

# *Cultural Stories*

Journal Your Thoughts  
Written Narration Course

**Sample**

*By Angela O'Dell*

*Soli Deo Gloria*

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*Journal Your Thoughts, Cultural Stories* may be purchased in bulk for group study use. For more information about ordering or inquiring about homeschool co-op use, please email [angela@jellybeanjar.org](mailto:angela@jellybeanjar.org).

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For author interviews, please contact us at [angela@jellybeanjar.org](mailto:angela@jellybeanjar.org)

website:

[www.angelaodell.com](http://www.angelaodell.com)

## **Introduction**

Welcome to the **Cultural Stories** journal in the **Journal Your Thoughts Written Narration Course**. Throughout this course, you will be summarizing and writing narrations as you read through eight literature selections and two poetry books. You will also expand your vocabulary, and hone your literary analysis and critical thinking skills.

*Please note, the high school level journals in this series are meant to be used by high school students who are extremely comfortable with oral narration and have had at least two years of experience with written narration. Likewise, the parent/teacher must be comfortable with the process of written narration. This particular journal may be used with students who are fluent readers and narrators and are in the 7th grade and up.*

## **Sample**

The literature selections used in this journal are all currently available through Rainbow Resource (as of March 2019). For your convenience, I have listed the ISBNs under the titles in the Table of Contents. I have included reading assignments for each of the literature selections, but I have not assigned a certain time to them. Each family must decide their personal schedule for completing this journal.

### **To the parent/teacher:**

How to use this narration journal: The student will need this journal, the seven books listed in the Table of Contents, and the supplies listed on the **Instructions for Making Vocabulary Cards** page.

At the beginning of the school year, meet with your student to determine what schedule fits their needs. Look through the journal together and discuss what the student is expected to do. You may wish to do oral narration every other narration assignment. Please feel free to adjust the journal to your student's needs. You may decide to have the student complete the reading assignment one day, do the vocabulary assignment the next day, followed by the written narration assignment the third day. Also, please be sure to read the note at the beginning of the poetry unit on page 147 before beginning this course.

**Before starting this book, remove and laminate the bookmark. It will guide you through the written narration and literary analysis processes. Use it throughout the course.**

### **Poetry Books used in this journal:**

*Rudyard Kipling - Poetry for Young People*

*Lewis Carroll - Poetry for Young People*

## ***Table of Contents***

Instructions for Making Vocabulary Cards  
Supplemental Activities

*King of the Wind* - by Marguerite Henry

[5 reading assignments, vocabulary exercises, and narrations, one literary analysis]

ISBN # 9781416927860

*Listening for Lions* - by Gloria Whelan

[6 reading assignments and narrations, vocabulary exercises, one literary analysis]

ISBN #978-0-06-058176-3

*Shadow Spinner* - Susan Fletcher

**Sample**

[7 reading assignments and narrations, vocabulary exercises, one literary analysis]

ISBN #9780689830518

*The Master Puppeteer* - Katherine Paterson

[6 reading assignments and narrations, vocabulary exercises, one literary analysis]

ISBN # 9780064402811

*William Carey* - Janet and Geoff Benge

[6 reading assignments and narrations, vocabulary exercises, one literary analysis]

ISBN # 9781576581476

*Through Gates of Splendor* - Elisabeth Elliot

[7 reading assignments and narrations, vocabulary exercises, one literary analysis]

ISBN # 9780842371513

*Pure Gold* - David McCasland

[10 reading assignments and narrations, vocabulary exercises, one literary analysis]

ISBN # 9781572931305

*The Switherby Pilgrims* - Eleanor Spence

[7 reading assignments and narrations, vocabulary exercises, one literary analysis]

ISBN # 9781883937997

## ***Vocabulary Card Instructions***

### **Why?**

Learning new words from the literature you read is a great way to expand your vocabulary and help your SAT and ACT scores. While you are working through this narration journal, you will be creating a vocabulary card file box.

### **What you will need**

1. plastic file box (you may decide the size)
2. two packs of lined index cards that match the size of file box
3. alphabet index dividers that match the size of the cards and box
4. one each: black, blue, and red thin-lined markers
5. a collegiate dictionary
6. a collegiate thesaurus

**Sample**

### **How?**

As you read your literature selections, choose words with which you are not familiar. Using the red marker, write the word on one side of the card. Look up the word in your thesaurus and list any synonyms in black marker under the original word. Find the definition of the word in your dictionary and write the meaning of the reverse side of the card in blue marker. In small letters, write the title of the book and the chapter number from which the word was taken. File the index cards in alphabetical order in your file box.

Title of book, chapter number

Word in RED marker  
synonyms  
in  
black  
marker

Definition of word  
in  
blue marker

***Other supplemental activities:***

1. Watch a movie based on one of the book selections. Make sure you read the book first! Compare and contrast them. Which one do you like better? Why?
2. If it is a historical or geographical/cultural story, make a meal of authentic food.
3. Write a character sketch of one of your favorite characters.
4. Do research on each of the authors. Write a short report about their lives.
5. Add the authors to your timeline if you are keeping one for your other history studies.
6. **On the provided maps in the back of the book, chart the location in which the stories happen.**
7. Choose one literature selection for this optional activity: create a powerpoint presentation or a cardboard fold out about the author, the story, the setting, time period, and geographical location. Be very creative and do your best work.

Sample



*The Shadow Spinner* by Susan Fletcher



Reading Assignment: **Chapters 1 - 4**

Create vocabulary cards using 3 - 5 new words you have learned while studying this story.

Give a written narration for this section of the story.

Handwriting practice lines consisting of 20 horizontal lines. The word "Sample" is written in red on the 5th line from the top.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



***The Shadow Spinner*** by Susan Fletcher



Reading Assignment: **Chapters 5 - 7**

Create vocabulary cards using 3 - 5 new words you have learned while studying this story.

Give a written narration for this section of the story.

**Sample**

[illegible]

*The Shadow Spinner* by Susan Fletcher



Reading Assignment: **Chapters 8 - 10**

Create vocabulary cards using 3 - 5 new words  
you have learned while studying this story.

Give a written narration for this section of the story.

Sample



***The Shadow Spinner*** by Susan Fletcher



Reading Assignment: **Chapters 11 - 13**

Create vocabulary cards using 3 - 5 new words  
you have learned while studying this story.

Give a written narration for this section of the story.

**Sample**

[illegible]

*The Shadow Spinner* by Susan Fletcher



Reading Assignment: **Chapters 14 - 16**

Create vocabulary cards using 3 - 5 new words you have learned while studying this story.

Give a written narration for this section of the story.

Handwriting practice lines for the written narration.

Sample

## *The Shadow Spinner* by Susan Fletcher

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



*The Shadow Spinner* by Susan Fletcher



Reading Assignment: **Chapters 17 - 19**

Create vocabulary cards using 3 - 5 new words you have learned while studying this story.

Give a written narration for this section of the story.

Sample

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

*The Shadow Spinner* by Susan Fletcher



Reading Assignment: **Chapters 20 - 23**

Create vocabulary cards using 3 - 5 new words you have learned while studying this story.

Give a written narration for this section of the story.

Sample

[illegible]

## ***The Shadow Spinner*** by Susan Fletcher

What genre is this work? \_\_\_\_\_

- ☐ Choose one idea from each of these sections.
- ☐ Write your response to each on the following page.
- ☐ Finish your literary analysis with a one or two paragraph summary of how this story impacted your life. Start your summary with a thesis statement. (A thesis statement is a summary of a summary. It states concisely, in one sentence, what your opinion is.)

Ideas for Literary Analysis...

### Theme

1. What character concepts does the writer explore (such as courage, trust, or betrayal)?
2. What social issues help shape the story? These could include (but are not limited to) loneliness, racism, traditional outlook.
3. What lesson does the main character learn throughout the story?

### Characters

1. How does the character change from the beginning to the end of the story? Does it move from positive to negative or visa versa?
2. What factors influence the actions of the character?
3. How does the author use their words to show the character's personality?
4. Does the author use words to make the characters believable? (i.e. actions and dialogue)
5. Are there supporting characters who help shape the story?

### Plot

1. Does the author use conflict, either external or internal, throughout the storyline?
2. Does the author create growing suspense? How?
3. Do plot twists help shape the story? How?
4. How does the climax impact the rest of the story?

### Setting

1. How does the setting affect the characters?
2. How does the story reveal aspects of life in a certain time and place?
3. What is the setting: fantasy, realistic, or maybe a combination?

### Style

1. How is imagery used to create the overall mood of the literature piece?
2. Describe how the dialogue and use of description shape the writing style.
3. Does the author use certain figures of speech? Do you think they add to the writing?

*The Shadow Spinner* by Susan Fletcher

Theme:

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Characters:

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Plot:

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Setting:

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***The Shadow Spinner*** by Susan Fletcher

Style:

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Thesis statement:

# Sample

Summary:

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Sample



*Through Gates of Splendor* by Elisabeth Elliot



Reading Assignment: **pages vii - Chapter 3**

Create vocabulary cards using 3 - 5 new words you have learned while studying this story.

Give a written narration for this section of the story.

Handwriting practice lines for the written narration section.

Sample

*Through Gates of Splendor* by Elisabeth Elliot

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

***Through Gates of Splendor*** by Elisabeth Elliot



## Reading Assignment: **Chapters 4 - 6**

Create vocabulary cards using 3 - 5 new words you have learned while studying this story.

Give a written narration for this section of the story?

# Sample

*Through Gates of Splendor* by Elisabeth Elliot

[illegible]

Create vocabulary cards using 3 - 5 new words you have learned while studying this story.

# Sample

*Through Gates of Splendor* by Elisabeth Elliot

This image shows a full page of blank handwriting practice paper. It features approximately 28 evenly spaced horizontal blue lines across the entire page, providing a guide for letter height and placement. The lines are uniform in color and thickness, set against a plain white background. There are no margins, text, or other markings present.

*Through Gates of Splendor* by Elisabeth Elliot



Reading Assignment: **Chapters 9 - 11**

Create vocabulary cards using 3 - 5 new words you have learned while studying this story.

Give a written narration for this section of the story.

Handwriting practice lines for the written narration. The word "Sample" is written in red in the center of the first few lines.

*Through Gates of Splendor* by Elisabeth Elliot

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings present.



*Through Gates of Splendor* by Elisabeth Elliot



Reading Assignment: **Chapter 12 - 14**

Create vocabulary cards using 3 - 5 new words you have learned while studying this story.

Give a written narration for this section of the story.

Handwriting practice lines for the written narration section.

Sample

*Through Gates of Splendor* by Elisabeth Elliot

[illegible]

*Through Gates of Splendor* by Elisabeth Elliot



Reading Assignment: **Chapters 15 - 16**

Create vocabulary cards using 3 - 5 new words you have learned while studying this story.

Give a written narration for this section of the story.

Handwriting practice lines for the written narration. The word "Sample" is written in red in the center of the first few lines.

*Through Gates of Splendor* by Elisabeth Elliot

[illegible]

*Through Gates of Splendor* by Elisabeth Elliot



Reading Assignment:

**Chapters 17 - 18 & end material**

Create vocabulary cards using 3 - 5 new words  
you have learned while studying this story.

Give a written narration for this section of the story.

Handwriting practice lines for the written narration. The word "Sample" is written in red on the first line.

*Through Gates of Splendor* by Elisabeth Elliot

[illegible]

## ***Through Gates of Splendor*** by Elisabeth Elliot

What genre is this work? \_\_\_\_\_

- ☐ Choose one idea from each of these sections.
- ☐ Write your response to each on the following page.
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***Through Gates of Splendor*** by Elisabeth Elliot

Theme:

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Characters:

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Plot:

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Setting:

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*Through Gates of Splendor* by Elisabeth Elliot

Style:

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Thesis statement:

# Sample

Summary:

[illegible]

Sample

## Poetry Unit Note:

Many literary professionals compare poetry to Impressionists paintings. I like this comparison, because, like the great works of Monet, Renoir, and Degas, a great poem requires a closer look and the engagement of an active imagination.

### **Instructions for this poetry unit:**

I encourage you to read through a poem at least three times in order to get the most from it.

- The first time read it at your normal speed, taking notes about your initial thoughts about the poem and looking up unfamiliar words.
- The second time, read the poem more slowly and out loud. Pay attention to any literary devices such as similes, metaphors, personification, etc. Also, pay attention to the punctuation and how it affects the rhythm of the poem.
- The third time, read for the actual understanding of the poem. Is it painting a picture or something realistic? Is it more emotionally based?
- After studying each poetry selection as instructed above, write a two or three paragraph summary of everything you have learned about the poem. Describe how the poet used literary devices and punctuation to set the theme and rhythm of the poem. Share how the poem made you feel. Explain whether or not you would recommend this poem to someone else.

### **Objectives for your poetry study:**

- to explore and enjoy various types of poetry and prose crafted down through the centuries
- to become accustomed to reading poetry aloud and with expression
- to engage your imagination in order to make connections not previously made
- to build your vocabulary

**What this poetry unit is not:** *an in depth study of the mechanics of writing or analyzing poetry*

### **Please note:**

In this journal, we are reading poetry anthologies of two poets, Rudyard Kipling and Lewis Carroll. I suggest that each week (or month), read several of the poems and choose one or two that you would like to explore a little more deeply. Following this instructional page, you will find a section of pages devoted to helping you read your selections and journal your thoughts about them.

# Poetry Unit

Poetry is when an emotion has  
**Digital Version**  
found its thought and the  
thought has found words

Robert Frost

**Title of poetry selection:**

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**Written by:** \_\_\_\_\_

**Time period:** \_\_\_\_\_

*Notes from first Reading:*

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**Digital Version**

*Notes from second Reading:*

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*Notes from third Reading:*

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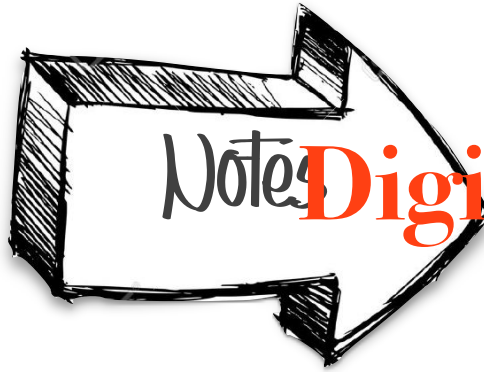
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# Digital Version

## *The secrets of an amazing, successful written narration...*

- Read for comprehension.
- If the story is complicated (and most higher level book are), take notes in the corresponding notes section, to help you keep track of the characters and what they are doing.
- If you come across a word you don't recognize, build your vocabulary by looking it up and adding it to your vocabulary box.
- Talk through what you read. If someone else isn't around, tell yourself. The more senses you use to digest what you read, the better.
- Invest in the effort. Think about how this story affects you. Does it teach a lesson? If so, what is it? Can you identify with the characters? How?
- Before you decide what to write after each reading assignment, ask yourself these questions:
  1. What are the main events of the section I just read?
  2. If this isn't the first section I've read in this book, how does it connect to what I read in the previous section?
  3. Look up words you don't know and process how the new information adds to the section.



Use this section to take notes as you read through your literature selections.

## Digital Version

It might help to place a sticky note where you are writing in this section of your journal.

Remember: this is YOUR journal. Use it the way you need! Make it yours.



# Digital Version



