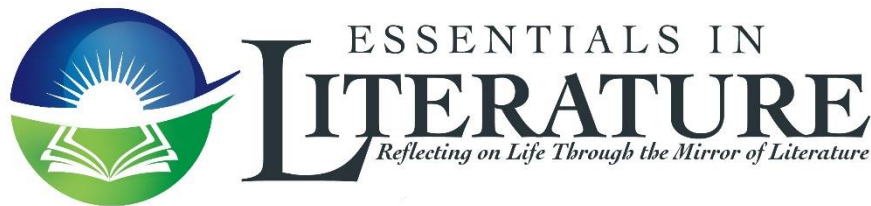


# LEVEL 7

# Student Text

by  
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[www.essentialsinliterature.com](http://www.essentialsinliterature.com)

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## LEVEL 7 SYLLABUS

This course averages 150 class periods

**VIDEO - 108 LESSONS**  
**WORKBOOK- 211 PAGES**

### FICTION UNIT

#### **FICTION: LECTURE**

**Day 1** – Introduction

**Day 2** – Characters

**Day 3** – Conflict and Plot

**Day 4** – Setting and Theme

#### **SEVENTH GRADE**

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

**Day 2** – Analyzing Literature: *Setting*, Vocabulary

**Day 3** – Access the Backdrop, Making Life’s Connections, Reading Focus: *Identify Sequence*

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

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

**Day 6** – Independent Practice

#### **THANK YOU, M’AM**

**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: *Hyperbole*, Extended Activities, Writing Connection

**Day 6** – Independent Practice

#### **THE WHITE UMBRELLA**

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

**Day 2** – Analyzing Literature: *Conflict*, 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: *Personification*, Extended Activities, Writing Connection

**Day 6** – Independent Practice

#### **ZEBRA**

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

**Day 2** – Analyzing Literature: *Characters*, 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 Activities, Writing Connection

**Day 6** – Independent Practice

#### **CRICKET IN THE ROAD**

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

**Day 2** – Analyzing Literature: *Conflict*, 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: *Imagery*, Extended Activities, Writing Connection

**Day 6** – Independent Practice

#### **ONE ORDINARY DAY, WITH PEANUTS**

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

**Day 2** – Analyzing Literature: *Irony*, Vocabulary

**Day 3** – Access the Backdrop, Making Life’s Connections, Reading Focus: *Cause and Effect*

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

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

**Day 6** – Independent Practice

#### **NADIA THE WILLFUL**

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

**Day 2** – Analyzing Literature: *Character Qualities*, Vocabulary

**Day 3** – Access the Backdrop, Making Life’s Connections, Reading Focus: *Visualizing*

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

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

**Day 6** – Independent Practice

#### **FICTION SUMMATIVE ASSESSMENT**

**Day 1** – Summative Assessment, “Flowers and Freckle Cream”

## NONFICTION UNIT

### NONFICTION: LECTURE

**Day 1** – Nonfiction

**Day 2** – Types of Nonfiction

**Day 3** – Biographies and Memoirs

**Day 4** – Information Articles and Cartoons

### DIRK THE PROTECTOR

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

**Day 2** – Analyzing Literature: *Memoir*, 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: *Idioms*, Extended Activities, Writing Connection

**Day 6** – Independent Practice

### A BRIEF HISTORY OF CHOCOLATE

**Day 1** – Reading for Information, Research Activity

**Day 2** – Analyzing Literature: *An Article*, Vocabulary

**Day 3** – Access the Backdrop, Making Life’s Connections, Reading Focus: *Monitor*

**Day 4-5** – Analyzing an Article, Check Comprehension, Analyzing An Article, Extended Activities

### ABDUL RAHMAN BIOGRAPHY

**Day 1** – Reading Biographies, Research Activity

**Day 2** – Analyzing Literature: *A Biography*, Vocabulary

**Day 3** – Access the Backdrop, Making Life’s Connections, Reading Focus: *Identifying Sequence*

**Day 4** – Analyzing a Biography, Check Comprehension, Connection Reflection

**Day 5** – Analyzing Literature: *A Biography*, Extended Activities

### OH BROOM, GET TO WORK

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

**Day 2** – Analyzing Literature: *Memoir*, Vocabulary

**Day 3** – Access the Backdrop, Making Life’s Connections, Reading Focus: *Visualizing*

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

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

**Day 6** – Independent Practice

### WAITING FOR THE SECOND TABLE

**Day 1** – Reading Pictures, Research Activity

**Day 2** – Analyzing Literature: *Cartoons*

**Day 3** – Access the Backdrop, Making Life’s Connections, Reading Focus: *Author’s Purpose*

**Day 4** – Analyzing a Cartoon

**Day 5** – Analyzing a Cartoon, Check Comprehension, Connection Reflection

**Day 6** – Analyzing a Cartoon, Extended Activities

### NONFICTION SUMMATIVE ASSESSMENT

**Day 1** – Summative Assessment, “The Night the Bed Fell,” “Healthy Sleep Habits”

## NOVEL

### ROLL OF THUNDER, HEAR MY CRY

**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** – Reading Focus: *Predicting*, Vocabulary

**Day 6** – Reading Focus: *Predicting*

**Day 7** – Analyzing Literature: *Setting*

**Day 8** – Analyzing Literature: *Cause and Effect*

**Day 9** – Analyzing Literature: *Compare and Contrast*

**Day 10** – Reading focus: *Making Inferences*, Vocabulary

**Day 11** – Reading focus: *Making Inferences*

**Day 12** – Reading Focus: *Character Traits and Motives*

**Day 13** – Analyzing Literature: *Foreshadowing*

**Day 14** – Analyzing Literature: *Imagery*

**Day 15** – Connection Reflection: Written Response

**Day 16** – Reading Focus: *Identifying Sequence*, Vocabulary, Reading Focus: *Identifying Sequence*

**Day 17** – Analyzing Literature: *Author’s Purpose*

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

### NOVEL SUMMATIVE ASSESSMENT

**Day 1** – Summative Assessment

### NOVEL CULMINATING ACTIVITY

**Days 1-5** – Culminating Activity

## POETRY

### **POETRY: LECTURE**

**Day 1** – Poetry

**Day 2** – The Structure of Poetry

**Day 3** – The Sound of Poetry

**Day 4** – The Elements of Poetry: Rhyme Scheme, Narrative Poetry

**Day 5** – The Elements of Poetry: Lyrical Poetry, Voice

**Day 6** – Figurative Language: Onomatopoeia, Simile, Metaphor

**Day 7** – Figurative Language: Personification, Hyperbole, Imagery

### **UNDER THE BACK PORCH**

**Day 1** – Meet the Poet, Making Life’s Connections

**Day 2** – Access the Backdrop, Analyzing Figurative Language: *Simile*

**Day 3** – Elements of Poetry: *Structure*

**Day 4** – Comprehend and Connect, Writing Poetry, Speaking and Listening

**Day 5** – Analyzing Figurative Language: *Simile and Metaphor* (“My Bed is a Boat”)

### **THE WALRUS AND THE CARPENTER**

**Day 1** – Meet the Poet, Making Life’s Connections

**Day 2** – Access the Backdrop, Analyzing Figurative Language: *Personification*

**Day 3** – Elements of Poetry: *Rhyme Scheme*

**Day 4** – Comprehend and Connect, Writing Poetry, Speaking and Listening

**Day 5** – Elements of Poetry: *Rhyme Scheme* (“The Owl and the Pussy-Cat”)

### **OPPORTUNITY**

**Day 1** – Meet the Poet, Making Life’s Connections

**Day 2** – Access the Backdrop, Analyzing Figurative Language: *Imagery*

**Day 3** – Elements of Poetry: *Narrative Poetry*

**Day 4** – Comprehend and Connect, Writing Poetry, Speaking and Listening

**Day 5** – Elements of Poetry: *Narrative Poetry* (“Casey at the Bat”)

### **ALL THAT IS GOLD DOES NOT GLITTER**

**Day 1** – Meet the Poet, Making Life’s Connections

**Day 2** – Access the Backdrop, Analyzing Figurative Language: *Imagery*

**Day 3** – Elements of Poetry: *Lyrical Poetry*

**Day 4** – Comprehend and Connect, Writing Poetry, Speaking and Listening

**Day 5** – Elements of Poetry: *Lyrical Poetry* (“A Red, Red Rose”)

### **GROWING PAINS**

**Day 1** – Meet the Poet, Making Life’s Connections

**Day 2** – Access the Backdrop, Analyzing Figurative Language: *Hyperbole*

**Day 3** – Elements of Poetry: *Voice*

**Day 4** – Comprehend and Connect, Writing Poetry, Speaking and Listening

**Day 5** – Elements of Poetry: *Voice* (“Love That Boy”)

### **POETRY SUMMATIVE ASSESSMENT**

**Day 1** – Summative Assessment

**Day 2** – “It seems I test people” (James Berry)

**Day 3** – “The world is not a pleasant place to be” (Nikki Giovanni)

**Day 4** – “Abandoned Farmhouse” (Ted Kooser)

## 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, while reading *Roll of Thunder, Hear My Cry*, disapproval of the treatment of African Americans may be evident in Mr. Stephens' comments, but the focus is yet literary analysis.

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

### UNIT THREE INFORMATION

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. *Roll of Thunder, Hear My Cry* by Mildred Taylor is the literary work explored in Unit 3. Racial prejudices and mistreatment occur in the events that unfold in this piece of literature. Murder, lynching, and other racist topics may or may not be explored while reading the novel.

Teachers and parents who find this subject area inappropriate may want to preview the book or a summary of the storyline before completing this unit.

### 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.

**WHEN &  
WHERE?**

## SETTING



April 23, 1564

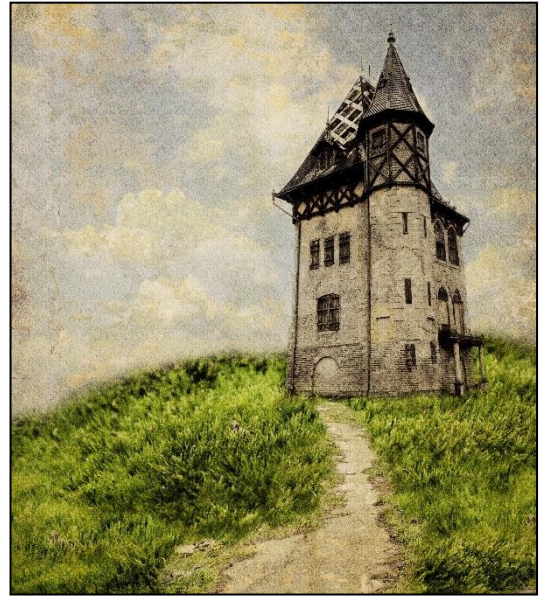
Ancient Rome

A winter's morning

The **setting** of a story deals with *time* as well as *location*. *A winter's morning* and *April 23, 1564* are settings that concern time, while *Ancient Rome* is a setting that concerns location.

Authors convey the setting of a story through descriptions in the narration as well as through descriptions of the characters. How characters speak, live, and act can reveal much about the setting.

Settings can influence the plot, conflict, and characters of a story. Understanding setting is key to understanding a piece of fiction.



**WHY?**

## THEME

All works of fiction have a main point. The **theme** is the main point, important lesson, or central idea in a piece of writing. The overall meaning of a work is its theme. Themes can be revealed in multiple ways:

- ✓ *through the title*
- ✓ *through the thoughts, actions, or words of the characters*
- ✓ *by what the conflict is and how it is resolved*
- ✓ *by the way characters grow or the lessons they learn*

It is important to remember that themes are complete ideas, not single words. For example, "Love" is not a theme. "Love covers a multitude of sins" is a theme. As you read and try to identify themes, form complete sentences. This will help provide you with a fuller idea of the meaning of a work.

Reading Focus: Cause and Effect

**Cause and effect** is about how two events relate to each other. Another way to define cause and effect is an *action* and its *reaction*. In literature, cause and effect relationships are important. Cause and effect relationships can drive a **plot** onward as well as develop a **character**.

In “One Ordinary Day, With Peanuts,” identifying causes and effects is important in order to understand how Mr. and Mrs. Johnson spend their days. **In the chart below, Mr. Johnson’s deeds are listed in the “Cause” column. Fill out the “Effect” column with the result of Mr. Johnson’s deeds.**

CAUSE	EFFECT
<p><i>Johnson gives a carnation to a small child in a carriage.</i></p>	
<p><i>Mr. Johnson sits and shares his peanuts with a little boy while his mother directs the movers.</i></p>	
<p><i>Mr. Johnson gives money to Mildred Kent and Arthur Adams so they may spend the day together.</i></p>	

**Optional Activity:** Discuss with your teacher or fellow students the possible effects of Mrs. Johnson’s deeds throughout the day.

# NADIA THE WILLFUL

by Sue Alexander

## Analyzing Literature: Character Qualities



As characters are developed in a story, readers can identify the characters' traits and motives. **Traits** are the parts of a person's behavior and attitudes that describe their personality. How a character acts and reacts to certain situations reveals their character traits. Examples of positive traits are *bravery*, *kindness*, *wisdom*, *joy*, and *patience*. Examples of negative traits are *bitterness*, *dishonesty*, *rudeness*, *greed*, and *disloyalty*.

**Motives** are different than traits. Motives are the reasons why a character does something. For example, a student can be motivated to work a summer job because he wants to buy a car. A supervillain can be motivated to destroy a city because she wants to demonstrate her power. A stable boy can be motivated to slay a dragon because he wants to protect his village.

Sometimes, motives can cause characters to act in a way that is contrary to their personality. For example, a heroine can be terrified of snakes. If the only way she can save her best friend, however, is to enter a snake pit, she may act differently than she normally would. She would be motivated to act contrary to her personality.

## Vocabulary

**Create a diagram for each word, similar to the example shown. Use a dictionary if necessary.**

scimitar

Definition: curved sword

Synonym: sword

Sentence: He swung the scimitar down on his opponent.

## WORDS YOU SHOULD KNOW

graciousness

sheik

Bedouin

Allah

oasis

console



## Analyzing Literature: A Biography



A **biography** is the story of someone's life that is written by the **biographer**, who has done research about this person's life. An **autobiography** is also the story of someone's life, but an autobiography is written by the same person whose life is described.

If you wrote about a friend's life, for example, you would be writing a biography.

If you wrote about your own life, you would be writing an autobiography.

Biographies and autobiographies both have negative and positive aspects. An autobiography may have more personal insight, but it may be biased through the author's perspective. A biography may be more factual, but it may not have as much personal information.

What are some other negative and positive aspects about each type of biography? List some positives and negatives in the chart below and discuss your answers with your teacher and fellow classmates.

**POSITIVE****NEGATIVE**

## Extended Activities

**Drawing** – Using the information in the biography and other information you can find, create a map that traces Abdul's journey from Africa to America and then back to Africa.

**Writing** – Imagine that you are Abdul and you have finally reached your homeland and have been reunited with your family. Write a journal entry describing your thoughts and feelings.

# Section Two

Reading Focus: Making Inferences



## Section Two: Chapters 4-7 of *Roll of Thunder, Hear My Cry*

When you read a story, you are combining context information with your own personal experiences and knowledge to **make inferences**, or assumptions, about information that is left out.

### Vocabulary

Identifying **synonyms** (words with similar meaning) and **antonyms** (words with opposite meaning) of new vocabulary words is a helpful way to understand what they mean.

**Find antonyms and synonyms for the words listed and record them in the spaces provided.**

Synonym	Vocabulary	Antonym
	aloofness	
	candidly	
	condone	
	feign	
	insolently	
	nattily	
	patronize	
	vanity	
	vex	
	wizened	

## Elements of Poetry: Lyrical Poetry



In addition to narrative poetry, a major category of poems is **lyric poetry**. Lyric poems express personal emotions or thoughts, and they also have a musical quality. Many songs on the radio are lyric poems set to music.

Tolkien's poem "All That is Gold Does Not Glitter" achieves a musical quality through the use of **sound devices**, the sounds of words that add to the effect or meaning of a poem. These sound devices create rhythm in the poem even though there is no music. Tolkien primarily uses the sound devices of **alliteration** and **rhyme** in this poem.

**Alliteration**

The repetition of similar sounds at the beginnings of words.

*Babbling, breakfast, bigger.*

**Rhyme**

The repetition of similar sounds at the ends of poetic lines.

*He bought a map. I took a nap.*

In the boxes below, record two lines from Tolkien's poem that contain **alliteration**. Underline the words that alliterate.

In the box below, record two lines that **rhyme** with each other. Underline the words that rhyme.

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

**FLOWERS AND FRECKLE CREAM** by *Elizabeth Ellis*

## Comprehension/Recall

**Multiple Choice** \_\_\_\_ / 10**Read “Flowers and Freckle Cream” by Elizabeth Ellis. Identify the choice that best finishes the statement or answers the question.**

- \_\_\_\_\_ 1. The *conflict* in this story is...
- A. *external*, for the main character’s cousin steals her freckle cream.
  - B. *internal*, for the main character does not like the way she looks.
  - C. *external*, for the main character’s cousin bullies her.
  - D. *internal*, for the main character knows a secret about her cousin.
- \_\_\_\_\_ 2. *Cause and effect* is about how two events relate to each other. What causes the main character to sob and hide in the bathroom?
- A. Her cousin makes fun of her freckles.
  - B. Her brother broke her jar of freckle cream.
  - C. The freckle cream gave her more and darker freckles.
  - D. The flowers her grandfather brought made her angry.
- \_\_\_\_\_ 3. The *setting* affects the conflict in the story because...
- A. the main character lives in a place where no one else has freckles.
  - B. the tobacco plants grown in the area cause the main character to get sick.
  - C. the main character works in the hot sun, which gives her more freckles.
  - D. all the fashion billboards around the city make the main character feel worse about her skin.
- \_\_\_\_\_ 4. The main character expects the cream to make her freckles disappear. Instead, when she works in the tobacco fields, the cream gives her more freckles. This is an example of:
- A. irony
  - B. metaphor
  - C. symbol
  - D. expectation
- \_\_\_\_\_ 5. The grandfather character can *best* be described as...
- A. impatient.
  - B. happy.
  - C. funny.
  - D. loving.