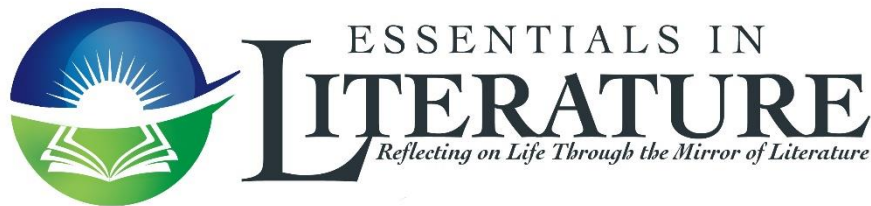


LEVEL 7

Student Text

by
Matthew Stephens



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www.essentialsinliterature.com

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Printed in the United States of America

LEVEL 7 SYLLABUS

This course averages 150 class periods

VIDEO - 108 LESSONS
WORKBOOK- 211 PAGES

FICTION UNIT

FICTION: LECTURE

Day 1 – Introduction

Day 2 – Characters

Day 3 – Conflict and Plot

Day 4 – Setting and Theme

SEVENTH GRADE

Day 1 – Meet the Author, Research Activity

Day 2 – Analyzing Literature: *Setting*, Vocabulary

Day 3 – Access the Backdrop, Making Life’s Connections, Reading Focus: *Identify Sequence*

Day 4 – Analyzing Literary Elements, Check Comprehension, Connection Reflection

Day 5 – Analyzing Figurative Language: *Metaphor*, Extended Activities, Writing Connection

Day 6 – Independent Practice

THANK YOU, M’AM

Day 1 – Meet the Author, Research Activity

Day 2 – Analyzing Literature: *Plot*, Vocabulary

Day 3 – Access the Backdrop, Making Life’s Connections, Reading Focus: *Making Connections*

Day 4 – Analyzing Literary Elements, Check Comprehension, Connection Reflection

Day 5 – Analyzing Figurative Language: *Hyperbole*, Extended Activities, Writing Connection

Day 6 – Independent Practice

THE WHITE UMBRELLA

Day 1 – Meet the Author, Research Activity

Day 2 – Analyzing Literature: *Conflict*, Vocabulary

Day 3 – Access the Backdrop, Making Life’s Connections, Reading Focus: *Making Inferences*

Day 4 – Analyzing Literary Elements, Check Comprehension, Connection Reflection

Day 5 – Analyzing Figurative Language: *Personification*, Extended Activities, Writing Connection

Day 6 – Independent Practice

ZEBRA

Day 1 – Meet the Author, Research Activity

Day 2 – Analyzing Literature: *Characters*, Vocabulary

Day 3 – Access the Backdrop, Making Life’s Connections, Reading Focus: *Making Inferences*

Day 4 – Analyzing Literary Elements, Check Comprehension, Connection Reflection

Day 5 – Analyzing Figurative Language: *Imagery*, Extended Activities, Writing Connection

Day 6 – Independent Practice

CRICKET IN THE ROAD

Day 1 – Meet the Author, Research Activity

Day 2 – Analyzing Literature: *Conflict*, Vocabulary

Day 3 – Access the Backdrop, Making Life’s Connections, Reading Focus: *Making Predictions*

Day 4 – Analyzing Literary Elements, Check Comprehension, Connection Reflection

Day 5 – Analyzing Figurative Language: *Imagery*, Extended Activities, Writing Connection

Day 6 – Independent Practice

ONE ORDINARY DAY, WITH PEANUTS

Day 1 – Meet the Author, Research Activity

Day 2 – Analyzing Literature: *Irony*, Vocabulary

Day 3 – Access the Backdrop, Making Life’s Connections, Reading Focus: *Cause and Effect*

Day 4 – Analyzing Literary Elements, Check Comprehension, Connection Reflection

Day 5 – Analyzing Figurative Language: *Simile*, Extended Activities, Writing Connection

Day 6 – Independent Practice

NADIA THE WILLFUL

Day 1 – Meet the Author, Research Activity

Day 2 – Analyzing Literature: *Character Qualities*, Vocabulary

Day 3 – Access the Backdrop, Making Life’s Connections, Reading Focus: *Visualizing*

Day 4 – Analyzing Literary Elements, Check Comprehension, Connection Reflection

Day 5 – Analyzing Figurative Language: *Simile*, Extended Activities, Writing Connection

Day 6 – Independent Practice

FICTION SUMMATIVE ASSESSMENT

Day 1 – Summative Assessment, “Flowers and Freckle Cream”

NONFICTION UNIT

NONFICTION: LECTURE

Day 1 – Nonfiction

Day 2 – Types of Nonfiction

Day 3 – Biographies and Memoirs

Day 4 – Information Articles and Cartoons

DIRK THE PROTECTOR

Day 1 – Meet the Author, Research Activity

Day 2 – Analyzing Literature: *Memoir*, Vocabulary

Day 3 – Access the Backdrop, Making Life’s Connections, Reading Focus: *Making Predictions*

Day 4 – Analyzing Literary Elements, Check Comprehension, Connection Reflection

Day 5 – Analyzing Figurative Language: *Idioms*, Extended Activities, Writing Connection

Day 6 – Independent Practice

A BRIEF HISTORY OF CHOCOLATE

Day 1 – Reading for Information, Research Activity

Day 2 – Analyzing Literature: *An Article*, Vocabulary

Day 3 – Access the Backdrop, Making Life’s Connections, Reading Focus: *Monitor*

Day 4-5 – Analyzing an Article, Check Comprehension, Analyzing An Article, Extended Activities

ABDUL RAHMAN BIOGRAPHY

Day 1 – Reading Biographies, Research Activity

Day 2 – Analyzing Literature: *A Biography*, Vocabulary

Day 3 – Access the Backdrop, Making Life’s Connections, Reading Focus: *Identifying Sequence*

Day 4 – Analyzing a Biography, Check Comprehension, Connection Reflection

Day 5 – Analyzing Literature: *A Biography*, Extended Activities

OH BROOM, GET TO WORK

Day 1 – Meet the Author, Research Activity

Day 2 – Analyzing Literature: *Memoir*, Vocabulary

Day 3 – Access the Backdrop, Making Life’s Connections, Reading Focus: *Visualizing*

Day 4 – Analyzing Literary Elements, Check Comprehension, Connection Reflection

Day 5 – Analyzing Figurative Language: *Simile*, Extended Activities, Writing Connection

Day 6 – Independent Practice

WAITING FOR THE SECOND TABLE

Day 1 – Reading Pictures, Research Activity

Day 2 – Analyzing Literature: *Cartoons*

Day 3 – Access the Backdrop, Making Life’s Connections, Reading Focus: *Author’s Purpose*

Day 4 – Analyzing a Cartoon

Day 5 – Analyzing a Cartoon, Check Comprehension, Connection Reflection

Day 6 – Analyzing a Cartoon, Extended Activities

NONFICTION SUMMATIVE ASSESSMENT

Day 1 – Summative Assessment, “The Night the Bed Fell,” “Healthy Sleep Habits”

NOVEL

ROLL OF THUNDER, HEAR MY CRY

Day 1 – Meet the Author, Making Life’s Connections

Day 2 – Access the Backdrop

Day 3 – Access the Backdrop

Day 4 – Access the Backdrop

Day 5 – Reading Focus: *Predicting*, Vocabulary

Day 6 – Reading Focus: *Predicting*

Day 7 – Analyzing Literature: *Setting*

Day 8 – Analyzing Literature: *Cause and Effect*

Day 9 – Analyzing Literature: *Compare and Contrast*

Day 10 – Reading focus: *Making Inferences*, Vocabulary

Day 11 – Reading focus: *Making Inferences*

Day 12 – Reading Focus: *Character Traits and Motives*

Day 13 – Analyzing Literature: *Foreshadowing*

Day 14 – Analyzing Literature: *Imagery*

Day 15 – Connection Reflection: Written Response

Day 16 – Reading Focus: *Identifying Sequence*, Vocabulary, Reading Focus: *Identifying Sequence*

Day 17 – Analyzing Literature: *Author’s Purpose*

Day 18 – Analyzing Literature: *Theme*

NOVEL SUMMATIVE ASSESSMENT

Day 1 – Summative Assessment

NOVEL CULMINATING ACTIVITY

Days 1-5 – Culminating Activity

POETRY

POETRY: LECTURE

Day 1 – Poetry

Day 2 – The Structure of Poetry

Day 3 – The Sound of Poetry

Day 4 – The Elements of Poetry: Rhyme Scheme, Narrative Poetry

Day 5 – The Elements of Poetry: Lyrical Poetry, Voice

Day 6 – Figurative Language: Onomatopoeia, Simile, Metaphor

Day 7 – Figurative Language: Personification, Hyperbole, Imagery

UNDER THE BACK PORCH

Day 1 – Meet the Poet, Making Life’s Connections

Day 2 – Access the Backdrop, Analyzing Figurative Language: *Simile*

Day 3 – Elements of Poetry: *Structure*

Day 4 – Comprehend and Connect, Writing Poetry, Speaking and Listening

Day 5 – Analyzing Figurative Language: *Simile and Metaphor* (“My Bed is a Boat”)

THE WALRUS AND THE CARPENTER

Day 1 – Meet the Poet, Making Life’s Connections

Day 2 – Access the Backdrop, Analyzing Figurative Language: *Personification*

Day 3 – Elements of Poetry: *Rhyme Scheme*

Day 4 – Comprehend and Connect, Writing Poetry, Speaking and Listening

Day 5 – Elements of Poetry: *Rhyme Scheme* (“The Owl and the Pussy-Cat”)

OPPORTUNITY

Day 1 – Meet the Poet, Making Life’s Connections

Day 2 – Access the Backdrop, Analyzing Figurative Language: *Imagery*

Day 3 – Elements of Poetry: *Narrative Poetry*

Day 4 – Comprehend and Connect, Writing Poetry, Speaking and Listening

Day 5 – Elements of Poetry: *Narrative Poetry* (“Casey at the Bat”)

ALL THAT IS GOLD DOES NOT GLITTER

Day 1 – Meet the Poet, Making Life’s Connections

Day 2 – Access the Backdrop, Analyzing Figurative Language: *Imagery*

Day 3 – Elements of Poetry: *Lyrical Poetry*

Day 4 – Comprehend and Connect, Writing Poetry, Speaking and Listening

Day 5 – Elements of Poetry: *Lyrical Poetry* (“A Red, Red Rose”)

GROWING PAINS

Day 1 – Meet the Poet, Making Life’s Connections

Day 2 – Access the Backdrop, Analyzing Figurative Language: *Hyperbole*

Day 3 – Elements of Poetry: *Voice*

Day 4 – Comprehend and Connect, Writing Poetry, Speaking and Listening

Day 5 – Elements of Poetry: *Voice* (“Love That Boy”)

POETRY SUMMATIVE ASSESSMENT

Day 1 – Summative Assessment

Day 2 – “It seems I test people” (James Berry)

Day 3 – “The world is not a pleasant place to be” (Nikki Giovanni)

Day 4 – “Abandoned Farmhouse” (Ted Kooser)

LITERARY WORKS – CONTENT

The primary goal of Essentials in Literature is to aid students in examining and analyzing literary works in relation to elements of literature. The goal is NOT to instruct students whether events or characters' actions are appropriate or inappropriate; however, Mr. Stephens' opinion related to such may be evident while recapping events in a literary work. For example, while reading *Roll of Thunder, Hear My Cry*, disapproval of the treatment of African Americans may be evident in Mr. Stephens' comments, but the focus is yet literary analysis.

When students are asked to “connect” with events in a story or with a character's action or reaction, the goal of that activity is to aid students in comprehension. There is no intention to persuade students whether an event or character's action/reaction is appropriate or inappropriate.

UNIT THREE INFORMATION

Each literary work is chosen based on its literary value. However, some parents/teachers may not approve of events or characters' actions or reactions presented in a given literary work. *Roll of Thunder, Hear My Cry* by Mildred Taylor is the literary work explored in Unit 3. Racial prejudices and mistreatment occur in the events that unfold in this piece of literature. Murder, lynching, and other racist topics may or may not be explored while reading the novel.

Teachers and parents who find this subject area inappropriate may want to preview the book or a summary of the storyline before completing this unit.

Addressing Questionable Content

The content of literary works used for literary analysis within Essentials in Literature may not align with teachers' or parents' core beliefs. As a former public school teacher, Mr. Stephens handled these situations as listed below:

1. Focus on literary elements. The primary goal of Essentials in Literature is to aid students in examining and analyzing literary works in relation to literary elements.
2. Use events or characters' actions to teach and reinforce your family's core beliefs. This is an excellent opportunity for teachers and parents to teach students their beliefs regarding right and wrong.
3. Mark out words, sentences, or paragraphs in question. Summarize events or characters' actions/reactions and verbally present them to students.

**WHEN &
WHERE?****SETTING**

April 23, 1564

Ancient Rome

A winter's morning

The **setting** of a story deals with *time* as well as *location*. *A winter's morning* and *April 23, 1564* are settings that concern time, while *Ancient Rome* is a setting that concerns location.

Authors convey the setting of a story through descriptions in the narration as well as through descriptions of the characters. How characters speak, live, and act can reveal much about the setting.

Settings can influence the plot, conflict, and characters of a story. Understanding setting is key to understanding a piece of fiction.

**WHY?****THEME**

All works of fiction have a main point. The **theme** is the main point, important lesson, or central idea in a piece of writing. The overall meaning of a work is its theme. Themes can be revealed in multiple ways:

- ✓ *through the title*
- ✓ *through the thoughts, actions, or words of the characters*
- ✓ *by what the conflict is and how it is resolved*
- ✓ *by the way characters grow or the lessons they learn*

It is important to remember that themes are complete ideas, not single words. For example, "Love" is not a theme. "Love covers a multitude of sins" is a theme. As you read and try to identify themes, form complete sentences. This will help provide you with a fuller idea of the meaning of a work.

Reading Focus: Cause and Effect

Cause and effect is about how two events relate to each other. Another way to define cause and effect is an *action* and its *reaction*. In literature, cause and effect relationships are important. Cause and effect relationships can drive a **plot** onward as well as develop a **character**.

In “One Ordinary Day, With Peanuts,” identifying causes and effects is important in order to understand how Mr. and Mrs. Johnson spend their days. **In the chart below, Mr. Johnson’s deeds are listed in the “Cause” column. Fill out the “Effect” column with the result of Mr. Johnson’s deeds.**

CAUSE	EFFECT
<p><i>Johnson gives a carnation to a small child in a carriage.</i></p>	
<p><i>Mr. Johnson sits and shares his peanuts with a little boy while his mother directs the movers.</i></p>	
<p><i>Mr. Johnson gives money to Mildred Kent and Arthur Adams so they may spend the day together.</i></p>	

Optional Activity: Discuss with your teacher or fellow students the possible effects of Mrs. Johnson’s deeds throughout the day.

NADIA THE WILLFUL

by Sue Alexander

Analyzing Literature: Character Qualities



As characters are developed in a story, readers can identify the characters' traits and motives. **Traits** are the parts of a person's behavior and attitudes that describe their personality. How a character acts and reacts to certain situations reveals their character traits. Examples of positive traits are *bravery*, *kindness*, *wisdom*, *joy*, and *patience*. Examples of negative traits are *bitterness*, *dishonesty*, *rudeness*, *greed*, and *disloyalty*.

Motives are different than traits. Motives are the reasons why a character does something. For example, a student can be motivated to work a summer job because he wants to buy a car. A supervillain can be motivated to destroy a city because she wants to demonstrate her power. A stable boy can be motivated to slay a dragon because he wants to protect his village.

Sometimes, motives can cause characters to act in a way that is contrary to their personality. For example, a heroine can be terrified of snakes. If the only way she can save her best friend, however, is to enter a snake pit, she may act differently than she normally would. She would be motivated to act contrary to her personality.

Vocabulary

Create a diagram for each word, similar to the example shown. Use a dictionary if necessary.

scimitar

Definition: curved sword

Synonym: sword

Sentence: He swung the scimitar down on his opponent.

WORDS YOU SHOULD KNOW

graciousness

sheik

Bedouin

Allah

oasis

console

Analyzing Literature: A Biography



A **biography** is the story of someone's life that is written by the **biographer**, who has done research about this person's life. An **autobiography** is also the story of someone's life, but an autobiography is written by the same person whose life is described.

If you wrote about a friend's life, for example, you would be writing a biography.

If you wrote about your own life, you would be writing an autobiography.

Biographies and autobiographies both have negative and positive aspects. An autobiography may have more personal insight, but it may be biased through the author's perspective. A biography may be more factual, but it may not have as much personal information.

What are some other negative and positive aspects about each type of biography? List some positives and negatives in the chart below and discuss your answers with your teacher and fellow classmates.

POSITIVE**NEGATIVE**

Extended Activities

Drawing – Using the information in the biography and other information you can find, create a map that traces Abdul's journey from Africa to America and then back to Africa.

Writing – Imagine that you are Abdul and you have finally reached your homeland and have been reunited with your family. Write a journal entry describing your thoughts and feelings.

Section Two

Reading Focus: Making Inferences



Section Two: Chapters 4-7 of *Roll of Thunder, Hear My Cry*

When you read a story, you are combining context information with your own personal experiences and knowledge to **make inferences**, or assumptions, about information that is left out.

Vocabulary

Identifying **synonyms** (words with similar meaning) and **antonyms** (words with opposite meaning) of new vocabulary words is a helpful way to understand what they mean.

Find antonyms and synonyms for the words listed and record them in the spaces provided.

Synonym	Vocabulary	Antonym
	aloofness	
	candidly	
	condone	
	feign	
	insolently	
	nattily	
	patronize	
	vanity	
	vex	
	wizened	

Elements of Poetry: Lyrical Poetry



In addition to narrative poetry, a major category of poems is **lyric poetry**. Lyric poems express personal emotions or thoughts, and they also have a musical quality. Many songs on the radio are lyric poems set to music.

Tolkien’s poem “All That is Gold Does Not Glitter” achieves a musical quality through the use of **sound devices**, the sounds of words that add to the effect or meaning of a poem. These sound devices create rhythm in the poem even though there is no music. Tolkien primarily uses the sound devices of **alliteration** and **rhyme** in this poem.

Alliteration

The repetition of similar sounds at the beginnings of words.

Babbling, breakfast, bigger.

Rhyme

The repetition of similar sounds at the ends of poetic lines.

He bought a map. I took a nap.

In the boxes below, record two lines from Tolkien’s poem that contain **alliteration**. Underline the words that alliterate.

In the box below, record two lines that **rhyme** with each other. Underline the words that rhyme.

Name: _____

FLOWERS AND FRECKLE CREAM by *Elizabeth Ellis*

Comprehension/Recall

**Multiple Choice** ____ / 10

Read “Flowers and Freckle Cream” by Elizabeth Ellis. Identify the choice that best finishes the statement or answers the question.

- _____ 1. The *conflict* in this story is...
- A. *external*, for the main character’s cousin steals her freckle cream.
 - B. *internal*, for the main character does not like the way she looks.
 - C. *external*, for the main character’s cousin bullies her.
 - D. *internal*, for the main character knows a secret about her cousin.
- _____ 2. *Cause and effect* is about how two events relate to each other. What causes the main character to sob and hide in the bathroom?
- A. Her cousin makes fun of her freckles.
 - B. Her brother broke her jar of freckle cream.
 - C. The freckle cream gave her more and darker freckles.
 - D. The flowers her grandfather brought made her angry.
- _____ 3. The *setting* affects the conflict in the story because...
- A. the main character lives in a place where no one else has freckles.
 - B. the tobacco plants grown in the area cause the main character to get sick.
 - C. the main character works in the hot sun, which gives her more freckles.
 - D. all the fashion billboards around the city make the main character feel worse about her skin.
- _____ 4. The main character expects the cream to make her freckles disappear. Instead, when she works in the tobacco fields, the cream gives her more freckles. This is an example of:
- A. irony
 - B. metaphor
 - C. symbol
 - D. expectation
- _____ 5. The grandfather character can *best* be described as...
- A. impatient.
 - B. happy.
 - C. funny.
 - D. loving.