

Appendix F

Schedules

SEMESTER SCHEDULE

For most students, Hewitt recommends a semester for each Lightning Literature guide. (This is how Hewitt’s English and Honors English programs are run.)

This schedule does not include any optional reading (which might include an extra book and book report for Honors students). It allows for two papers for each book-length work and one paper for each shorter work. (These are the writing requirements for students enrolled in Hewitt.) If you wish to alter this, you may need to alter the schedule accordingly.

I suggest that you answer Comprehension Questions as soon as you finish each section of a book, or each poem. Writing assignments follow a five-day schedule as laid out in the Introduction to the Lightning Lit guide.

This schedule assumes an 18-week semester. It does not state where those weeks fall (for example, it does not start on September first, show a week’s break for Christmas, etc.); it simply numbers the weeks. You can insert any breaks wherever they fit best for you and your family.

WEEK 1

- Read the Introduction to the Lightning Literature guide.
- Read the Introduction to Unit 1, Lesson 1: “Chinua Achebe,” and the section on “African Literature” which follows it.
- Read The Selection, Historical Background, and While You Read for Lesson 1. Read Chapters 1–3 of *Things Fall Apart*, the Notes in the guide, and answer the Comprehension Questions.
- Read Chapters 4–7 of *Things Fall Apart*, the Notes in the guide, and answer the Comprehension Questions.
- Read Chapters 8–12 of *Things Fall Apart*, the Notes in the guide, and answer the Comprehension Questions.

WEEK 2

- Read Chapters 13–14 of *Things Fall Apart*, the Notes in the guide, and answer the Comprehension Questions. Read Appendix B of the guide. Choose the autobiography you want, and begin to work on obtaining it. Get your parents to help you.
- Read Chapters 15–18 of *Things Fall Apart*, the Notes in the guide, and answer the Comprehension Questions.
- Read Chapters 19–21 of *Things Fall Apart*, the Notes in the guide, and answer the Comprehension Questions.

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- Read Chapters 22–25 of *Things Fall Apart*, the Notes in the guide, and answer the Comprehension Questions.
- Read the Literary and Cultural Lessons for Lesson 1: “Historical Fiction” and “Cultural Characteristics in Literature.”
- Optional: Discuss some of the Discussion Questions on *Things Fall Apart* with your parent, teacher, class, or family.

WEEK 3

- Read the Writing Exercises for Lesson 1. Choose an assignment. Pre-write your paper.
- Outline your first paper for Lesson 1.
- Write the first draft of your paper.
- Choose a second writing exercise for Lesson 1. Pre-write your paper.
- Review and make any necessary revisions to your first paper for Unit 1, Lesson 1.
- Optional: Choose any projects you want to do from the list for Unit 1, and start working on them.

WEEK 4

- Outline your second paper for Lesson 1.
- Write the first draft of your second paper for Lesson 1.
- Read the Introduction to Unit 1, Lesson 2. Re-read “Reading Poetry in Translation” from the Introduction to the Guide. Read the introduction (xii–xiii) and p. 124–5 in *This Same Sky*.
- Revise your second paper for Lesson 1.
- Read half of the poems listed for Unit 1, Lesson 2 (“The Rhythm of the Tomtom” to “A Man Never Cries”). After reading each poem, read the Notes and answer the Comprehension Questions.

WEEK 5

- Read the rest of the poems listed for Unit 1, Lesson 2 (“Footpath” to “from *Altazor*”). After reading each poem, read the Notes and answer the Comprehension Questions.
- Read the Literary Lesson and the Writing Exercises for Lesson 2. Choose a writing exercise and pre-write.
- Outline your paper for Lesson 2, or, if you are writing a poem, write your first draft.
- Write the first draft of your paper for Lesson 2, or go through your poem and substitute more vivid words.
- Read the Introduction to “Kazuo Ishiguro” for Unit 2, Lesson 3. Read the following section, “Citizens of the World.”
- Optional: Discuss some of the Discussion Questions on the poems with your parent, teacher, class, or family.

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WEEK 6

- Read for Lesson 3: The Selection, While You Read, Japanese words, Characters, and Historical Background. Read p. 7–the top of p. 50, “October 1948” in *An Artist of the Floating World*.
- Revise your paper or poem for Lesson 2. Finish reading “October 1948” in *An Artist of the Floating World* (pages 50–96).
- Read “International Writing in English.” Read the Notes and answer the Comprehension Questions for Section 1 of *An Artist of the Floating World*.
- Read Section 2, “April 1949,” of *An Artist of the Floating World* (pages 99–127). Read the Notes and answer the Comprehension Questions for Section 2 of *An Artist of the Floating World*.
- Read Sections 3 and 4, “November 1949” and “June 1950” of *An Artist of the Floating World* (pages 131–206). Read the Notes and answer the Comprehension Questions for Sections 3 and 4.
- Continue to do whatever you need to do to obtain your autobiography, chosen from Appendix B.
- Optional: Choose any projects you want to do from the list for Unit 2, and begin working on them.

WEEK 7

- Read the Literary and Cultural Lessons for Lesson 3: “Point of View” and “Cultural Values Expressed in Literature.” Read the Writing Exercises. Choose two, and pre-write the first one. Start re-reading *An Artist of the Floating World*, keeping in mind the topics you chose to write about.
- Outline your first paper for Lesson 3. Continue re-reading *An Artist of the Floating World*.
- Write a first draft of your first paper for Lesson 3.
- Pre-write your second Writing Exercise for Lesson 3.
- Revise your first paper for Lesson 3. Complete re-reading *An Artist of the Floating World*.
- Optional: Discuss some of the Discussion Questions on *An Artist of the Floating World* with your parent, teacher, class, or family.

WEEK 8

- Outline your second paper for Lesson 3.
- Write the first draft of your second paper for Lesson 3.
- Read half of the poems for Unit 2, Lesson 4 (from “House of Aso” to “Wordless Day”). After reading each poem, read the Notes and answer the Comprehension Questions.
- Revise your second paper for Lesson 3.
- Complete the poems for Unit 2, Lesson 4 (from “Inside” to “The Indians”). After reading each poem, read the Notes and answer the Comprehension Questions.
- Optional: Discuss some of the Discussion Questions on the poems with your parent, teacher, class, or family.

WEEK 9

- Read the Literary Lesson for Lesson 4: “Themes in Poetry: Values, Desires, Dreams, and Questions.” Read the Writing Exercises. Choose one and pre-write.
- If you are writing a poem, write the first draft of your poem. If you are writing a paper, outline the paper.
- Write the first draft of your paper, or work on revising your poem. Choose more vivid words and images where you can. Make sure each word says exactly what you want to express.
- Revise your paper or poem for Lesson 4.
- Review your papers for Units 1 and 2, making all necessary changes. If your parent or teacher has corrected the papers and suggested changes, make those corrections. If you are enrolled with Hewitt, submit these six papers and your other requirements for this quarter.
- You should by now have obtained the Autobiography you will be reading for Lesson 7.

WEEK 10

- Read the Introduction of Unit 3, Lesson 5, on Naguib Mahfouz. Read the section on Middle Eastern Literature.
- Read from Lesson 5: The Selection, Historical Background, and While You Read. Read *Fountain and Tomb*, Chapters 1–11 and the Notes and answer the Comprehension Questions in the Guide.
- Read *Fountain and Tomb*, Chapters 12–34 and the Notes and answer the Comprehension Questions in the Guide.
- Read *Fountain and Tomb*, Chapters 35–58 and the Notes and answer the Comprehension Questions in the Guide.
- Read *Fountain and Tomb*, Chapters 59–78 and the Notes and answer the Comprehension Questions in the Guide.
- Optional: Select Discussion Questions on *Fountain and Tomb* and talk them over with a parent, teacher, other students, or your family.

WEEK 11

- Read the Literary and Cultural Lessons for Unit 3, Lesson 5: “Symbolism in Literature” and “Worldviews.” Read the Writing Exercises and choose two that you want to write. Pre-write the first one.
- Outline your first paper for Lesson 5. Begin re-reading *Fountain and Tomb*, looking for supporting evidence for your papers. (You may just re-read the relevant chapters; see the chapter list following the Writing Exercises.)
- Write the first draft of your first paper for Lesson 5.
- Pre-write your second paper for Lesson 5.
- Revise your first paper for Lesson 5. Finish re-reading *Fountain and Tomb* or the chapters you chose.

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- [If your chosen autobiography is long, start reading it this week (or earlier). Read the Introduction, Selection, and While You Read sections for Lesson 7 before you begin.]
- Optional: Choose a project from Unit 3 and begin working on it.

WEEK 12

- Outline your second paper for Lesson 5. Start reading your autobiography. Read the Introduction, Selection, While You Read, and Writing Exercise sections for Lesson 7 before you start. I suggest you get a parent, teacher, sibling, or another student to also read it so you can discuss it together. As you read, take notes or mark in your book (if it's yours) sections that relate to the questions in the Writing Exercise. This will help you greatly in writing your report later.
- Write the first draft of your second paper for Lesson 5.
- Continue reading your autobiography, and taking notes.
- Revise your second paper for Lesson 5.
- Read the first two sections of the poems for Unit 3, Lesson 6 (from "The Pen" to "Vistasp"). Read the Notes and answer the Comprehension Questions for each poem.

WEEK 13

- Read the next section of poems for Lesson 6 ("In the Lebanese Mountains" to "Behind Bars"). Read the Notes and answer the Comprehension Questions for each poem.
- Read the rest of the poems for Lesson 6 ("Beside a stone three" to "Song"). Read the Notes and answer the Comprehension Questions for each poem.
- Read the Literary Lesson for Lesson 6: "Imagery in Poetry." Read the Writing Exercises, choose one, and pre-write.
- Outline your paper or write the first draft of your poem for Lesson 6.
- Revise your poem or write the first draft of your paper for Lesson 6.
- Continue reading your autobiography.
- Optional: Discuss some of the Discussion Questions on the poems with your parent, teacher, class, or family.

WEEK 14

- Make a final revision of your poem or paper for Lesson 6.
- Read the Introductory material for Unit 4, Lesson 7: "Autobiography" and "Cultural Values."
- Answer the Comprehension Questions for Lesson 7.
- Read the Literary and Cultural Lessons for Unit 4, Lesson 7, "Autobiography: Seeing the World Through Another Person's Eyes."
- Continue reading your autobiography. Try to finish it this week.

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- Optional: Discuss the Discussion Questions on your autobiography (Lesson 7) with a parent, teacher, other students, or your family.
- Optional: Choose a project from Unit 4 and begin working on it.

WEEK 15

- Read the Writing Exercise for Lesson 7, and the Sample Autobiography Report. If you are doing the Autobiography Report, start pre-writing. If you are doing the long paper (Exercise 1), begin pre-writing by going back through your book and making notes for the Data and Summary sections. If you have already made notes, look over them, add to them, and cross out anything that is not important. Think about how the person in your autobiography was like you and different from you. Make notes for the Commonality and Differences section of your report. [If you are doing two of the Alternate Writing Exercises, choose those and continue working on them through the next two weeks. Not scheduled in detail here.]
- Make notes for the Country and History section of your report, or add to the notes you have.
- Go back through the book and make notes for the Culture section of your report, or add to the notes you have.
- Review your notes for the Religion and Worldview section of your report, or add to them.
- Brainstorm ideas for the Conclusion of your report. Look back through the book and add to your notes on any other sections of your report.

WEEK 16

- Outline your report or organize your notes. You may make a detailed outline, or just go through your notes for each section and number the ideas in the order you want to present them.
- Write the first draft of the Data and Summary sections of your report. Make sure the summary is not more than one page long; if it is, take out unnecessary details and just give an overview of the story.
- Write the first draft of the Commonalities, Differences, and Country and History sections of your report.
- Write the first draft of the Culture section of your report.
- Write the first draft of the Religion and Worldview section and the Conclusion of your report.

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WEEK 17

- Read the first half of the poems for Unit 4, Lesson 8 (“A Dream of Paradise” to “Atong and His Goodbye”). Read the Notes and answer Comprehension Questions on each poem.
- Read the rest of the poems from Lesson 8 (“The New Suit” to “Home”). Read the Notes and answer Comprehension Questions on each poem.
- Read all of the Literary Lesson for Lesson 8: “Tone.” Read the Writing Exercises. Choose one and pre-write.
- Outline your paper or write the first draft of your poem for Lesson 8.
- Revise your poem or write the first draft of your paper for Lesson 8.
- Optional: Discuss some of the Discussion Questions on the poems with your parent, teacher, class, or family.

WEEK 18

- Revise your autobiography book report or two papers for Lesson 7. Make sure you have included specific details supporting your statements about history, culture, and worldview. Try to make the sections of your report flow from one section to the next; use transitions from one paragraph to the next. Have a parent or teacher look it over and give suggestions.
- Revise your paper or poem for Lesson 8.
- Review your papers for Units 3 and 4, making all necessary changes based on the suggestions your parent or teacher has given you. If you are enrolled with Hewitt, submit these six papers and your other requirements for this quarter.

CONGRATULATIONS ON FINISHING THIS COURSE!

FULL-YEAR SCHEDULE

Although Hewitt recommends a semester for each Lightning Literature guide, students who struggle in language arts may wish to take a whole year for one guide, supplementing with separate grammar work and/or other language arts materials. (This is how Hewitt’s Basic English program is run.)

This schedule does not include any optional reading. It allows for two papers for each book-length work and one paper for each shorter work. (These are the paper requirements for students enrolled in Hewitt.) If you wish to alter this, adjust the schedule accordingly.

I suggest that you answer Comprehension Questions as soon as you finish each section of a book or each poem. Students who struggle with writing may want to answer the Comprehension Questions orally with a parent. Writing assignments follow a five-day schedule as laid out in the Introduction to the Lightning Lit guide. Students who need more time could allow two days for the first draft of a paper or for other steps of the process.

This schedule assumes a 36-week year. It does not state where those weeks fall (for example, it does not start on September first, show a week’s break for Christmas, etc.); it simply numbers the weeks. You can insert any breaks wherever they fit best for you and your family.

In some weeks only three or four assignments are given, so that students can spend two days on a longer assignment if necessary.

WEEK 1

- Read the Introduction to the Lightning Literature guide.
- Read the Introduction to Unit 1, Lesson 1: “Chinua Achebe.”
- Read the section on “African Literature.”
- Read The Selection, Historical Background, and While You Read for Lesson 1. Read chapter 1 of *Things Fall Apart*.
- Read Chapters 2–3 of *Things Fall Apart*, the Notes in the guide, and answer the Comprehension Questions.

WEEK 2

- Read Chapters 4–7 of *Things Fall Apart*, the Notes in the guide, and answer the Comprehension Questions.
- Read Chapters 8–9 of *Things Fall Apart*, the Notes in the guide, and answer the Comprehension Questions.
- Read Chapters 10–12 of *Things Fall Apart*, the Notes in the guide, and answer the Comprehension Questions.

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WEEK 3

- Read Chapters 13–14 of *Things Fall Apart*, the Notes in the guide, and answer the Comprehension Questions.
- Read Chapters 15–18 of *Things Fall Apart*, the Notes in the guide, and answer the Comprehension Questions.
- Read Chapters 19–21 of *Things Fall Apart*, the Notes in the guide, and answer the Comprehension Questions.

WEEK 4

- Read Chapters 22–25 of *Things Fall Apart*, the Notes in the guide, and answer the Comprehension Questions.
- Read the Literary and Cultural Lessons for Lesson 1: “Historical Fiction” and “Cultural Characteristics in Literature.”
- Read the Writing Exercises for Lesson 1. Choose an assignment.
- Pre-write your first paper for Lesson 1.
- Optional: Discuss some of the Discussion Questions on *Things Fall Apart* with your parent, teacher, class, or family.

WEEK 5

- Outline your first paper for Lesson 1.
- Write the first draft of your paper.
- Go over the draft yourself or with a parent or teacher, and then revise it.

WEEK 6

- Choose a second writing exercise for Lesson 1, and pre-write your paper.
- Outline your second paper for Lesson 1.
- Write the first draft of your second paper for Lesson 1.
- Optional: Choose any projects you want to do from the list for Unit 1, and begin working on them.

WEEK 7

- Read the Introduction to Unit 1, Lesson 2. Re-read “Reading Poetry in Translation” from the Introduction to the Guide. Read the introduction (xii–xiii) and pages 124–5 in *This Same Sky*.
- Revise your second paper for Lesson 1.
- Read half of the poems listed for Unit 1, Lesson 2 (“The Rhythm of the Tomtom” to “A Man Never Cries”). After reading each poem, read the Notes and answer the Comprehension Questions.
- Read the rest of the poems listed for Unit 1, Lesson 2 (“Footpath” to “from *Altazor*”). After reading each poem, read the Notes and answer the Comprehension Questions.

WEEK 8

- Read the Literary Lesson and the Writing Exercises for Lesson 2.
- Choose a writing exercise and pre-write.
- Outline your paper for Lesson 2, or, if you are writing a poem, write your first draft.
- Write the first draft of your paper for Lesson 2, or go through your poem and substitute more vivid words or images.
- Optional: Discuss some of the Discussion Questions on the poems with your parent, teacher, class, or family.

WEEK 9

- Revise your paper or poem for Lesson 2.
- Review your papers for Unit 1, preferably with a parent or teacher, making any necessary changes. If you are enrolled with Hewitt, submit these three papers and your other requirements for this quarter.
- Read the Introduction to “Kazuo Ishiguro” for Unit 2, Lesson 3.
- Read the following section, “Citizens of the World.”
- Read “International Writing in English.”

WEEK 10

- Read for Unit 2, Lesson 3: The Selection, While You Read, Japanese words, Characters, and Historical Background.
- Start reading “October 1948” in *An Artist of the Floating World* (p. 7–the top of p. 50).
- Finish reading “October 1948” in *An Artist of the Floating World* (pages 50–96).
- Read the Notes and answer the Comprehension Questions for Section 1 of *An Artist of the Floating World*.

WEEK 11

- Read Section 2, “April 1949,” of *An Artist of the Floating World* (pages 99–127). Read the Notes and answer the Comprehension Questions for Section 2 of *An Artist of the Floating World*.
- Read Section 3, “November 1949,” of *An Artist of the Floating World* (pages 131–194). Read the Notes and answer the Comprehension Questions for Section 3.

WEEK 12

- Read Section 4, “June 1950” of *An Artist of the Floating World* (pages 197–206). Read the Notes and answer the Comprehension Questions for Section 4.
- Read the Literary and Cultural Lessons for Lesson 3: “Point of View” and “Cultural Values Expressed in Literature.”

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- Read the Writing Exercises. Choose two. Start re-reading *An Artist of the Floating World*, keeping in mind the topics you chose to write about, and making notes on relevant sections.
- Optional: Choose any projects you want to do from the list for Unit 2, and start working on them.

WEEK 13

- Start pre-writing your first paper on Lesson 3. Look through *Artist* for ideas.
- Outline your first paper for Lesson 3. Continue re-reading *An Artist of the Floating World*.
- Write a first draft of your first paper for Lesson 3.

WEEK 14

- Pre-write your second Writing Exercise for Lesson 3.
- Revise your first paper for Lesson 3. Finish re-reading *An Artist of the Floating World*.
- Optional: Discuss some of the Discussion Questions on *An Artist of the Floating World* with your parent, teacher, class, or family.

WEEK 15

- Outline your second paper for Lesson 3.
- Write the first draft of your second paper for Lesson 3.
- Revise your second paper for Lesson 3.

WEEK 16

- Read half of the poems for Unit 2, Lesson 4 (“House of Aso” to “Wordless Day”). After reading each poem, read the Notes and answer the Comprehension Questions.
- Complete the poems for Unit 2, Lesson 4 (“Inside” to “The Indians”). After reading each poem, read the Notes and answer the Comprehension Questions.
- Optional: Talk about some of the Discussion Questions on the poems with your parent, teacher, class, or family.

WEEK 17

- Read the Literary Lesson for Lesson 4: “Themes in Poetry: Values, Desires, Dreams, and Questions.”
- Read the Writing Exercises. Choose one and pre-write.
- If you are writing a poem, write the first draft of your poem. If you are writing a paper, outline the paper.
- Write the first draft of your paper, or work on revising your poem. Choose more vivid words and images where you can. Make sure each word says exactly what you want to express.

WEEK 18

- Revise your paper or poem for Lesson 4.
- Review your papers for Unit 2, making all necessary changes. If your parent or teacher has corrected the papers and suggested changes, make those corrections. If you are enrolled with Hewitt, submit these three papers and your other requirements for this quarter.
- Read Appendix B of the guide. Choose the autobiography you want to read, and begin to work on obtaining it. Get your parents to help you. If you are doing Basic English and are finding the reading in this course challenging, I suggest for your autobiography you choose either *Chinese Cinderella* by Adeline Yen Mah, or *The Land I Lost*, by Huynh Quang Nhuong, listed in Appendix D. *Persepolis*, *The Dark Child*, *Facing the Lion*, and *China's Son* are other choices to consider for easy reading.

WEEK 19

- Read the Introduction of Unit 3, Lesson 5, on Naguib Mahfouz.
- Read the section on Middle Eastern Literature.
- Read from Lesson 5: The Selection, Historical Background, and While You Read.
- Read *Fountain and Tomb*, Chapters 1–11, and read the Notes and answer the Comprehension Questions in the Guide.

WEEK 20

- Read *Fountain and Tomb*, Chapters 12–34 and the Notes, and answer the Comprehension Questions in the Guide.
- Read *Fountain and Tomb*, Chapters 35–49 and the Notes, and answer the Comprehension Questions in the Guide.
- Read *Fountain and Tomb*, Chapters 50–58 and the Notes, and answer the Comprehension Questions in the Guide.
- Keep working on getting your autobiography.

WEEK 21

- Read *Fountain and Tomb*, Chapters 59–67 and the Notes, and answer the Comprehension Questions in the Guide.
- Read *Fountain and Tomb*, Chapters 68–78 and the Notes, and answer the Comprehension Questions in the Guide.
- Read the Literary and Cultural Lessons for Unit 3, Lesson 5: “Symbolism in Literature” and “Worldviews.”
- Read the Writing Exercises and choose two that you want to write. Pre-write the first one.

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- Outline your first paper for Lesson 5. Start re-reading *Fountain and Tomb*, looking for supporting evidence for your papers. (You may just re-read the relevant chapters; see the chapter list following the Writing Exercises.)
- Optional: Discuss the Discussion Questions on *Fountain and Tomb* with a parent, teacher, other students, or family members.

WEEK 22

- Write the first draft of your first paper for Lesson 5.
- Pre-write your second paper for Lesson 5.
- Revise your first paper for Lesson 5.
- Finish re-reading *Fountain and Tomb* or the chapters you chose.
- Optional: Choose a project from Unit 3 and begin working on it.
- [By now you should have obtained your autobiography to read.]

WEEK 23

- Outline your second paper for Lesson 5.
- Write the first draft of your second paper for Lesson 5.
- Start reading your autobiography. Read the Introduction, Selection, and While You Read sections, and the Writing Exercise, for Lesson 7 before you start. Ask a parent, teacher, sibling, or another student to also read it so you can discuss it together. As you read, take notes or mark in your book (if it's yours) sections that relate to the questions in the Writing Exercise. This will help you greatly in writing your report later.

WEEK 24

- Continue reading your autobiography and taking notes.
- Revise your second paper for Lesson 5.
- Read the first two sections of the poems for Unit 3, Lesson 6 ("The Pen" to "Vistasp"). Read the Notes and answer the Comprehension Questions for each poem.

WEEK 25

- Continue reading your autobiography and taking notes.
- Read the next section of poems for Lesson 6 ("In the Lebanese Mountains" to "Behind Bars"). Read the Notes and answer the Comprehension Questions for each poem.
- Read the rest of the poems for Lesson 6 ("Beside a stone tree" to "Song"). Read the Notes and answer the Comprehension Questions for each poem.
- Optional: Select some of the Discussion Questions on the poems and talk them over with your parent, teacher, class, or family.

WEEK 26

- Read the Literary Lesson for Lesson 6: “Imagery in Poetry.”
- Read the Writing Exercises, choose one, and pre-write.
- Outline your paper or write the first draft of your poem for Lesson 6.
- Revise your poem or write the first draft of your paper for Lesson 6.
- Continue reading your autobiography and taking notes.

WEEK 27

- Try to finish reading your autobiography and taking notes this week.
- Make a final revision of your poem or paper for Lesson 6.
- Review all your papers for Unit 3, making all necessary changes. If you are enrolled with Hewitt, submit these three papers and your other requirements for this quarter.

WEEK 28

- Read the Introductory material for Unit 4, Lesson 7, Autobiography.
- Answer the Comprehension Questions for Lesson 7.
- Optional: Choose a project from Unit 4 and begin working on it.

WEEK 29

- Read the Literary and Cultural Lessons for Unit 4, Lesson 7: “Autobiography” and “Cultural Values.”
- Read the Writing Exercise for Lesson 7, and Sample Autobiography Report.
- If you are doing the Autobiography Report, begin pre-writing by going back through your book and making notes for the Data and Summary sections. If you have already made notes, look over them, add to them, and cross out anything that is not important. [If you are doing two of the Alternative Writing Exercises, choose those and continue working on them through the next two weeks. (Not scheduled in detail here.)]
- Think about how the person in your autobiography was like you and different from you. Make notes for the Commonality and Differences sections of your report.
- Optional: Choose the Discussion Questions on your autobiography (Lesson 7) with a parent, teacher, other students, or family members.

WEEK 30

- Make notes, or add to your notes, for the Country and History section of your report.
- Go back through the book and make or add to your notes for the Culture section of your report.
- Go back through the book and make notes, or add to your previous ones, for the Religion and Worldview section of your report.
- Brainstorm ideas for the Conclusion of your report. Look back through the book and add to your notes on any other sections of your report.

WEEK 31

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- Outline your report. You may make a detailed outline, or just go through your notes for each section and number the ideas in the order you want to present them. Cross out ideas that are irrelevant or unimportant.
- Write the first draft of the Data and Summary sections of your report. Make sure the summary is not more than two pages long; if it is too long, take out unnecessary details and just give an overview of the story.
- Write the first draft of the Commonalities and Differences sections of your report.

WEEK 32

- Write the first draft of the Country and History section of your report.
- Write the first draft of the Culture section of your report.
- Write the first draft of the Religion and Worldview section of your report.
- Write the first draft of the Conclusion of your report.

WEEK 33

- Read the first half of the poems for Unit 4, Lesson 8 (“A Dream of Paradise” to “Atong and His Goodbye”). Read the Notes and answer Comprehension Questions on each poem.
- Read the rest of the poems from Lesson 8 (“The New Suit” to “Home”). Read the Notes and answer Comprehension Questions on each poem.
- Complete the first draft of your book report if necessary.
- Optional: Discuss some of the Discussion Questions on the poems with your parent, teacher, class, or family.

WEEK 34

- Read all of the Literary Lesson for Lesson 8: “Tone.”
- Read the Writing Exercises for Lesson 8. Choose one and pre-write.
- Outline your paper or write the first draft of your poem for Lesson 8.
- Revise your poem or write the first draft of your paper for Lesson 8.

WEEK 35

- Revise your autobiography book report for Lesson 7. Try to make the sections of your report flow from one section to the next; use transitions from one paragraph to the next. Make sure you have included specific details supporting your statements about history, culture, and worldview. Have a parent or teacher look it over and give suggestions. Make sure you have included every section of the report.
- Revise your paper or poem for Lesson 8.

WEEK 36

- Review your papers for Unit 4, making all necessary changes. If you are enrolled with Hewitt, submit these three papers and your other requirements for this quarter.

CONGRATULATIONS ON FINISHING THIS COURSE!

SUGGESTED SCHEDULE COORDINATED WITH GEOGRAPHY

The following schedule lays out a Christian course combining World Geography, World Cultures, World Literature, and World Missions

Texts

- *BJU Press Geography for Christian Schools*, second edition (with tests and map exercises, if desired)
- *Clash of Worlds* by Peter Burnett
- *Foreign to Familiar* by Sarah A. Lanier
- *Honor and Shame* by Roland Muller
- *Jerusalem to Irian Jaya* by Ruth A. Tucker
- *Operation World* by Patrick Johnstone
- *Lightning Lit and Comp: World Literature I* and *World Literature II*
- *Things Fall Apart* by Chinua Achebe
- *An Artist of the Floating World* by Kazuo Ishiguro
- *Fountain and Tomb* by Naguib Mahfouz
- Autobiography of the student's choice, from list in World Lit I
- *This Same Sky* edited by Naomi Shihab Nye
- *Malgudi Days* by R.K. Narayan
- *My Invented Country* by Isabel Allende
- *A Thousand Pieces of Gold* by Adeline Yen Mah
- *In Search of Identity* by Amin Maalouf
- *Other Voices, Other Vistas* edited by Barbara H. Solomon

Availability of other recommended books from the appendices of World Lit I and II would be helpful, so that students who are good readers could read more. The teacher may also want to search for appropriate videos about each area of the world. I have listed a few that I happen to be familiar with, but there are many more possibilities.

WEEKS 1–4

- **BJU Geography*: Chapters 1 (Geography: Finding Our Place in the World), 24 (North Africa), 25 (West and Central Africa), and 26 (East and South Africa). Students may read and study the chapters, answer review questions, complete map exercises, and take the chapter test; or the teacher may want to cover the material in some other way. [Non-U.S. Plan: Chapters 24–26]
- *World Literature I*: Unit 1, Lesson 1 (*Things Fall Apart*) and Lesson 2 (Poetry of Africa and Beyond), with at least three writing exercises. Comprehension questions may be done in writing or discussed in class.
- *Clash of Worlds*: Chapters 1 (Other Worlds), 2 (Exploring Other Worlds), and 4 (Traditional Worldview). Students may read the chapters, possibly summarize them or outline them, and discuss the concepts in class.
- *Foreign to Familiar*: Read all and discuss in class, with examples from the students' experience.

Schedules

- ❑ ****Jerusalem to Irian Jaya:** Chapter 6 (Black Africa), Helen Roseveare (p. 231–4 and 254–60), Paul Carlson (419–421, 425–429), and Festo Kivengere (437–440, 444–449). These may be read by families at home and discussed, read aloud in class and discussed, or assigned for students to read on their own. [Second edition: Chapters 4, 6, 13, Carlson in Chapter 15]
- ❑ **Operation World:** Nigeria, Angola, Cameroon, Mali, Mauritius, Sudan, Mozambique, Kenya, and other African countries (see Geography chapters). Families may wish to read and pray through this at home, perhaps during family devotions, or the book may be read in class or used as a reference. Just do as much as you have time for in each unit.
- ❑ Possible videos: The movie *The Gods Must Be Crazy* makes a fun conclusion to this unit. For Chinua Achebe, *Africa's Voice* is a helpful video to accompany the study of *Things Fall Apart*. *Shaka Zulu* is interesting, but includes some nudity and violence.

WEEKS 5–8

- ❑ ***BJU Geography:** Chapters 2 (Earth's Surface), 3 (Climate), 20 (Southeast Asia), and 21 (East Asia). (If possible, skip the first half of Chapter 21, on China, and do it later.) [Non-U.S. Plan: Chapters 1, 20, 21]
- ❑ **World Literature I:** Unit 2, Lesson 3 (*An Artist of the Floating World*) and Lesson 4 (Poetry of the Far East and Beyond), with at least three writing exercises.
- ❑ **Clash of Worlds:** Chapters 6 (Buddhism) and 9 (Worldview Change).
- ❑ **Honor and Shame:** Read and discuss first half of book (Chapters 1–6).
- ❑ ****Jerusalem to Irian Jaya:** Chapter 5 (South Central Asia) and Betty Olsen (p. 429 ff). [Second edition: Chapters 2, 10, Olsen in Chapter 15]
- ❑ **Operation World:** Japan, Indonesia, Bangladesh, Philippines, Vietnam, South Korea, North Korea, and any other countries of East and Southeast Asia except China).
- ❑ Possible videos: Movies directed by Akira Kurosawa may be available from your library. They will probably be in Japanese subtitled in English. *Seven Samurai* and *Throne of Blood* are good examples, with some honor and shame motifs.

WEEK 9

- ❑ Review and testing.

WEEKS 10–13

- ❑ ***BJU Geography:** Chapters 4 (Industry), 5 (Society), 22 (Persian Gulf), and 23 (Eastern Mediterranean). [Non-U.S. Plan: Chapters 2, 22, 23]
- ❑ **World Literature I:** Unit 3, Lesson 5 (*Fountain and Tomb*) and Lesson 6 (Poetry of the Middle East and Beyond), with at least three writing exercises.
- ❑ **Clash of Worlds:** Chapters 8 (Islam) and 10 (New Religious Movements).
- ❑ **Honor and Shame:** Read and discuss second half of book (Chapters 7–12).

[Continued]

- ***Jerusalem to Irian Jaya*: Chapter 10 (Student Volunteers) and Maude Cary (p. 242 ff). [Second edition: Chapters 9, 11]
- Operation World*: Egypt, Tunisia, Saudi Arabia, Turkey, Iraq, Israel, Palestine, and other Middle Eastern countries.
- Possible videos: *The Message: The Story of Islam* is a Muslim film showing the beginnings of Islam without every showing Mohammad's face (which would be unacceptable to Muslims). *The Lion of the Desert* shows the struggle of Libyan Arabs against Italian colonization.

WEEKS 14–17

- **BJU Geography*: Chapters 6 (Northeastern U.S.), 7 (Southern U.S.), 8 (Midwestern U.S.), and 9 (Western U.S.). [Non-U.S. Plan: Chapters 3–5]
- World Literature II*: Unit 4, Lesson 7 (Autobiography) and Lesson 8 (Poetry as Life Stories), with at least three writing exercises.
- Clash of Worlds*: Chapters 3 (Secular) and 11 (Sects and Cults).
- Foreign to Familiar*: Review all.
- ***Jerusalem to Irian Jaya*: Chapter 4 (American Indian Missions). [Second edition: Chapters 3, 12]
- Operation World*: United States and other countries of your choice.
- Possible videos: *I Will Fight No More Forever* (Nez Perce) and *Lakota Woman: Siege at Wounded Knee*.

WEEK 18

- Review and testing.

WEEKS 19–22

- **BJU Geography*: Chapters 10 (Canada), 15 (Mediterranean Europe), and 19 (South Asia). [Non-U.S. Plan: Chapters 13, 14, 19]
- World Literature II*: Unit 1, Lesson 1 (*Malgudi Days*) and Lesson 2 (Short Stories of India), with at least three writing exercises.
- Clash of Worlds*: Chapters 5 (Hinduism) and 12 (New Age Movement).
- ***Jerusalem to Irian Jaya*: Chapter 1 (Early Centuries), Chapter 2 (Roman Missions), Amy Carmichael (p. 239 ff), Ida Scudder (327–329, 332–7), Viggo Olson (342), and Rochunga Pudaite (440). [Second edition: Chapters 1, 5]
- Operation World*: India, Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka, Maldives, Canada, and European countries.
- Highly recommended video: *Gandhi* (I suggest you watch this at the beginning of this unit, to give a good foundation for understanding the literature and worldviews of India.)

Schedules

WEEKS 23–26

- ❑ **BJU Geography*: Chapters 11 (Middle America), 12 (South America), 13 (British Isles and Scandinavia), and 14 (Continental Europe). [Non-U.S. Plan: Chapters 11, 12, 15]
- ❑ *World Literature II*, Unit 2, Lesson 3 (*My Invented Country*) and Lesson 4 (Short Stories of Latin America and Japan), with at least three writing exercises.
- ❑ *Clash of Worlds*: Chapters 13 (Neo-paganism) and 14 (Biblical Worldview).
- ❑ ***Jerusalem to Irian Jaya*: Chapter 13 (Translation), Chapter 11 (Faith Missionaries), Clarence W. Jones (p. 371–7), Joy Ridderhof (389), Chet Bitterman (433), and Luis Palau (449). [Second edition: Chapters 14, 16, Bitterman in Chapter 15]
- ❑ *Operation World*: Chile, Argentina, Mexico, other countries of Latin America and Europe.
- ❑ Possible videos: *Through Gates of Splendour*, *Beyond the Gates of Splendor*, *End of the Spear* (these three are all about the work with the Auca Indians, for which Jim Elliot and others died); *The Mission* (with Robert de Niro).

WEEK 27

- ❑ Review and testing.

WEEKS 28–31

- ❑ **BJU Geography*: Chapters 21, first half (East Asia: China), 27 (Australia and New Zealand), 28 (Pacific Islands), and 29 (Last Frontiers). [Non-U.S. Plan: Chapters 27–29]
- ❑ *World Literature II*: Unit 3, Lesson 5 (*A Thousand Pieces of Gold*) and Lesson 6 (Short Stories of China), with at least three writing exercises.
- ❑ *Clash of Worlds*: Chapters 7 (Chinese Worldview) and 15 (Transforming Worldviews).
- ❑ ***Jerusalem to Irian Jaya*: Chapter 7 (Far East), Chapter 8 (Pacific Islands), Gladys Aylward (p. 249 ff), Wilfred Grenfell (329), Betty Greene (393–8), Betty and John Stam (421), and Philip Teng and Paul Yonggi Cho (453–8). [Second edition: Chapters 7, 8, Stams in Chapter 15]
- ❑ *Operation World*: China, Australia, New Zealand, other countries of the Pacific.
- ❑ Possible videos: *The Last Emperor*; *The First Emperor*; *China Cry*; *Inn of the Sixth Happiness*.

WEEKS 32–35

- ❑ **BJU Geography*: Chapters 16 (Eastern Europe), 17 (Russia), and 18 (Caucasus and Central Asia). [Non-U.S. Plan: Chapters 16–18]
- ❑ *World Literature II*: Unit 4, Lesson 7 (*In Search of Identity*) and Lesson 8 (Short Stories of Africa), with at least three writing exercises.

[Continued]

- Clash of Worlds*: Chapter 16 (Communicating Within Worldviews).
- ***Jerusalem to Irian Jaya*: Chapter 3 (Moravian Advance), Peter Deyneka (p. 386 ff), and Chapter 18 (New Methods and Strategy). [Second edition: Chapters 17, 18, McClure in Chapter 15]
- Operation World*: Lebanon, France, Rwanda, Bosnia, Yugoslavia, South Africa, Botswana, Zimbabwe, Russia, countries of Eastern Europe, the Caucasus, and Central Asia.
- Recommended video: *Secret Ballot*. This Iranian movie shows, humorously, some of the complications of practicing democracy in a non-Western country.

WEEK 36

- Review and testing.

*Alternate schedule for *BJU Geography*: If doing one chapter per week in the geography text is too heavy, you may choose to leave out the chapters on U.S. Geography, which may be studied in a U.S. History course or elsewhere. In this case you could follow the “Non-U.S. Plan” in brackets following each assignment.

**I have not assigned all of *Jerusalem to Irian Jaya*. Families may choose to read the other sections if they have time and interest. Note that the initial assignments and page numbers refer to the first edition (1983) of the book. If you have the second edition (2004), follow the plan in brackets, which does include the entire book.