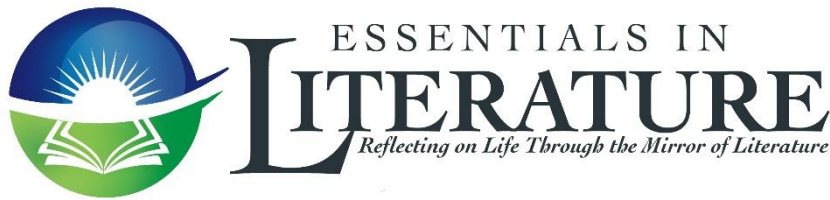


# Level 8

# Sample Lessons

by  
Matthew Stephens



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Printed in the United States of America

## LEVEL 8 SYLLABUS

This course averages 120 class periods  
**VIDEO - 91 LESSONS**  
**WORKBOOK- 204 PAGES**

### FICTION UNIT

#### STOP THE SUN

- 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: *Simile*, Extended Activity, Writing Connection  
**Day 6** – Independent Practice

#### A MOTHER IN MANNVILLE

- Day 1** – Meet the Author, Research Activity  
**Day 2** – Analyzing Literature: *Setting*, 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 Activity, Writing Connection  
**Day 6** – Independent Practice

#### THE RANSOM OF RED CHIEF

- Day 1** – Meet the Author, Research Activity  
**Day 2** – Analyzing Literature: *Conflict*, Vocabulary  
**Day 3** – Access the Backdrop, Making Life’s Connections, Reading Focus: *Identify Sequence*  
**Day 4** – Analyzing Literary Elements Check Comprehension and Connection Reflection  
**Day 5** – Analyzing Figurative Language: *Simile*, Extended Activity and Writing Connection  
**Day 6** – Independent Practice

#### CHECKOUTS

- Day 1** – Meet the Author, Research Activity  
**Day 2** – Analyzing Literature: *Point of View*, 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: *Hyperbole*, Extended Activity and Writing Connection  
**Day 6** – Independent Practice

#### RAYMOND’S RUN

- Day 1** – Meet the Author, Research Activity  
**Day 2** – Analyzing Literature: *Character Traits and Motives*, Vocabulary  
**Day 3** – Access the Backdrop, Making Life’s Connections, Reading Focus: *Visualize*  
**Day 4** – Analyzing Literary Elements, Check Comprehension, Connection Reflection  
**Day 5** – Analyzing Figurative Language: *Simile*, Extended Activity, Writing Connection  
**Day 6** – Independent Practice

#### THE TREASURE OF LEMON BROWN

- Day 1** – Meet the Author, Research Activity  
**Day 2** – Analyzing Literature: *Cause and Effect*, Vocabulary  
**Day 3** – Access the Backdrop, Making Life’s Connections, Reading Focus: *Drawing Conclusions*  
**Day 4** – Analyzing Literary Elements, Check Comprehension, Connection Reflection  
**Day 5** – Analyzing Figurative Language: *Personification*, Extended Activities, Writing Connection  
**Day 6** – Independent Practice

#### FICTION SUMMATIVE ASSESSMENT

- Day 1** – Summative Assessment, The Dinner Party

## ESSENTIALS IN LITERATURE LEVEL 8: SAMPLE

### NONFICTION UNIT

#### LOUISA'S CIVIL WAR

**Day 1** – Meet the Author, Research Activity

**Day 2** – Analyzing Literature: *Narrative Nonfiction*, Vocabulary, Access the Backdrop, Making Life's Connections

**Day 3** – Reading Focus: *Making Connections*

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

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

**Day 6** – Independent Practice

#### ROUGHING IT

**Day 1** – Meet the Author, Research Activity

**Day 2** – Analyzing Literature: *Autobiography*, Vocabulary, Access the Backdrop, Making Life's Connections

**Day 3** – Reading Focus: *Visualizing*

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

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

**Day 6** – Independent Practice

#### TEN TOP TOURING AREAS

**Day 1** – Pre-reading Activity, Research Activity

**Day 2** – Reading to Learn: *Taking Notes and Writing a Summary*, Reading Activity, Access the Backdrop, Making Life's Connections

**Day 3** – Reading to Learn: *Taking Notes and Writing a Summary*

#### TEN TOP TOURING AREAS CONT.

**Day 4-5** – Analyzing an Article, Writing Connection, Check Comprehension

#### VIRGINIA HAMILTON

**Day 1** – Meet the Author, Research Activity

**Day 2** – Analyzing Literature: *Biography and Interview*, Vocabulary, Access the Backdrop, Making Life's Connections

**Day 3** – Reading Focus: *Chronological Order*

**Day 4-5** – Analyzing a Biography: *Cause and Effect*, Check Comprehension, Writing Connection

#### THE JEWS ARE TO BLAME!

**Day 1** – Pre-reading Activity, Research Activity

**Day 2** – Reading to Learn: *Propaganda*, Access the Backdrop, Making Life's Connections

**Day 3** – Reading to Learn: *Propaganda*

**Day 4-5** – Analyzing an Article, Check Comprehension, Writing Connection

#### NONFICTION SUMMATIVE ASSESSMENT

**Day 1** – Summative Assessment and The Great Rat Hunt

### NOVEL

#### NIGHT

**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** – Analyzing Literature: *Mood and Tone*, Reading Focus: *Connecting to the Characters*

**Day 6** – Vocabulary, Read

**Day 7** – Analyzing Literature: *Point of View*

**Day 8** – Analyzing Literature: *Setting*

**Day 9** – Analyzing Literature: *Mood*

**Day 10** – Vocabulary, Read

**Day 11** – Analyzing Figurative Language: *Imagery*

**Day 12** – Analyzing Literary Elements: *Cause and Effect*

#### NIGHT CONT.

**Day 13** – Connection Reflection

**Day 14** – Vocabulary, Read

**Day 15** – Analyzing Literature – *Compare and Contrast*

**Day 16** – Analyzing Literature: *Rising Action*

**Day 17** – Vocabulary, Read

**Day 18** – Analyzing Literature: *Theme*

**Day 19** – Personal Letter

**Day 20** – Analyzing Literature: *Mood and Tone*

#### NOVEL SUMMATIVE ASSESSMENT

**Day 1** – Summative Assessment

#### NOVEL CULMINATING ACTIVITY

**Day 1-7** – Culminating Activity

## ESSENTIALS IN LITERATURE LEVEL 8: SAMPLE

### POETRY

#### **MOTHER TO SON**

- Day 1** – Meet the Author, Making Life’s Connections  
**Day 2** – Access the Backdrop, Analyzing Figurative Language: *Metaphor*, Elements of Poetry: *Dialect*  
**Day 3** – Analyzing Figurative Language: *Metaphor*, Connecting with the Poet  
**Day 4** – Elements of Poetry: *Dialect*  
**Day 5** – Writing Poetry, Speaking and Listening

#### **I AM IN NEED OF MUSIC**

- Day 1** – Meet the Author, Making Life’s Connections  
**Day 2** – Access the Backdrop, Analyzing Figurative Language: *Personification*, Elements of Poetry: *Alliteration*  
**Day 3** – Analyzing Figurative Language: *Personification and Simile*, Connecting with the Poet  
**Day 4** – Elements of Poetry: *Alliteration*  
**Day 5** – Writing Poetry, Speaking and Listening

#### **SARAH CYNTHIA SILVERSTOUT WILL NOT TAKE THE GARBAGE OUT**

- Day 1** – Meet the Author, Making Life’s Connections  
**Day 2** – Access the Backdrop, Analyzing Figurative Language: *Hyperbole*, and Elements of Poetry: *Rhythm*  
**Day 3** – Analyzing Figurative Language: *Hyperbole*, Connecting with the Poet  
**Day 4** – Elements of Poetry: *Rhythm*  
**Day 5** – Writing Poetry, Speaking and Listening

#### **I AM NOBODY WHO ARE YOU?**

- Day 1** – Meet the Author, Making Life’s Connections  
**Day 2** – Access the Backdrop, Analyzing Figurative Language: *Simile*, Elements of Poetry: *Voice*  
**Day 3** – Analyzing Figurative Language: *Simile*, Connecting with the Poet  
**Day 4** – Elements of Poetry: *Voice*  
**Day 5** – Writing Poetry, Speaking and Listening

#### **THE LADY OF SHALOTT**

- Day 1** – Meet the Author, Making Life’s Connections  
**Day 2** – Access the Backdrop, Analyzing Figurative Language: *Imagery*, Elements of Poetry: *Rhythm*  
**Day 3** – Analyzing Figurative Language: *Imagery*, Connecting with the Poet  
**Day 4** – Elements of Poetry: *Rhythm*  
**Day 5** – Writing Poetry, Speaking and Listening

#### **POETRY SUMMATIVE ASSESSMENT**

- Day 1** – Summative Assessment, Barter, The Tongue, A Dream Within a Dream

## 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, after reading *Raymond’s Run*, disapproval of the mistreatment of human beings may be evident in Mr. Stephens’ comments, yet no direct approving or disapproving statements are made.

When students are asked to “connect” with events in a story or with a characters 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 action/reaction is appropriate or inappropriate.

### UNIT THREE CAUTION

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. *Night*, by Elie Wiesel, is the literary work explored in Unit 3. Wiesel recounts his horrifying experiences as a Jewish boy during the Holocaust. Some may find his experiences too graphic and/or disturbing. Teachers and parents are advised to preview the book or a summary of the storyline before completing this unit. Specific excerpts for review are listed below:

Page 23 – Line 7-10

Page 30 – Line 3

Page 31 – Line 21

Page 35 – Line 3-8

Page 36 – Line 20-21

Page 48 – Line 6-10

Page 56 – Line 29-30

Page 57 – Line 1-6

Page 71 – Line 25-26

Page 115 – Line 18-20

### 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.

Analyzing Literary Elements



1. Find details that describe the **setting**. Write the details in a chart like the one shown below. Does the setting influence the conflict? Support your answer with details from your chart.

Details About Setting

Geographical Location	Surroundings	Season

2. Review the **inferences** that you recorded while you read the story. Correct any inferences that were wrong or incomplete based on what you learned later in the story.

3. The **plot** is the sequence of events in the story. Plot typically focuses on a conflict and is developed throughout the story. Identify and record four main events in the story that complicate the plot.

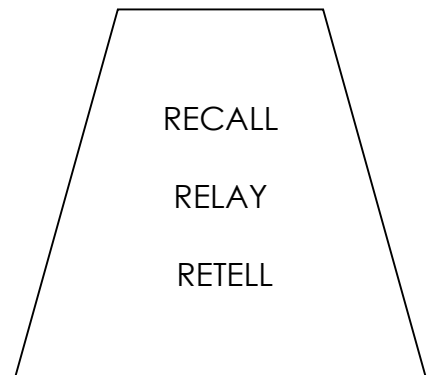
4. **Situational irony** involves an outcome that turns out to be very different than what was expected. What event in *A Mother in Mannville* qualifies as situational irony? In your own words, explain what you expected to happen and what really happened.

Check Comprehension

5. Why did the narrator go to the cabin in the Carolina Mountains in October?

6. How did the narrator react when Jerry finished his first job chopping wood? Explain.

7. What happens when the narrator visits Miss Clark?



Connection Reflection

8. The narrator described Jerry as a boy of integrity. Do you agree with her description? Support your answer with evidence from the story.

9. After being given a dollar for caring for the dog while the narrator was away, Jerry returns to the narrator’s cabin the same night unexpectedly. Why do you think he returned? Explain.

10. Why did the narrator believe Jerry when he told her he had a mother and she lived in Mannville? Use information you learned about Jerry and your own knowledge to support your answer.

# Roughing It: Chapter XLII

by Mark Twain

Analyzing Literature: Autobiography



An **autobiography** is the story of someone's life that is written from the perspective of that person. Autobiographies that detail a person's entire life can be lengthy compositions. Other forms of autobiographical writing include journals, memoirs, diary entries, letters, and personal narratives.

An autobiography typically includes basic information like birth, family, education, work, and death, and experiences of the person portrayed during these events. In most cases, an autobiography is a work of non-fiction that tells a life story and sheds light on the subject's personality.

Reading an autobiography is an excellent way to connect with the subject and learn more about the biographer's writing style.

Vocabulary - Synonyms

Look at the example below. On a sheet of paper, create a diagram for each word. Use a dictionary if needed.

founded

Definition: fail or break down

Synonym: fail

Sentence: My explanation foundered when I realized I wasn't getting anywhere.

## WORDS YOU SHOULD KNOW

sumptuous

grandiloquent

unassailable

affluent

nonpareil

proprietor

desperado

## Analyzing Literature: Mood and Tone



The **mood** of a literary work is the prevalent emotion, or feeling, with which the reader responds. It can also be defined as the atmosphere the writing creates. For example, in *The Treasure of Lemon Brown*, when Greg first enters the abandoned building and is unaware of what lurks in the darkness, a mood of fear is produced.

What mood is created by the following passage?

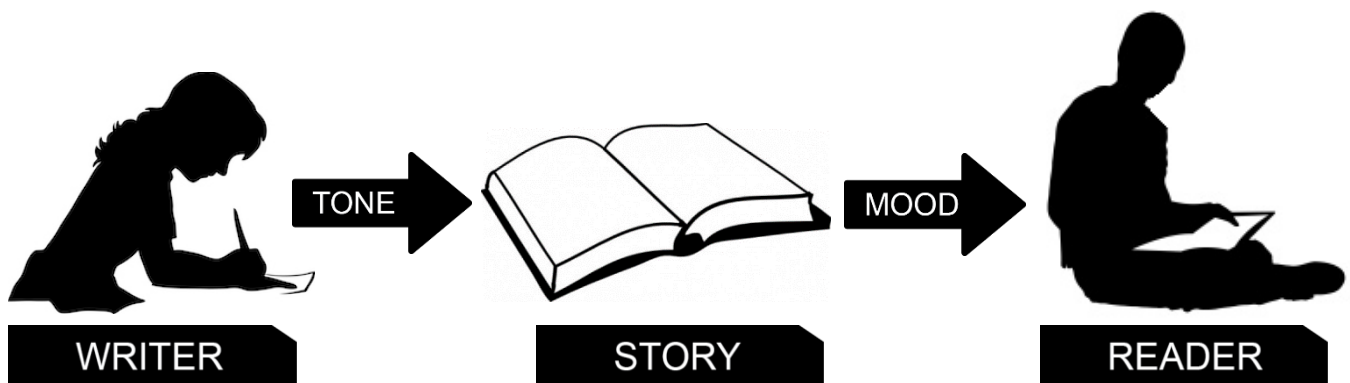
*“There was a footstep on the stairs and a beam from the flashlight danced crazily along the peeling wallpaper. Greg held his breath. There was another step and a loud crashing noise as the man banged the pipe against the wooden banister. Greg could feel his temples throb as the man slowly neared them. Greg thought about the pipe, wondering what he would do when the man reached them—what could he do?”*

The **tone** of a literary work is part of a reverse approach. Unlike mood, tone is the attitude with which the author communicates. Consider someone’s tone of voice. The tone with which something is spoken gives insight to the speaker’s attitude. Similarly, the author’s attitude can be expressed through writing.

*“But now, if anybody has anything to say to Raymond, anything to say about his big head, they have to come by me. And I don’t play the dozens or believe in standing around with somebody in my face doing a lot of talking. I much rather just knock you down and take my chances, even if I am a little girl with skinny arms and a squeaky voice, which is how I got the name Squeeky.”*

In the example above taken from *Raymond’s Run*, the tone being conveyed could be considered “sassy.”

Tone and mood both contribute to the “feel”, or atmosphere, a story creates. The diagram below may help represent them visually.





Elements of Poetry: Alliteration



**Alliteration** is the reoccurrence of letters, sounds, or syllables at the beginning of words that are closely connected, or in sequence.

- Alliteration is more dependent on sounds than letters
- Alliteration creates flow and rhythm in poetry
- Alliteration repeats letters and sounds

Author Matthew Stephens repeats the “sh” sound in order to create a soft, and silent atmosphere.

*Silently shimmering on the table shawl, stood a candle glowing to light the stall*

Bishop’s use of alliteration adds texture to the description of the sea. The repetition of consonants creates an auditory awareness of the *sound* of the sea. Likewise, the rhythmic flow of the alliterated text creates fluidity of verse that mirrors the ocean’s waves.

**Directions**

Read “I Am in Need of Music.” Find examples of alliteration and list the words within each example that create alliteration.

Examples of Alliteration	Words that Create Alliteration

Name: \_\_\_\_\_

## RAYMOND’S RUN *by Toni Cade Bambara*

### Analyzing Literary Elements

Characters are revealed through **traits** and **motives**. **Traits** are the characters’ permanent personality qualities that are revealed through their actions and reactions to certain situations. Events and situations, as well as how a character acts around other characters, show the character’s “true colors,” or traits. Positive character traits might include being patient, kind, honest, or happy. Negative traits might include being angry, greedy, rude, or skeptical.

**Directions**

On the chart below, record obvious character traits for each character listed. Also include the clues from the text that helped you identify each trait.

<b>CHARACTER TRAITS</b>		
<b>Character</b>	<b>Trait</b>	<b>Clue from Text</b>
Squeeky		
Gretchen		

**Motives**, on the other hand, are reasons characters act the way they do. Different from traits, events or situations can motivate characters to act or react in a way that is different from their personality. These actions and reactions are spurred by motives.

**Directions**

On the chart below, note the actions you see in Squeeky and what you believe motivates her.

<b>CHARACTER MOTIVES</b>	
<b>MOTIVE</b>	<b>Character's Action</b>