from? (Hamlet, Macbeth, and Romeo and Juliet)

82. Summarize Hamlet's soliloquy. (Hamlet is facing several conflicts in his life during the time of the soliloquy. His father has been murdered by Hamlet's uncle and his mother has married the uncle. Hamlet has spoken with the ghost of his father and finds it difficult to tell reality from fantasy. He has been rejected by the woman he loves. Hamlet is contemplating his life, including the struggles he is facing, and wondering whether it would be better to die than try to continue to fight. Should he continue to suffer, trying to overcome his sorrows, or allow death to put him in an eternal sleep and end the pain? He then discusses the fact that we know nothing about what actually happens after death, therefore we cannot say it would be more peaceful than life. This fear is what drives humans away from death and makes them try to prolong their lives, even when suffering is intense. Hamlet is contemplating suicide.)

83. Underline or circle the literary devices you find in Hamlet's soliloquy and discuss their impact on the writing.

84. Discuss the following: Lady Macbeth's soliloquy is the first one presented in Shakespeare's play *Macbeth*. Before this, Macbeth has been made Thane of Cawdor by the king after the previous Thane died. The news has not reached him yet. However, Macbeth meets three witches who tell him he will be made Thane and, eventually, king. When the King's messengers arrive and give him the news that he has been made Thane, he begins to believe the words of the witches. However, King Duncan names Malcolm heir to the throne and Macbeth begins to see him as a threat. A feast is prepared at Macbeth's home. Macbeth is fearful that he will have to do some evil deed to become king and is torn between letting fate proceed on its own and claiming the throne himself by killing those who stand in his way. He does not act until Lady Macbeth is told of what has happened (the witches' prophesy and Macbeth being made Thane). Lady Macbeth pushes Macbeth to kill King Duncan and Malcolm in order to claim the throne, as the witches foretold. During this soliloquy, Duncan is arriving at the Macbeths' home, where she plans to kill him.

85. What do the first two lines tell you about Lady Macbeth's plans for King Duncan? What words illustrate this? (The raven is an omen of death and she says the bird is foretelling the fact that Duncan will die within the walls of her home.)

86. What happens in lines 3-17? What does Lady Macbeth ask for? Underline the words or phrases that illustrate this. (She asks evil spirits to take away any emotion or fear that may stop her from murdering the king. She asks to be filled with cruelty, have her blood make thick, stop remorse, and take her motherly instincts (milk) for unfeeling evil (gall).)

87. Discuss the following: *Romeo and Juliet* is a romantic tragedy by William Shakespeare and, likely, his most well-known play. It tells of a young man (Romeo) who falls in love with a lady (Juliet) from a rival family. After battles between the family, Romeo kills Juliet's cousin and

must flee as his life is in danger. Juliet runs away with Romeo, starting an all-out war between the families. The couple decide the war is their fault (despite the fact that conflict began before their relationship) and devise a plan to stop their families fighting. This plan fails and, eventually leads to the death of both Romeo and Juliet. This soliloquy, spoken by Romeo shortly after he falls in love with Juliet. In it, Romeo is waiting to speak with Juliet under her balcony when she comes out of her room to stand on it. Before she sees him, he discusses her beauty and light.

88. How does Romeo feel about Juliet? What does he admire about her? What does he compare her to? Underline the words and/or phrases that illustrate this. (Romeo compares Juliet to the sun. He compares her arrival to a sunrise, states that she is more beautiful than the moon, compares her eyes to stars, and states that she brings light to the world- so much so that even at night the birds would sing if Juliet was with them. He also notes her glove upon which her cheek rests as she leans on the balcony and wishes that he, too, could touch her cheek. Romeo is smitten with Juliet and shows all the signs of a teenage crush. However, his love doesn't show the depth of anything more. He is simply in love with the way she looks.)

89. Discuss the literary devices used and the imagery presented in this soliloquy. Compare them to Sonnet XVIII. (The imagery of the sunrise, the stars, the moon, and a lamp in daylight convey the brightness of Juliet and the fact that she is the only thing Romeo is focused on is Juliet, everything else fades away when she is in the room. The mood and tone match Sonnet XVIII and have similar comparisons.)

90. Compare and contrast the soliloquies. Use the words and phrases underlined to discuss the differences in moods, tones, rhythms, and imagery presented in each.

91. Discuss the following: In Beowulf, a demon-like monster named Grendel lives near a king. The noise from the king's celebrations with his nobles bothers Grendel and he attacks them whenever they gather. After a time, a warrior named Beowulf hears of the king's plight and decides to travel there and defeat the monster. During a celebration for Beowulf's arrival, the monster appears and fights with an unarmed Beowulf. Beowulf is strong and tears the monster's arm off, leaving it mortally wounded. The arm is hung above the doorway as a prize and the monster retreats back to its lair to die. Its anguished screams can be heard from the castle and terrify the men who have been haunted by the monster for years. Though Grendel dies of his wounds, his death brings another challenge...Grendel's angry mother.

92. Compare and contrast the way the author talks about Grendel and the Danes. Discuss the wording used in lines 1-16 to convey these ideas. (The author talks about Grendel with the words cloudy, angry, and bitter. It implies a dark and angry tone, telling the reader that Grendel is the villain. Meanwhile, the Danes and their location are described as joyous, grand, warriors, and shining, giving the reader a sense that these men are heroes.)

93. In lines 17-18, what are Grendel's eyes compared to? Why? (These lines contain a simile that compares Grendel's eyes to fire, reminding the reader of his link to evil.)

94. In lines 20-28, Grendel enters the building to find the men sleeping. He plans to eat them. How does Grendel feel? (The poem discusses how confident Grendel is. He believes it will be an easy hunt and that none of the men can defeat him.)

95. How does Grendel's mood shift in line 45 as he fights Beowulf? (Grendel understands how strong Beowulf is and begins to wonder if he will survive the fight, losing all confidence.)

96. Read line 79 and discuss the imagery and symbolism there. (The song of defeat- Grendel is wounded and dying. His wailing means victory for Beowulf. Foeman of heaven- Once again, this shows the reader that Grendel is evil.)

97. Throughout the reading, the setting is the same: the mead hall Heorot. Discuss the imagery and symbolism present in the wording that describes Heorot. What might this imagery represent? (The building is described as grand, shining, and joyous. It was a place of celebration, where warriors gathered with their king to eat and drink mead (honey wine). After the battle, the building is described as strong because it did not fall in the presence of such a fight. The iron, gold, and sturdy benches are described in lines 59-71 and the poem states that only fire could end the building. Heorot takes on the traits of the men in the story, first celebratory and joyous like the warriors and then strong like Beowulf. This may symbolize the fact that buildings become what we make them. It may also reference the fact that rulers were known for their strength or weakness based on their warriors.)

98. Describe the basic structure of a haiku and the impact of that structure on the poem. (A haiku is composed of only three lines. The first and last lines contain 5 syllables each while the middle line contains 7. This type of poem originated in Japan and requires precise wording and special attention to rhythm. Many haikus are rich in imagery. Though they originally were limited to nature as a subject, they have evolved over time and now cover several different subjects.)

99. Discuss the imagery and emotion behind each of the haikus you've read. Pay special attention to the way the author conveys a picture and feeling in very few words.

100. Write your own haiku, paying attention to the number of syllables in each line.

Final Assignment: Memorize 3 poems, for a minimum of 25 lines. Identify a literary device and/or figurative language in each of the poems you use.

January – *The Adventures of Tom Sawyer* by Mark Twain

Date to be Completed/Discussed	Chapters/Pages Read	Discussion Questions
Jan. 3	Preface & Chapters 1-3	1-7
Jan. 4	Chapters 4-6	8-18
Jan. 5	Chapters 7-9	19-21
Jan. 9	Chapters 10-13	22-33
Jan. 10	Chapters 14-16	34-37
Jan. 11	Chapters 17-20	38-42
Jan. 12	Chapters 21-23	43-44
Jan. 16	Chapters 24-27	45-48
Jan. 17	Chapters 28-30	49-54
Jan. 18	Chapters 31-33	55-59
Jan. 19	Chapter 34-Conclusion	60-62
Jan. 23-26	Complete Final Assignment	

1. Discuss the setting of the book, both time period and location. (The book is set in a fictional town in Missouri during the 1840's. This is before the Civil War, when slavery was legal in the area and the main industry was agriculture.)
2. Who is the main character? What is he like? (Thomas Tom Sawyer is the main character. He is about 12 years of age and is always in trouble. Tom is smart, but doesn't like to work. He despises anything that is not his idea of fun- church, school, chores- and finds ways to get out of them.)
3. Who does Tom live with? What are they like? (Tom lives with his Aunt Polly after the death of his mother. Polly is deeply religious and does her best to teach Tom right from wrong. However, Tom's stubborn spirit often makes her feel guilty for not doing more. His brother, Sid, lives with them. Sid is younger, gets into less trouble, and loves to tattle on Tom. Tom's cousin Mary, Polly's daughter, also lives there.)
4. How does the dialect of the characters reflect the time period and location? (The dialect of different characters shows different truths about the time period and location. The accents,

figures of speech, and subjects reflect southern speech during the pre-Civil War period. Individual dialect of certain characters, however, reflects levels of education for each speaker. The teachers, judges, and preachers speak using proper English, though their accent is still present. Those who are poorer, like Tom's family and friends, have fewer grammatically correct phrases. At this time, school was secondary to work on the farm, as that is what kept the family alive. Many children did not receive a full education, especially farm children. This is reflected in their speech. Additionally, the dialect of white people is different than that of black characters in the book. Jim, a slave of Tom's neighbor, speaks differently than Tom. Slaves and those with dark skin were not allowed an education at this time. These different dialects show social status because they show differences in education.)

5. Re-read the first two paragraphs of Chapter 2. How does the author use a description of the day to contrast with his description of Tom's feelings? (The day is joyful, bright, and carefree. This contrasts with the way Tom feels about having to whitewash the fence. He is melancholy and feels trapped. The contrast shows the extremes that children often experience in emotions.)

6. How does Tom get out of whitewashing the fence? What does he convince the other boys of? (He pretends to like the work. As other boy see him, they become curious and ask to be allowed to help. He refuses until they offer to pay him to let them paint. He convinces the others that it is fun.)

7. How do Tom's feelings change during Chapter 3? What does this say about the emotions of youth?

8. What religion does Tom and his family practice? How do you know? (They are Christian. They visit the church on Sunday and read the Bible.)

9. What are the requirements for winning a Bible in Sunday School? How did Tom accomplish it? How was he caught? (Memorize 2,000 verses of scripture. Tom traded for the tickets other children had earned until he had enough to win a Bible. When the judge asked him to name apostles, he could not.)

10. When the judge entered the room, what did everyone do? Why do you think this is? What does this tell you about how adults and kids act or think? (Everyone begins to show off, hoping to catch this important man's attention. This shows the similarities between children and adults.)

11. Did Tom pay attention during the church service? Why not? (He did not. He (and others in the congregation) were watching a dog and a pinch bug. Tom hated church.)

12. Does Tom like school? How do you know? (No. Tom pretends to be injured, trying to get out of school. His aunt expects it, showing that he does it often.)

13. Who is Huckleberry Fin? (Huckleberry is well-known in the town. He is the son of the town drunkard and all the children are asked to stay away from his influence. Huck is very poor, has no rules or expectations from his parents, and often does as he pleases. This is fascinating to the boys, especially Tom. Huckleberry is superstitious and uneducated. He and his family are looked down upon by the adults.)

14. What is the difference between how the boys see Huckleberry and how the adults do? What does this tell you about society's views? (The boys think Huckleberry has the freedom and lifestyle they all want. He has no rules and does as he pleases. They all want to be his friend. However, the adults see him as rebellious and useless to society. This illustrates the fact that many children don't understand or care about society's expectations until they are older. They simply see freedom while the adults understand that Huck has a very difficult life.)
15. Throughout the book, black people are referred to as "Negros" or "niggers". Native Americans are referred to as "Injuns". These are derogatory and racist terms used by people to assert the superiority of the white race. Most people do not use these words any longer, understanding that they are wrong. Many people don't read this book now because of the use of these words. Why might it be important to preserve this piece of history, though it is painful to many? (These words are rarely used today, especially among respectable people. However, they are historically correct to the setting of the book. The author uses this book to show racism that persisted in America for a long time and point out that it was wrong. Remembering the past helps us to improve and not repeat the same mistakes.)
16. How does Tom's interaction with Huckleberry show the superstitions often held in the south? (They discuss the removal of warts by several methods, each more ridiculous than the last. Each of these is a superstitious, almost magical, cure.)
17. Who is Becky Thatcher and what does Tom think of her? (Becky is the judge's daughter and Tom liked her since the first time he saw her.)
18. Why doesn't Tom mind the punishments in class? (Tom gets to sit by and talk with Becky, making the punishments matter less.)
19. Why was Becky heartbroken and crying at the end of the chapter? (Tom told her they were engaged. They exchanged "I love you" and a kiss. Then, Tom mentioned his previous "engagement" to Amy Lawrence, making Becky jealous and showing her she was not the first to be engaged to Tom.)
20. What did Tom and his friend Joe do instead of returning to school? (They pretended to be characters in Robin Hood, a scene they recited from memory exactly as it was in the book.)
21. Who did Tom and Huck see at the graveyard? What were they doing? (Muff Potter, Injun Joe, and Dr. Robinson came to dig up the new grave and steal the belongings there. After doing so, Injun Joe stabbed and killed Dr. Robinson. Muff Potter was hit and knocked unconscious in the fight, and was already drunk. Joe put the knife in Potter's hand, telling him that Potter was responsible for the murder. The boys saw the entire thing.)
22. What did Tom and Huck decide to do about what they witnessed? Why? (They took a blood oath to keep it a secret because they feared that Injun Joe would murder them, too.)
23. What sign showed that Muff Potter would die? (A howling dog stood over him.)
24. What shows that Tom cares about what Aunt Polly thinks of him? (When Tom woke in the morning, the sorrow on Polly's face made him feel guilty and sad.)
25. What happened that made Tom even sadder than he already was? (Becky returned the gift he gave her the day before.)

26. Who did the town believe murdered Dr. Robinson? Why? (They believed Muff Potter to be the murderer as his knife was used and Injun Joe made a public statement swearing that he saw Potter commit the act. The boys knew he was lying but were too afraid to say anything. The townspeople, too, were afraid of Joe.)
27. What happened to Tom after the murder? Who noticed? (Tom had nightmares and talked in his sleep. His interest in things he used to love waned and his personality changed. His brother, Sid, noticed the most.)
28. What did Tom do to try and help Muff Potter? (He visited and snuck treats into the jail where Potter was being held.)
29. What happened that made Tom's depression worse? (Becky falls ill and doesn't return to school.)
30. What does Aunt Polly do to help Tom? Does it work? (She tries several different "treatments" from magazines she gets, none of it based in medical studies. None of it works until she tries the Painkiller. Tom says it tastes like liquid fire, becomes addicted to it, and then begins to hide doses. When he gives a dose to their cat, Aunt Polly realizes it may not be a good idea for Tom to take it. She sends him to school again. During this time, addictive drugs such as cocaine, morphine, and other addictive opioids were commonly used as painkillers. However, we don't know exactly what Tom was given. He indicates that he is sick after stopping use, showing that he was addicted.)
31. What did Joe, Tom, and Huck decide to do as they felt what they believed to be injustice? (The boys decided to run away and become pirates and outlaws on the Mississippi River.)
32. What about "pirate life" is appealing to the boys? (Freedom, riches, and a lack of structure)
33. What happens as the boys fall asleep? How does this show a difference between Huck and the others? (Huck quickly falls asleep, content with his new life. Tom and Joe start to feel guilty for stealing, as it is against the commandments. They fear retribution from God and say their prayers, though no one is making them. Their religious schooling has had some effect on them and their choices.)
34. What sound do the boys hear while they are resting on the island? Why does this make them happy? (They hear a cannon being fired from a steamship, meaning the people aboard are searching for someone who has drowned. They figure out that the town believes them to be dead and find joy in the fact that they are being mourned.)
35. What happens when Tom sneaks back to town? What does this tell you about how people remember the dead? (Tom finds his aunt and Joe's mother talking and mourning together. They both discuss the good hearts of the boys, who didn't mean anything by their tricks and misbehavior. The women share regrets about how the boys were treated.)
36. What happened when Tom and Joe tried smoking? (They acted tough and wanted to impress Huck and others. However, both boys were sick and did not like smoking, not trying it again.)
37. Why did Huck and Joe almost leave the island and return home? What made them come back? (They were homesick and lonely. Tom told them that their funeral would be soon, convincing them to stay, even through a storm.)

38. How were the boys remembered at their funeral? How did this differ from how they were in reality? (The boys were remembered as kind-hearted and gentle. In reality, they were troublemakers and caused quite a bit of concern.)
39. What happened at the funeral that Tom found to be glorious? (The boys walked into their own funeral, where they were greeted with love and relief.)
40. What do both Tom and Becky do when he returns to school? (They try to make each other jealous.)
41. What makes Aunt Polly forgive Tom? (He had written a note to her after seeing her grieve him. This proved to her that he cared about her feelings and really did love her.)
42. What did Tom do to protect Becky in school? (When Becky tore the teacher's book, Tom confessed to doing it himself and took the beating by the teacher. Becky was so grateful that she forgave Tom and the two became friends again.)
43. What happened during summer break? Why was there a religious awakening? (Several things happened, from parties to a circus. Tom was depressed through it all. Then, the town had a measles outbreak. Many became religious as they suffered or watched the suffering around them. The Great Awakenings also happened during this time and in this area. However, the religious acts didn't last.)
44. What happened in the trial for Muff Potter? (Tom agreed to testify and told the truth about the murder. Injun Joe ran away.)
45. How did Tom feel after testifying? (Tom was glad to have told the truth and freed Muff Potter. He felt guilty for betraying his promise to Huck. He was also afraid that Joe would come and harm him.)
46. How did public opinion change when Potter was found to be innocent? (The public swayed from accusing and abusing Potter to being nice to him once again.)
47. What do Tom and Huck decide to do after a time? (They decide to go treasure hunting. It was a common belief at this time that there was likely treasure buried in the ground by Native Americans or other groups. Many people hired treasure-seekers, hoping to get rich. Boys loved this game and searched for treasure in spots they believed held some sort of magic.)
48. What happened in the "haunted" house? (Tom and Huck go into the house, hoping to find treasure. While there, Injun Joe and another man come in, looking for a place to rest and hide their money. They find treasure and take it with them. The boys overhear Joe talking about revenge.)
49. What did the boys find in room number 2? (They found Injun Joe, drunk and asleep.)
50. What happened as Tom went to the picnic with Becky? (Huck followed the men leaving room number 2. They went to the Widow Douglass's house, where Injun Joe stated that her husband had treated him wrong and he was going to get revenge on the man's wife.)
51. What did Huck do when he learned of the men's plan? (He ran back to town for help. Men followed him to Widow Douglass's home with guns and there was a gunfight, frightening the men away.)
52. Why do you think Huck doesn't want anyone to know it was he who saved the Widow?

53. What happened to Tom and Becky? (They were lost in the caves and did not return to town.)
54. What was discovered in the tavern? What historical movement does this highlight? (Liquor. At this time, the Temperance Movement was occurring in the area. People used religion to outlaw alcohol and other items they believed were bad for the body.)
55. As Tom and Becky explored the caves, what did they experience? (They became lost. Becky's candle went out and then they slowly ran out of candles, leaving them in the dark. They had only a little food, which was quickly eaten. Tom ran into Injun Joe in the cave. They feared they would die.)
56. How did Tom and Becky get out of the cave? What did the Judge do after? (Tom explored the cave and found a way out, were rescued, and sent home. Becky's dad sealed the cave with iron bars, not knowing anyone else was there.)
57. What happened to Injun Joe and the other man with him? (The man drowned. Injun Joe was sealed into the cave and starved near the mouth.)
58. Why did Tom and Huck return to the cave? Were they successful? (To find the treasure. Yes.)
59. What happened when the boys returned? (Huck was adopted by the Widow Douglass and everyone in town found out it was him that had saved her. The boys showed the guests their treasure.)
60. What happened to the boy's money? (It was invested and they received a weekly allowance from it. This would take care of them the rest of their lives.)
61. What happened to Huck? Why? (He returned to his old life. He didn't like being rich. He wanted the freedom back.)
62. How does Tom get Huck to return? What does this show about the boys? (Tom tells him that he will allow him to be a part of his robber gang only if he returns. They boys don't care about social status, they just want to be friends. They haven't lost their sense of adventure.)
- Final Assignment: Though the town that Tom Sawyer lives in is fictional, it is based on the hometown of the author, Mark Twain, Hannibal, Missouri. Research the historical events and movements taking place in Missouri in the 1830's and 1840's. List those that are apparent in the book. Then, compare and contrast the historical events with how they are represented in the books. Does the author correctly portray them? Examples include: Great Awakening, Temperance Movement, Slavery, Racism, and Treasure Hunting. Additionally, write a short (less than one page) paper discussing the historical and locational dialects presented in the book. Discuss the historical accuracy and reflection of these dialects on the characters from a historical standpoint.

February – *The Diary of Anne Frank* by Anne Frank

Date to be Completed/Discussed	Entries Read	Discussion Questions
Jan. 31	June 12, 1942-July 10, 1942	1-10
Feb. 1	July 11, 1942- October 7, 1942	11-13
Feb. 2	October 9, 1942- Dec. 22, 1942	14-21
Feb. 6	Jan. 13, 1943-June 13, 1943	22-27
Feb. 7	June 15, 1943-Aug. 10, 1943	28-30
Feb. 8	Aug. 23, 1943- Dec. 27, 1943	31-35
Feb. 9	Dec. 29, 1943-Jan. 30, 1944	36-38
Feb. 13	Feb. 3, 1944- March 2, 1944	39-40
Feb. 14	March 3, 1944- March 20, 1944	41-44
Feb. 15	March 22, 1944- April 6, 1944	45-48
Feb. 16	April 11, 1944-May 2, 1944	49-52
Feb. 20	May 3, 1944- May 26, 1944	53-57
Feb. 21	May 31, 1944-Afterword	58-67
Feb. 22	Take time to research the time period Anne grew up in, her life before the war, and what happened after her family was discovered. A great resource for this is the Anne Frank House where you can hear videos of her diary, see the annex, and learn more about her life.	
Feb. 23	Complete Final Assignment	

1. Discuss the following information: Anne Frank was a young Jewish girl at the time of WWII. Like many others, her and her family hid from Nazi soldiers as the soldiers hunted and imprisoned Jews in concentration camps. Anne was 13 when she went into hiding and 15 when she was found. Her journal was written while she was living in a series of hidden rooms in a house/shop in Amsterdam. After she was found and taken

to a concentration camp, the scattered pages of her journal were found. After the war, it was evident that Anne did not survive. Her father then edited her journals and published them in hopes of preserving the historical memories of what they went through.

2. Why does Anne say she is writing her diary? What name does she give to it? (She says she is writing because she doesn't have a friend she can confide in. She names her diary Kitty.)
3. What things were Jews forbidden to do? Why do you think this is? (pg. 8, Jews were restricted in who they could visit, when and where they could shop, how they could travel, and what they could do for fun. It was a way for the Nazi party to isolate and vilify them as well as a method of control.)
4. Describe Anne's personality. (Anne is very social and talks to everyone. She easily makes friends and states that many of the boys her age like her. She likes to chat and talk, even during class. Anne loves to write.)
5. Why did Anne's parents give their belongings to other people? (During this time, several laws were passed making it illegal for Jews to own certain items (e.g. bicycles). As a result, Anne's parents gave these belongings to non-Jews for safekeeping, hoping to get their things back after the laws ended.)
6. Why did Anne's family go into hiding? (Her father knew that the Nazi's were gathering up Jews and sending them to concentration camps. He wanted to protect his family and ensure they weren't taken. When Anne's sister was called-up to serve as an SS soldier, the family put their plan into action.)
7. What were the preparations made before Anne left the house? (The house was left in a way that it looked like they had fled in a hurry. Clothing was taken out by friends and as the family left they wore several layers. The cat was given to the neighbors.)
8. Where did the family hide? (The Secret Annex, built into her father's business office.)
9. What were the first few days in the Annex like? (Anne kept busy putting the house together and organizing things.)
10. What is life like in the Secret Annex? What do they do? What are they afraid of? (At first, life is all about preparing and organizing. However, as things settle down, the family becomes fearful that someone will hear or see them. Curtains are sewn and hung, nights are spend being very quiet, and the family is very careful not to alert anyone to their presence.)
11. How does Anne feel about her family? Why? (She feels misunderstood. Her dad is the only one she feels close to. Anne and her family are stuck in a small space together and the reality of that is starting to sink in.)
12. What does the fighting in the Annex tell you about the family's time there? (It was stressful. Everyone was cooped up together with no way to escape. There was little space to spread out and cool off if a disagreement came up. The families had to learn to live together with new rules.)

13. What did Anne do to pass time while in the Annex? (Read, study for school, tutor Peter, family tree with dad, listen to the radio, writing, knitting)
14. What happened that shifted the mood in the Annex (and throughout Holland) in the beginning of October? How did the people in the Annex learn about this? (The Germans came and began to round up Jews, sending them to concentration camps and killing them. Reports from the camps came back, telling of the horrible things happening there and the way Jews were being treated. The British radio station reported on gassings. Friends of the group also told of what they had seen themselves and how afraid everyone was to help the Jews.)
15. Why do you think it's important to Anne to continue with school while in hiding? (School gives Anne something to do, a sense of normal life, and helps her to continue to grow and learn. Her father wants her to prepare for the future, but it also helps keep her mind off of the things happening outside.)
16. Why was the furniture taken from the van Daans' home? (During occupation, Germans took anything of value from abandoned Jewish homes.)
17. What might be a reason Anne's parents encouraged her to begin learning German? (They may hope that speaking German could save her life if they were ever discovered.)
18. On page 61, Anne mentions purchasing ration books on the black market. Explain the historical significance of this. (During WWII, many countries rationed supplies. Individuals and families were only allowed to purchase a certain amount of food and household items per week. With the family in hiding, they had no rations and their friends could not get enough food for them. The solution to this was to purchase rations of others illegally and use those rations to purchase supplies.)
19. What happened in November of 1942 in the Annex? (Mr. Dussel, a dentist, arrived and went into hiding with the family.)
20. How does life in the Annex compare to life for Jews outside of it? Why does this make Anne feel guilty? (Jews are being rounded up, beaten, and killed outside of the Annex. There is nothing Anne can do to help others she cares about outside of the Annex. She feels it's not fair that she is comfortable while others suffer.)
21. What holidays were celebrated in December in the Annex? (Hanukah, St. Nicolas Day, and Christmas)
22. Where are Christian men being sent? What noise constantly reminds Anne of the war? (Men are being sent to fight for Germany and planes often fly overhead, dropping bombs in different areas.)
23. What is Anne's personality like? How would that make life in the Annex difficult for her and those around her? (Anne is outgoing, talkative, and stubborn. Life in the Annex is focused around staying quiet, cooperating, and getting along so that everyone's needs may be met. This is difficult for Anne, who has strong opinions and feels misunderstood often.)

24. As rations decrease and shortages come, what happens in the Annex? (They eat them same foods they have stored day after day, becoming sick of them. They have no bread, little butter, and no cigarettes, which makes everyone grumpy.)
25. What does Anne do when she hears guns at night? (She lays in bed between her parents because she is afraid.)
26. On March 27th, Anne talks about the burning of government buildings. What does this show about Holland's citizens? (They began to fight back against the Germans in small ways. Many did not agree with what was happening in their own country.)
27. By May of 1943, supplies were hard to get and what they had began to fall apart. How might this affect the mood in the Annex? (Life was quickly becoming less than comfortable. Most of the people in hiding were grumpy and fearful. They were afraid of being found and afraid of what the future may hold, even if they weren't.)
28. Why do you think the Germans are intent on making sure all radios are turned in? What purpose might they serve? (Germans outlawed listening to radio stations from anywhere other than Germany. This allowed them to control the information people were able to receive, as news came through the radio. However, many people illegally listened to broadcasts from other countries, especially Britain. Since Britain was Germany's enemy and fought to free the Jews and end German rule, Germany began to confiscate radios to eliminate the possibility that people would receive news not controlled by them.)
29. What is Anne's dream for when she can leave the Annex? (Anne wants to return to school and continue to learn.)
30. Why is it important to the people in the Annex to have a routine and normal daily activities? (This helps them add a sense of control and normalcy to their lives. It also helps them recognize if something is wrong.)
31. On Sept. 10, 1943, Anne states that she is taking valerian. This is an herbal treatment for insomnia, depression, and anxiety. What does this show about the conditions inside of the Annex? (The group is becoming depressed and fearful of the present and future. After over a year, they are still stuck inside with no hope of rescue. The stress is wearing on each member and affecting their health.)
32. On Nov. 8th, 1943, what imagery did Anne use to describe how she felt about the Annex? (Anne described a blue spot in the sky, peaceful and safe. The spot was surrounded by black clouds and the storm was closing in on the safe spot. This caused the people in the blue spot to run into each other, always fighting. Fear and hopelessness surrounded them and she felt that it could not be kept away for long.)
33. Discuss the following: On Nov. 27, 1943, Anne writes about a vision she had of Hanneli, her best friend. In the vision Hanneli asked Anne to help her. Anne felt helpless, as she was trapped in the Annex and decided it was unfair that she was safe while her friend was likely facing death. Unknown to Anne, Hanneli's family had been taken to a work camp just a few months earlier. After Anne's capture, she would meet her friend again,

this time as prisoners of a camp. Hanneli would provide food to Anne just prior to Anne's death, making her the last familiar person Anne saw before she died.

34. What did Anne do to help celebrate St. Nicolas Day in 1943? Why might this be important to her? (Anne knew that celebrations brought joy and hope to the group. She wrote a poem and placed a small gift in the shoe of each person in the Annex, implying hope for release from the Annex before another St. Nicolas Day came. This brought joy and laughter to the group.)
35. What does Anne realize about emotions within the Annex? How does this change the way she acts around others? (Anne realizes that emotions rule the mood in the Annex and that the feelings of others affect those around them. She tries to keep her sad, angry, and depressed emotions to herself, sharing them only with her diary, to preserve a peaceful mood within the Annex, showing that Anne has matured greatly since arriving at the Annex and is thinking about others more and more.)
36. What role does Anne's religion play as she hides in the Annex, worried about those she loves? (Anne tries to be a good person and be thankful for what she has been given. She prays for others and their safety and comfort, as she can do little else to help them. She feels she doesn't have enough faith, as she must trust God with so much that she cannot control.)
37. Why do you think Anne doesn't get along with her mother? (Anne is a teenager and often feels misunderstood by her mother. She feels her mother is unfair and doesn't take the time to understand her. She also feels that her mother is a bad example of the woman she wants to become. Many teenage girls go through a phase like this as they grow up and try to figure out who they want to become. Teens, too, are learning to become independent of their parents, which sometimes causes tension. Anne is more like her father, and they get along better. Anne's mother, too, is in a state of constant stress, straining their relationship.)
38. Who does Anne say are as brave as the soldiers fighting against the Germans? Why? (She says the "helpers" are as brave as the soldiers. They are risking their lives every day to help others survive, bringing supplies, stories, and news from the outside to those deemed illegal. At great risk to themselves, they make the lives of those in hiding bearable.)
39. Who does Anne develop a crush for and become friends with? (Peter and her become friends, talking for hours in his room. She has a crush on him, but doesn't want to admit it.)
40. What do Anne and Peter find comfort in? (They watch the sky and the trees through the attic window. Anne talks about how nature connects people to God and, as long as they trust God, they can find comfort in any situation.)
41. On March 7th, Anne reflects on how much she has changed since entering the Annex. What changes does she discuss? Do you agree with her? (Anne talks about how she used to focus on attention grabbing and superficial relationships. She now wants friends who she can discuss deeper things with, time to think, and to be taken seriously

for her thoughts and character. She talks about being more grounded in reality and aware of her faults. She allows herself to question and view the world differently than her parents do and don't rely on their opinions as much as her own.)

42. What is Anne's advice for finding happiness? (Time in nature. Reflect on the beauty in the world and allow yourself to enjoy it, no matter the circumstances. Have faith and courage.)
43. What happened that limited the food supply of those in the Annex? (The man supplying them with food was arrested and two of their helpers fell ill. As a result, they ate food the little food they had left in storage, which was beginning to show its age.)
44. How does Anne and Peter's friendship help them both? (Both need someone to talk to and trust. Both need to feel understood. Their friendship gives them a chance for this type of relationship.)
45. Why do you think the people in the Annex listen to Dutch, British, and German news broadcasts, especially when they understand that Germany is lying? How does this allow them to see the war more clearly? (They listen to each to hear the different sides of each story. This allows them to figure out what is true and what is being lied about. They are able to understand the war better because they hear both.)
46. What are conditions like in Amsterdam? Why? How is this affecting normal citizens? (Food and clothing are scarce. Supplies are limited. Everyone is sick and hungry. Robberies and thefts are increasing. Men are being sent to war, leaving women and children behind to fend for themselves. The people are getting fed up with it all and acting out against the German occupation more and more. Near the end of the war, Germany insisted it was winning. However, with few supplies and little motivation to keep fighting, the places they occupied faced conditions like those Anne describes. The German government was socialist, meaning the government owned all businesses and controlled all supplies and food. When the government began to fail, so did everything else.)
47. What does Anne want to be when she grows up? (A writer)
48. What do you have in common with Anne? How does this help you better understand what she goes through while in the Annex?
49. What happened that made Anne fear for her life? (The warehouse was broken into, the men were seen, and a light behind the bookcase was seen. Someone shook the bookcase, suspecting people behind it.)
50. What does Anne say about the suffering of Jews? (It is unfair and they are being treated as less-than human, with no rights. She trusts God will save them and protect them and, perhaps, the world might learn of the goodness of Jews through this suffering.)
51. What security measures are added after the break-in? What else happens that puts them in danger of being discovered? (The door is barricaded and additional rules (don't open the windows, longer quiet hours, don't go downstairs) are implemented. However, several people see open windows and hear noises, putting them in danger.

52. What advice does Anne's father give her about Peter? (He believes they should spend less time together and that Anne should keep their friendship just that because they are stuck together in the Annex, complicating what would be a normal teenage relationship.)
53. Anne's letter to her father states that she no longer needs parents, and that she is mature enough to care for herself and make her own decisions. Do you agree? Why or why not?
54. As wages were frozen and inflation increased, many people in Amsterdam faced starvation, making crime rates skyrocket. Why might this be dangerous for those in the Annex? (Break-ins increased, a reward was offered for turning in Jews which was very desirable to those in need of food, people began to pay more attention to their neighbors)
55. Anne mentions that Holland natives are turning their backs on Jews and blaming them for what is happening. Why do you think this is? Is it right to blame the Jews? Why or why not? (It is natural for people who are suffering to want to place blame. The Jews are an easy target, much easier to try to control than Germany. However, the Jews are victims in the war and should not be blamed.)
56. What happens that makes their food situation even worse? (Mr. van Hooven (the man supplying them with potatoes) is arrested.)
57. How does Anne feel at the end of this section? How does this reflect the increasing pressures from the outside world? (Anne is fearful of discovery and believes it may have been better to die at the beginning, sparing everyone in the Annex of the life they now lead and their helpers of the danger they put themselves in.)
58. What historical event took place June 6, 1944 and how did it affect those in the Annex? (D-day, the allied attack on Normandy. This is the day when allied forces began to free Europe from German rule. The Annex was excited that invasion had finally come, but tried to keep calm knowing they still needed to hide. Nevertheless, D-day brought hope.)
59. Why do you think it is important for those in the Annex to continue to celebrate birthdays and holidays? (This keeps their spirit up and gives them a sense of a normal life. It breaks up the daily routine and gives them a chance to celebrate and be kind to each other.)
60. Why does Anne think the people of Holland are idiots at times? (Holland expects England to save them from Germany and then simply leave the country. She thinks it's ridiculous to expect a country to sacrifice so much with no reward.)
61. How does Anne feel about the expected role of women in society? Do you agree? (Anne feels that women should not consent to being seen as inferior to men. Women can be independent and strong on their own. She uses childbirth as an example of the strength of women.)
62. Anne has a strong personality and is worried that Peter has a weak one. Why is this difficult for her to accept? What is her reasoning? Do you agree? Why or why not?

(Anne is opinionated and willing to stand up for her beliefs. She sees those who don't as weak and decides they believe it is easier. However, she also notes that it is not easy in the long-run, as life is often more difficult as you decide to let the opinions of others dictate your life. She'd rather know who she is and stand for it rather than trying to please those around her at all costs.)

63. Where does Anne say her strength comes from? (Religion. She believes that knowing right from wrong makes you a better person, teaches you what you need to fix, and helps you develop a conscience and the strength to follow it.)
64. Why does Anne say that staying in the Annex is more difficult for the children than the adults? Do you agree? (She states that the teens are still trying to learn about themselves and their world. They are still analyzing ideas and establishing their morals. With everything going on around them, this is very difficult in the midst of being isolated and anxious. She concludes that she needs to believe her ideas and morals matter and that people are good. That is where her hope comes from.)
65. In her final journal entry, Anne talks about there being two sides of her: a joking, bubbly side and a serious, deeper side. She discusses how only the bubbly side is shown to others because she is afraid of rejection of the other side. Do you think this is unique or does everyone have different sides of themselves?
66. What happened to Anne and the others in the Annex?
67. Discuss the following: Liberation of Holland began in September, just a month after Anne was discovered. She was in the last transfer group to leave the area. Within a year, most of the people from the Annex were dead. Each of them died within months of the camps being liberated. Only Anne's father survived. He then spent the rest of his life ensuring that Anne's diary would be shared with the world. Why do you think it is important to read Anne's story? How does it help you understand the Holocaust in a new way? How does this primary source give information about historical events? How does it share personal experiences and make the Jews who suffered more real? How does Anne's point of view offer a unique look at what they went through?

Final Assignment: What is one of the main ideas you've learned from Anne's diary? Write a few quotations or examples from the book that support this main idea. Then, create an artistic representation of your main idea. This should reflect what you've learned from Anne and can be in the form of a painting, drawing, poem, song, graphic design, sculpture, or other artistic work.

March- *A Tale of Two Cities* by Charles Dickens

Date to be Completed/Discussed	Chapters/Pages Read	Discussion Questions
Feb. 28	Book 1: Chapters 1-3	1-5
March 1	Book 1: Chapters 4-5	6-8
March 2	Book 1: Chapter 6- Book 2: Chapter 1	9 -11
March 6	Book 2: Chapters 2-3	12-14
March 7	Book 2: Chapters 4-6	15-18
March 8	Book 2: Chapters 7-9	19-24
March 9	Book 2: Chapters 10-13	25-29
March 13	Book 2: Chapters 14-16	30-36
March 14	Book 2: Chapters 17-19	37- 39
March 15	Book 2: Chapters 20-22	40-48
March 16	Book 2: Chapters 23-Book 3: Chapter 1	49- 51
March 20	Book 3: Chapters 2-5	52-58
March 21	Book 3: Chapters 6-8	59-61
March 22	Book 3: Chapters 9-10	62-66
March 23	Book 3: Chapters 11-13	67-69
March 27	Book 3: Chapters 14-15	70-74
March 28-30	Complete Final Assignment	

1. How does the first paragraph set the tone for the book? How does its statement that the time setting of the book is comparable to the present time stand up to scrutiny? (This book discusses the time period in which the French Revolution was occurring. During this time, there were two classes in France: the aristocracy, who were extremely wealthy, and the poor, who

were very poor. The contradictions presented opposing extremes, which is what France consisted of at the time. It also connects to discoveries and events within the book that show contrasting feelings and outcomes based on which character is experiencing and at what times. Finally, along with the title of the book, this paragraph informs the reader that several aspects (e.g. characters, cities, events, etc.) will be compared in doubles to give the reader differing views throughout. The paragraph also uses parallels, or repeated use of words or phrases that have the same form, giving rhythm to the story and further enhancing the direct comparisons within the story.)

2. Which two countries does Dickens compare in the first chapter? What are the comparisons made? (England and France are compared. France, it is said, is strictly controlled by religion and crimes are severely punished, even if they are small. Crimes against church officials (such as not kneeling as monks pass) are most harshly punished and people are fearful of religious leaders. England is overrun with true crime, but tries to keep up with harsh punishments with little regard to the severity of the crime committed. Stealing a coin is punished in the same way as murder. Additionally, references are made to superstitious beliefs in England at the time, inferring that people are more fascinated with religious beliefs than fearful.)

3. What does the author compare Death and Fate to? How does this help the reader understand or picture the scene being described? How does it connect to the historical setting of the book? (Fate is personified as a woodman, ancient, undeniable, and ready to carry out his job. Death is a farmer, set about his work of harvesting the field. Both are described as precursors and active participants in the coming Revolutions. The book begins in 1775, just a year before the American Revolution and 9 years before the French Revolution. The indifference and separation between the poor and the ruling class in both situations were the cause of these conflicts. Dickens is implying that, even in 1775, the foundations for rebellion against the crown were set in place (Fate) and would take the lives of many (Death)).

4. What happens in chapter 2? (On a dark and misty night, passengers of a coach ride with the mail. They are met by a stranger and no one trusts the others involved. Suspicion abounds and each passenger and rider are ready to turn on the others. Mr. Lorry, a banker who regularly travels on business between France and England, receives a mysterious message from the rider.)

5. What is the relationship between the three passengers like? How does the author illustrate this point? (The passengers are a mystery to each other. Physically, they are bundled up and cannot see one another's features. They hide their valuables and do not talk. The author explains that all people are a mystery to each other, never knowing all that a person is, even after they die. He points out that people can live in the same house, or travel on the same journey, and never know the other person fully. This depiction further increases the mystery of Mr. Lorry's message, especially as he dreams of digging up a dead body and its resurrection.)

6. What happens in Chapter 4? (Mr. Lorry meets Miss Manette at the Dover motel he is staying at. During this meeting, Mr. Lorry informs Miss Manette that her father, whom she believed to be dead, is actually alive. He had been imprisoned in Paris for years and her mother had told her he died and sent her away to save her from the grief and worry. Mr. Lorry is tasked with returning to Paris to identify Mr. Manette and bring him safely to England. Miss Manette does not react well to the news and goes into shock as servants try to revive her. Mr. Lorry, despite

assuring her that it is just business, is obviously troubled by the events taking place, thus explaining his previous dreams about digging up a man long-dead.)

7. In chapter 5, red wine is spilled onto a street in Paris. What happens after the spill and what parallel is drawn? (The people around the spill eagerly and joyfully capture any amount of wine they can from the street and quickly drink it up. The people are starving and thirsty and desperately try to capture the nourishment of the wine. They turn into beings who act differently than normal because of their desperation. The wine is red, much like the blood red that will shortly be spilled on the streets of France during the Revolution.)

8. What new characters are introduced in chapter 5? What are they like? (Monsieur and Madame Defarge, the wine shop owners, are introduced. Monsieur Defarge is good-natured and cheery, however he turns angry and resentful when discussing the treatment of Miss Manette's father. Madame Defarge is quiet and reserved, but communicates authority through non-verbal and steadfast actions.)

9. What happens in chapter 6? (Miss Manette meets her father, who is confused and worn from years of imprisonment. He is able to focus only on work as a shoemaker. He does not remember being rescued or his past life. He does, for an instant, recognize that he knows his daughter. Mr. Lorry and Monsieur Defarge arrange for his travel to England immediately.)

10. What do the light and dark presented in chapter 6 represent? (Dr. Manette is kept in a dark room, unable to bear the light after years of being locked in a prison tower. As more light is let in, he begins to remember parts of his past that he could not before. He is being brought back to life and the light represents the knowledge and life he should've had. However, after sleeping, he is in darkness again and does not remember the events that happened before.)

11. What is Tellson's bank compared to? Why? (The bank is inconvenient, run-down, small, and dark. It reeks of decay and even the people who enter the bank to work there don't come out the same. They are older, more broken, decayed. Tellson's is being compared to death. An allusion in the chapter to Temple Bar, a place near the bank where heads of those executed for crimes are sometimes displayed.)

12. Who is Jerry Cruncher and what does he do? (Jerry lives in London and spends his time outside of the bank. He delivers messages and takes other odd jobs. He is somewhat mysterious and very much against his wife praying for him.)

13. What mission is Mr. Cruncher sent on and what does it teach the reader about the legal system in London? (He is sent to Old Bailey, a courtroom, where a Mr. Darnay is being tried for treason. If found guilty, he will endure being drawn and quartered, among other gruesome punishments. The people in the courtroom are eager for his trial to be over and his sentence to be given. The crowd thinks as one, showing the dangers of a group desperate for death. The contrast to this is Miss Manette, who sits in the courtroom with a look of pity.)

14. What happens during the trial of Mr. Darnay? (Doubt is cast that he is the man who committed the actions he is accused of. Two men are in the courtroom that fit the description of the man who traded papers with the French, a crime of treason as the French have allied themselves with the Americans in their Revolutionary War. Mr. Darnay is acquitted and spared the fatal punishments the crowd so eagerly wanted him to suffer.)

15. Who invites Mr. Darnay to dinner? What happens? (Mr. Darnay is invited to dinner by Mr. Carton. The two are an example of yet another comparison. Though they look alike, their personalities and outlook on the world are opposites. Mr. Darnay is successful and well-liked,

especially by Miss Manette. Mr. Carton states that he loves no one and is a disappointment to all of society.)

16. Stryver and Carton are compared in chapter 5. Discuss the differences between the two. (Stryver is persistent and ambitious and is likened to a lion. Carton, though he does most of the work, failed to work for advancements in his career and is compared to a jackal. He feels gloomy, dark, and depressed as he travels home, much like the weather surrounding him.)

17. What does the group gathered on Sunday discuss and how does the Doctor react? (There is a discussion about the Doctor's progress in recovery from his imprisonment. It is stated that he keeps the shoemaker tools and often paces when he is thinking of it, calmed only by his daughter. Mr. Darnay discusses a prisoner who left behind a note in the Tower and the Doctor has a reaction to this news.)

18. Lucie Manette is represented as womanly, kind, and the center of life in the home of the doctor. She is gentle and inspires the people around her. What evidence does this chapter provide to prove these statements? (Lucie is lovingly caring for her father, even pacing with him in the middle of the night to help him calm down. She has several men, such as Mr. Carton and Mr. Darnay courting her, signaling they want to better their lives because of her. She also is regularly visited by Mr. Lorry, who has become softer and more emotional around her over time. No longer are their interactions "business," they are friends. Lucie represents the gentle side of humanity and the desire for humans to improve themselves.)

19. What happens in chapter 7? (A wealthy French lord is holding a reception. Here the aristocracy dress and act in such a way as to show off their riches. One of the guests, a wealthy Marquis feels that the others are acting rudely towards him and leaves. He enters his carriage, which is quickly and recklessly driven through the streets. When the carriage kills a child, Marquis throws a coin at the father. Defarge comes to comfort the father and is also given a coin. The Marquis continues on, his debt for a useless broken thing paid. However, someone throws a coin back into his carriage. Madame Defarge appears in the crowd, knitting and staring at the Marquis. The Marquis then threatens the crowd and drives on.)

20. What does the book say hides beneath the obvious signs of wealth among the rich in Paris? (Greed, ignorance, and no sense of reality. They have not good at their occupations and have no real human connection, even with their family. There is no real purpose to their lives and everything they do is simply a way to prove they belong in upper-class society. They are no longer capable of feeling human emotions or showing humanity.)

21. What other event proves that the Marquis is indifferent to the suffering of others? (As he returns home, the Marquis is concerned with a man hiding below his carriage. Even as he sees fields with no food for the people he is responsible for and meets a widow whose husband has just died of starvation, he gives little attention to the plight of the poor.)

22. What reference to Greek mythology is given? (The Gorgon's head is a reference to Medusa, a monster who turns living things to stone with a glance.)

23. Who is the Marquis nephew and what does he want? (Charles Darnay is the Marquis nephew and has come to tell his uncle that he renounces the inheritance he may get and despises the way the French aristocracy lives.)

24. What happens to the Marquis? (He is murdered, stabbed to death in his bed. Upon the knife is a note saying that Jacques has committed the murder. During the French resistance, many people went by the name Jacques to represent the common people and protect their real

identity. This death symbolizes those that are to come: the common people murdering the rich.)

25. What did Charles Darnay do for a living after returning to England? Why did he enjoy work? (He taught the French language, French history, and French politics as a tutor. Darnay took pride in his work and in earning his way, rather unlike his ancestors and family in France.)

26. What does Mr. Darnay ask of the Doctor? What does the Doctor ask of Mr. Darnay? (Darnay admits his love for Lucie and asks that the Doctor tell her of his love if she ever shows a sign that she loves him back. Mr. Darnay wants to divulge his real name (Evremonde) and his background, but the Doctor stops him. After Mr. Darnay leaves, the Doctor is found hammering on his bench. This reaction, along with the Maquis questions about a Doctor and his daughter, imply that there is a connection between the families.)

27. How do Mr. Darnay's, Stryver's, and Carton's views of Lucie and marriage differ? (Darnay wants to marry Lucie because he loves her. Stryver wants to marry her because that is what successful and practical men do, they marry someone who will care for them and their home. He is self-absorbed and cocky. Carton feels that marriage to someone like Lucie is far out of reach.)

28. What does Stryver decide in Chapter 12? Who stops him from doing it? (Stryver decides to propose to Lucie, absolutely sure that she will not say no and that the marriage will benefit her. He stops by the bank on the way to inform Mr. Lorry of the news. Mr. Lorry, however, tells him he should not try. He convinces Stryver to wait until Mr. Lorry can talk to Lucie and her father. This conversation confirms his doubts and Stryver is told not to propose to Lucie. Stryver then pretends it's Lucie's fault and he has now thought better of the proposal.)

29. What happens to Mr. Carton in chapter 13? (Mr. Carton confesses his love to Lucie, but also tells her that he understands he will never deserve her. He says that she makes him want to be a better person, though he knows it is not possible. He asks her not to mention the conversation again, but to allow him to remember that she, at least, felt pity for him.)

30. What does the crowd/mob at the funeral parallel in history? (The mob is angry and unruly and takes suggestions they would not otherwise do from those within it. They follow the coffin to the cemetery, bother and hurt passersby, and loot stores until rumor of the police coming begins to spread. This is foreshadowing of the Revolution and shows the anger and lack of logic of a mob mentality.)

31. What is Mr. Cruncher's night "job"? (Mr. Cruncher is a Resurrection Man. He digs up bodies and sells them to doctors in the area for science.)

32. What happens at home when Mr. Cruncher's "fishing" doesn't go well? (He beats his wife and yells at her.)

33. Who killed the Marquis and what was his punishment? (The man whose child was killed by Marquis carriage was convicted of his murder. Gaspard (the father) was tortured and killed after his trial. This shows the escalation of violence in France.)

34. What is Madame Defarge knitting? (Her knitting carries a code which lists the people who are to die.)

35. Who enters the wine shop when Madame Defarge is alone? What news does he bring? (A spy comes into the wine shop. Madame Defarge gives a signal (a rose placed in her hair) and the shop empties out while the spy is there. The spy tries to uncover the rebellion of the

Defarge couple, but has no success until he mentions that Lucie is to be wed to the nephew and heir of the dead Marquis.)

36. What names does Madame Defarge knit into her registry after the spy's visit? How does this show the difference between her and her husband? (The spy, John Barsad, and Charles Darnay are knitted into her death registry. Madame is more concerned with death and revenge than her husband, who wants only justice and fairness for France.)

37. Compare and contrast the feelings of the Defarge couple with those of Lucie and her father. (The Defarges are depressed by the violence and unfairness of the world around them and seek vengeance and revenge in France for the injustices they've seen. Mr. Defarge, especially, feels weak and hopeless as no real change has come. Lucie and her father, however, reflect on the joy they've brought to each other and the hope Lucie has for a family and happy life after her marriage.)

38. What happens on the day of Lucie's marriage? (Darnay reveals to the Doctor his true name and family line. While the couple is away on their honeymoon, the Doctor relapses into shoemaking and does not seem to know what is happening. This further implies that there is a connection between the Doctor's imprisonment and the Evremonde family. Mr. Lorry and Miss Pross care for the Doctor and ensure no one knows of his condition for 9 days.)

39. What happened to the Doctor and his shoemaking tools? (The Doctor recovered on the tenth day and came to breakfast as normal, though he sensed something had happened. He was told by Mr. Lorry what had occurred. Mr. Lorry asked how to avoid another relapse and what to do if one did occur. The Doctor stated that his quick recovery and singular relapse indicated it was unlikely to occur again. However, the two decided to get rid of the shoemaker's bench and tools in order to prevent it. Mr. Lorry and Miss Pross disposed of them while the Doctor was away.)

40. What does Lucie ask Charles to do in regards to Mr. Carton? How does this show her character? (Lucie asks Charles to be forgiving and kind to Mr. Carton and treat him more gently. Lucie is full of forgiveness and compassion and sees the weaknesses in the people around her and the reasons behind them. She forgives many of their actions because she sees their pain and is compassionate.)

41. What has happened in England as eight years have passed? (Lucie and Charles have two children, who both love visits from Mr. Carton. Mr. Carton still works for Mr. Stryver who has married a widow with three children and advanced his career. Mr. Lorry is still close to the family and works at Tellson's. Life in England is relatively peaceful and calm, though Lucie hears in echoes of footsteps that something is coming and she is afraid of it.)

42. What happened at the bank that foreshadowed what would happen in Paris? What other foreshadowing does the author give? (The bank in Paris was emptied by a run on the banks. People withdrew their money, knowing that it would not be safe there, soon. The weather in England, too, a hot and wild night, foreshadows the violence coming to Paris.)

43. What happened in Paris? Which characters were a part of it? (The Defarges lead an attack on the Bastille, a prison tower, and win. This event happened in real life, when a mob attacked the tower and won the fight, freeing seven prisoners and killing many government officials, including the governor. This marked the beginning of the French Revolution and is celebrated in France today, much like the 4th of July is celebrated in America.)

44. What does the author compare the mob as they storm the Bastille to? (The mob is compared to the ocean, with angry and fierce waves. They lack compassion, a direction opposition to the home in England, and are reacting to the desperation and suffering they've experience with no regard to any emotion other than anger.)
45. What does Defarge do after the Bastille is won? (He enters the cell in which Doctor Manette was held and looks for something.)
46. What does Madame Defarge's observation about the street in front of the wine shop signal? (She notes that the street and its people are not the same. Their circumstances have not changed, they are still poor and starving. However, since the Bastille, there is a sense of power within them, as if they have the ability to better control their surroundings and they understand what they are capable of. This is a glimpse of hope for the Revolution.)
47. Who is found and killed by the mob? What does this show? (Foulon, a government official who had faked his own death, is murdered by the mob and his head is placed upon a pike. His son-in-law, too, is found and murdered. Grass is placed in Foulon's mouth as revenge for telling the starving people to eat grass. This shows the anger and the vengeance that France's citizens focused on during the Revolution. The war was not about freedom, as was the American Revolution, it was about revenge.)
48. How does the evening of the neighborhood contrast with the mob? (The mob returns home, calm once again, but ever ready. They feed their children and tenderly care for one another. This contrasts the heartless actions of the day. The women, especially, show ruthlessness, contracting greatly with Lucie's compassion.)
49. What happened in chapter 24? (A traveler comes to the village countryside. That night, four men burn the Chateau Evremonde. The officers and soldiers nearby let it burn. The four figures ride in each direction, spreading the fires to more and more homes across France. The rebellion has spilled from the city into the countryside. Additionally, Monsieur Gabelle, a tax collector and servant of the chateau, is threatened in his home and hides from the mob on his roof.)
50. In chapter 1, it's been three years and the Revolution is going strong. The aristocrats, including the king, have been taken from their places of power and many have been beheaded by guillotine. What events take place that take both Mr. Lorry and Charles Darnay to France? (Mr. Lorry travels to France to manage the bank there and hopes to recover some assets of those customers who fled to England. Charles comes into possession of a letter stating that Gabelle, his servant, has been arrested and imprisoned. Thinking he will be able to free the man, and possibly help calm the rebellion, he travels to France.)
51. What happens to Charles in France? (He is arrested and placed into a prison cell, where he realizes things in France are much worse than he believed.)
52. What happens as Mr. Lorry is sitting in his office at the Paris bank? (Lucie and her father rush into the room and tell him Charles has been taken prisoner. They put Lucie in a back room and watch as the people of France sharpen their weapons on the grinding stone outside. They are covered in blood from their work murdering the prisoners in the same prison Charles is in. The Doctor decides, as prisoner in the Bastille, that he has influence over the crowd and goes to ask them for help in freeing Charles. They agree and the group leaves, returning only to sharpen their weapons again.)

53. How does the power of Charles compare to that of the Doctor? How is this different than before the Revolution? What does this tell you about power and loyalty of the people? (Charles was a part of the aristocracy in France. They held wealth and power over the people but maintained it by fear. The Doctor had so little power in France that he was imprisoned for years and forgotten. However, now he commands mobs with ease. This shows that power through fear does not last and that the meek in society may become powerful with a simple change.)

54. What color are the streets as the sun comes up? (Red, as they were when the wine spilled. However, now they are red with blood and it, the author says, will not be cleaned away as easily.)

55. How did Doctor and Lucie Manette trade places during the time Charles was in prison? (The Doctor became strong and influential. He cared for the prisoners he visited each week, regardless of who they were, showing compassion in the midst of a murderous mob. He does everything he can to restore happiness and a normal life to his daughter, taking her places as the strong one in the family. In contrast, Lucie can do little to help her husband and is entrapped within the apartment. She often weeps and feels grief and hopelessness. She must trust in others while she remains in the situation.)

56. What does the author say replaced the Cross (or symbol of Christ) in France? What does this symbolize? (The guillotine, which decapitated anyone the mob wanted, replaced the cross. This is a symbol of the loss of humanity and justice and its replacement with pure rage and revenge. Many were imprisoned and killed with no charges, many were innocent. Yet the mob of the French Revolution did not stop. The people had become bloodthirsty. It also shows that the power the church had over the people before was now shattered.)

57. How did Lucie pass the time while waiting for her husband to be freed? How does this mirror what her father did in captivity? How does it contrast with the chaos outside her door? (She made a home, taught her child, and tried to keep life as normal and routine as possible. This was her way of dealing with everything. It kept her mind and hands busy during the day, just as her father's shoemaking had done. She also prayed for her husband and the others in prison, showing her compassion and faith, something the mob lacked.)

58. For two hours every day, Lucie stands in a place on a street corner where her husband might see her. Though he is not given the opportunity every day, she continues to stand regardless of the weather and threatening woodcutter nearby. What does this show you about Lucie? (Though she is a soft and gentle woman, she is brave and courageous. She does not react in the same way others would, but shows compassion and thoughtfulness, even to those who threaten to harm her. She seeks to understand others and help them, showing her strength.)

59. Is Charles safe after his release from prison? Why or why not? (No, the family cannot safely leave nor can they go out in public without risk. Men appear at the door one night and arrest Charles once again, this time accused by the Defarge couple.)

60. Who does Miss Pross see as she enters the wine shop? What is another name and occupation he is known by? (Miss Pross sees her brother Solomon, who Mr. Carton identifies as the spy Basard.)

61. What does Carton threaten Solomon/Basard with? What new information is learned through Mr. Cruncher? (He threatens to expose him as a spy to the mob, which will result in his

death. Mr. Cruncher reveals that another spy, Cly, believed to be dead, is also alive and in Paris. Jerry knows this because it was his grave that was dug up and found empty.)

62. What scripture is repeated as Carton wanders the night streets of Paris? What theme does this show? How does it contrast with the weather and actions in Paris of that day? (I am the resurrection and the life, saith the Lord: he that believeth in me, though he were dead, yet shall he live: and whosoever liveth and believeth in me, shall never die. The moon and the light of the night shows the death of Paris and its citizens. However, the sun rises once again in the morning, giving new light. This shows the theme of resurrection, or new life, present throughout the story – eg. Doctor Manette, Charles after his first and second trial, the marriage of Lucie, etc.)

63. What signals a change in Mr. Carton the morning of the trial? (He washes himself, drinks nothing but coffee, and eats bread. This is in direct contrast to his character before.)

64. Who did the court say was the final accuser and what was his reaction? (Doctor Manett. He adamantly refused that he accused Darnay, however the court told him that his individual feelings were less important than those of any single citizen.)

65. What was revealed to be the tie between Dr. Manette and the Evremonde family? How did this lead to the Doctor's imprisonment? (The Doctor was met during his evening walk one day by two men, Evremonde brothers. These men took him to a house where a woman lay tied to a bed, screaming, and overtaken with fever. This woman had been kidnapped by the brothers after they murdered her husband, and abused. In the other room was her brother, stabbed and dying. The Doctor attended to these patients until they both died. The brothers paid the man in gold and charged him to never tell anyone what had happened. The Doctor, however, wrote a letter to the ministry, fearful that the gold would condemn him or his family. The brothers intercepted the gold, kidnapped the Doctor, and left him in prison. Before his imprisonment, the wife of one of the brothers had come to ask the Doctor how she could pay for the wrongs committed. With her was a son, Charles.)

66. Why does the Doctor's letter condemn Charles to death? (Charles is the son of an aristocrat. The mob's goal is to stamp out all aristocrats by killing them. Thus, Charles is condemned to death because of his associations, regardless of what he has done in his own life.)

67. What is Madame Defarge's plan concerning Charles's wife and child? Why? (She plans, with the woodcutter's help, to accuse her of sending signals to the prisoners and organizing a prison break. The plan is to kill the entire family. Madame Defarge is the younger surviving sister of the peasant family that was murdered by Charles's uncle and father.)

68. What happens to the Doctor? What does he do first? (He relapses. However, before relapse, he secures the necessary papers to get the family and Mr. Carton out of France and safely home.)

69. How are Lucie, Charles, and the family saved? (Mr. Carton replaces Darnay in the jail and is executed. The family, meanwhile, travel out of France.)

70. What happens in chapter 14? (As Mr. Lorry and the family hurry away, Miss Pross and Jerry plan to join them in a second carriage. Jerry hopes his wife is praying for him and states that he will stop beating her and robbing graves if they are all allowed to safely return home. While waiting for the appointed time, Madame Defarge enters the house where Miss Pross waits. She wants to accuse and arrest Lucie, her daughter, and the Doctor. However, Miss Pross fights her

so that she does not discover they are gone. In the fight, Miss Pross moves Defarge's gun and shoots her dead. Miss Pross loses her hearing.)

71. What statement does the author make with the fight between the women and the sacrifice of Carton? (That love will always conquer hate, but not without sacrifice.)

72. What does the author say is always the fruit of tyranny? (Rebellion and revenge)

73. What does the author say of the people who survive and now rule in Paris? (That they are no better than the people they replaced, cruel and evil.)

74. Why does Carton die so peacefully? (He sees a vision of the future where the cruel people in the Revolution are brought to death. He sees Lucie and her family live out a happy life. He sees them have a son, named after him, who lives to do all the things he may have done if he were a better person. He knows his sacrifice has helped those he loves and he is confident in his faith in the afterlife.)

Final Assignment: Choose a historical event you know about. Then, in the style of *A Tale of Two Cities* write a short story based on this historical event. Include fictional characters, events, and settings as well as historically correct ones. Write in Dicken's style including the following: long sentences, descriptive imagery, run-on sentences with lots of commas, similes and metaphors, setting (weather, etc.) to set the tone or mood for the story, historical events from characters' point of view, and parallels

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April – Where the Red Fern Grows by Wilson Rawls

Date to be Completed/Discussed	Chapters/Pages Read	Discussion Questions
April 11	Chapter 1-2	1-2
April 12	Chapter 3-4	3-4
April 13	Chapter 5-6	5-8
April 17	Chapter 7-8	9-10
April 18	Chapter 9-10	11-13
April 19	Chapter 11-12	14-16
April 20	Chapter 13-14	17-19
April 24	Chapter 15-16	20-21
April 25	Chapter 17-18	22-27
April 26	Chapter 19-20	28-34
April 27	Complete Final Assignment	

1. What happens in the first chapter? (The man, living in Idaho, comes upon a dog fight and sees a hound dog is the victim. The dog fights off his attackers and, with the man's help, is freed from the fight. He feeds and cares for the dog and lets it go.)
2. In chapter 2, memories of the old man are shared. What does he tell the reader? (The memories are from when he was a 10-year old boy living in the Ozarks. Billy, the boy, loved to trap and hunt and wanted a pair of hunting hounds. However, his parents could not afford to get him hounds.)
3. What happened when Billy was 11? (He began to work in the fields with his father. There, he found a magazine with an ad for hunting dogs. Over the next 2 years, Billy saved \$50, enough to purchase two dogs, and enlisted the help of his grandfather in purchasing them.)
4. How does Billy feel about town? Does he fit in? Why or why not? (Billy feels overwhelmed by town. It is busy and full of people. He likes the shops, sees his own reflection, notices that he is dressed differently, and visits a school. He tells the children he attends school at home and is confused by playground equipment, even trying a slide. He feels like the people in town are always watching him and laughing at him.)
5. What happened after Billy got his puppies? (A mob of local bullies made fun of him and pulled the pup's ear. Billy began to fight them and was overwhelmed. Then, the marshal broke

up the fight and bought Billy a soda after finding out how hard he worked to earn the money for his pups.)

6. What woke Billy in the night and what happened? (A mountain lion was nearby and could smell the pups. Billy added to the fire and the pups barked back at the lion whenever it screamed. It eventually left.)

7. What are the pups like? (The boy pup is bold and strong while the girl is timid and smart.)

8. What happens when Billy returns home? (His parents are relieved he's made it back safely and already know about the puppies, as they talked to his grandfather. They care for the pups and Billy and discuss moving to town in the future so the kids can attend school.)

9. How did Billy learn more about hunting and train his dogs? (He went to his grandpa's store and listened to stories of hunters. Then, he worked all summer to train his dogs and teach them the tricks he had learned about.)

10. What happened during the first hunt? (The dogs treed a coon in the biggest tree in the area. Billy wanted to leave it behind but the dogs didn't. Remembering his promise, Billy spent days chopping the tree trying to fell it.)

11. What finally happens to the big tree and the coon? Who does Billy believe helped him? Why? (The tree falls after a wind comes and the dogs catch the coon. Billy prays for help after working until he couldn't any more and believes God sent the wind because it only touched that tree.)

12. Why do you think it was important to Billy, his father, and his grandfather for him to catch this first coon? (Billy had promised his dogs and the men didn't want to make him break this promise. They also knew he would learn hard work, persistence, and new skills.)

13. What does Old Dan have in common with Billy? How do you know? (Both are determined and persistent. They both take risks to finish what they started such as Dan being trapped in the muskrat hole or climbing up the tree or Billy and the large tree.)

14. What happened to Little Ann during the hunt after the snow storm? (She fell through the ice on the river and almost died. Billy saved her.)

15. What did Billy pray for and what was his answer? (Billy prayed for help and the handle of the lantern fell, giving him an idea that saved Ann. He also prayed his thanks after they were safe.)

16. Who are the Pritchard boys and what are they like? (They live nearby and no one in the area likes them. They are known for being mean and rumored to be thieves and outlaws.)

17. What bet does Billy make with the Pritchard boys and how does it end? (The boys bet that Billy's dogs can't tree the Ghost Coon. Billy goes and loses at first, but then his dogs find the coon and tree it. Billy refuses to kill it and the boys keep the money.)

18. What happened after the coon was treed? (The Pritchard's dog came and the boys decided to kill the coon. Billy was going to leave but insisted on them giving the money back, as he had won the bet. The Pritchard's dog fought with Billy's dogs and lost. As this was happening the boys tried to beat up Billy, but stopped and grabbed the ax when they saw their dog was losing. One of the boys fell on the ax and died.)

19. What does Billy's grandpa have planned for Billy, his father, and himself? (Grandpa has entered the dogs in a coon hunting contest. Billy and his father and grandfather travel together with the dogs to the contest.)
20. What is the mood like as Billy and his father and grandfather travel to and participate in the hunt? (Billy feels like he is being treated as a man, rather than a boy. Though he feels out of place at times (as all the people and dogs are fancy and well-kept) the mood is happy and joyful as they spend time at the hunting competition.)
21. What does Little Ann win? (The beauty contest)
22. What happened during the final hunt that made it very dangerous? (A blizzard began and the group was left in the midst of the snow storm where it was difficult to see and almost impossible to hear what was happening around them.)
23. What happened to Grandpa? (His foot was tangled in a fallen branch and he sprained or broke his ankle, leaving him unconscious in the snow.)
24. Who found Dan and Grandpa? (Little Ann)
25. Who won the hunt? How? (Billy and his dogs won by treeing three coons in a den and catching them all, even through the storm.)
26. What did the men say kept the dogs around the tree even as the storm began to freeze them? (Love for Billy)
27. What did Mama do after the family celebrated the win? (She took the dogs food from the table and prayed over them.)
28. What did the mountain lion at the beginning of the book foreshadow? (The dogs treed a mountain lion which badly injured both dogs as they tried to protect Billy from it. In the end, the mountain lion died.)
29. What do you think is meant by the phrase on page 228: "There is a little good in all evil." (Billy pictures the death of Rubin when he wakes up after the fight with the mountain lion. He sees the blood on his ax and is reminded of that death. This phrase goes through his mind, reminding him that neither Rubin nor the mountain lion were purely evil.)
30. What happened to Old Dan? (He was badly injured in the fight with the mountain lion. On the way back his entrails fell out of a wound. Billy and his parents tried to doctor him, but Dan died.)
31. On page 235 Billy buries Dan and tells him he was worth it. What do you think Billy means? (Dan loved Billy and brought so much joy and love to his life. Billy realizes that, though his death is painful, loving someone and creating good memories with them is worth the sorrow of losing them).
32. What happened to Little Ann after Dan's death? What does this tell you about the dogs? (She became depressed and would not eat or drink. She died with her head laying on Dan's grave. The dogs loved each other very much.)
33. What do Billy's parents do to try to help him through his grief? (They cook his favorite meal, encourage him to sleep, talk with him about God's plan, show that he has helped them save money to move, and urge him to accept help from his family.)

34. What is growing on the dog's graves when Billy goes to say goodbye before they move away? Why is this significant? (A red fern, which is said to be planted by angels in sacred places.)

Final Assignment: Written Test and Assessment. For the final project, have an adult purchase the assessment packet [here](#). Complete the assessments from pages 11-17 and ask an adult to check your answers using the answer key. You may use the book to complete the assessments and/or a dictionary to find the meaning of unknown vocabulary if needed.

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May – Fahrenheit 451 by Ray Bradbury

*For each reading assignment, stop at the separated paragraphs on the listed page

Date to be Completed/Discussed	Chapters/Pages Read	Discussion Questions
May 2	Pgs. 3-18	1-6
May 3	Pgs. 18-32	7-14
May 4	Pgs. 32-48	15-24
May 8	Pgs. 48-63	25-30
May 9	Pgs. 63-68	31-33
May 10	Pgs. 71-93	34-44
May 11	Pgs. 93-110	45-47
May 15	Pgs. 113-125	48-51
May 16	Pgs. 125-139	52-57
May 17	Pgs. 139-154	58-64
May 18	Pgs. 154-165	65-70
May 21-24	Have a discussion with your child, asking them to compare and contrast the ideas of censorship and information control in the book with those of today's society. Help him/her to brainstorm specific example, reasoning, and logic behind both sides of the censorship argument. Complete Final Assignment	

1. Who is the main character of the book and what is his profession? What does this mean? (Guy Montag, a thirty year old fireman. Firemen are known for burning things, rather than putting out fires.)
2. Who does Montag meet on the way home? Why is the encounter strange and memorable? (He meets Clarisse, a 17-year old girl who has just moved into the neighborhood. Clarisse asks him questions about his job, his surroundings, and his happiness. She says she's insane and lives with her uncle, who has been arrested multiple times. She also says her family stays up late and talks often, which is strange to Montag.)
3. How is Montag's house described? (As a dark, plain environment. It is said that his bedroom is like a marble mausoleum into which the world cannot come.)

4. What does Montag discover as he tries to go to bed? (An empty bottle that once held sleeping pills. His wife, Mildred, has tried to commit suicide.)
5. Who comes to treat Mildred? What does Montag learn from them? (Two men, strangers, come and pump her stomach and clean her blood, leaving quickly to go on to another call. They are impersonal and distant and state that this happens so often that people with little skill can complete the treatment.)
6. How does Mildred's suicide attempt affect Montag? (He opens the windows, wonders why people are not more connected to each other, goes to listen to discussions at Clarisse's window, and then listens to the rainfall outside before taking a sleeping pill and going to bed.)
7. What happens in the morning? (Mildred is up making toast and says she doesn't remember what happened the night before. Montag doesn't remind her, allowing her to assume they simply had a party and she is suffering the effects of it. Later in the day he tells her what happened and she denies that it is possible she would've taken all the pills.)
8. Where does Montag keep looking? (At the air conditioning vent in the hall.)
9. What does Mildred like to do? (She is an actress and uses TV walls to interact with others in play from her home.)
10. What does Clarisse convince Montag to do? What does she say is different about him when compared to other firemen? (He listens to her, talks with her, and even tries some of the things she suggests, like looking at the moon. Other firemen would call her crazy and threaten her. After she leaves, Montag puts his face upwards and allows the rain to fall into his mouth, something most people wouldn't try.)
11. What happens when Montag touches the robot dog's nose? (It growls at him and tries to attack him. He mentions it to the other firemen, who say it simply is a programmed to certain things and they will fix it. However, Montag thinks of the air conditioning vent, reminding himself that if anyone knew what was hidden there, the dog would likely be allowed to attack him.)
12. What does Clarisse do each day? (She walks with Montag to the corner, talking about his life and the world around them. She also leaves gifts for him on the porch.)
13. Why doesn't Clarisse go to school? (The school says she is antisocial, which is obviously not true. She complains that school is all about listening and no one asks questions. The children are violent and don't know how to care for themselves. The information given at school is carefully selected and doesn't allow her to learn or get to know others. She complains that school makes children disconnected from each other.)
14. What does Clarisse say about the people around them? What evidence is shown of this? (Clarisse says everyone talks about the same things and tells the same jokes and does the same things. People simply copy each other. Often, she is the only one on the street as Montag walks to and from work, showing that most people don't go outside and look at the world or interact with each other. Clarisse also talks about the past, things her uncle has told her about, saying that people used to connect with each other, art used to be more varied, and the firemen used to put out fires rather than light them.)

15. What do the firemen burn? (Books banned by the government and the houses in which they are found.)
16. What happens to the people found with books? (They are deemed insane and sent to an asylum.)
17. What does the book at the firehouse say about firemen? (That firemen began working to burn English books from the colonies in 1790 and Ben Franklin was the first to do so.)
18. What phase does Montag say aloud which draws suspicion from other firemen? (Once upon a time, which he read in a book they were burning.)
19. What was different about the book raid in this section? (The firemen arrived at the house during the day. They found a woman still there and hundreds of books in the attic. Usually, the raids are at night and the people are gone. After soaking the books in kerosene, the woman refused to leave the house and lit a match, engulfing the house, the books, and herself with fire.)
20. What did Montag do at this raid? (He took a book and hid it under his coat. He tried to save the woman, feeling compassion for her and guilt for what he and his team were doing.)
21. What did the woman's words allude to? Who knew this? (They quoted two men who were put to death (burned alive) for speaking against the church in England in 1555. The woman was telling them what she was going to do and the revolution she hoped would come. The captain knew this.)
22. How did the firemen feel after leaving the house? (They were in shock. They were quiet and distracted, many felt guilt. Montag cried when he got home.)
23. How does Montag feel about his wife? (He realizes that he cannot remember how they met and neither can she. He begins to reflect upon the past few days and realizes that he does not love her. He doesn't know who she really is, she is always connected to others through her headphones or TV, but doesn't connect to him. He realizes that he wouldn't be sad if she died, but he would be sad that he didn't feel anything.)
24. What does Mildred say happened to Clarisse? What is the difference between her reaction and Montag's? (She was hit by a car and died. Mildred says it without emotion, moving on quickly, while Montag has an emotional reaction.)
25. What does Mildred care about as Montag is sick and dealing with the emotions of burning a woman alive? How does she react differently when the captain comes? What does this tell you? (Mildred tell Montag to get up and get over being sick, the woman was worthless and deserved what she got and he has a job to do. She leaves the TV on and refuses to help him at all. When the captain tells her to turn off the TV, however, she immediately does. Mildred doesn't care about other people, but is afraid of authority.)
26. What does the captain say happened to society? (Books were shortened and, over time, no one wanted to spend the time it took to really learn or read. Society abandoned the slow way of life and became overcrowded and hurried. As this happened, more and more people turned to convenience and fun rather than deep thought and development. Eventually, people began to feel offended by books and real thought, and society rejected it altogether.)

27. Why does the captain say firemen switched from putting out fires to starting them? (Intellectuals and people who think on their own became rare as most people were more interested in being entertained and avoiding offence. This made them outcasts and people felt threatened by them. Fights began to break out so books began to be burned to make everyone "equal" and avoid intellectuals altogether. This, it was believed, would keep the peace and avoid more learned people who could create change in society or question others.)
28. What is forgotten along with books? (People. When they die they are quickly removed and burned with no memorials left behind. Death is too painful, so society ignores it.)
29. What does the captain say about education? (Education allows society to control the minds of those living in it. When children begin school early it's easier to direct them into correct thinking. Home life can affect this learning and make people ask questions that make them uncomfortable. It's better, happier, and more peaceful if people are taught not to ask questions but filled with useless facts that carry no discussion or controversy.)
30. What final warning does the captain give Montag? (He tells him not to read any book and, if he ever takes one, it must be burned within 48 hours or it will be burned for him. Then, he asks him to come into work that evening.)
31. What was hiding in the air conditioner vent? (Several books that Montag had collected, but never read.)
32. How do Guy and Mildred feel? Why didn't they see it earlier? (They are depressed and unhappy but life kept their thoughts and time controlled so they never had time to reflect upon it before. Something was wrong, but they could never figure out what.)
33. What does Montag ask Mildred to do? (To give him 48 hours to read the books together.)
34. Why do you think it is difficult for Montag and Mildred to understand the books? (They have never learned to read them or understand symbolism, analogies, or comparisons. Many of the allusions are not familiar. It is difficult for their brains, which have been trained only for fun and obedience, to stretch into new ways of thinking.)
35. What happens as Montag reads? (He begins to think more of the people and world around him, asking more questions as he goes.)
36. Why does Montag feel like a sieve being filled with sand? (He wants to hold the information found in his books but can't seem to understand or remember it. He needs someone to help him learn how to understand.)
37. Whose house does Montag go to? (Faber, a professor he once met in the past who recited a poem to him.)
38. What does Faber say about Jesus Christ? (That he has become a form of entertainment and nothing like he was originally taught.)
39. Why does Faber feel guilty? (He didn't stop the book burnings at the start, when he could've spoken up. Though he did not approve, he did not fight against it and now feels guilty for the cost of no resistance.)
40. What does Faber say is missing in life and causing a false sense of happiness though there is no real happiness? (Quality and details in information, even those details that we don't like,

time to think and argue and reason, and the ability to act upon what is learned from the first two missing things.)

41. What does Faber say will fix society and why is it so difficult? (Faber says it will be difficult because most people don't want to learn, to face the hard things in life. Changing the view on books will take a complete re-set of the entire social structure and culture. He also notes that killing the televisions will be the only way society may begin to consider other things. Presently, they are too distracted and happy with their distractions. He states that it's only been 40 years since books were banned, but an entire generation has abandoned them willingly.)

42. What do the planes tell the men about what is happening outside of their own little area? (A war is raging and getting closer. This means that there are other people somewhere who are angry with those who live in this prosperous and luxurious area. It also means there may be an end to the war that brings their way of life to an end.)

43. What tool did Faber design? Why does he say it shows he is a coward? (He designed a radio that fits into the ears of those using it. This allows him to hear what is going on and fight back through others, while he is safely in his own home.)

44. What does Montag want to change about his life? (He realizes that he's been told what to do his whole life and wants to start thinking on his own. He wants to learn how to make his own decisions.)

45. What do the women say about children and husbands? (One believes that only an insane person would have children and they ruin your life. Another, who has two children, says she simply sends them to school most of the time and puts them in front of the TV others. There are no family ties between family members. They seem to have little connection to their husbands and don't care if they die in the war or not.)

46. Why do you think it is difficult for Montag to sit and listen to the women? Why does he threaten to read them a book? (Montag knows the truth about their world and the evil within it is obvious to him now. He wants others to see it, though they are so brainwashed that they can't. He thinks that reading to them will help, though many people refuse to see the truth because it is often difficult to accept.)

47. Whose house were the firemen called to? (Montag's house)

48. Who reported Montag? What was she most worried about? How was the report confirmed? (Mildred reported him and was only sorry that should would lose her TV screens. The Hound was sent to his house to confirm and set to hunt him down if he tried to run.)

49. What changed as Montag spoke with the captain? (Montag stated that "This is happening to *me*." The things he had done to others who committed the same crimes did not affect his own life so he was ok with it. Now that he was a victim of the same treatment, he saw how wrong it was.)

50. What did Montag feel as he burned down his own house? (He felt sorrow and shock, but he also wanted to burn his old life away. It was lonely and dark and felt wrong.)

51. What did Montag do to protect Faber? (He burned the captain to death and threatened the other firemen with the same fate. He also burnt the Hound, though it injected him slightly before he did so. Then, Montag ran.)

52. As he runs, a car finds him and almost kills him in the street. Montag realizes that it is not the police, but a car full of children. How does this change what he knows about his life? (He realizes that even children don't care about the lives of others. The children would've killed him for fun, with no remorse. This may have been how his friend died, and no one cared that her life had ended. This strengthens his resolve to put an end to the current way society is structured.)

53. Where does Montag leave his books? (In the home of Mr. Black, another fireman. He wants to burn down the whole fireman system.)

54. Why do Faber and Montag feel better now that they've acted? (They've both felt that something was wrong for a long time. Though Faber understood what it was, Montag only had a feeling that something was off. Now he had chosen a side and they both were acting to protect the side they had chosen. They were fighting back and, even if it cost them their lives, they knew they were doing the right thing.)

55. How does Montag protect Faber after visiting his house? (Montag tells Faber how to fool the hound by erasing the scent he leaves behind. Faber promises to work on enacting their plan by printing more books and planting them in firehouses.)

56. How does the city react to Montag's plight? (It is a form of entertainment shown on their television screens. They see it as a show, not reality, and are happy to help hunt the man they know nothing about.)

57. How does Montag get away? (He reaches the river, dresses in Faber's clothing, and floats down river, leaving no trace of his scent for the Hound to follow.)

58. As he floats down the river, what does Montag realize he can never do again? (He decides that the entire world is in a hurry and burning itself out. He must never add to the burning again and try to save some of the things of the world rather than destroying them.)

59. What happens as Montag leaves the river? (He is overwhelmed by the emptiness and immense details of what he sees in the country. It is open, flat land, yet the smells, sights, and sounds are overwhelming to his senses. He begins to actually experience life rather than be distracted from it and it is difficult to adjust to. Then, he finds the tracks and, knowing Clarisse walked there before, begins his journey.)

60. What does Montag see in the darkness that draws him towards it? What is fascinating about it to him? (A fire, but it is a different kind of fire than the one that destroys. It's warm and giving, a calm fire that makes the world better.)

61. Who does Montag meet? (Men are waiting for him around the fire. They saw his chase on the TV and are there to meet him and help him throw off his scent even more so the Hound cannot find him.)

62. What happens as the chase continues on the TV? Why? (The government cannot admit they lost Montag so they corner another man and punish him, saying it was Montag and the chase is over.)

63. How do the men preserve books and history? (They memorize them and share them with each other. This means that each man is very important, as his knowledge dies with him unless it is passed on.)

64. What is the men's plan for fixing society? Why does humility play a role in this plan? (The men plan to remember and pass on what they know about books until society is ready to accept the knowledge found there once again. Then, they will write what they know and share it. However, they know that they have little power and that they cannot force others to accept what they understand. They must wait until the people are ready, rather than trying to force change.)

65. Why do the men work so hard to remember the books? Is there any other time in history this reminds you of? (They think the books are valuable and it is worth doing, even if their plan fails or they don't live long enough to see it be successful. Many generations have worked hard in the hopes that something would come of it, knowing their descendants would benefit from it, but they wouldn't see it themselves. The American Revolution is one example.)

66. What does Granger say about the passing of a loved one and the value of life? (That everyone should work to leave something behind after they die. A person who does nothing to make the world better isn't mourned because the world loses nothing when they die.)

67. What happened to the city? How did Montag feel about this? (The city was bombed and destroyed. Most of the people living there died. Montag thought of Mildred and remembered where they met.)

68. What does Granger say about humans? (They are like phoenixes. They build up altars, which eventually lead to their own destruction, and then some of the wiser ones start again, with a better society. The cycle, however, continues. He hopes that one day humans will stop destroying themselves and progress past that.)

69. What does Granger say will save humanity? (Remembering. Remembering the dead and the wisdom that humans have already learned. Remembering and becoming better people because of the way we remember.)

70. Where are the men headed? What does Montag decide to share? (They are walking to the city to provide guidance and comfort to those who are still alive. They want to help. Montag will quote the Bible and discuss the different seasons of life.)

Final Assignment: Write a short essay (at least 1 page) comparing and contrasting the setting in the book (time period, culture and societal expectations, homes, laws and punishments, relationships, families, entertainment, etc.) with your life today. Discuss differences and commonalities in censorship attempts and give specific examples from the book and your own life. Then, argue your chosen side of the censorship concept, stating whether you support it or stand against it. Give reasoning and logic to support your argument. Include a counter-argument and discredit it. The essay should include correct spelling, punctuation, precise wording (with attention to denotations and connotations), and cite the novel. It should be written in formal language and correctly organized into paragraphs that naturally flow into each other. It should include a bibliography and encourage a discussion about culture and government control of information. The paper should be proofread, edited, and revised both by both the student and an adult and include an introduction and conclusion which states the main idea of the paper.

Standards Taught: ELA.L.1, ELA.L.1.b, ELA.L.2, ELA.L.2.a, ELA.L.2.b, ELA.L.3, ELA.L.3.a, ELA.L.4, ELA.L.4.a, ELA.L.4.b, ELA.L.4.c, ELA.L.4.d, ELA.L.5, ELA.L.5.a, ELA.L.5.b, ELA.L.5.c, ELA.L.6, ELA.SL.1, ELA.SL.1.a, ELA.SL.1.b, ELA.SL.1.c, ELA.SL.1.d, ELA.SL.2, ELA.SL.3, ELA.SL.4, ELA.W.1, ELA.W.1.a, ELA.W.1.b, ELA.W.1.c, ELA.W.1.d, ELA.W.1.e, ELA.W.2, ELA.W.2.a, ELA.W.2.b, ELA.W.2.c, ELA.W.2.d, ELA.W.2.e, ELA.W.2.f, ELA.W.4, ELA.W.5, ELA.W.6, ELA.W.7, ELA.W.8, ELA.W.9, ELA.W.9.a, ELA.W.9.b, ELA.W.10, ELA.R.L.1, ELA.R.L.2, ELA.R.L.3, ELA.R.L.4, ELA.R.L.5, ELA.R.L.6, ELA.R.L.7, ELA.R.L.9, ELA.R.L.10, ELA.R.I.1, ELA.R.I.2, ELA.R.I.3, ELA.R.I.4, ELA.R.I.5, ELA.R.I.6, ELA.R.I.7, ELA.R.I.8, ELA.R.I.10, LM.RE.1, LM.RE.1.1, LM.RE.1.1.a, LM.RE.1.1.b, LM.RE.1.1.c, LM.RE.1.1.d, LM.RE.1.1.e, LM.RE.1.2, LM.RE.1.2.a, LM.RE.1.2.b

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ELA Lesson 1: Phrases and Clauses in Sentences

Standards Taught: ELA.L.1, ELA.L.1.a

Briefly review commonly used parts of speech with your child: noun, verb, adjective, adverbs, prepositions, conjunctions, and interjections. Point out that we put these kinds of words together to create complete sentences, which also must contain a complete thought, proper punctuation, and proper capitalization.

Explain that these parts of speech can also create phrases or clauses.

Phrases are groups of words (not a complete sentence) which mean something. They may include a subject **or** a verb. Phrases can be part of a sentence as in the examples below (phrase is in bold, red):

I went shopping and bought **a beautiful rose**.

She was exhausted, **her eyes heavy**.

Drinking lemonade when it is hot can be a way **to cool off**.

Today he wanted to **build the roof**.

In the kitchen, you will find the snacks.

You **must do** your chores today.

He sat down without **making a sound**.

Washing the car is her favorite chore.

There are several different types of phrases. Noun phrases contain a noun and at least one modifier associated to the noun. This may be a prefix or suffix. In the examples above *a beautiful rose* is a noun phrase.

Verb phrases include a verb and an auxiliary (or helper) verb such as *is, must, have, has, can, may*, or the negative version of those. In the above examples *must do* is a verb phrase.

Prepositional phrases contain a preposition, which shows the location or time of a noun, or modifiers showing the object of the preposition. In the examples above, *in the kitchen* shows location.

Infinitive phrases begin with an infinitive (usually containing the word *to*) followed by a verb. They may function as a noun, adverb, or adjective and show the purpose, the subject, or a direct object. In the examples above *to cool off* is an infinitive phrase.

Participle phrases begin with a participle (which ends in *-ing* or *-ed*) and may contain modifiers. A participle phrase takes the form of an adjective when placed into a sentence. In the examples above, *making a sound* is a participle phrase. It describes how "he sat down."

A gerund phrase always contains a word that ends in *-ing* and may contain modifiers. Unlike participle phrases, gerund phrases function as a noun. In the examples above *washing the car* is the gerund phrase because it tells the reader a noun (her favorite chore).

Finally, an absolute phrase contains a noun or pronoun with a participle and is usually separated in a sentence by commas. It modifies an entire clause or sentence, not only one word. In the examples above *her eyes heavy* is an absolute phrase.

A clause is a group of words that contain a subject **and** a verb. A clause can be a sentence on its own (e.g. he cries), but may not be. Clauses may be independent or dependent.

Independent clauses are not influenced by any other sentences, meaning they can be a sentence on their own. For example: **I watched a good movie** and then fell asleep. In this sentence, the red part is an independent clause. A period could be added at the end of the clause, making it a complete sentence and it would still make sense.

Dependent clauses (also called subordinate clauses), however, cannot function as a sentence on their own and must be added to (or depend) on the rest of the sentence. There are three types of dependent clauses: adjective, noun, and adverbial. A noun clause answers questions such as who or what and refers to a noun. For example: Do you know **what time it is?** or I see **what you are saying**. An adjective clause answers questions like which one, and provides additional information to the reader. It describes the noun in a sentence. For example: The girl, **who wore a pink dress today**, is funny. or The cat **that ate all the treats** is asleep now. An adverb clause answers questions like when, where, how, and why, and refers to the description of a verb. For example: The storm started **when we were working outside**. or He went to work every day **because he needed to make money**.

Answer any questions your child may have and ask them to complete the worksheet below.

ELA Lesson 1 Worksheet

Read each example below and decide whether each is a phrase (subject or verb) or clause (subject and verb). Circle your answer.

1. working on a craft project **phrase/clause**

2. which fell off the floor **phrase/clause**

3. she smiled **phrase/clause**

4. when we ate dinner **phrase/clause**

Read each example below and decide whether each is an independent or dependent clause. Circle your answer.

5. You dance **independent/dependent**

6. When I came back **independent/dependent**

7. by the beach **independent/dependent**

8. They play **independent/dependent**

Read each example below and decide what type of phrase or clause each example is. Circle your answer.

9. She saw a beautiful rainbow in the sky. **infinitive phrase/noun phrase**

10. He gathered wood to build a fire. **infinitive phrase/participle phrase**

11. I have no idea what you are doing. **noun clause/adjective clause**

12. Her birthday cake, which included sprinkles, was beautiful. **adverb clause/adjective clause**

On the back of this paper, create a complete sentence for each example.

ELA Lesson 2: Simple, Compound, Complex, and Compound-Complex Sentences

Standards Taught: ELA.L.1, ELA.L.1.b

Take the time to review each type of phrase and clause with your child. Then, point out that phrases and clauses are used to create sentences. Remind your child of the different types of sentences by review the information below.

Simple sentences contain a single independent clause: I love candy. They are usually short, direct statements, questions, or exclamations. These sentences can provide clarity, emphasize points in writing, or convey certain emotions (e.g. shock, pain, anger). They can speed up the pacing of a written piece, allowing the reader to move from one thing to the next more quickly.

Compound sentences contain two independent clauses joined by a conjunction: I love candy so I bought a chocolate bar. These sentences take more time to read, but also provide more detail. They are often used to describe or explain a topic or situation in writing.

Complex sentences contain one independent clause and at least one dependent clause: I love candy even though it makes my stomach hurt. These sentences also provide more information to the reader, allowing for description or explanation.

Compound-complex sentences contain at least two independent clauses and at least one dependent clause: I love candy so I bought a chocolate bar, even though it will make my stomach hurt. These long sentences slow down the pacing of a written piece, providing extensive detail and explanation. They are often used in introductions, conclusions, or pieces of narratives where the characters move and react slowly.

Explain that, when writing, different types of sentences can help convey ideas, vary writing style, control pacing, and provide the reader with the right amount of information. Describe the following scenarios and ask your child which type of sentence would be best used for each:

1. You are writing a narrative and your character is fighting with the villain.
2. You are writing an essay for science class and you need to describe an observation in detail.
3. You are describing why certain actions and events led to the Civil War.
4. In a narrative, your character is seeing a beautiful place for the first time.

However, sentences which are too wordy, overwhelm the reader, or are not complete can confuse the reader. To avoid this, run-on sentences (compound or complex sentences without the proper punctuation) can be divided into two sentences or given the proper punctuation. For example:

He went to the store he went to the bank.

Can be corrected to:

He went to the store, then he went to the bank.

Or:

He went to the store. He went to the bank.

Sentence fragments can also be taken out of writing or completed in order to help the reader understand better. Sentence fragments are parts of sentences that are missing proper punctuation, capitalization, a subject, a verb, or do not form a complete thought. For example:

had to go to the doctor.

Can be corrected to:

She had to go to the doctor.

Finally, ask your child to complete the worksheet for this lesson.

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ELA Lesson 2 Worksheet

In the blank space, write down whether the sentence is simple, complex, compound, or compound-complex.

1. She woke up early because she needed to get to the airport. _____

2. The cat went outside. _____

3. We traveled to the store in the cold, wet rain, because we needed milk. _____

4. He wore a yellow hat, which was brighter than the sun. _____

Correct the following examples by adding proper punctuation, breaking up the sentences, or completing the sentence.

1. The puppies. _____

2. The ice cream melted it was hot out. _____

3. The ugly monster lifted its hairy head it roared louder than anything I've ever heard. _____

4. Can we. _____

In the space below, write a fast-paced action scene. Hint: Use short, direct sentences as much as possible. Then, highlight the simple sentences you used.

ELA Lesson 3: Dangling Modifiers

Standards Taught: ELA.L.1, ELA.L.1.c

Review types of phrases, clauses, and sentences with your child, emphasizing the use and impact of each in different types of writing.

Next, introduce misplaced modifiers: words, phrases, or clauses that are not properly placed in the sentence or are separated from the part of the sentence they modify by punctuation. Read the following example with your child, then point out that the corrected version simply moves the modifier to the proper place.

We are going to buy snow cones from the blue man.

Corrected: We are going to buy **blue** snow cones from the man.

Dangling modifiers, however, cannot be fixed simply by moving their location. Dangling modifiers are words or phrases that modify a word not clearly stated in the sentence. To correct a dangling modifier, you must change the sentence or the modifier. For example:

When burning, I escaped the house.

Corrected: When the fire started, I escaped the house.

Watch the video [here](#) with your child and answer any questions. Then, ask them to complete the worksheet for this lesson.

ELA Lesson 3 Worksheet

Correct the sentences below by moving the misplaced modifier or changing the dangling modifier or the sentence it is contained in.

1. The pencil was given to me by the sharpened teacher.

2. Staring off the end of the boat, the dolphins were jumping out of the water.

3. When my sister went to preschool, starting first grade.

4. The boat floated across the new ocean.

5. I bought a box of peaches from the farmer's market that were very ripe.

6. The flower fell off its stem which was red.

7. Having read the book the movie was awful.

ELA Lesson 4: Commas and Adjectives

Standards Taught: ELA.L.2, ELA.L.2.a

Briefly review previous ELA lessons with your child. Then, ask your child to remind you what an adjective (describing word) is. Explain that there are two types of adjectives: coordinate and cumulative.

Coordinate adjectives are written in a list form with commas between them, each separately modifying the noun that follows them. For example:

The big, round, bouncy, red balloon.

In this sentence, the coordinate adjectives each describe an aspect of the balloon. It is big and round and bouncy and red. To show that each adjective is a separate description of the balloon, commas are used between them.

Cumulative adjectives, however, do not need commas between them as they modify the noun or the adjective + noun group after them. Cumulative adjectives cannot be separated to describe the noun by placing an “and” before each one. For example:

I bought a new smart phone.

In this sentence, both *new* and *smart* describe the noun, *phone*. However, *smart* modifies the noun, explaining what type of phone it is. *New* modifies the phrase *smart phone* together. We could not say *I bought a new and smart phone*. The sentence sounds strange and doesn't make sense.

Ask your child to review the types of adjectives and when it is proper to use commas between them. Then, ask them to complete the worksheet for this lesson.

ELA Lesson 4 Worksheet

Read the sentences below. Decide whether the adjectives are coordinate or cumulative and add commas as needed.

1. The bright hot sun is hiding behind dark stormy clouds today.
2. My crazy drama teacher made us pretend to be cats today.
3. Her plant had grown so much it had to be repotted into a heavy green tub.
4. He traveled with a small old tattered suitcase.
5. Ferrets are adorable hyper and a little weird.
6. This bright green spider won't stop following me around my room.
7. She needed three long pieces of wood for her project.
8. Can you grab the long curvy blue bottle for me?
9. The computer was big old heavy and didn't work.
10. The soft comfortable expensive shoes were just his size.
11. Do you like the rich creamy chocolate or the salted caramel flavor better?
12. What do you think of the magnificent old building?
13. The big American flag flew wildly in the wind.
14. The tiny new panda cubs were on display at the zoo yesterday.
15. How much is the blue square elephant backpack?

ELA Lesson 5: Greek and Latin Affixes and Roots

Standards Taught: ELA.L.4.a

Ask your child to remind you what a base/root word is and how adding a prefix or suffix to it can change the meaning. Review roots and affixes from previous grades and ask your child to give you examples of each. Then, review the three tables below to introduce the roots and affixes for this grade. Finally, ask your child to look up the definitions for each example and complete the tables, noting how each meaning relates to the affix or root.

Prefix	Meaning/Origin	Example	Example Meaning
ante-	in front of or before/Latin	antebellum	
ab-	from or away/Latin	abnormal	
a-	on, in, or to/Latin	aboard	
a-	without or not/Latin	amoral	
co-, con-, com-	together or with/Latin	cooperate, concede, combine	
pro-	forward, before, or in support of/Latin and Greek	proceed, pro-rights	
intra-	within/Greek	intravenous	
mega-	great or huge/Greek	megabyte	
post-	after or following/Latin	postpone	

Suffix	Meaning/Origin	Example	Example Meaning
-ous, -ious, -eous	full of or characterized by/Latin	joyous, mysterious, courteous	
-ive, itive, -ative	Inclined or trending toward an action/Latin	festive, talkative, sensitive	
-ic	relating to or characterized by /Latin and Greek	iconic	
-ize	to make or cause to become/Latin and Greek	apologize	
-fy, -ify	to make/Latin	satisfy	
-age	result of an action or collection/Latin	damage	

Root	Meaning/Origin	Example	Example Meaning
chron	time/Greek	chronological	
temp	time/Latin	temporary	
aeo, aero	air/Greek	aerodynamics	
cede, cede	to go, to yield, or surrender/Latin	proceed, precede	
cept, ceive	to take, to catch, to seize, to hold/Latin	accept, receive	
fract, frag	to break/Latin	fracture, fragment	
gen	race, kind, or species, birth/Latin	genesis	
grat	thanks or pleasing/Latin	congratulations	
liber	free/Latin	liberate	
leg, lect, lig	law, to choose, to read, or to speak/Latin	legislature, elect, religion	
mater, matr, matri	mother/Latin	maternal	
pater, patr	father/Latin	paternal	
mot, mob	to move/Latin	motivate, mobile	
opt	to make a choice/Latin	optional	
ped, pod	Foot/Latin	podiatrist	
ped	child/Greek	pediatrician	
urb	City/Latin	suburban	
pop	people/Latin	population	
tract	to draw or pull/Latin	attract	
form	to shape/Latin	conform	
pend	to hang or weigh/Latin	suspend	

ELA Lesson 6: Figures of Speech: Allusions

Standards Taught: ELA.L.5.a

Remind your child of some of the types of figures of speech they've learned about in previous grades such as: simile, metaphor, personification, and parables. Explain that today, we will learn about another figure of speech commonly found in writing: allusions.

Allusions are indirect references in one written work to another. Allusions can be literary (references to other books), Biblical (references to Bible stories or verses) or mythological (religious references). In order to fully understand an allusion, the reader must know where it comes from and what it means in the context of its original writing. Most allusions used are commonly known within the audience targeted by the author. Allusions can help describe or explain certain aspects of a story by giving a familiar example to compare to. They can also add interest for the reader, providing a type of inside joke or connecting the current reading to those they've read in the past.

Read the example below with your child. Together, find the allusion and identify what it is referencing:

"Nothing Gold Can Stay"

by Robert Frost

Then leaf subsides to leaf.
So Eden sank to grief,
So dawn goes down to day.
Nothing gold can stay.

In this poem, Robert Frost alludes to Eden, the garden where Adam and Eve first lived in the Bible. The reader would not understand the poem if they did not understand the story of the Garden of Eden.

Watch this short [video](#) with your child for another example of (and fun way to remember) allusions. Ask your child to complete the worksheet for this lesson.

ELA Lesson 6 Worksheet

Underline the allusion in each example below. In the blank space, state whether it is literary, Biblical, or mythological. Finally, write your own work which includes an allusion in the space at the bottom.

1. "A vine with white star-shaped flowers trailed up two gilded columns to an arched golden sign with looping, intricate letters that spelled out: Those who wander are not lost."
(Messenger, S. (2013). In Keeper of the lost cities. Exile (pp. 65–66). essay, Aladdin.)

2. Ice cream is my Achilles heel.

3. A good Samaritan stopped to help the people in the car that crashed yesterday.

4. "...That you were Romeo, you were throwing pebbles, and my daddy said 'Stay away from Juliet'..." (Taylor Swift, Love Story)

5. "And let the laboring bark climb hills of seas Olympus-high, and duck again as low As hell's from heaven!(Othello. William Shakespeare. 2.1.190–192)

6.

ELA Lesson 7: Word Relationships Review

Standards Taught: ELA.L.5.b

Briefly review allusions with your child, asking them to remind you of how this literary device can be used in writing. Then, explain that today we are going to review a few other methods writers use to emphasize, explain, or describe meaning in their writing: analogies, synonyms, and antonyms.

Analogies are comparisons between two things which show how they are similar. Read aloud the examples of analogies below and ask your child to determine the meaning the author is trying to convey.

The brick was as red as a rose.

The brick was the same red color as a rose.

The spilled soda made the floor as sticky as a mouse trap.

The soda made the floor very sticky.

The blue ceiling was painted with clouds, making it look just like the sky outside.

The painted ceiling was a realistic imitation of the sky.

Point out that, without the analogies the sentences would not carry as much meaning or description. For example:

The brick was red.

We don't know what shade of red.

The floor was sticky.

How sticky?

The ceiling was painted blue with clouds.

What style? Cute cartoon clouds? Realistic clouds? Shaped clouds?

Next, explain that synonyms and antonyms can also carry meaning in writing. When two words carry the same meaning, they are known as synonyms (e.g. large and big). When two words have opposite meanings, they are known as antonyms (e.g. large and small). By comparing and contrasting words in writing, authors can convey meaning in a more concrete way than without those comparisons. For example:

“Why can’t we go to the park?” she **said**. Vs. “Why can’t we go to the park?” she **whined**.

The castle was **pretty**. Vs. The castle was **stunning**.

She said the play was short. He was trying to **endure** it.

Short implies over quickly, while endure means it feels like it's taking a long time

What was once a **common** occurrence in her life, time alone to just read now felt **amazing**.

Common means boring and every day while amazing implies that it is now a rare occurrence.

Finally, ask your child to complete the worksheet for this lesson.

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ELA Lesson 7 Worksheet

Complete the sentences below by adding an analogy to the end to emphasis or further explain what is being talked about.

1. She was as mad as _____.

2. The puppy was fuzzy like _____.

3. He dropped his book, making a noise as loud as _____, and everyone looked at him.

4. The cat sprung up _____, ready to pounce its prey.

Change each sentence below, adding a synonym or antonym to explain the meaning you want to convey.

5. The smell of the swamp was awful.

6. The cuddly puppy was not so friendly to strangers.

7. They walked fast, trying to stay hidden.

8. The sudden, bright light shone in the darkness.

ELA Lesson 8: Connotations and Denotations

Standards Taught: ELA.L.5.c

Review the previous lesson with your child, reminding them that meaning can be implied or deepened in writing using different literary devices, such as allusions, analogies, synonyms, and antonyms.

Then, explain that a single writing piece can also carry more than one meaning. Depending on the context, writing may carry either denotations, the literal meaning of the words written, or connotations, the implied meaning beyond the literal interpretation. For example:

At the zoo: He is a giraffe.

The denotation would be that there is an animal present that is an actual giraffe.

Standing beside a tall person: He is a giraffe.

The connotation would be that the person talked about in the sentence is very tall, but not a literal giraffe.

Review the following phrases with your child, asking them to explain the connotation and denotation of each. Point out that denotations add a layer of meaning, description, and explanation to the writing. Then, ask your child to complete the worksheet for this lesson.

The bird was building a nest.

This place is a nest of thieves.

The sun warms the earth.

You're the sun in my life.

The rock was sharp and hard.

He is my rock.

We bought a fish at the pet store.

She swims like a fish.

The snowflake fell to the ground in the cold winter air.

His old head was like a snowflake.

The circus had some great clowns this year.

She always acts like a clown in class.

ELA Lesson 8 Worksheet

List the connotation and denotation for each sentence in the table below.

Sentence	Connotation	Denotation
I couldn't put this book down.		
The world around him was dark and dreary.		
The baseball game was rained out.		
I am working at 110%.		
Her heart was as cold as ice.		
He had an iron grip.		
He was slimy as a snake.		

ELA Lesson 9: Inferences and Explicit Evidence

Standards Taught: ELA.R.L.1

Review connotations and denotations with your child, reminding them that denotations can add depth and meaning to written pieces and evoke emotions in the reader. Then, explain that these literary devices are most commonly used in narratives and fictional writing. However, both fiction and non-fiction can carry different levels of meaning.

Writing sometimes contains explicit evidence. For example:

He had killed her. She hadn't even fought back.

This is a writer's way of directly telling the reader what happened. Explicit wording provides quick pacing and clear meaning. There is no question about what happened or who was involved.

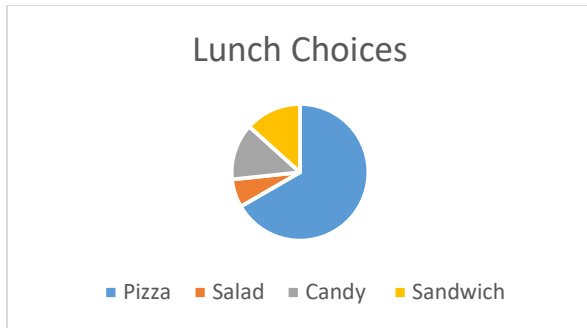
In contrast, the author may want the reader to come up with their own idea of what happened by providing clues, but not directly confirming it with explicit wording. For example:

He looked at her peaceful face. She was dead. Gone. His world had crumbled. He cried as he wiped the blood from his hands.

In this example, the writer implies, but does not explicitly say that he was the one who murdered her. There is still doubt in the reader's mind and a chance that he was simply grieving, but the blood on his hands makes the reader suspicious.

The author may also imply the theme or main idea of a written piece with through characters, words, plot events, or setting. For example, many stories feature a protagonist that struggles and then eventually defeats the villain, who represents evil. Though the text never explicitly says that good will triumph over evil, the idea is implied throughout the story.

In non-fiction, many inferences come from studying data, theories, and concepts while looking for a connection. For example, if a class of 7th graders were interviewed about what they ate for lunch and a chart was presented it may look like this:



From this chart, we can infer that most of the children in this class did not have a healthy lunch today. We could also infer that their lunch choices are very limited, most children like pizza, or that teens would rather have candy than salad. Though none of this is explicitly stated in the chart, it is implied.

Implied meanings in writing and data often depend upon the experiences of the reader. They allow the reader to decide for themselves, based on how they view the world. This view influences how the clues in implied meanings point to a certain conclusion. It adds interest, piques curiosity, and causes the reader to be more connected to the story.

As a reader, you are often asked to share your own opinion about the things you are reading. This includes explicit and implied ideas from the text. However, you are expected to defend your explanations with evidence.

Explicit evidence is easy to provide as you can simply quote the direct words from the text using proper quotations and citation methods. No one can argue that he killed her if you cite the words "He killed her" directly from the book.

Implicit evidence is more difficult, however, as you must provide quotations from the text and then explain your reasoning for coming to your own conclusion. Implicit evidence can always be argued against, however, and can lead to debates and discussions about the text's meaning. In the example, you may point to "he cried as he wiped the blood from his hands" and argue that the fact that he had blood on him means he could've killed her. Your friend, however, may argue that the fact that he was crying means that he still cared about her and simply was the one to find her injured. The argument can't be settled without more information.

Answer any questions your child may have and then ask them to complete the worksheet for this lesson.

ELA Lesson 9 Worksheet

State whether each of the following examples is implicit or explicit evidence. If it is implicit, explain what you think is being implied.

1. The zoo closed its doors today due to low funding.

2. They all stopped talking as she entered the room, trying to look anywhere that wasn't where she was.

3. His eyes were red and puffy, his voice was weak, yet there he stood, strong as a statue.

4. Studies show that eating two servings of fruit per day helps keep you healthy.

5. His hand brushed hers, he looked into her eyes. She blushed and her heart raced.

6. "But, I can't drive," he said. She handed him the keys to her car.

ELA Lesson 10: Theme and Main Idea

Standards Taught: ELA.R.L.2

Review the previous lesson with your child, reminding them that writing may be explicit or may imply different meanings, events, ideas, or emotions. Explain that another thing that can be implied is the theme of a literary work.

Both fictional and non-fictional writings have main ideas. The main idea is the thing that each book, chapter, or section is mostly about. It could be described as a short summary. For example, a non-fiction book about ocean animals may have sections devoted to dolphins, sharks, octopi, coral, and clown fish. Each section's main idea would be the animal it was discussing. The book's overall main idea would be ocean animals. Fictional books often carry the main idea through the eyes of the main character, or protagonist. In Harry Potter, for example, the main idea would be "Harry working to defeat Voldemort."

Unlike the main idea, the theme is not usually expressly stated in the writing, but implied throughout the overall story, especially as you reach the end. It is the moral message, concept, or idea that is reflected in the story. Themes are commonly found in fictional works, but may be in non-fiction as well. For example, a book on ocean animals may share information about different animals and end with a statement about conservation. The theme would be that humans need to help protect ocean animals. Likewise, one theme of Harry Potter would be good vs. evil, though many themes may apply (e.g. friendship, courage, perseverance, selflessness/sacrifice, family, loyalty).

Review the common themes below, explaining that this is not a comprehensive list. Then, ask your child to add an example of this theme that they've found in a book they've read or a movie they've seen. Finally, ask your child to list at least one of the main ideas for each example.

Theme	Definition	Example	Main Idea
War	War between mankind and its impact		
Man vs. Nature	Mankind working with or struggling to survive in natural elements		
Survival	Struggling to live through a particular experience		
Sacrifice/Selflessness	Giving up your own wants/needs for those of others		
Revenge	Correcting a wrong against you by seeking vengeance		
Love	Romantic relationships, friendship, or family		
Power/Corruption	Pursuit of power that corrupts those who get it		
Man vs. society	Society is wrong and man fights against it		
Man vs. self	Overcoming internal conflict		
Hubris	Excessive self-confidence, arrogance		
Good vs. Evil	Conflict between morally good vs. morally evil		
Fate vs. Free Wil	Fate controlling the lives and actions of men vs. choices		
Coming of Age	Growing up		
Circle of Life	Death, new generations, and going through life		
Courage/Perseverance	Continuing even if one is fearful or struggles		

ELA Lesson 11: Point of View

Standards Taught: ELA.R.IT.6, ELA.W.3.a

Ask your child to review the ways authors can influence how a reader sees, imagines, and interprets writing. Point out that, with literary devices, it is likely that no two readers will see the same story in exactly the same way. This is what makes reading so unique.

However, there is one aspect to writing that unites readers in many of their ideas, emotions, and views of the characters' world: point of view. Every story is told from a certain point of view, or through the eyes and experiences of one character. Usually the protagonist, this point of view shapes how the reader understand the world, society, and events the characters experience because they are seeing everything through the eyes of that character.

Ask your child to choose a favorite story they've read. Then, ask them to describe the point of view the story is written in. Whose eyes are you seeing through? Whose thoughts do you hear? Whose understanding do you gain as you read?

Next, ask your child to tell you how the point of view influences how they understand the book. What do they think of other characters? Why do they think that? How do they feel about the protagonist's home? Why? How do they feel about the protagonist? Why? How did a major event in the story affect your child emotionally? Why did they feel that way?

Then, ask your child to describe a different character from the story. This may be a minor character, a villain, or a friend of the protagonist. Ask your child the same questions again, but have them answer from the point of view of this new character. Note how their answers change.

Finally, ask your child to complete the worksheet for this lesson.

ELA Lesson 11 Worksheet

Choose a villain from a story you know well. On the lines below, tell the story from their point of view. Pay special attention to how your character feels about other characters and the events in the story and how it contrasts with the protagonist.

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ELA Lesson 12: Writing a Book Report

Standards Taught: ELA.W.1, ELA.W.1.a, ELA.W.1.b, ELA.W.1.c, ELA.W.1.d, ELA.W.1.e, ELA.W.2, ELA.W.2.a, ELA.W.2.b, ELA.W.2.c, ELA.W.2.d, ELA.W.2.e, ELA.W.2.f, ELA.W.4, ELA.R.1.1, ELA.R.1.2, ELA.R.1.3

After reading a book, it is sometimes beneficial to reflect on the main ideas, themes, characters, and other aspects in order to learn more from the story. This can be done through personal reflection, discussion, visual presentations, or a written report. When writing a book report, focus should be given to the specific aspects of the book that convey the main idea of the report. The report may emphasize the character development, organization, importance of the setting, character interactions, theme, main idea, or other aspect of the story. However, each book report should contain some common pieces.

First, every report you write should begin with a title. The title should reflect or convey the main idea of your paper and tell what the report is about in a concise and interesting way. The title should grab the reader's attention and make them curious about your paper. It should be centered at the top of your page.

Next, your report should contain an introduction. Usually the first paragraph, this introduction should give a concise summary of your main point(s) and tell what the report will cover. The title and author of the book being reported on should be included here, as well as information about the genre and/or fictional/non-fictional nature of the book. A brief summary of the setting, characters, and plot can be put here as well. Likewise, the end of your report should include a concluding paragraph which paraphrases and reviews your views and ideas presented throughout the report. You may include reasons why you do or do not recommend the book to others and/or your personal feelings about the theme/topic of the book here.

Reports should maintain a formal style with a polite choice of words and tone. Formal reports are written in third person and use literal language to convey an objective point of view. A formal tone uses literal and specific language and shows proper use of spelling, grammar, and punctuation. It does not contain emotional language, slang, or jargon, but presents evidence for the support of each argument presented. Formal language is not written in a passive voice. Formal reports use quotations and properly cite them within the bibliography. Reports are written in Times New Roman font, size 12, and double spaced with 1 inch margins. Page numbers are also provided at the bottom of each page.

Reports should be organized in a manner that makes them easily understandable. Transitional words (e.g. unlike, in contrast to, likewise, in addition to) to link ideas to each other in a way that makes sense to the reader. A new paragraph, beginning with an introduction of the ideas to be discussed within it, should begin when the subject or topic changes and include a short explanation or summary of the main idea of this paragraph. The body of your report should

include increased detail about the things listed in the introduction and provide quotations and reasoning from the reading to support your ideas.

Depending on the requirements given, your book report should have an overall focus. This may be character development, historical background, character interaction, theme, main idea, point of view, or another focus. Each of your paragraphs should relate the information provided within them to this focus in some way, providing support for your ideas.

See the grading rubric below and use it to guide your writing for your *The Call of the Wild* book report. Make a copy of this rubric to grade your own paper and ask an adult to grade it as well. Use the points system within it to give a final grade. Use a percentage system to calculate your letter grade: 90-100 = A, 80-89 = B, 70-79 = C, 59-69 = D, 0-59 = F. Then reflect on what you can do to raise your grade.

Requirement	Self-Graded Points	Adult-Graded Points
Title Given (1 pts)		
Introduction (2 pts)		
Conclusion (2 pts)		
Maintain a Formal Style (5 pts)		
Proper Spelling, Grammar, and Punctuation (5 pts)		
Quotations and Proper Citation Used (10 pts)		
Transitional Words Used (5 pts)		
Clear Focus of Overall Paper (20 pts)		
Clear Focus and Main Idea Presented in each paragraph (25 pts)		
Evidence Presented from the book to support ideas (25 pts)		
Final Grade Points:		
Final Grade Letter:		

ELA Lesson 13: Credible Sources

Standards Taught: ELA.W.6, ELA.W.7, ELA.W.8, ELA.W.9, LM.IR.3, LM.IR.3.1, LM.IR.3.1.a, LM.IR.3.1.b, LM.IR.3.2, LM.IR.3.2.a, LM.IR.3.2.b

Review the following lesson from 6th grade about finding and citing credible sources:

Ask your child about their last research project. What did they learn about? What are some of the things their project (or paper) tried to teach others? Where did they learn what they needed to know? Point out that, when doing research, we often look to sources other than our own knowledge to continue to learn and be able to teach others about a subject. It's important, however, to ensure that we choose sources that we can trust. Anyone can write whatever they like in books, articles, and online. Their own viewpoints can affect the way they write about topics. So, how do we know what is true? Go over the following ways to ensure a source is reliable when doing research:

Investigate the author and publisher: What makes them qualified to speak on this topic?, Where is the article published? Is this a platform that is usually truthful and reliable?, Is a name attached to the information?

Investigate the writing: What is the purpose of this piece? What is the goal in writing this? Are they trying to teach or are they swayed by their own bias (look up the definition of bias) or opinion? Do they provide any evidence (reasoning, logic, data, charts, graphs)?

Investigate the data: Is the data reliable? Can these facts be found in other writings? Do they include a counterargument (something that disagrees with their info.) and show why it is incorrect? Does their information match that of others who have a different opinion in some way? Did you read on this topic from multiple points of view? Is the information current or is there newer information available? Is it relevant to the argument or facts?

Consider the relevancy: Is the source relevant to the question I am trying to answer or does it discuss something different? Does it help provide more information or another way to look at the topic? Is it helpful in helping to prove my point? Does it provide evidence?

Primary or Secondary Source: Primary sources are written by people with first-hand knowledge of something. Did the author experience what they are writing about? Were they there for historical events? Secondary sources are written by people who heard of the event or topic, but did not experience it first-hand. Who is the author's source? Is that source reliable? Primary sources are almost always more reliable, as the story or information may change as it passes through more and more people. However, the best way to get an accurate picture is to consider both primary and secondary sources or several sources from one or the other. This ensures that you will be presented with several points of view.

Rely on the Holy Ghost. Ultimately, some subjects cannot be learned through research. Sometimes the data contradicts itself and the truth has not been found by scientists, historians, or archeologists yet. Read James 1:5. Discuss what this scripture tells us about finding truth. Point out that some learning has to come through faith. The Holy Ghost can testify of the truth of things and help us to understand when we are reading false or deceptive things. Understanding how the Holy Ghost communicates with you is one way of evaluating the information given to you. Being willing to change your own ideas or admit you are wrong when more evidence is presented allows you to keep your credibility and present readers with changes to your own view.

After evaluating our sources and choosing reliable ones, you will likely use the information from them in your paper. To do this without stealing the work of others (plagiarism), you must give the author credit. This is called citing your sources. There are different ways to do this, but you are going to use the APA method.

For books, we cite the source like this: Author Last name, First initial. Middle initial. (Year Published). *Title of work*. Publisher.

For e-books: Author Last Name, First initial. Middle initial. (Year Published). *Title of work*. <https://doi.org/xxxx> or <http://xxxx>

For websites: Author Last Name, First initial. (Year, Month Date Published). *Title of web page*. Name of Website. URL

For printed scholarly journals: Author Last name, First initial. Middle initial. (Year Published). Title of article. *Title of Periodical, Volume(Issue), page range*.

For online scholarly journals: Author Last name, First initial. Middle initial. (Year Published). Title of article. *Title of Periodical, Volume(Issue), page range*. <https://doi.org/xxxx> or URL

For newspaper articles: Author Last Name, First Initial. Middle Initial. (Year, Month, Day). Title. *Title of Newspaper, column/section, p. or pp.* Retrieved from URL

For Film: Producer Last Name, First initial. Middle initial. (Producer), & Director Last Name. First initial. Middle initial (Director). (Year of Release). *Title of Film* [Motion Picture]. Country of Origin: Studio.

For Websites: Author Last Name. First initial. Middle initial. (Year, month, day). *Title*. Retrieved from URL

Book reports often include quotations which are presented as evidence to support a point you are making about a book. To include a quotation in your report, place quotation marks around the text you are quoting. At the end of the quote, include the last name of the author, a comma, the publication year, a comma, "pg." and the page number. This information should be included within parenthesis at the end of the quote and be followed by a period. Your bibliography should include the complete citation for the book.

For example: (London, 1966, pg. 26)

Sources should be included in a bibliography at the end of your paper and each one should be numbered. Those numbers should match the superscript numbers placed within the paper at the end of the quote or information used from that source. For more information about citing sources, see [here](#).

Practice citing sources by finding three different quotations in three different books. Write or type these quotations as you would in a book report (including the parenthesis information) and then include the complete citation below.

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ELA Lesson 14: Revise, Review, Reflect

Standards Taught: ELA.W.5

Part of writing any report or work is the editing process. Some authors spend years reviewing, revising, and polishing off a writing before the final product is reached. In reports, this process should take a day or two of your assigned time. After writing your first draft, read through it. Correct any spelling or grammar issues. Rearrange the order of your sentences, paragraphs, or topics to help with flow. Add, delete, or change wording as needed. Check your paper against the grading rubric provided, ensuring that you've met all requirements. Use tools (e.g. spellcheck, grammarly, wordtune) to help you recognize places that need improvement.

Next, ask someone else to review your report. Fresh eyes can help to recognize and improve upon sections that need changes. Ask them to make proofreaders marks as they work and discuss concerns with you. Make changes as needed until you have a polished final draft.

~	Transpose	Change the order of words, phrases, or sentences. Usually drawn over the area that needs changed
^	Insert	Drawn underneath the area where something needs to be added. This can be paired with other marks (space, period, etc.) or a word that needs to be added to indicate the proper addition.
lc	Lowercase	This letter should not be capitalized
≡	Capitalize	This letter should be capitalized
¶	Paragraph	Begin a new paragraph here. Usually used when paragraphs run together and do not separate topics or ideas properly.
#	Add a space	Words or sentences are too close together, hit that space bar. There should be one space between

		each word and two between sentences.
[Move Left	Usually used to denote margin errors. Margins on most academic writings should be 1 inch all around. Paragraphs should start five spaces in from the margin. Some special cases (thesis, poetry) do exist in which margins will be different.
]	Move right	(see above)
↵	Delete	Take this out
⋮	Insert a period	Add a period here

Finally, take the time to self-reflect. After your report is polished and submitted and you've had some time away from it, mentally review the process of researching, organizing, writing, and editing. Search for ways to make your process more efficient. Consider improving a certain skill (e.g. spelling, transitional words, flow, pacing, grammar, organization, etc.) and work on practicing that skill before the next paper is assigned. In addition, take time to consider what you did well. Knowing your strengths and weaknesses can help improve the process of writing and make each report just a little better.

Practice this process as you write the assigned report for *The Call of the Wild* and other papers in all subjects.

ELA Lesson 15: Structure and Types of Poems

Standards Taught: ELA.R.L.5

A poem is a piece of writing that sounds almost like a song. It contains a beat, a meter, and a rhythm. Poems are often broken into stanzas and/or verses, which helps break up the reading and provide a physical structure. Each of these elements adds to the overall mood, theme, and main idea of the poem. Poems often focus on emotional subjects, conveying feelings with words much like artists do with images. They are usually rich in literary devices and figurative language.

One of the first things many people think of when describing poems is rhymes. Though poems do not have to rhyme, many do. Poems can carry internal or external rhyming patterns. Internal patterns contain words that rhyme within the text of a line or stanza while external patterns always appear in the last words of each line.

Rhyming patterns can vary and are often labeled with letters. Read the following example:

Roses are red
Violets are blue
Sugar is sweet
And so are you

In this example, the poem contains a ABCB pattern. The first and third lines do not rhyme with any of the others. However, lines 2 and 4 rhyme, giving them the same letter label. Label the rhyming pattern in the following poem:

There is something you don't know
You belong in the world where foxfire glows.
Leave behind your human friends
To learn of things you cannot yet comprehend.
You wield power you must control
Saving this world is now your role.
No one else can take your place
As your journey takes you to the darkest space.

The rhyming pattern above would be labeled: AABBCDD

Though rhyming schemes can vary, there are a few that are more common. First, free-style is a type of poem that does not rhyme at all. An alternate rhyme (ABAB) pattern rhymes every other line. A ballad contains three stanza and each follows a ABABBCBC pattern. A monorhyme contains an AAAA pattern, with the ending word of each line rhyming with all

others. A couplet is a two-line stanza with an AA pattern. Likewise, a triplet contains three lines which all rhyme. A limerick contains an AABBA rhyming scheme.

Poems, like songs have a rhythm. When read aloud, the speaker conveys the rhythm through the beat and meter. The beat, or meter, of a poem refers to the rhythm in which the syllables are spoken. Like rhymes, not all poetry has a certain meter. However, there are some common types, such as iambic pentameter (a line consisting of ten syllables split into five iambs, or pairs). The stress in iambic pentameter is always on the second syllable, giving it a da-DUM da-DUM pattern. For example:

Shall I comPARE thee TO a SUMMER's DAY?

Other units include the trochee, the anapest, and the dactyl.

As poetry was written to be spoken aloud, the speed, inflection, volume, pauses, and natural emphasis of it being read or recited contribute to its overall rhythm as well. A louder voice may bring bolder emotions (fear, anger, suspense) while a quiet one may give the poem a calm feeling. When a poem is read quickly, it hurries the rhythm giving a feeling of urgency, excitement, or fear. Meanwhile, a slowly read poem may signal contentment or peace. One read too slowly may convey fatigue or sorrow.

Other devices commonly used which affect the rhythm of a poem are repetition (saying the same words or lines several times throughout the play for emphasis), alliteration (repetition of a beginning sound as in *Little boy blue blow your horn*), and assonance (the repetition of a vowel sound within a phrase or sentence as in *Old age should burn and rave at close of day*. (Dylan Thomas))

Write a poem of your own. Then, label the rhyming scheme for the entire poem. Identify whether or not it is written in iambic pentameter by reading it aloud and looking for emphasized syllables. Finally, underline examples of repetition, alliteration, or assonance you used. If needed, edit your poem to include more of these rhythmic tools.

ELA Lesson 16: Structure and Types of Poems

Standards Taught: ELA.R.L.5

In addition to the rhythm and rhyme scheme of a poem, the physical layout of the written words can impact how it is perceived. Unlike non-fictional writings, which are broken into headings and subheadings or fictional works, which are broken into chapters, poems are broken into lines, stanzas, and verses.

A line of a poem is simply defined as the words that are given on a single line. Unlike other texts, the lines of a poem are not always broken up by the amount of space on the page or structured rules (e.g. start a new line for dialogue). Poetry lines are structured to ensure the reader follows the intended rhythm and may end mid-sentence. The end of a line is called a line break and indicates that the reader should pause.

A stanza, or verse, is a group of lines placed together and separated by a space from the other lines of the poem. Stanzas are much like paragraphs in other texts and often separate ideas, actions, or indicate a change of focus or mood. They also provide a natural pause as the reader says the poem aloud.

Separating stanzas and/or lines can have an impact on emphasis as well. For example, if the poem carries a 4-line stanza structure throughout and then ends with a single line separated from the others, the reader naturally emphasizes the final line, making it more impactful to the reader/listener.

Finally, some poems are organized into a certain shape. The words are written in a non-typical way (upside-down, sideways, lines with varying lengths), allowing them to create a image. This type of structure allows the reader to quickly see the main idea or emotion behind the poem. See the images [here](#), [here](#), and [here](#) for examples of shape poems.

Review the poems you read by H.W. Longfellow and identify the stanzas and lines in each. Read the poems aloud and note how these aspects impact the rhythm. Then, adjust the poem you wrote yesterday to include stanzas, lines, or a shape to emphasize the parts you would like to stand out.

ELA Lesson 17: Structure and Types of Poems

Standards Taught: ELA.R.L.5

Poetry comes in several shapes and forms. It may rhyme or not. The rhythm, shape, and size may vary. The subject matter can cover anything under the sun. However, there are some basic types of poetry that each follow certain rules. These rules help us classify poetry and understand what to expect in structure, subject matter, and rhythm.

A few types of poems have already been covered: ballads, rhyming (ABAB, monorhyme, couplets, etc), limericks, and shape poems were taught in lesson 15. Others are described below:

Sonnet: A sonnet contains fourteen lines, each with ten syllables. It usually contains a rhyme scheme, though the type can vary. One of the most famous sonnets is Shakespeare's Sonnet XVIII.

Soliloquy: Often included as a part of a drama, a soliloquy is an internal monologue in which the audience is allowed to hear the thoughts of a character. None of the other characters can hear this poem, though the character says it aloud. Hamlet's *To Be or Not to Be* is a well-known soliloquy in which the character contemplates his life and death in his own mind, though the words are said aloud and shared with the audience.

Haiku: Originating in Japan, a haiku is a short poem with three lines. The first line contains five syllables, the second contains seven, and the final line contains five. Haiku's often (but not always) focus on nature.

Ode: An ode is a lyrical poem which carries heavy emotions. Often, an ode is written in memory of an event, place, or person.

Acrostic: In this form, the first letter of each line combine to spell out a word or phrase vertically. Another version of this is an ABC poem, in which each line begins with a letter of the alphabet and proceeds in alphabetical order.

Free-style: A free-style poem follows no set structure or rhythm. It is simply written in any way the author likes. It does not usually contain rhyme.

Identify which type of poem yours is. Circle the rhyme scheme, structure, or other aspects that are included in the form for that type of poem. Make changes if needed.

ELA Lesson 18: Debate

Standards Taught: ELA.SL.1.d, ELA.SL.3, ELA.SL.4, ELA.SL.5, ELA.SL.6

*This lesson is broken into several parts (a-h) and is meant to be done throughout the month of January. Take your time on each lesson, working as long as needed, unless there are specific time requirements listed in the lesson.

a) Public Speaking:

Public speaking is a skill that you will need throughout your life. Though it can make many people nervous, it is something most of us will have to do regularly. Preparing and practicing your speech ahead of time can give the confidence you need to appear calm and collected while speaking, even if you aren't.

Tips for public speaking:

- Research and know your subject well
- Open with an attention-grabber
- Write your speech with your audience in mind (you will speak differently to a room of adults than you would to a room of children, etc.)
- Practice your speech before giving it. Pay attention to time limits.
- Speak slowly, clearly, and loud enough for your audience to hear. Pause occasionally to allow the audience to absorb what you are saying. Avoid unnecessary fillers (e.g. um, like, ah)
- Speak with inflection and emotion to hold your audience's attention
- Maintain eye contact with audience members while you speak
- Smile and act calm, even if you aren't (friendly and cheerful)
- Try to memorize your speech, rather than read it- use notes if needed
- Include some of your own personality (if you love telling jokes, find one that is relevant, if you are excited about a particular subject, show it in the way you deliver that part of the speech, etc.)
- If appropriate, use visual aids (posters, slides, etc.)
- Pay attention to non-verbal communication (stand straight, use appropriate facial expressions, stand still, use open body language, appropriate clothing)
- After each speech, ask for feedback from audience members. Alter your style and improve using this feedback.

Choose a topic you enjoy speaking about. Write a 2-minute speech about this topic and present it to a small group to practice public speaking.

b) Debate Format

One type of public speaking is debate. In a debate, two different sides of an argument are presented, supported, and refuted. Debates are great ways to analyze important issues in the public square and learn about differing opinions. A good debate leaves both teams (as well as the audience) with a new way to look at the issue. Debates are often used during election cycles to allow voters to understand each candidates standing on several issues. Debates follow specific rules and formats. For the purpose of this lesson, we will learn the most basic:

Debate Structure:

- First, a topic is chosen. This is called the resolution. It may reflect a statement, policy, or idea.
- Next, the two teams are established. In a formal debate, each team will have three speakers.
 - The Affirmative team supports the resolution
 - The Negative team opposes the resolution
- Teams take time to prepare and research for the debate
- Speakers present their arguments and refute those of their opponent
 - First affirmative: Sets terms and defines words, outlines the team's position and provides 2-3 arguments in support of the resolution
 - First negative: Re-sets terms and definitions clearly by proving that your definition is most acceptable. Provide arguments and challenge the affirmative's definitions. Outline the teams position, rebuts arguments made by first affirmative, delivers 2-3 arguments against the resolution
 - Second affirmative: Rebuts first negative's arguments and delivers 2-3 additional supportive arguments
 - Second negative: Rebuts arguments from affirmative team up to this point, delivers 2-3 arguments against the resolution
 - Third affirmative and Third Negative: Rebuts arguments made by Second negative and defend against attacks from negative team, conclusion with a summary of your team's case (include disagreements between teams and emphasize your team's reasoning). Do not introduce new arguments
- Each argument should include a claim (reason), evidence to support your claim (statistics, references, analogies, studies), and impact (explain the importance of your evidence and how it supports your claim)
- Rebuttals are arguments against claims and evidence. Explain why their evidence is weak or does not hold up to logic. Common rebuttals are false dichotomy (dividing the debate into two sides rather than discussing alternate points of view), assertion (a statement without evidence, an assumption), morally flawed (a true statement that does not hold up to the morality of society), correlation rather than causation (a link suggested between two events, arguing that one led to another but not explaining

how), failure to deliver (did not provide evidence, though they said they would), straw man (an argument that takes an extreme view or example and then rebuts it), contradiction (an argument that contradicts or disproves previous arguments given by the same team), compare conclusion to reality (point out that implied or predicted outcomes are often more complicated than suggested)

- The three pillars of rhetoric
 - Appeals to different sides/aspects of the audience and makes your argument more believable
 - Ethos- an ethical appeal- arguments made apply to the ethics and morals of the audience/judges and try to sway them based on this
 - Pathos- arguments made appeal to the emotions of listeners
 - Logos- arguments made appeal to the logical applications of the listeners

Debate Tips

- Use note cards as needed, but do not read your entire argument from them
- Stay objective and consider all sides of the argument, anticipate what your opponent will say and be ready to rebut
- Anticipate the rebuttal of the opposing team and be ready to argue against them
- Be flexible in what you discuss
- Use your public speaking skills
- Use formal language, but avoid unnecessary jargon
- Be respectful and focus on arguments without attacking your opponent
- Don't use absolutes (never, always)
- Next, the two teams are established. In a formal debate, each team will have three speakers.
- Keep calm and rely on evidence and facts
- Accept and acknowledge valid points your opponent makes, then rebut false or illogical portions

*Information for this lesson was found here: Beqiri, G. (2018, August 1). *Complete guide to debating: How to improve your debating skills*. VirtualSpeech. Retrieved December 21, 2022, from <https://virtualspeech.com/blog/guide-to-debating>

c) Blind Debate

Watch an example debate [here](#). Then, debate with an adult or peer about the following resolution. You will be on the Affirmative Side while they will be on the Negative Side. Follow the structure from lesson b (each speaker has three chances to talk). This debate requires 10-15 minutes of preparation before taking place. It is meant to be a practice to understand the format and way of thinking, rather than a formal debate.

Resolution: All teenagers should have a cell phone at the age of 13.

d) Preparing for a Debate: Topic and Research

After receiving the resolution or topic for a debate, it is customary to give each team time to research the topic and arguments on both sides. As always, research should focus on credible sources. However, topics in a debate are often far from settled and the “correct” answer is usually not agreed upon. Rather, two opinions are presented and supported by facts including studies, statistics, logical arguments, and moral appeals.

In the next lessons, you will prepare for a debate. Today, you will choose the topic for the debate and which side you will argue. You will also begin your research. You can find ideas for topics [here](#), [here](#), and [here](#).

Write your chosen topic here: _____

Write your chosen side here: _____

In the space below, take notes from your research today. Remember to consider all sides and try to predict arguments from your opponent. Note your sources. Begin lesson e tomorrow.

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e) Preparing for a Debate: Arguments and Evidence

Using your research from yesterday and additional research today, prepare 6 arguments that support your side of the debate chosen yesterday. List them below. Then, list evidence you've found supporting each one. Be sure to provide more than one form of evidence for each and cite your sources. Consider and list how your opponent may tear down, or rebut, these arguments and how you would continue to support them after this rebuttal was made. Next, rank the arguments from strongest to weakest, arranging them accordingly. You will want your strongest arguments to be presented first and last in the debate, helping the audience remember your points. Ensure you can link the evidence to your arguments.

1. Argument: _____

Evidence: _____

Possible Rebuttal and Defense: _____

2. Argument: _____

Evidence: _____

Possible Rebuttal and Defense: _____

3. Argument: _____

Evidence: _____

Possible Rebuttal and Defense: _____

4. Argument: _____

Evidence: _____

Possible Rebuttal and Defense: _____

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5. Argument: _____

Evidence: _____

Possible Rebuttal and Defense: _____

6. Argument: _____

Evidence: _____

Possible Rebuttal and Defense: _____

Other notes:

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f) Preparing for a Debate: Counter-arguments and Rebuttal

Today, consider what arguments your opponent may focus on. Research different sides of the resolution, considering the evidence presented. List these arguments below, along with evidence or reasons you find that could weaken them. Point out logical fallacies, moral issues, weaknesses in the data, etc. Use these notes to create a rebuttal note card for each likely argument from your opponent. Note several different ways to rebut each point if possible.

1. Argument: _____

Evidence: _____

Possible Rebuttal: _____

2. Argument: _____

Evidence: _____

Possible Rebuttal: _____

3. Argument: _____

Evidence: _____

Possible Rebuttal: _____

4. Argument: _____

Evidence: _____

Possible Rebuttal: _____

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5. Argument: _____

Evidence: _____

Possible Rebuttal: _____

6. Argument: _____

Evidence: _____

Possible Rebuttal: _____

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g) Preparing for a Debate: Visuals

Today, finish your note cards for both sides of the debate. Organize your arguments in the order you would like to present them and include evidence for each point. Polish your rebuttal cards, giving you organized notes against possible arguments of your opponent. Then, create a visual aid (power point, poster, chart, graph, etc.) to support at least one of your arguments. You will display this as you make the corresponding point in your debate. Ensure that your visual aid is impactful and memorable.

Finally, practice your debate with a friend or family member, making changes to your notes and arguments as needed.

h) The Debate

Hold your debate with your opponent. Allow an audience to watch and/or judge the debate. Present your arguments clearly, using the skills you have learned this month. Use your note cards only when needed. Be flexible and consider all viewpoints as you talk. Listen as your opponent talks, ensuring that you can agree with or rebut his/her points as needed.

After the debate, ask for feedback from your opponent and audience. Discuss what you did well and what can be improved upon.

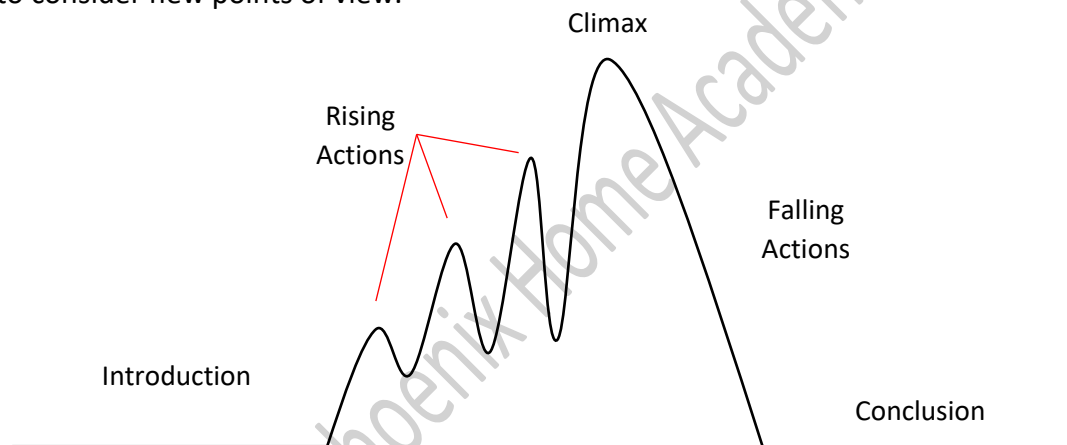
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ELA Lesson 19: Fiction and Non-Fiction Structure (2 pages)

Standards Taught: ELA.R.1.5

There are two basic types of writing: fictional (fabricated stories) and non-fictional (factual accounts or records).

Fictional works are usually organized into chapters. The story follows a protagonist (main character) as he/she faces events and challenges. These events build upon each other until the story reaches a climax, or main event. The climax is then resolved in some way, a few resultant events take place, and the story concludes. Each event in the story naturally leads to the next as readers and characters discover it together. This allows the story to naturally flow, as would a movie or real-life experience. A plot line such as the one below, is often used to show the structure of a fictional work. Fictional works also include character development of the protagonist (and sometimes other characters). Throughout the plot, the characters grow, learn, and change. Many times this character development reveals one or several themes of the book, allowing fictional authors to provide recreational reading while encouraging readers to consider new points of view.



Non-fictional works can also be organized into chapters. However, chapters here usually have headings, or titles to summarize the information found within. These topics are further broken down within the chapter using subheadings. Subheadings summarize the different aspects of the main topic being covered. This allows readers to search for the facts they need most, helps the information being presented flow in an organized way, and allows the facts in the book to build on each other. See the example below:

Title of Book: Honey Bees

Chapter 1 Heading: What are honey bees?

Chapter 1 Subheadings: What does a honey bee look like?, Where are honey bees from?, Adaptations of honey bees, Types of honey bees

Chapter 2 Heading: Making Honey

Chapter 2 Subheadings: Collecting nectar, Carrying honey, The honey stomach, Delivering Honey, Storing honey, Harvesting honey

In many cases, it's easy to tell whether a book is fictional or non-fictional based on the author's purpose, the structure of the writing, and the topics presented. However, when the two genres mix, as in historical fiction, it gets more difficult.

Historical fiction presents both fact and fiction. It is a story set in a real historical time, place, and/or event. Characters may be based on real people, or they may simply be placed in a historical setting. The plot may follow actual historical events. The setting may include real locations with accurate detail. Authors of historical fiction work hard to preserve the historical integrity of their works through extensive research. Even the dialect of the characters is careful not to betray this work.

The easiest way to tell if a work of fiction based in fact is real is to look at the cover. Often times the cover will contain phrases such as "the true story of" (likely historically accurate and non-fictional) or "Based on a True Story" (historically accurate, but some liberties were taken in writing the story).

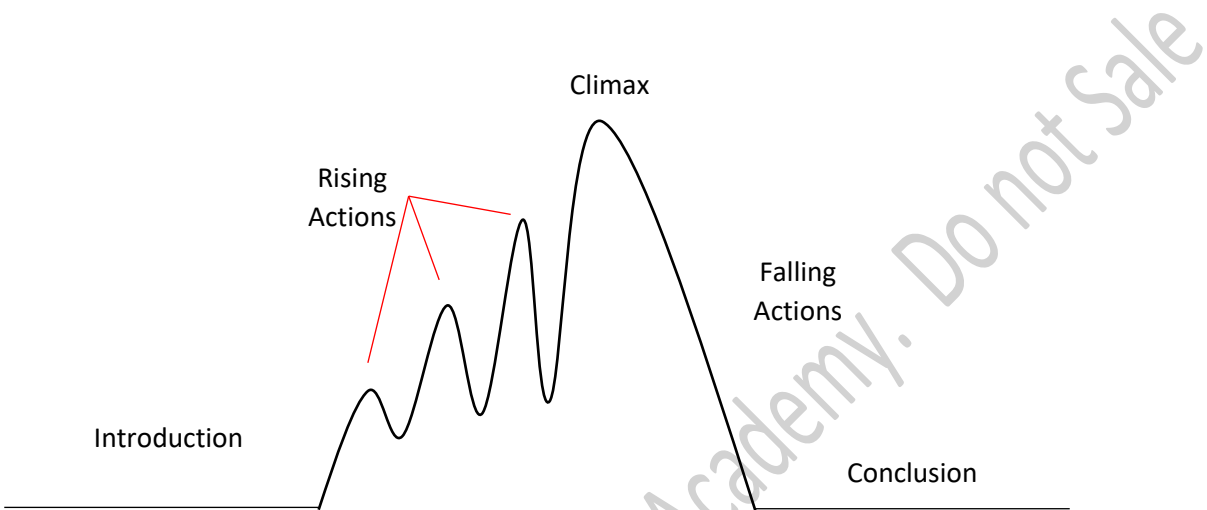
Another way to tell is by doing your own research. Look for the characters, events, and settings online. Learn more about each, looking for the aspects you are most curious about. You will likely find inconsistencies very quickly if they exist.

Finally, look at the author's purpose. Is he/she simply sharing information? Is the focus on the character or character development? What do you learn as you read the book? Fictional works rarely accurately reflect the realities of life. They are neatly wrapped up at the end, with everything resolved. The events are predictable and follow the plot-line pattern. People in real-life don't always recognize their own growth. Though it's possible for this to happen in reality, it is rare and these aspects should lead you to more research on the story. Non-fictional books are better at reflecting reality. They share factual information with little opinion inserted. The story isn't embellished with the thoughts of characters other than the main character (as he/she wouldn't know the thoughts of others in real life).

On a blank paper or word document, write a one-page historical fiction story about a period in history you know well. Include character development, realistic settings, and actual historical events in your story.

ELA Lesson 20: Writing a Narrative: Plot Line

When writing fictional narratives, authors follow a common structure: the plot line. This plot line provides a way for the story to build upon itself and flow naturally from event to event as the character experience each one.



The introduction, or exposition, is where the author introduces characters, explains the setting and rules of the world in which the characters live, and gives the reader a basic idea of the everyday life of characters. The exposition is usually found at the beginning, however as new characters are introduced or events occur, more exposition may be needed throughout the story. The exposition is usually the most boring part of the story. It is slowly paced and contains several long sentences and paragraphs. Good authors mix it with an engaging introduction and several exciting events to keep readers interested. Rather than presenting a list-like description, they use characters and minor events to help the reader gain their bearings. The first line, especially, should grab the reader's attention and immediately pull them into the story.

The first 2/3 of a story usually includes several rising actions. Here, characters begin to face antagonists, though they do not yet come to the biggest conflict of the story. Over time, these events build upon each other, creating a natural flow to the "big fight" or main conflict. Rising actions should show readers the personality of characters involved (including faults), the motivations of each character, the troubles in the world in which characters live, and clearly outline who/what the antagonist is. Rising actions should slowly increase in risk to the main character and become more difficult as time goes on. During events the pacing should speed up (shorter chapters, paragraphs, and sentences). One way to do this is to include dialogue which helps readers understand what is happening from the main character's point of view.

Transitional words are also important here to help the reader understand the order of actions being taken as well as changes in setting.

The climax is often the quickest, yet most exciting, part of the story. Here the main conflict comes center stage and plays out. The climax should contain little to no exposition and almost entirely consist of action. Short, quick sentences, fast-moving scenes, and little character explanation is needed as readers should already completely understand the problem and motivations of each character.

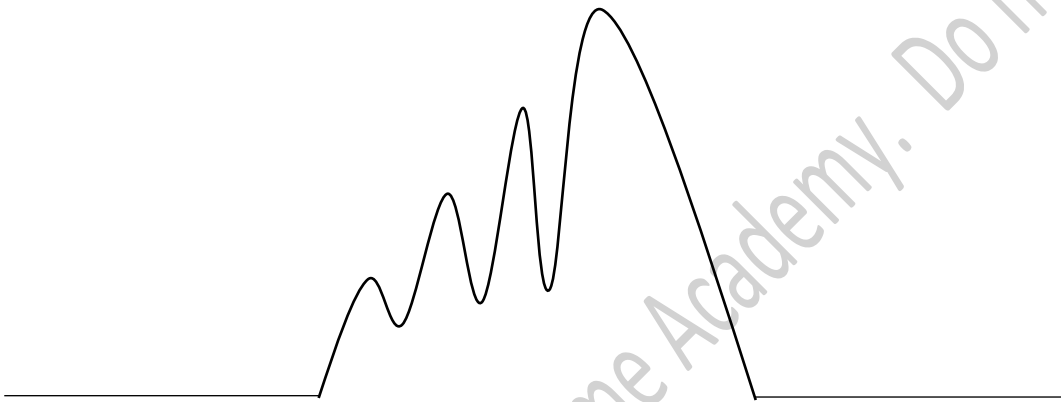
After the climax has ended, several falling actions should take place. These events are a direct result of the outcome of the climatic conflict (e.g. protagonist was injured and needs to rush to the hospital). They serve as a way to slow the pace and calm reader's minds after the intensity of the climax. Here the pacing begins to slow and the inward thoughts of characters (especially the main character) come to light. Each falling action leads to the resolution.

The resolution, or conclusion, of a story helps the readers answer questions they may still have after the climax. It ties all the loose ends and explains what happens. Unless the story ends in a cliff-hanger, readers should feel closure for each aspect of the story that was raised while reading. The resolution should also reflect in some way upon the main theme of the story and the development/growth of characters since the start of the story.

Complete the worksheet for this lesson.

ELA Lesson 20 Worksheet

Choose a book you've recently finished. Then, fill in the plot line below with examples of each of the following: exposition, three rising actions, climax, three falling actions, and resolution. Use direct quotes from the book when possible.



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ELA Lesson 21: Writing a Narrative: Sensory and Figurative Language Usage

The goal of an author of fictional narratives is to share a story. However, simply creating a few pages that give an account of events doesn't hold a reader's attention very well. Good stories connect the reader to the characters, events, and settings on a personal level. They create a world where the reader feels they could easily exist, characters that are easily understood and have things in common with the reader, and events that the reader feels personally invested in. A good author make the reader a part of the story, whether literally or through personal connection.

One way to achieve this effect is to include sensory language throughout the book. A common writing rule is "Show, don't tell." Though this rule should not be followed for every character, event, or emotion, its careful placement can tie the reader to the story by relating things he/she is already familiar with to those within the story. Sensory language, or descriptions that apply to the senses, is a great way to do this. For example, rather than saying, "The peach was orange and juicy," describe the sensory experience of eating the peach as in, "She bit into the soft peach, feeling the fuzz tickle her lips. The sticky juice trickled down her arm as the sweet summer flavor burst onto her taste buds." In this example, several senses are engaged, reminding the reader of a time when they, too, may have had a peach. The scene becomes more real and the reader finds a connection.

Another way to connect readers to a story and make it more realistic is to use figurative language. Metaphors, similes, and analogies can help a reader understand difficult concepts or elements by comparing them to something the reader is familiar with. Allusions, idioms, adages, proverbs, and puns can add interest while giving the reader a sense of shared interests with characters. Rhyme, repetition, alliteration, or meter (or even including poetry) can help change the pace, share information in a memorable way, or emphasize certain parts of the story. Onomatopoeia can describe sounds in a way that trying to put them into words cannot. Hyperbole can emphasize a point, characteristic, or event, making it more dramatic and memorable. Personification is a great way to explain abstract concepts to a reader or convey human emotion. The use of any of these can add interest and personal connection.

Review the terms in this lesson you cannot define. Choose a grade-level book. Read one chapter use it to complete the worksheet for this lesson.

ELA Lesson 21 Worksheet

List examples of the following that you found as you read.

Sensory language: _____

Metaphors, similes, or analogies: _____

Allusions, idioms, adages, proverbs, or puns: _____

Rhyme, repetition, alliteration, or meter: _____

Onomatopoeia or hyperbole: _____

Personification: _____

ELA Lesson 22: Writing a Narrative: Character Development and Dialogue

Narratives tell a story. However, they also tell a story from a certain point of view (or many). Readers become connected to characters as they read, creating a kind of friendship as reader and character experience events together. One of the most difficult aspects of writing a narrative is character development. A character should not be the same at the end of the story as they were at the beginning. They should grow, learn new things, and change their minds about certain things. The reader should witness characters growing up and learning about the world. Many times this includes the protagonist as well as other minor characters. Sometimes it also includes the antagonist. Character development often reflects the theme or moral the author wants to portray through the story.

Finally, dialogue is an important, often overlooked part of the story. Though the reader usually can hear the internal thoughts of the main character, it's difficult for them to understand other characters. Dialogue gives a sense of the actions, thoughts, ideas, and characteristics of other characters. It can also help portray these in the main character. Dialogue should reflect the location, background, time, and knowledge of each character. Through different dialects, authors can show readers many aspects of who their characters are.

Using a story you've recently finished, complete the worksheet for this lesson.

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ELA Lesson 22 Worksheet

Main Character Name: _____

Physical traits at the beginning of the story: _____

Personality at the beginning of the story: _____

Physical traits at the end of the story (circle changes): _____

Personality at the end of the story (circle changes): _____

What did the character change their opinion of throughout the story? What happened that made this change possible?

What did the character learn by the end of the story? How did this change the way they saw the world around them?

How do these changes reflect the theme or main idea? _____

Give an example of dialogue from this character that helps the reader better understand who they are, what they think, or where they are from:

ELA Lesson 23: Writing a Narrative: Writing

Standards Taught: ELA.W.3, ELA.W.3.a, ELA.W.3.b, ELA.W.3.c, ELA.W.3.d, ELA.W.3.e

Throughout the week, you will plan, write, and revise your own original narrative.

Day 1: Planning

Draw a plot line on a blank piece of paper. Map out the events you want to take place, the exposition that needs to be covered, the climax, and the resolution. Then, list the protagonist, antagonist, and supporting characters. List their physical characteristics and personality traits. Include faults, mannerisms, and beliefs that are important to the story. Finally, list the ways in which your characters develop through the story. What do they learn? How do they grow? What views change?

Day 2: Begin Writing

Complete a rough draft of your story from the planning you did yesterday. Include sensory language, transitional words, figurative language, and all plot elements planned. Show character development.

Day 3: Editing and Proof-reading

Read through your story, making changes as needed. Ensure that the story has a natural flow and correct pacing for each event. Organize it into chapters, if needed. Ask an adult to proof-read and correct your second draft, using proof-reader's marks.

Day 4: Polishing and Reflection

Polish your final draft and print it. Read the story again. Ask the adult that proof-read it to read it again. Discuss the process of writing and reflect on your strengths and weaknesses. Discuss some ways to improve your writing.