
LESSON 7 (Pages 17-19)

Objectives: The student will–

- trace the growth of the main character
- review internal and external conflict
- identify the two kinds of conflict in the story
- understand crisis as the turning point of the story
- identify the crisis moment in the story
- explain how the resolution would have changed had the character reacted differently to the crisis
- tell whether the story is told by a first-person or third-person narrator

605 – Lessons 8, 9

Henry’s Own Story

LESSON 8 (Pages 19-22)



“Put up again thy sword into his place: for all they that take the sword shall perish with the sword” (Matthew 26:52).

Objectives: The student will–

- work with vocabulary words
- explain the difference between fiction and historical fiction
- explain why setting is important in historical fiction
- study the historical source used by the author of “Henry’s Own Story”
- compare the story with the source and identify facts from the story that are historical and facts that are fiction

Thinking About the Story

Discuss the story title. Students may not catch its meaning at first. Have students find the discussion near the beginning of the story about stories of the martyrs from *The Martyrs Mirror*. Then—without allowing them to look—ask if any of them remember the last line of the story. This should explain the story title.

Lesson Leads

Historical Fiction – Read and discuss this section in class. Discuss fiction and historical fiction. Explain the ways in which they are different.

Historical Fiction and Sources – Read “A Foolish and Ridiculous Affair” together in class so that you can answer students’ questions about it.

LESSON 9 (Pages 23-25)

Objectives: The student will–

- work with the story verse
- apply the verse to his own life
- answer questions about the story
- explain why story characters acted as they did
- review description, narration, and explanation
- write a paragraph using either description, narration, or explanation
- review vocabulary words

Lesson Lead

Description, Narration, Explanation – Have students share their writing with the class. Have others point out the use of good adjectives in descriptive writing and good verbs in narrative writing. Use this assignment to encourage writing. Extend the assignment and use the writing in conjunction with your writing program.

The Story Verse

Discuss ways in which students might use “put up thy sword” as a principle to follow in conflicts they have at home and school.

LESSON 10 (Pages 26; 49, 50)

605 – Quiz 2

The quiz reviews concepts taught in Sections 1 and 2 of the LightUnit. Have students use the checklist to review for the quiz.

Section 3

605 – Lesson 11

Two Poems About Courage and Responsibility

LESSON 11 (Pages 26-29)

Objectives: The student will–

- explain the meaning of two metaphors from a poem
- give the connotation of a phrase from the poem
- answer questions about the poems
- write the themes of the poems
- mark the weak / strong and weak / weak / strong rhythm patterns of the poem
- apply a poem to his own life
- compare two poems
- compare the poems with stories he has read

Lesson Lead

- Discuss the various stories in Reading 600 in which children have supplied the needs of adults (e.g. in “A Dangerous Errand,” Barbara’s delivery of the note; in “Harvest of Gold,” Joshua’s assistance to Mr. Carver, etc.).

Poetry Pointers

Reviewing Rhythm – Check to be sure students are understanding the rules for marking meter. This is the last chance before the end of the year.

605 – Lesson 12

Not Meant for Bullets, Part 1

LESSON 12 (Pages 29-31)



“Commit they way unto the LORD; trust also in him; and he shall bring it to pass.” (Psalm 37:15).

Objectives: The student will–

- work with vocabulary words
- identify the setting of the story
- recall story details that show it is set in the past
- answer questions about the reasons characters did or did not do certain things
- review the word parts he has learned

The Story Verse

Ask students to think about what Amos’s way was. What did Amos plan to do with the money he earned at the Grundys? (*Buy a colt he had named Dirk.*) Did Amos follow through with his way or did he commit his way to the Lord and trust Him to do what was best? (*By the end of the story Amos decided not to follow his selfish way but to let Joseph have the money if he needed it to buy the martyr book.*)

605 – Lesson 13

Not Meant for Bullets, Part 2

LESSON 13 (Pages 31-35)



Give, and it shall be given unto you” (Luke 6:38).

Objectives: The student will–

- work with vocabulary words
- memorize Luke 6:38
- study the main historical source used by the author of the story
- study and answer questions about two other sources
- research a statement from the story

Thinking About the Story

- Read passages or sentences aloud together and discuss tone in oral reading.

The Story Verse

What can children give? Connect the verse to the last lesson’s discussion of meeting others’ necessities.

605 – Lesson 14

Race Against Death

LESSON 14 (Pages 35-39)

Objectives: The student will–

- review the prefix anti- and use it to define a word from the story
- identify the conflict, climax, and resolution of the story
- trace on a map the route the mushers took
- identify the genre of the story as essay, biography, historical fiction, or nonfiction
- identify the main idea of paragraphs from the story
- identify figures of speech from the story
- review vocabulary words
- review Luke 6:38

Lesson Leads

Main Idea – Have students share what they considered to be the main idea for each paragraph and explain why they chose that main idea.

The Story Verse

Explain the lesson and verse and relate it to the story: the mushers did not withhold good to the people who were sick but instead did everything “in [their] power” to make sure the medicine got to Nome.

Poetry Pointers – “Myself”

Have students turn back to page 245. Read the poem orally and ask students what the theme of the poem is and how it relates to the theme of this LightUnit—responsibility. About Stanza 2 ask, “Who besides ‘myself’ sees and knows everything about me?” (*God*)

LESSONS 15–17 (Pages 39-42)

605 – 15: Self Check

The self check reviews the contents of the whole LightUnit.

Remind students that all the literary terms (including figures of speech) are in the list of literary terms in the back of the LightUnit.

605 – 16: Review

Use today to review for the test if more review is needed. If not, you may allow students to use the time for extra reading.

Students should use the “Review for the LightUnit Test” checklist to make sure they are ready for the test.

605 – 17: LightUnit Test

Give the test. Students may use extra time for reading. Or if you prefer, assign something else for students to do when they are done with the test.

Photocopy Alternate LightUnitTest 605 from Appendix F if a student needs to retake a test, or if for any other reason you need an alternate test.