

Instructor's Guide Quick Start

The BookShark Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule Page" just before Week 1 begins.

This IG includes an entire 36-week schedule, notes, assignments, readings, and other educational activities. For specific organizational tips, topics and skills addressed, the timeline schedule, and other suggestions for the parent/teacher see **Section Three**. What helpful features can you expect from the IG?

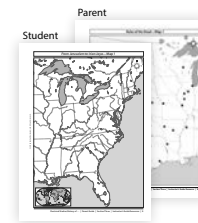


Easy to use

Everything you need is located right after the schedule each week. If a note appears about a concept in a book, it's easy to find it right after the schedule based on the day the relevant reading is scheduled.

Same View Maps

Students will plot map locations on their blank maps, while you check their answers with your answer keys of the same view.



To Discuss After You Read

These sections help you hone in on the basics of a book so you can easily know if your children comprehend the material. The questions are numbered to help you reference between the Parent Guide and the Student Guide.

To Discuss After You Read

- Q When Henry brings food home for his siblings, the author describes the food by its color—i.e., brown bread and yellow cheese; can you think of four foods that are made more specific by describing their color?
- A suggestions: white and dark meat (chicken); green beans/ yellow beans; yellow tomatoes; yellow squash; dark

The Boxcar Children | Chapter I

Vocabulary

orphan: a child whose parents are dead.

Vocabulary

These sections include terms related to cultural literacy and general vocabulary words in one easy-to-find place.

Notes

When relevant, you'll find notes about specific books to help you know why we've selected a particular resource and what we hope children will learn from reading it. Keep an eye on these notes to also provide you with insights on more difficult concepts or content (look for "Note to Mom or Dad").

Note: The Yangtze River is the third longest river in the world. The author talks about "the yellow waters of the Yangtze river." The river carries an enormous amount of silt from higher elevation in Western China. It drops the silt on the central plains which creates good soil for rice planting. In 2010, the Chinese government completed the Three-Gorges Dam across the Yangtze, the world's largest dam. It generates electricity and will hopefully cut down on flood-

Section Three

Instructor's Guide Resources

Section Four

New User Information


Instructor's Guide Resources and New User Information


Don't forget to familiarize yourself with some of the great helps in **Section Three** and **Section Four** so you'll know what's there and can turn to it when needed.

How to Use the Schedule

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

Write in the week's date for your records.

The  symbol indicates you will find a map assignment in the notes for that day.

The  symbol indicates there is a timeline suggestion in the notes for that day.

Additional space for your record keeping.

Use the extra row to schedule additional assignments or activities.

LITERATURE/LANGUAGE ARTS					WEEK 7					SCHEDULE				
Date:	Day 1	31	Day 2	32	Day 3	33	Day 4	34	Day 5	35				
Literature														
<i>Indian Captive: The Story of Mary Jemison</i>	chap. IX		chap. X 		chap. XI 		chap. XII 							
<i>A Treasury of Poetry for Young People</i>	pp. 55–58		pp. 59–61		pp. 62–63		pp. 64–65							
Language Arts														
Creative Expression	Hear Ye! Hear Ye! Read All About It!													
Alternative Spelling	Pretest		Write		Sentences		Posttest							
Optional: Wordly Wise 3000 Book 8	Exercise 4D				Exercise 4E & Vocabulary Extension		Crossword Puzzle p. 50							
Other Notes														

Day 1

Literature




***Indian Captive: The Story of Mary Jemison* | Chapter IX**

Vocabulary
... that would complete the **effigy** ... (a small crude figure meant to represent a person or a spirit)

To Discuss After You Read


1. Earth Woman comments that if the corn-husk doll, "had a face with a set expression, the face would never change. With no face at all, the corn-husk baby can laugh, cry, or sleep at will" (p. 149). What do you think? Would a doll with no face lend itself to greater creativity?

2. In literature, "foreshadowing" is a hint at what is to come later in the story. What is the foreshadowing on p. 152? ➔ "long afterwards the woman's soft words were to come back to her plainly, yet unmistakably" (p. 152); one might guess Molly will meet up with a rattlesnake
3. How is a clay pot made? ➔ gather clay from river bank after asking Mother Earth for permission; bring home and beat it or trample it until soft and smooth; mix with ground clam shells or mica and beat again; rolled into a rope, then coil to form a pot; scrape smooth with a bit of gourd, then dry in the sun; put into a slow-burning fire, since a too-hot fire will crack the pot, and too-cold will smoke the pot; like all good things, a cooking-pot is not easy to make
4. With all the effort required to make a clay pot, it makes sense that the girls would prefer to trade for a copper pot (which may be a superior medium for cooking). Can you think of any reasons why it may be good to

 Special Note to Mom or Dad
  Map Point
  Timeline Suggestion

American Historical Literature | Parent Guide | Section Two | Week 7 | 31

More notes with important information about specific books.

The  symbol provides you with a heads-up about difficult content. We tell you what to expect and often suggest how to talk about it with your kids.

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Literature					
<i>Children of the Longhouse</i>	chaps. 1-2	chaps. 3-4	chaps. 5-6	chaps. 7-8	
<i>A Treasury of Poetry for Young People</i>	pp. 9-13	p. 14	p. 15	pp. 16-17	
Language Arts					
Creative Expression	Literary Analysis Overview & Two Perspectives				
Alternative Spelling	Pretest	Write	Sentences	Posttest	
Optional: <i>Wordly Wise 3000 Book 8</i>	Lesson 1 & Exercise 1A		Exercise 1B	Exercise 1C	
Other Notes					

Day 1

Literature

Children of the Longhouse | Chapters 1–2

Vocabulary

Rationale: Knowing definitions is critical to understanding. That's why we've included important vocabulary terms in your Instructor's Guide. More common terms that your students may not know are listed first, followed by, where applicable, cultural literacy terms that provide depth to stories but may not be commonly known. Read the vocabulary sections aloud to your student, then have them guess the meanings of the **bold italic** words. Or have them look up the definitions as they read through their assignments. We provide the answers in this Parent Guide.

If you'd like your students to have more practice, we recommend the *Wordly Wise* program. We schedule this optional workbook for you in this guide, under the Language Arts Section.

Vocabulary

Water drum: a clay or wooden pot, filled with water, with a skin stretched over the top—such a drum has a deep resonant sound.

To Discuss After You Read

Find a map of the area on the pages directly following the Title Page.

Find a list of Mohawk vocabulary words on page 152.

The Strawberry Moon Festival happened when the days are the longest—around June 21st.

Note: The Parent Guide includes both the discussion questions and answers. Answers follow the arrow symbol. The Student Guide only includes the questions.

1. Why is Grabber someone to both admire and not respect? ➔ while he is strong, a hard-worker, a good hunter, and excels at strategic games, he is also impatient, sullen, angry and does not listen to good advice
2. Grabber claims the Anen:taks had not traded fairly. Why might that be an inaccurate statement? ➔ no one is forced to trade—if one does not like an offer, one does not need to accept

Notice how the tribe manages the strawberry field. They thank the strawberries for the food and the people keep the area clear by burning it each fall.

3. What was the role of the clan mother? ➔ the tribe had three clan mothers who worked to help everyone follow the right path (with wise council), they chose the Good Men who would represent their village within the councils with the other two clans and in the meetings of the League of Five Nations, and they were in charge of the food for celebration ceremonies
4. Describe the role of the Good Men, the Roia:ne. ➔ they were chosen to speak for the people; they were forbidden to go to war, kill people, or steal; three were chosen from each clan with a total of 50 men
5. What was the role of the War Captain? What was necessary to go to war? Do you think this is a good method? ➔ to lead the people when it was necessary to fight and to train the people to be ready to fight; he did so in the council of the Roi:ane; the path of war must first go through the lodge of peace and the people must agree
6. How did the leaders teach? What do you think of the model? ➔ they would not tell people what to do but would explain why a plan was not good and what the consequences of an action might be; they sought to encourage people to pursue good and wise behavior
7. Describe life in the longhouse. ➔ the people lived together in one long building with twelve fires down the length with each fire shared by two families; the longhouse stood four times as tall as a man; each fire had a smoke hole above it; each slept on his or her own bench and stored precious belongs below the bench; each family had a partition to close off their space; it housed 50 families—around 200 people

Kanatsiohareke—see the map in the front of the book.

8. What role did women hold in a village? ➔ to carry on life; to garden; to hold the family together; to unify the clan; to choose the male leaders based on character
9. The clan leader modestly opens the Strawberry Festival. What does the service include? ➔ thanksgiving to the Creator which produces contentment; social dancing with drums, rattles and singing—the dancing is to show happiness and thanks

The festivals listed include:

- **Great Midwinter Ceremony:** probably to encourage the people during the cold months
- **Thanks to the Maple Festival:** early spring when the maple sap/syrup runs
- **Thunder Dance:** late spring when thunderstorms come in—the people celebrated the rain that nurtures and cleanses the earth
- **Moon Dance:** to celebrate the grandmother who watches from the night sky
- **Strawberry Festival:** a celebration of the first fruits of the season
- **Planting Ceremony:** to be thankful as seeds went in the ground
- **Bean Dance:** to celebrate crops that sustain
- **Green Corn Dance:** a reminder that each crop is important
- **Harvest Dance:** thankfulness for all the crops given
- **Moon Dance:** (occurred twice?)
- **End of Season Ceremony:** the time prior to the dark time of year with stories told

Notice that Americans celebrate one day of Thanksgiving compared to how the Iroquois people celebrated with thankfulness almost every month.

A Treasury of Poetry for Young People | pp. 9–13

Language Arts

Creative Expression | Literary Analysis Overview and Two Perspectives

If you have completed any of the BookShark Language Arts courses in the past, you'll notice some differences between this course and the courses intended for beginner and intermediate students. For one thing, we anticipate that students at this level will be able to work much more independently on all of their school work, which includes the weekly writing assignments. Therefore, in many weeks, we will simply introduce the assignment on Day 1, and expect students to turn in a final, polished copy on Day 4.

Does that mean you can procrastinate and quickly throw something together on Day 3? Well, we wouldn't recommend it. If you have used our program previously, you have been well trained to follow the steps in the writing process: to plan, draft, revise and produce a clean final copy. Now that you're older, you are able to complete these steps independently to produce the same high-quality work.

However, a few weeks this year—like next week, for example—we will provide some additional instructions on Days 2–4, so check the notes each day to make sure you're not missing out on any important instructions we might have left for you.

Note to Parents: As we would like your students to work on writing throughout the week, we present most assignments in full on Day 1. Plan to have the Creative Expression assignment due on Day 4 unless otherwise noted

Literary Analysis Overview

Please read the “Literary Analysis Overview,” located in **Section Three** before you begin this week’s Creative Expression assignment.

Two Perspectives

Think of an example in your life, or create one from your imagination, about the perspectives of two opposing people. The thoughts of two people whose cars crashed? The thoughts of master and pet while dog training? How you felt when your parents disciplined you for something you did (or did not) deserve?

Write a one-page paper that demonstrates the “otherness” the parties’ experiences. Write as either a back-and-forth description or from one party’s perspective. Can you convey not only both parties thoughts in your description but their emotions as well?

Note to Parents: This paper should challenge your students to describe two opposing sides equally. We imagine it won’t be too difficult for them to describe something from the perspective they agree with, but what about from the opposite viewpoint? Touch base with them today to find out what they plan to describe and how they plan to do it. If your students choose a back-and-forth description, watch for consistent use of first-person perspectives for each party. If they instead retell the events from just one party’s perspective, the challenge lies in conveying the other party’s thoughts and feelings. Help redirect them if you think their descriptions are too one-sided.

If you feel like turning your students lose for an entire week without checking in with them isn’t a good idea at this point, plan to hold a regular casual “meeting” on Day 2 or 3 just to touch base and see how things are going. Do they have any questions? Are they struggling with something? Would they value a few of your thoughts on their rough draft before they write the final? If they would like you to review a rough draft, require that they have a complete draft written by Day 3, and then ask them to sit with you while you read so you can speak with them directly about parts you find confusing or rough, and they can work to improve the writing as you go. Time management, problem solving, creativity, planning, drafting, editing, and revising: they are still honing all of these skills and it’s still okay for you to provide feedback and guidance as they do so.

We usually include a **rubric** in the Day 4 notes of each week to help you evaluate your students’ writing pieces more easily, so look for those when you are ready to review each assignment. If you think it would help your students to know how they will be evaluated each week, consider sharing the rubric with them at the beginning of the week. For more information about rubrics and helpful

tips for teaching Language Arts, please see the “Teaching Writing to High School Students” article in **Section Four**.

Spelling

If you don’t have a spelling program we provide one for you. See the schedule and notes under the heading “Alternative Spelling.”

Alternative Spelling

Our spelling program consists of 500 of the most commonly misspelled words in American English. One way to use these words:

Day 1: Give your students a pretest. Read the spelling words for the week to your students. Have them write the words and see how many they can spell correctly without seeing them first.

Day 2: Have your students write out each of the words three times. If any are spelled wrong on Day 1, have your students write the misspelled words ten times.

Day 3: Have your students incorporate each spelling word into a sentence, making sure they use the word in the proper context.

Day 4: Give your students a posttest. Read the spelling words to your students. They may either recite them orally or write them as you say them. We suggest you add any misspelled words onto the next week’s spelling list.

Alternative Spelling | Pretest

Words: absence, academic, acquiesce, accessory, cafeteria, calendar, campaign, dangerous, deceive, ecstasy, facilities, ignorance, pamphlet, pandemonium

Optional: *Wordly Wise 3000 Book 8* | Lesson 1 & Exercise 1A

Day 2

Literature

***Children of the Longhouse* | Chapters 3–4**

To Discuss After You Read

10. Prior to metal tools, how did Uncle carve a cup? ➔ he used fire with a burning coal and a stone to scrape the bowl and a flint (or stone knife) to carve
11. Why was a carved cup important? ➔ it indicated your clan, allowed one to drink and remain watchful, allowed the drinker to access the cleaner, colder water far below the surface, and could be used to dip soup from the heated pot
12. How do Ohkw’ri and his uncle communicate when Ohkw’ri comes to ask his uncle a question? ➔ the uncle continues to work to allow his nephew time to gather his thoughts; the uncle does not speak unless he is asked a question; each speaker tries to think through how to speak wisely

13. Notice that Big Tree gestures with his lips when he wants to point. How could this be more effective than pointing with a hand? ➔ it forces the listener to watch the face of the leader, and it allows communication without tying up the hands needed for hunting or fighting

Big Tree carved “two man-high poles” with “powerful wooden faces that spoke with the voices of the great beings during ceremonies.” The Mohawk believed in spirits beyond the Creator.

14. Why do you think stories were only to be told during the time when “days are short and the nights are long”? ➔ to keep people focused on necessary work; to while away the long, cold nights when less food was available
15. Retell the story of how the clan had come to their land. ➔ the people lived west of the Missouri River on the great plains; after a disagreement the clan moved east; clans went different directions and became different peoples; they passed Niagara Falls and Lake Ontario; they settled among the Anen:tak people who enslaved them; they escaped to freedom; when their captors captured in a storm and were weakened, the people made peace and began to trade with their former captors
16. When Ohkwa’ri cuts saplings for his lodge, how does he do so? ➔ he explains his need to the mother tree; he explains how the cutting can aid the other saplings by giving them more room; he cuts close to the ground so no one would trip; and he uses the smaller branches in a brush pile for animals to use as shelter
17. How does Younger Uncle teach? ➔ through hand motions and by example
18. Ohkwa’ri’s mother claims that when someone has something taken from them, the Creator gives them something in return. Do you agree?

A Treasury of Poetry for Young People | p. 14

Language Arts

Creative Expression | Literary Analysis Overview and Two Perspectives

Alternative Spelling | Write

Words: absence, academic, acquiesce, accessory, cafeteria, calendar, campaign, dangerous, deceive, ecstasy, facilities, ignorance, pamphlet, pandemonium

Day 3

Literature

Children of the Longhouse | Chapters 5–6

Vocabulary

Cradleboard flower: probably the Jack in the Pulpit plant.

To Discuss After You Read

19. How did the Bear Clan women come to be known as healers? ➔ they alone of all the tribes remembered their teachings, and cared for and welcomed the dirty and sick Creator in disguise
20. What key message do the stories Otsi:stia remembers hold? ➔ kindness begets good treatment
 “...a deerskin ball scooped up by a Tekwaarathon stick”—a sport played with a webbed stick and ball—a precursor to the modern-day game, lacrosse.
21. Ohkwa’ri’s mother taught him that he is never alone. Why would he take comfort from the light of the full moon? ➔ his people celebrate festivals by the light of the moon—familiar ceremonies give continuance and permanence—both comforting
22. Why does Ohkwa’ri’s father spend time with the Turtle clan? ➔ as an uncle to his sister’s children, he helps with the upbringing of his nieces and nephew; his father is of a different clan than Ohkwa’ri
23. When Grabber leaves to foolishly collect a bear cub, why does no one stop him? ➔ each person has to learn from his or her mistakes

A Treasury of Poetry for Young People | p. 15

Language Arts

Creative Expression | Literary Analysis Overview and Two Perspectives

Alternative Spelling | Sentences

Words: absence, academic, acquiesce, accessory, cafeteria, calendar, campaign, dangerous, deceive, ecstasy, facilities, ignorance, pamphlet, pandemonium

Optional: *Wordly Wise 3000 Book 8* | Exercise 1B

Day 4

Literature

Children of the Longhouse | Chapters 7–8

To Discuss After You Read

24. In Ohkwa’ri’s culture the “giver did not give a gift to be thanked for it, but because the giving was from the heart.” What do you think of this idea? Would you want to be thanked?
25. How did the three types of councils differ? ➔ a small one was limited to the people of their village; a mid-sized council was called between all three clans of the People of the Flint; a Grand Council included all the clans of the 5 Nations of the League
26. How was wampum used? ➔ as a signal the council was to begin, to carry a message, to remind the people of an agreement, and to explain the relationships between nations
“...and the invisible beings of the four directions who are the messengers of the Creator.” A reminder of the spirit worship...
27. Why does Wide Awake propose the people play Te-kwaarathon? ➔ to regain the health of a beloved elder, as the people join with the purpose of encouraging him to throw off his depression; to bring pleasure to the Creator who gave the people the game
28. How were ill people healed? How does that differ from medical care you receive? ➔ people used medicinal plants to restore health and balance; if ill spirits came, a proper ceremony that apologized to the spirits was needed; evil spirits could be sent by wicked people
29. How does Ohkwa’ri show leadership when he plays the ball game? ➔ he doesn’t hog the ball but allows his teammates to score with his help

A Treasury of Poetry for Young People | pp. 16–17

Language Arts

Creative Expression | Literary Analysis Overview and Two Perspectives

How to Evaluate this Assignment

How did your students fare on this first assignment? If you’re just starting school again after a break, it can take a little bit to get your students’ writing momentum going. By the same token, if you prefer to school year-round, we hope this less-structured assignment is a nice way to ease in to a new year of Creative Expression.

If this was your students’ maiden “independent” voyage, how did it go? Did they manage their time well? Did you see evidence that the main steps in the writing process were completed over the course of the week? Being able to work independently on an assignment without a lot of guidance is a huge skill for them to know both in life and if they choose to pursue college one day. Make note of any areas in which this independent work could use a little coaching and plan to touch base with them periodically as they work over the next couple of weeks.

Rubrics

Have you ever wondered how you should evaluate your students’s writing? Much of literary critique is subjective, but we understand that sometimes its helpful to have a concrete way to help you focus your critique. A rubric is a simple form that will help you give point values to certain characteristics of an assignment.

Each week, review the rubrics we offer and keep the listed items in mind as your students work on the assignment. When they turn in their work, use the topics in the rubric to help you determine how your students performed each skill. Use the rubrics to help you more clearly gauge the areas your students could use more work and make note to revise your instruction accordingly. If you like, share the rubric with your students at the beginning of the week so they know how you will evaluate their work.

Now that your students are older, start to focus your evaluation more on the final result than the process. This year, start to hone the writing they’re producing. Watch for them to vary sentence structures, use clever word choice, and create papers that flow and are easy to read. For some students you will need to challenge them to elaborate more, others will need to practice expressing themselves succinctly. When they write to argue an opinion, they should provide evidence to support their ideas—either with examples or research, depending on what the assignment requires. They should start to find their own writing voice and be able to express themselves clearly in their writing.

Regardless of whether you meet on Day 3 for an early review of their work or not, you should simply evaluate and grade what you see when they turn in their final papers today.

For more information about rubrics, how to create your own and how to help your students use them independently as they grow, see the “Teaching Writing to High School Students” article in **Section Four**.

Use the rubric that follows to help you evaluate this assignment. If you can gain a sense of both sides of the situation they choose to describe, then they have successfully completed this assignment.

Two Perspectives Rubric		
<i>Content</i>		
_____	5 pts	Paper describes two perspectives of the same situation in equal depth
_____	5 pts	Paper conveys thoughts of both parties
_____	5 pts	Paper conveys emotions of both parties
<i>Mechanics</i>		
_____	5 pts	The sentences express complete ideas
_____	5 pts	The uses correct spelling, capitalization and punctuation
_____	÷ 25 pts possible = _____ %	
Total pts		

Alternative Spelling | Posttest

Words: absence, academic, acquiesce, accessory, cafeteria, calendar, campaign, dangerous, deceive, ecstasy, facilities, ignorance, pamphlet, pandemonium

Optional: Wordly Wise 3000 Book 8 | Exercise 1C ■

Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰
Literature					
<i>Children of the Longhouse</i>	chaps. 9-10	chaps. 11-12	chap. 13-Epilogue		
<i>A Treasury of Poetry for Young People</i>	pp. 18-19	pp. 20-21	pp. 22-23	pp. 24-25	
Language Arts					
Creative Expression	Moral of the Story				
Alternative Spelling	Pretest	Write	Sentences	Posttest	
Optional: Wordly Wise 3000 Book 8	Exercise 1D		Exercise 1E & Vocabulary Extension	Lesson 2 & Exercise 2A	
Other Notes					

Day 1

Literature

Children of the Longhouse | Chapters 9–10

To Discuss After You Read

1. Hand Talker believes Grabber and his friends have “twisted thoughts.” What do you think?
2. As the Clan Mother, “she had to think far beyond just one growing season.” What did that include? ➔ where to clear the forest, and what soil conditions would work the best for the necessary corn

A Treasury of Poetry for Young People | pp. 18–19

Language Arts

Creative Expression | Moral of the Story

In Chapter 10, Ohkwa’ri refers to a story about a ball game between the animals and the birds. He says, “In that story...I think there are many lessons. But one of them, one that my sister and I have been thinking about, is the importance of using your eyes well.”

Think about a story that has taught you an important lesson. It might be a fable, a family story, or a favorite book. Write about what you learned from the story. Your final product will have the feel of a reflective journal entry.

Note to Parents: This week’s assignment is very introspective, so give your students space to reflect on their thoughts about the topic. Encourage them to think about this topic and develop their writing throughout the week. Do they have additional thoughts to add? Could they think of a way to communicate what they’re thinking and feeling more clearly? We encourage you not to evaluate this assignment too rigidly. Perhaps you’ll want to simply read this assignment and consider it a precious inside-look at your students’ current view of themselves, their world, and their influences.

Your journal entry should include three main parts: a brief summary of the story, an analysis of the lesson, and a discussion of how you have applied it in your life. Today, start by drafting a short summary. Aim for about half of a page of writing that summarizes the main points of the story. Imagine your reader is completely unfamiliar with the story and you have to retell it in a limited amount of time and space. Keep your personal voice strong, even when writing the summary. Here’s an example of what a journal entry might look like:

I’ll always remember sitting on Grandpa’s lap listening to him tell the story of his first day in the navy. He was just 18 years old and ready to make a name for himself. As the new recruits lined up, Grandpa noticed a young man who looked nervous, lonely, and out of shape. Grandpa had an important decision to make. He could either distance himself from this young man and try to impress the officers or take him under his wing. Although he feared being “brought down” by the nervous recruit, Grandpa became his first friend in the navy. It turns out Enlistee Parker was nervous, lonely, and out of shape. But he was also smart and fiercely loyal. The two became fast friends, despite their very different appearances, and helped one another in many ways. On more than one occasion, Parker saved my grandpa’s life. It’s a story I love to listen to again and again.

Let this information simmer in your mind as you prepare to analyze the story’s lesson or moral tomorrow.

Alternative Spelling | Pretest

Words: insistence, instructor, committee, companies, apparently, actual, lieutenant, conceive, liveliest, maneuver, athletic, whole, wholly, handicapped

Optional: *Wordly Wise 3000 Book 8* | Exercise 1D

Day 2

Literature

Children of the Longhouse | Chapters 11–12

Vocabulary

Ululating: howl or wail as an expression of strong emotion.

Melee: a confused fight, skirmish, or scuffle.

To Discuss After You Read

- Describe the preparation for the big game. ➔ people came from other villages and tribes to watch; the course was huge with no true side boundaries; the teams met to discuss strategy; the “old men” team chanted to unite their spirits

A Treasury of Poetry for Young People | pp. 20–21

Language Arts

Creative Expression | Moral of the Story

Reread yesterday’s summary. How does it sound to you today? Have you recapped the story in a clear, concise way? Now that you’ve considered the next section (analyzing the lesson), do you feel this summary provides enough background information?

Today, you’ll move on to the next part of your journal entry – analyzing the lesson. Be careful not to jump right into application, or how you’ve applied the lesson to your own life. Focus on a general lesson that anyone could draw from the story. Have you heard this lesson anywhere else? Did you understand it before? What does it mean to you now? Try to aim for another half page of writing here.

I’d always heard the expression “Don’t judge a book by its cover,” but it never made much sense to me. I guess I always applied it to actual books and not to people. Hearing my grandpa entertain us with tales of clumsy, unpopular Parker who always came through in the end helped me truly appreciate that wise saying. Grandpa’s stories about the navy taught me that there is value in everyone, no matter what your first (or tenth) impression of that person might be. They also helped me to realize that being friendly and compassionate can never make me look bad. Someone else’s insecurities or unpopularity can’t rub off on me and anyone who judges me for being kind is not someone whose opinion I care about. I think learning this lesson through personal stories from Grandpa made it more valuable than if I had just learned it in a book or as a generic saying.

Alternative Spelling | Write

Words: insistence, instructor, committee, companies, apparently, actual, lieutenant, conceive, liveliest, maneuver, athletic, whole, wholly, handicapped

Again, you’ll notice some soft c words this week (insistence, conceive). If you struggled last week with the vowels in deceive or this week with conceive, remember that these words do follow the rule, “i before e, except after c, unless it says a as in *neighbor* or *weigh*.”

Day 3

Literature

Children of the Longhouse | Chapter 13–Epilogue

To Discuss After You Read

4. The medicine man believes Grabber will run again the three moons time. How long is that? ➔ 90 days or around 13 weeks
5. The transformation of Grabber is a good example of irony. How so? ➔ the medicine man of the village Grabber wanted to attack saved Grabber's life and the medicine man adopted Grabber and trained him

A Treasury of Poetry for Young People | pp. 22–23

Language Arts

Creative Expression | Moral of the Story

If you've been spending the past couple of days mulling this assignment over in your mind, you should be ready to tackle the final piece! Today, reflect on how you have applied the lesson in your own life. How are you creating your own true story of this lesson in action? If you're really stuck for an example, describe a hypothetical situation or tell how you plan to apply the lesson in the future.

As you reflect on your experience, refer back to the original story and the lesson. Although this piece is a journal entry, try to wrap up your thoughts with a conclusion or resolution.

Note to Parents: If you like, check in on your students' writing today to ensure it includes three distinct elements: a summary, analysis of the lesson, and reflection/application. Don't become distracted by editing errors – this is a piece that will likely never need a final perfected draft. Instead, find ways to appreciate how your students show their maturity through self-reflection.

Alternative Spelling | Sentences

Words: insistence, instructor, committee, companies, apparently, actual, lieutenant, conceive, liveliest, maneuver, athletic, whole, wholly, handicapped

Having trouble remembering whether a word ends in *-er* or *-or*? A loose rule of thumb (there are some exceptions) is that if the word has a *-ion* form, it ends with *-or*. For example, the word *instruct* can become *instruction*, so it is *instructor* and not *instructer*. Try *act*, *profess*, *conduct*.

Optional: Wordly Wise 3000 Book 8 | Exercise 1E & Vocabulary Extension

Day 4

Literature

Note to Parents: Today is a great day to review any of the Literary Analysis Overview from Week 1, Day 1—especially if it felt rushed that first day or if you feel your students need reinforcement of the concepts. Now that your students have finished reading *Children of the Longhouse*, discuss how each concept applies to the book. Ideas like setting and character should be fairly black-and-white. Plot development and theme might require deeper examination of the text.

A Treasury of Poetry for Young People | pp. 24–25

Language Arts

Creative Expression | Moral of the Story

Today is the day to share and discuss your writing. Does your journal entry sound personal and reflective? Does the writing flow from one section to another? Does the summary touch on the main elements of literary analysis?

Try sharing your work with at least one person who is familiar with the original story and who knows you well and another person who doesn't have that level of background knowledge. Ask them both for feedback.

Note to Parents: If possible, share your students' writing with friends or family members who would appreciate the lessons they are learning. In our example, the story came from the writer's grandfather. Imagine how happy he'd be to receive a copy in the mail! Just be sure to get permission from the writer first!

How to Evaluate This Week's Assignment

Because this week's assignment is so personal, we recommend responding in kind. Instead of using a checklist or rubric to dissect the level of writing skill, respond to the heart of the message by writing back to your students. We've included an example below.

If you feel your students' writing is in need of heavy revising or editing in order to even be readable, hang on to it for a few weeks. Then, as writing skill lessons arise in other lessons, pull this assignment out again and apply one skill at a time.

Dear Hannah,

I had forgotten all about Enlistee Parker until I read your journal entry! It sure brought back some wonderful memories. Grandpa passed on some important lessons to you, and I'm especially glad you remember this one.

I know Grandpa would be proud of how you are applying the lesson "Don't judge a book by its cover." I'm thinking about your birthday party last month and how you decided to invite everyone from youth group. I'm sure you have your favorites and your not-

so-favorites, but you welcomed everyone equally. I didn't tell you this at the time, but I got a call from one mother saying how grateful she was because her daughter doesn't get many invites.

You really are making a difference in the world around you and I'm glad you have the confidence to accept others. What do you think about sending a copy of your journal entry to Grandma?

Great work!

Love,

Dad

Alternative Spelling | Posttest

Words: insistence, instructor, committee, companies, apparently, actual, lieutenant, conceive, liveliest, maneuver, athletic, whole, wholly, handicapped

Optional: *Wordly Wise 3000 Book 8* | Lesson 2A & Exercise 2A ■

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
	11	12	13	14	15
Literature					
<i>Amos Fortune: Free Man</i>	pp. 2–33 🌐	pp. 34–52	pp. 53–80 🌐	pp. 81–108 🌐	
<i>A Treasury of Poetry for Young People</i>	pp. 26–27	p. 28	p. 29	pp. 30–31	
Language Arts					
Creative Expression	Timed Essay (argumentative essay)				
Alternative Spelling	Pretest	Write	Sentences	Posttest	
Optional: <i>Wordly Wise 3000 Book 8</i>	Exercise 2B		Exercise 2C	Exercise 2D	
Other Notes					

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Day 1

Literature

Amos Fortune: Free Man | pp. 2–33

Initial Comments

Amos Fortune knew freedom, both its beauty and its cost. You will likely have a better understanding of freedom when you're done with this book, and a great affection and respect for Amos.

Overview

Slavers captured African-born Prince At-mun, later Amos Fortune, at age fifteen. After the horrific middle passage to America, a Boston Quaker bought him and befriended

him. For fifteen years, Amos lived with the man and his family and refused all offers of freedom. When the man died, a tanner purchased Amos and taught him his trade. Amos served him until he paid for much of his freedom; then the tanner's widow freed him. Amos was 59 then, and decided to marry. He tanned and bought a woman out of slavery. She was his wife for a year, until her death. Amos freed another woman, and she, too, was his wife for a year, until her death. The third woman Amos freed was younger, and the two, together with the woman's daughter, saved their money and then moved to Amos' dream community, at the base of a mountain. He worked there diligently and finally bought twenty-five acres of his own, where his family lived happily. He died at the age of 91.

Setting

This biography takes place from 1710–1801, beginning in Africa near the equator and then moving to various cities in New England.

Characters

Amos Fortune: a round, dynamic character, grows from an uneducated slave to an educated, wise man in his community. Violet: Amos' wife, a somewhat static character but surprises the reader.

Point of View

The story's perspective is third-person omniscient, in which we know what is in Amos' mind and in the minds of other characters.

Conflict

Captured by slave traders in Africa and brought to America as a slave, Amos Fortune's life was filled with conflict. Perhaps the main conflict, though, is person v. society (Amos must work to keep his dignity in a nation that views him as a slave).

Theme

No surprise from the title: Freedom. Worth working for; worth waiting for; not to be treated lightly.

Vocabulary

... secured his wrists with bamboo **withes** ... (*rope made of twisted twigs or stems*)

... something had made them **abashed** ... (*embarrassed, uneasy, ashamed, disconcerted*)

... from the **sedgy** shore ... (*overgrown with grassy plants having solid stems, leaves in vertical rows and spikes of small flowers*)

... for the **truculent** black ... (*inclined to destructiveness or violence*)

* * *

mangroves: tropical evergreen trees or bushes that usually grow along the coast.

cormorants: marine diving birds, darkly colored with webbed feet, small hooked bill and a pouch.

Quaker: The Religious Society of Friends, or the Quakers, are a religious group without a specified set of doctrines. However, they all adhere to basic "testimonies" referred to as the "unity of the spirit". They believe in the "Inner Light", as the basic guiding force for each person. Historically, Quakers are pacifist Christians, but many now are atheist, Universalist, or nonreligious. Today Quakers are primarily concentrated in the United States, Kenya, and Bolivia.

To Discuss After You Read

Note: It is important to note that racism and slavery were not only problems among white people, but that black people captured other black people to be sold into slavery. Slavery is sometimes an issue of greed and not skin color alone.

1. The white traders exchanged molasses, rum, tobacco, and gunpowder for the captured slaves. Think about these trades. Were they beneficial at all to the Africans? ➔ *horribly, none of the traded goods were necessary to African life; it seems that, if they wanted something sweet, they could have grown sugar cane themselves, and produced their own molasses; rum and tobacco are not necessary for life, and, in many cases, diminish either longevity or right actions; gunpowder could be useful for protection and hunting, but was not necessary for those who could trap or use traditional weapons; it could also be used negatively, either for poaching, or enslaving more; the African slavers sold Africans and received vices and unnecessary goods in return*

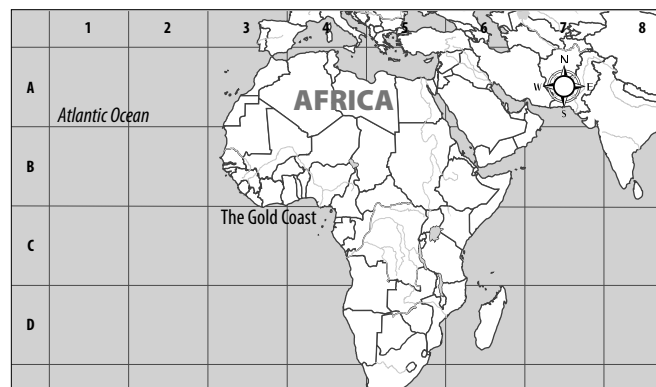
The price of a slave in the U.S. was about the price of a good car today: \$30,000 to \$40,000. Today, slaves around the world (because slavery still exists) can be purchased for a few dollars. Such a devaluing of human life! (For more, see Benjamin Skinner's *A Crime So Monstrous*.)

2. Can you think of a character v. character conflict, and a character v. self conflict in these pages? ➔ *At-mun-shi v. slavers (or At-mun v. slavers); At-mun v. himself as he tries to remember his dignity, his birthright*
3. Describe how Amos gets from his village to America. ➔ *first passage, from the village to the sea: in shackles, given no food, forced to sit in the sun for hours, whipped; at the sea, forced into ten-foot-deep pits with many other people, treated as animals, must fight for food and water, no order, protection from sun but not rain—lasts three weeks; middle passage, from Africa to America: for two months, 345 people, all taller than four feet and under age 25, enter the hold, which they must stoop to enter and lie on their sides in spoon fashion, wrists and ankles chained, little food, whipping at slight provocation, washes with salt water daily*

Timeline and Map Activities

Please refer to **Section Four** of the History Guide for Instructions on how to complete the Timeline and Map Activities. In addition, please read "Why You Will Find Contradictions in History" in **Section Three** of the History Guide.

- 📍 Boston, MA ① (map 1)
- 📍 The Gold Coast; Africa; Atlantic Ocean (see map below)



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Language Arts

Creative Expression | Timed Essay Practice

This week’s assignment is designed to help you prepare for timed essays. You have a specific task, a limited amount of time, and detailed criteria to meet.

In this case, you will have to read a short quote and then form an opinion on a question and defend it in writing. Your goal is to write a well-argued position essay in only 35 minutes.

This is not the place to write a compelling story with sensory details and dialogue. You should write an essay with a specific thesis that states your claim and includes evidence to back it up.

To do well, you have to manage your time well. Here is a recommended strategy:

1) Spend 5 minutes carefully reading the question and planning out what you are going to write. A brief outline should include a thesis statement and, for each paragraph, a reason or evidence along with supporting details. Don’t waste time here writing out complete sentences. Just jot some quick ideas to give yourself a general structure.

2) Spend 20 minutes writing your essay.

3) Spend 10 minutes reading through your essay, checking for any mistakes, and making whatever quick revisions you can.

To earn a high score on your essay, it must:

1. Effectively and insightfully develop a point of view on the issue;
2. Demonstrate outstanding critical thinking, using clear and appropriate examples, reasons, and other evidence as support;
3. Be well-organized and clearly-focused, with a logical progression of ideas;
4. Exhibit skillful use of language, including specific vocabulary;
5. Demonstrate meaningful variety in sentence structure.

So, let’s go! Today, set a timer for 35 minutes and then write as clearly and concisely as possible on the following prompt: “That which doesn’t slay me, strengthens me.” Do you agree or disagree?

Note to Parents: This week’s essay is an example of persuasive writing. The purpose is to make a claim (such as an opinion or stance on an issue) and support it through relevant reasons, examples, and evidence. An effective persuasive essay also addresses counter-claims, or the opposing point of view, to show why it is less compelling.

Before you start the timer for today’s practice, make sure your students understand the assignment and the type of writing they should aim for.

When they’re ready to begin, we recommend that you act as a “helpful” proctor as your students work. Above, we have outlined a suggested timeline to help your students use their 35 minutes well. As they work, watch the clock for them. Announce when they have 2 minutes until they should switch activities, and then announce (in an encouraging way!) when they should be moving on to the next step.

The rest of this week, your students will work to revise the essay they write today and then try again with another prompt. When today’s timed practice is over, talk with them about the experience. What did they feel they did well? What worried them or caused them stress? Brainstorm ways that they could overcome these stressors.

Alternative Spelling | Pretest

Words: beginning, celebrate, loyalty, meant, practically, playwright, formally, formerly, proceed, sorrowful, susceptible, eloquently, punctuation, qualities

Optional: *Wordly Wise 3000 Book 8* | Exercise 2B

Day 2

Literature

Amos Fortune: Free Man | pp. 34–52

Vocabulary

... his dark face looked more bewildered than **stolid** ...
(*little to no emotion, impassive*)

... one weaver’s loom and **sundry appurtenances**, two ...
(**sundry:** *various*; **appurtenances:** *tools, clothing, or other instruments used for a specific trade*)

* * *

Meeting: the term Quakers use for their weekly religious meeting.

First Day: the Quakers’ term for Sunday.

pewter: a metal commonly used for utensils and dishes, comprised of antimony, copper, and lead.

To Discuss After You Read

4. Although Quakers didn’t keep slaves, Caleb bought one. What justification does he give, and do you think he is justified? ➔ *they were not able to get everything done around the house; the slave would have good treatment with him, compared with other places; he would teach the boy; he also mentions that he did not bid on the boy, but bought him outright; Do you think it would have better if he had bought the boy, and granted him freedom, then taught him and treated him as a family member? it seems fairly obvious that he isn’t too keen on freeing his slave; His payment to purchase At-mun may have helped prolong the slave trade, and it certainly*

helped enrich the slavers; but, if it helped At-mun lead a better life than he would have, maybe this was a mercy; it's a hard question

5. Why does Amos not accept manumission from the Copelands, and what do you think of his reasons? ➔ *he does not believe he is ready; he has seen too many former slaves who find freedom harder to bear than servitude. He also enjoys the security that comes from the older and wiser man as protector, of dignity and companionship of family; if he were freed, he would no longer be a member of the Copeland family.*

A Treasury of Poetry for Young People | p. 28

Language Arts

Creative Expression | Timed Essay Practice

How did it go yesterday? Were you able to complete your essay in the allotted time? Are you happy with the result?

Today, review and revise your essay with the following areas in mind: organization (does my essay flow in a logical manner?), focus (do I narrowly address the topic?), development (do I fully develop my essay, i.e. do what I say I'm going to do?), word choice (have I used appropriate vocabulary?), sentence fluency (are my sentences easy to read?), and grammar and mechanics (is my essay "technically" correct?).

If you'd like some extra practice today, try the task again by addressing the opposite point of view. Work through the same steps as yesterday to plan, write, and revise your essay. Which one came out better? Tomorrow, we'll start again with a new prompt.

Alternative Spelling | Write

Words: beginning, celebrate, loyalty, meant, practically, playwright, formally, formerly, proceed, sorrowful, susceptible, eloquently, punctuation, qualities

Day 3

Literature

Amos Fortune: Free Man | pp. 53–80

Vocabulary

... Richardson, tanner, and Amos Fortune: **chattel**, knew ... (*slave*)

... she's as lame as a **spavined** horse ... (*a horse with disabled legs or feet*)

* * *

Boston Tea Party (1773): England levied taxes on the American Colonies, but allowed them no representation in Parliament. The colonists boycotted taxed tea brought in by the British East Company, and drank instead tax-free tea smuggled in from other sources. Three ships carrying

taxed tea anchored in the Boston harbor, and in protest, the Sons of Liberty dressed up as Indians, stole on board, and threw the tea overboard. This act of defiance against the British government helped start the Revolutionary War.

Revolutionary War (1775–1781): The American colonies rebelled against the economic policies and forced governing of England. France, Spain, and the Netherlands all joined in the revolt against England, helping the colonies to obtain their freedom.

To Discuss After You Read

Notes: "The new country that had established itself with such eager rapidity was feeling more sure of itself. In the strength that had been born and tested through the subduing of a wilderness, it had begun to dare to assert its independence" (p. 57). As America asserts its independence from England, Amos asserts his independence; he no longer feels the same desire for a protector.

Amos, in his sixtieth year, believes there is still time for him. He had "something to live for. When a man had that he could go on for a long time" (p. 69). It's amazing how much Amos accomplishes in a time of life often reserved today for "retirement," a time to do little of profit or value.

6. Lydia had tried to kill herself on the Middle Passage, as she came to America as a slave. Do you think, at the time of her death, she would have wished that she could have died back then? ➔ *answers will vary; she would say, with love, "I got to live with Amos. I got to sing and laugh. My life was sweet, in spite of the hardship"; a passing trouble, a hard life, a sweet end*

Timeline and Map Activities

📍 Woburn, MA 📍 (map 1)

A Treasury of Poetry for Young People | p. 29

Language Arts

Creative Expression | Timed Essay Practice

Are you ready to give it another go? Now that you've experienced writing an essay on an assigned topic in only 35 minutes, you can apply what you learned. Try to make today's writing even better.

Remember, we recommend a strategy of 5 minutes planning, 20 minutes writing, and 10 minutes revising. However, you can adjust that based on your experience on Day 1.

Also remember that your essay should:

1. Effectively and insightfully develop a point of view on the issue;
2. Demonstrate outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence as support;
3. Be well-organized and clearly-focused, with a logical progression of ideas;

- Exhibit skillful use of language, including specific vocabulary;
- Demonstrate meaningful variety in sentence structure.

Set a timer for 35 minutes and then write as clearly and concisely as possible on the following prompt: Adults have it easier than kids. Do you agree or disagree?

Alternative Spelling | Sentences

Words: beginning, celebrate, loyalty, meant, practically, playwright, formally, formerly, proceed, sorrowful, susceptible, eloquently, punctuation, qualities

Optional: *Wordly Wise 3000 Book 8* | Exercise 2C

Day 4

Literature

Amos Fortune: Free Man | pp. 81–108

Vocabulary

tanbark: bark rich in tannin that was cut and bruised to use for tanning.

spud: a sharp tool shaped like a spade.

barking mallet: a large-headed hammer, used to bruise the tanbark without damaging it.

rollers: cylindrical devices that the leather is rolled between during the tanning process.

beam: a large oblong log used as horizontal support.

raddled: withered and broken.

To Discuss After You Read

It is amazing to hear that in one partial day, they constructed a shelter and fireplace. The skill and physical labor those early settlers had (and, by today's standards, the "privations" they must have endured): amazing.

Timeline and Map Activities

📍 Keene ③ and Jaffrey ④, NH; Monadnock Mountain ⑤ (map 1)

A Treasury of Poetry for Young People | pp. 30–31

Language Arts

Creative Expression | Timed Essay Practice

Today, evaluate your Day 3 writing. How does this essay compare with the one you wrote on Day 1 (and possibly Day 2)? What have you learned about writing a timed essay on a given topic?

Review and revise your essay today. Remember to check for organization, development, word choice, sentence, and grammar and mechanics.

Again, if you feel you need some extra practice or would like to challenge yourself, try the task again by addressing the opposite point of view.

Choose your best essay from this week to turn in for assessment.

How To Evaluate This Week's Assignment

This writing assignment, with its strict time constraints and structure, is practice for standardized tests. Therefore, evaluate it in the same light. Use the rubric on the following page to help guide your assessment. Share the process with your students, and not just the end result. You'll notice that the rubric does not result in a single overall score (do not add up the individual performance indicators). Its purpose is to describe each area of the writing independently and provide feedback for growth.

Keep in mind that this is the first assignment of this type, but it won't be the last. Refer back to this evaluation later in the year when your students try a similar task again.

Alternative Spelling | Posttest

Words: beginning, celebrate, loyalty, meant, practically, playwright, formally, formerly, proceed, sorrowful, susceptible, eloquently, punctuation, qualities

Optional: *Wordly Wise 3000 Book 8* | Exercise 2D ■

Timed Essay Rubric			
	Level 5	Level 3	Level 1
Content			
<i>Organization</i>	Clear, interesting introduction states a claim. The text has an effective structure and organization that follows from the claim.	States a claim. Overall, the text is organized logically.	No clear statement of a claim. Little evidence of organization or structure.
<i>Development</i>	Sufficient relevant evidence to support the claim. Level of detail is appropriate to the task. Possibly considers counterclaims. Concluding statement effectively reinforces the claim.	Reasons support the argument logically and demonstrate understanding of the topic. Concluding statement restates the claim.	Reasons do not clearly support the argument or include few/no details. Concluding statement is illogical or missing.
<i>Language</i>	Uses various, relevant words, phrases, and clauses to show the relationship between reasons and the claim. Links major sections of the text. Uses sophisticated language and specific vocabulary.	Words, phrases, and clauses link ideas clearly. Uses appropriate language and vocabulary.	Lacks the use of linking words and phrases or uses them incorrectly. Inaccurate or inappropriate use of language and vocabulary.
Mechanics			
	Demonstrates proficient command of conventions and grammar with few/no errors.	Demonstrates grade-appropriate command of conventions and grammar with occasional errors that do not hinder comprehension.	Demonstrates a lack of command of conventions and grammar with frequent errors that hinder comprehension.

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