

Section 2

801 – Lessons 6, 7

Alf Brownson’s Shilling

LESSON 6 (Pages 12-15)



*“Judge not according to the appearance, but judge righteous judgment”
(John 7:24).*

Objectives: The student will–

- work with vocabulary words
- analyze story characters and their characteristics
- define plot, conflict, climax, crisis, and resolution and identify them in a story
- work with the Latin word root *quattuor*, “four”

Lesson Leads

Plot: Conflict, Climax, Resolution – After completing this section, have your students review “Over the Snake’s Back” and complete a plot map of that story.

Diction From the Roots Up – Discuss other words that come from the Latin root *quattuor*. Examples: *quadratic*, *quadriplegic*, *quadruped*, *quart*, *quadruple*, *quatrain*.

Writing Opportunity

Have students write two paragraphs on the subject “What I Can Learn From Relationships in This Story.” The first paragraph should deal with “Things Not to Do,” and the second, “Things to Do.”

LESSON 7 (Pages 15-18)

Objectives: The student will–

- define prejudice and understand why it is wrong
- answer questions about the story
- work with a simile from the story
- work with the theme of the book (where roads diverge)
- work with the Latin word roots *annus* and *quattuor*.

Lesson Leads

Prejudice – After discussing this section, think about the characters in “Over the Snake’s Back.” While Father, Randy, and Klee-tso are discussing who will go after Mr. Hemingway, Klee-tso remarks: “It will be better, sir [for Randy to come with me]. The stranger might not trust me alone” (p. 20, middle). Why might the stranger not trust Klee-tso? (*He is a Navajo.*) Compare Randy’s relationship with Klee-tso and Alf’s relationship with Abel. Was the potential for prejudice present in each relationship? (*Yes*) Randy and Klee-tso face their conflict together, man against nature, whereas Alf’s internal conflict flares into external conflict between the two main characters. Did prejudice have anything to do with that?

Figures of Speech – Challenge students to think of similes as good as the one on page 36 (“good intentions proudly made are broken as easily as—as pie crust”). List them on the board and discuss them.

Writing Opportunity

After comparing Randy’s relationship with Klee-tso and Alf’s relationship with Abel, have students put their thoughts on paper. What characteristics do the boys share? Do any of the characters change in the story? Which story did students enjoy most?

801 – Lesson 8

The Bad Temper

LESSON 8 (Pages 18-20)



“An angry man stirreth up strife, and a furious man aboundeth in transgression” (Proverbs 29:22).

Objectives: The student will–

- identify the theme of the story
- answer questions about the story
- paraphrase Bible verses
- work with the theme of the book (where roads diverge)
- define satire, understand why writers use it, and identify satire in a story
- review metaphor, simile, personification, allusion, and prejudice

Lesson Leads

Theme – Discuss the three possible answers in No. 1. Are they all true?

Where Roads Diverge – Is it ever right to be angry? Assign a student or students to compile a list of Scriptures that give specific direction about anger or wrath.

Writing Opportunity

If any students exhibit creative talent, they might like to write a similar satire about another vice. Examples include gossip, worrying, complaining, loving things (sports, shopping, people) more than God.

801 – Lesson 9

After Many Days

LESSON 9 (Pages 20-23)



*“Cast thy bread upon the waters: for thou shalt find it after many days”
(Ecclesiastes 11:1).*

Objectives: The student will–

- work with vocabulary words
- identify the main idea of a paragraph
- work with the story verse
- work with the Latin word roots *annus* and *quattuor*

Thinking About the Story

Discuss the setting of the story. Include correct pronunciation of the strange names and how the war influenced the main characters.

Lesson Lead

Bread Upon the Waters – Challenge students to follow the example of Aaron’s family. Instead of complaining about what they didn’t have, they thanked God and praised Aaron for following Christ’s command.

LESSON 10 (Pages 23; 47, 48)

801 – Quiz 2

This quiz reviews concepts taught in Sections 1 and 2 of the LightUnit. Students should use the checklist at the beginning of Lesson 10 to prepare for the quiz. Remind them to review all of the *Diction-ary Review* sections (Lessons 4 and 9).

Section 3

801 – Lesson 11

Three Visitors in the Night, Part 1

LESSON 11 (Pages 24-27)



“And the LORD called Samuel again the third time. And he arose and went to Eli, and said, Here am I; for thou didst call me. And Eli perceived that the LORD had called the child” (1 Samuel 3:8).

Objectives: The student will–

- work with vocabulary words
- answer questions about the story
- identify allusions in a story

Thinking About the Story

Discuss the setting of the story. Most of your students have probably not been to another country, especially one with a rigid caste system like India. Have them think about what it must be like to live there. How would they react to the situations Ida faced?

Lesson Lead

Allusion – Did any of your students catch the author’s mistake in the allusion to “the crowing of cocks”? Although Peter denied the Lord three times, the cock crowed only twice.

801 – Lesson 12

Three Visitors in the Night, Part 2

LESSON 12 (Pages 27-30)



“For whosoever will save his life shall lose it; but whosoever shall lose his life for my sake and the gospel’s, the same shall save it” (Mark 8:35).

Objectives: The student will–

- memorize Mark 8:35
- work with vocabulary words
- understand what a symbol is and explain a symbol used in the story
- interpret figurative language used in the story
- work with the theme of the book (where roads diverge)
- work with the Latin word root *junctum*, “to join”

Thinking About the Story

Have your students read these two sentences from the story:

“She had been fourteen when her mother left her, when she had rushed upstairs and cried all night into her pillow” (p. 56, top).

“She found her father and mother together in the bedroom-study” (p. 61, bottom).

After reading the first sentence, your students may have assumed that Ida’s mother was no longer living. But as the story continues, they read the second sentence. Ida’s mother had left her in the States when she was fourteen so that Ida could study while her mother and father returned to India to continue serving as missionaries.

Lesson Lead

Where Roads Diverge – Challenge your students to follow Ida’s example of serving the Lord. Their choices can make a tremendous difference in many people’s lives. Imagine how many people in India would have died had Ida not spent decades as a doctor there. Imagine how many people would not have heard the Gospel through her service if she had chosen the easy road.

801 – Lesson 13

Discipline

LESSON 13 *(Pages 30-33)*



“And thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength: this is the first commandment” (Mark 12:30)

Objectives: The student will–

- summarize each stanza of the poem
- match each stanza with a corresponding Bible verse
- identify the rhyme scheme of the poem
- identify eye rhyme
- review plot, conflict, crisis, climax, resolution, allusion, foreshadowing, symbol, and essay
- work with the Latin word roots *annus*, *quattuor*, and *junctum*

Poetry Pointer

Don’t forget; reading poems aloud is a good way to enhance understanding and appreciation. Have a student or students prepare and read the poem to the class.

Lesson Leads

Self-Discipline and Denial – Discuss these questions with your students: If you were to follow Ida’s example and become a missionary doctor, what would you have to deny yourself and give up? How would you have to discipline yourself as a missionary?

Rhyme Scheme – This should be simple review for most eighth graders, but if it is not, you may want to supply other simple verses for more practice.

801 – Lesson 14

The Right Kind of People

LESSON 14 (Pages 33-36)



“By the blessing of the upright the city is exalted: but it is overthrown by the mouth of the wicked. He that is void of wisdom despiseth his neighbour: but a man of understanding holdeth his peace” (Proverbs 11:11, 12).

Objectives: The student will–

- identify the rhyme scheme of the poem
- interpret the meaning of a poem
- contrast the characters in a poem
- review vocabulary words
- review eye rhyme, satire, prejudice, paraphrase, and main idea
- work with the Latin root words *annus*, *quattuor*, and *junctum*

Lesson Lead

Learning From the Poem – Discuss students’ answers to Nos. 10 and 11 as a class. Lead students to understand that the most important determining factor as to whether they think life is good or bad—or whether others are good and worthy of respect or not—is their own attitude.

Writing Opportunity

Have your students paraphrase the poem, stating which of the two travelers would be better to emulate.

LESSONS 15-17 (Pages 36-40)

801 – 15: Self Check

The self check reviews the contents of the whole LightUnit. Remind students that the literary terms are in the list of literary terms in the back of the LightUnit.

801 – 16: Review

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

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

801 – 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 LightUnit Test 801 from Appendix F if a student needs to retake a test, or if for any other reason you need an alternate test.