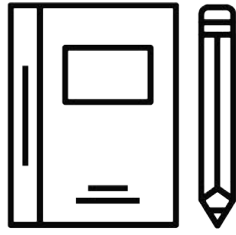




Writing Strands

— ADVANCED 1 —

Focuses on advanced skills such as persuasive writing, reports, and developing characters.



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Using Writing Strands

Features: The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

Lesson Scheduling: Students are instructed to read the pages in their book and then complete the corresponding lesson provided by the teacher. Assessments that may include worksheets, activities, quizzes, and tests are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.



Approximately 30 to 45 minutes per lesson, five days a week



Includes answer keys for worksheets



Worksheets for each section



Reading and writing assignments are included to help reinforce learning and provide assessment opportunities



Designed for students who have completed *Writing Strands Intermediate 2* or who are going to be in grades 9 to 10

Course Objectives: Topics addressed in this course include

- ✓ Recognizing the three points of view writers use
- ✓ Describing what has been seen over a period of days and writing reports
- ✓ Understanding the organization of an explanatory exposition
- ✓ Developing effective characters and conflict in creative writing
- ✓ Identifying common literary devices in the Bible
- ✓ Understanding why literary devices are used

Course Description

Introduction: This group of exercises is designed for students from about grades 9 to 10. This course is good for high school students who have not used *Writing Strands*, or any student who has finished *Writing Strands Intermediate 2*. Students will learn the process of giving others their thoughts in written form.

Please be sure to use the placement test on our website to ensure that students are using the level most appropriate to their current skill level and learning needs.

The writing exercises in this level are in three categories: creative, research and report, and explanatory. The exercises in each of these areas will guide you in the development of the skills you will need.

The books in this series are designed for one school year each, which should include our reading program. We recommend that you

alternate each writing exercise with a week of reading and discussing books and ideas. In this way, you will have a full school year of language arts. We have made it easy by providing a Daily Schedule to follow.

Note: Though the schedule is set up to alternate reading and writing lessons, you may choose to do reading one semester and writing the next.

The reading half of any language arts program should involve reading and talking about books and ideas. The *Reading Strands* section found in the *Teaching Companion* provides extra guidance to get the most out of the reading week.

The final lessons of this course are devoted to teaching communication techniques that foster thoughtful, positive interactions. Students will enjoy interactive lessons that teach relational and listening skills. These life skills are important to creating healthy and productive relationships.

Grading Options for This Course: It is always the prerogative of an educator to assess student grades however he or she might deem best. For *Writing Strands* the teacher is to evaluate primarily whether a student has mastered a particular skill or whether the student needs additional experience. A teacher may rank these on a five-point scale as follows:

Skill Mastered				Needs Experience
5 (equals an A)	4 (B)	3 (C)	2 (D)	1 (equals an F)

A — Student showed complete mastery of concepts with no errors.

B — Student showed mastery of concepts with minimal errors.

C — Student showed partial mastery of concepts. Review of some concepts is needed.

D — Student showed minimal understanding of concepts. Review is needed.

F — Student did not show understanding of concepts. Review is needed.

Reading and Evaluating Literature

Each week you will read biblical passages as assigned, as well as a book your teacher will assign. This book can be short enough to be read within an hour, or longer to be read over the course of the full week. You can also read a chapter at a time over a span of several weeks if easier. Use your own judgment, based on your reading speed.

Studying the Literature of the Bible: The Bible is a collection of 66 God-inspired books of historical accounts, poetry that was often set to music, wisdom that taught how to live in God's truth, prophecy that refers to future events and letters. It was written by over 40 different authors, ranging from shepherds to kings, over the time span of 1,500 years, all revealing God's Word and showing us the way of salvation through Jesus Christ. The following is a guideline to help you gain the most from every biblical passage, and is provided with each biblical passage in this course:

Step One: Who is the passage about?

Step Two: What happens in this passage?

Step Three: What type of passage is it? Is it historical narrative or poetry or prophecy or a letter or something else?

Step Four: What did you learn from this passage?

Step Five: Does it remind you of anything else you have read in the Bible? If so, what?

Step Six: How can you apply what you learned from this passage to your own life?

Studying Classical or Contemporary Literature: You'll be reading from a separate assigned book each reading lesson week, as well. The following questions will guide you to start thinking more in-depth about the books you read. When reading books, a primary concern should always be what message the author seems to be conveying. A writer who believes that God created the heavens and the earth and who created people in His own image realizes that God instilled us with purpose and meaning. This will be reflected in what their books are saying. This writing will be distinctly different from an atheistic author who most likely believes that the earth and everything in the universe came about by random chance events, and that life rose from non-life, with no direction, intention, or purpose. Whatever you read, try to keep the following questions in mind. They'll help you think more in-depth about what you read and help you recognize whether the author's message is Biblical.

Step One: Who is the book about?

Step Two: What happens in the book?

Step Three: When and where is the book set?

Step Four: Does the writer use figurative language? If so, provide an example.

Step Five: What is the book's message or what do you think it is trying to teach you?

Step Six: Does this message agree with what the Bible teaches? Why or why not?

How to Make *Writing Strands* Work for You

1. Students should keep a writing folder or 3-ring binder to contain all written work, which can be kept for the next level. This will give the teacher a place to store and record the student's progress and skills.
2. The teacher and student should track what the student has learned and what still needs to be learned. Here are some ways to do that:
 - a) After every assignment, the teacher or student should fill in the Student Progress Report that follows the assignment.
 - b) The teacher should fill out the Weekly Skills Writing Mastery Chart (page 10) as the student completes assignments.
 - c) Writers can always learn new things. Young writers should not expect to fix all their problems right away. The teacher can keep track of the problems they have noted but the student has not yet solved using the "Spelling List" and "List of Problems to Solve."
3. Many of the exercises suggest that the teacher will work with the student during the writing period, reading what the students have written. If this is done, it will serve two purposes:
 - a) It will give the student constant feedback and will allow the teacher to catch many writing problems before they appear in the final papers.
 - b) It will greatly cut down on the teacher's correcting time. Most of the proofreading can be done during writing time, so, even though students will be writing much more than they previously have, the teacher should be able to help the students more using less time.
4. We recommend teachers use the *Writing Strands Teaching Companion* from Master Books to help with the writing process. It can help a great deal with the development of writing skills, including grammar, spelling, and other challenging areas and demonstrates to teachers how to provide supportive and effective feedback on writing assignments.
5. We recommend the teacher and student go through the Helpful Terms section at the start of the course. We suggest reviewing two sections with the student at the beginning of each writing week. Once all of the sections have been reviewed, we suggest reviewing one section that the student struggles with most at the beginning of each writing week.

Principles of *Writing Strands*

1. John 1:14 says, “And the Word became flesh and dwelt among us.” God used the Living Word, Jesus Christ, to reveal Himself to us, and so as His followers, the ability to communicate clearly with words is intrinsically important to how we express Christ to the world.
2. Every person needs to learn to express ideas and feelings in writing.
3. There is no one right way to write anything.
4. The ability to write is not an expression of a body of knowledge that can be learned like a list of vocabulary words.
5. Writing teachers and their students both learn in any effective writing situation.
6. The product of each student’s writing efforts must be seen as a success for the following reasons:
 - a) A student in a writing experience is not in competition with anyone else.
 - b) There is no perfect model against which any effort can be compared for evaluation, so there is no best way for any student to write.
 - c) Every controlled writing experience will help students improve the ability to express themselves.
7. All student writing efforts are worthy of praise. The most help any writing teacher can give at any point is to show, in a positive way, what is good about a piece and how it might be improved.
8. Any writing lesson assigned that does not receive a teacher’s reinforcement and suggestions represents a missed opportunity for the student.
9. All writing at any level is hard work, and every writer should be encouraged to feel the pride of authorship. Students should learn that writing is fun, exciting, and rewarding.
10. All young authors need to be published. This can be accomplished by having their work read to other family members, posted on bulletin boards, hung on the refrigerator, printed in “books,” or read by other family members.

Writing Guidelines

Why should we follow guidelines, or rules, when we write? Guidelines help us communicate better. They provide us with the things that we should do, that we agree to do, and that make life nicer for everyone if we do them.

An example of a writing rule is the rule that says every sentence must start with a capital letter. This is written down, and we all must write using this rule. It helps us know when a new sentence is beginning. Following this rule helps us to communicate better.

Our list of guidelines consists of just a few rules to keep in mind when you write. We suggest students review the rules before each writing exercise:

1. Do not use exclamation points! This makes any writing look amateurish and fuzzy. If you are saying something that is important, the way you say it should be strong enough so that you do not have to tell your reader that it is important by using exclamation points at the end of your sentences.
2. Do not underline the titles of your papers. The only time there should be an underline in one of your titles is when you use the names of books or magazines.
3. Skip a line after the title in any paper you are giving to someone else to read.
4. Never write “The End” at the end of anything you write for a school exercise.
5. Do not try writing humor until you have studied it and really know the difference between being funny and being corny.
6. Do not skip a line between paragraphs.
7. Always leave a margin at the bottom of each page.
8. Check your papers for clichés before you write the final drafts.

Weekly Skills Writing Mastery Chart

Teacher: Below is a list of each lesson’s objectives. As your student completes an assignment, indicate whether each objective has been met. If your student needs experience with an objective, note this here and revisit this skill before proceeding to the next *Writing Strands* level.

	Skill Mastered	Needs Experience
Lesson 1: Body Control		
Creative		
Lessons 2–3: If I Were a...Parts 1–2		
Research and Report		
Lessons 4–5: Conflict Parts 1–2		
Creative		
Lessons 6–7: Point of View Parts 1–2		
Explanatory		
Lesson 8: Survey		
Research and Report		
Lesson 9: Book Report		
Research and Report		
Lesson 10: Customs		
Research and Report		
Lesson 11: Interview with a Character		
Research and Report		
Lesson 12: Who Me?		
Creative		
Lesson 13: Choices of Action		
Creative		
Lesson 14: Problems		
Creative		
Lesson 15: Writing Letters		
Research and Report		
Lessons 16–18: Communication: How...Parts 1–3		
Conversation		

Spelling List

The research on how people learn to spell indicates that spelling mastery comes from spelling words correctly through the practice of writing. Words studied in isolation, in abstracted lists, do not carry over from the study to correct use.

This page is not to be used as a word list to be memorized. Rather, it is for the instructor to keep a record of the words the student has problems spelling. Turn back to this page after each exercise, and record the words that the student wants to work on in the future weeks.

If the student picks out one word a week — one that is used constantly — and the next week is

spent working on that one problem word, the student will remember it much better than if it had been memorized for a spelling test. More importantly, in two or three years, the student will have mastered many words without the frustration of unsuccessful testing.

To help the student learn how to spell the problem word, help the student find the word's origins in a dictionary, study the prefixes and suffixes, and practice the basic spelling rules that apply.

The teacher might check the *Writing Strands Teaching Companion* for more on this subject.

List of Problems to Solve

As the teacher and student work through this book, use this page as a convenient place to keep a running list of the problems that should be solved throughout the year. Keep in mind that the student will have years to work on writing skills. Progress is the goal rather than perfection.

Record here the writing problems the student has

not yet solved. For each exercise, point out only one way to improve the mechanics of the writing. This allows students to master the concept without feeling overwhelmed. Check our *Writing Strands Teaching Companion* for more on this process and why it is so very important.

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Read introductory portion • Pages 6–12 Writing Lesson 1: Body Control • Pages 21-23			
	Day 2	List of body movements • Page 24			
	Day 3	First draft • Pages 25-28			
	Day 4	Second draft • Pages 29-31			
	Day 5	Write paper • Pages 32-34 • Student Progress Report • Page 35			
Week 2	Day 6	Reading Lesson 1: Intro to Literary Devices, Part 1 • Pages 36-37			
	Day 7	Discuss assigned passage • Page 38			
	Day 8	Read and discuss with your teacher • Page 39			
	Day 9	Complete activity • Page 40			
	Day 10	Read and discuss assigned book • Page 41			
Week 3	Day 11	Writing Lesson 2: If I Were a ...Part 1 • Page 43			
	Day 12	Write a title, introduction, and an outline • Pages 44-48			
	Day 13	Begin the body of your report • Pages 49-50			
	Day 14	Write the support material • Pages 51-52			
	Day 15	Write supportive conclusion • Pages 53-54 Student Progress Report • Page 55			
Week 4	Day 16	Reading Lesson 2: Intro to Literary Devices, Part 2 • Page 56			
	Day 17	Discuss assigned passage • Page 57			
	Day 18	Read and discuss with your teacher • Page 58			
	Day 19	Complete activity • Page 59			
	Day 20	Read and discuss assigned book • Page 60			
Week 5	Day 21	Writing Lesson 3: If I Were a ...Part 2 • Page 61			
	Day 22	Rough draft • Page 62			
	Day 23	Revise rough draft (Sections I-II) • Pages 63-64			
	Day 24	Revise rough draft (Sections III-IV) • Pages 65-68			
	Day 25	Final draft • Pages 69-72 • Student Progress Report • Page 73			
Week 6	Day 26	Reading Lesson 3: Literary Devices: Allusion • Page 74			
	Day 27	Discuss assigned passage • Page 75			
	Day 28	Read and discuss with your teacher • Page 76			
	Day 29	Complete activity • Page 77			
	Day 30	Read and discuss assigned book • Page 78			
Week 7	Day 31	Writing Lesson 4: Conflict Part 1 • Pages 79-80			
	Day 32	Character descriptions • Page 81			
	Day 33	Introduce the characters and setting • Pages 82-85			
	Day 34	Rewrite the beginning of your conflict • Page 86			
	Day 35	Write the middle part of the conflict • Pages 87-88 Student Progress Report • Page 89			

Date	Day	Assignment	Due Date	✓	Grade
Week 8	Day 36	Reading Lesson 4: Literary Devices: Imagery and Symbolism Page 90			
	Day 37	Discuss assigned passage • Page 91			
	Day 38	Read and discuss with your teacher • Page 92			
	Day 39	Complete activity • Page 93			
	Day 40	Read and discuss assigned book • Page 94			
Week 9	Day 41	Writing Lesson 5: Conflict Part 2 • Pages 95-96			
	Day 42	Write your resolution • Page 97			
	Day 43	Rewrite the resolution • Page 98			
	Day 44	Check punctuation • Page 99			
	Day 45	Write your final draft • Pages 100-102 Student Progress Report • Page 103			
First Semester-Second Quarter					
Week 1	Day 46	Reading Lesson 5: Literary Devices: Personification • Page 104			
	Day 47	Discuss assigned passage • Page 105			
	Day 48	Read and discuss with your teacher • Page 106			
	Day 49	Complete activity • Page 107			
	Day 50	Read and discuss assigned book • Page 108			
Week 2	Day 51	Writing Lesson 6: Point of View Part 1 • Pages 109-110			
	Day 52	Structure an essay • Pages 111-112			
	Day 53	Introduction to your explanatory exposition • Pages 113-115			
	Day 54	Different points of view • Pages 116-117			
	Day 55	Begin writing the body of your paper • Page 118 Student Progress Report • Page 119			
Week 3	Day 56	Reading Lesson 6: Literary Devices: Metaphor • Page 120			
	Day 57	Discuss assigned passage • Page 121			
	Day 58	Read and discuss with your teacher • Page 122			
	Day 59	Complete activity • Page 123			
	Day 60	Read and discuss assigned book • Page 124			
Week 4	Day 61	Writing Lesson 7: Point of View Part 2 • Page 125			
	Day 62	Rewrite your section • Page 126			
	Day 63	Write conclusion • Pages 127-128			
	Day 64	Rewrite your essay • Pages 129-130			
	Day 65	Put the finishing touches on your paper • Page 131 Student Progress Report • Page 132			
Week 5	Day 66	Reading Lesson 7: Literary Devices: Simile • Page 133			
	Day 67	Discuss assigned passage • Page 134			
	Day 68	Read and discuss with your teacher • Page 135			
	Day 69	Complete activity • Page 136			
	Day 70	Read and discuss assigned book • Page 137			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 71	Writing Lesson 8: Survey • Pages 139-140			
	Day 72	Type of persons • Pages 141-142			
	Day 73	Write your survey • Pages 143-144			
	Day 74	Conduct your survey • Page 145			
	Day 75	Share the results of your survey • Page 146 Student Progress Report • Page 147			
Week 7	Day 76	Reading Lesson 8: Literary Devices: Metonymy and Synecdoche Page 148			
	Day 77	Discuss assigned passage • Page 149			
	Day 78	Read and discuss with your teacher • Page 150			
	Day 79	Complete activity • Page 151			
	Day 80	Read and discuss assigned book • Page 152			
Week 8	Day 81	Writing Lesson 9: Book Report • Page 153			
	Day 82	Write the first part of your report • Page 154			
	Day 83	Write the second part of your report • Pages 155-156			
	Day 84	Write the third part of your report • Pages 157-158			
	Day 85	Write the final copy of your report • Pages 159-160 Student Progress Report • Page 161			
Week 9	Day 86	Reading Lesson 9: Literary Devices: Puns and Wordplay • Page 162			
	Day 87	Discuss assigned passage • Page 163			
	Day 88	Read and discuss with your teacher • Page 164			
	Day 89	Complete activity • Page 165			
	Day 90	Read and discuss assigned book • Page 166 Problems I Have Solved This First Semester • Page 167			
		Mid-Term Grade			



Prewriting!

As they get older, people learn to control their bodies. This is not a hard thing to do, but it does take practice. If you practice controlling what your body does, people will think you are older than you really are.

Notice how the younger kids you know move their bodies and that this movement has nothing to do with what they are saying or with what they want. Young kids are always jiggling their feet, playing with pencils, twisting hair, chewing gum, scratching, texting, or just making random movements with fingers, hands, arms, or legs. This is okay; we all did this when we were growing up.

Many of the adults in your life can sit quietly for long periods of time and not show signs of nervousness. Most adults do not have to pick at their hands, bite their fingernails, or jiggle their feet — they have learned to control themselves.

In this exercise you will create two characters — one who will be able to control body movements and one who will be young enough not to have learned this. I suggest you put these characters in situations similar to the following:

- ✓ a mother talking to her daughter about the daughter picking up her room
- ✓ a father talking to his son about cleaning the garage
- ✓ an adult talking to a child about leaving toys in the yard or bikes in the driveway
- ✓ a parent and a child talking about school
- ✓ a teenager and her mother talking about how nice it would be for the girl to do the dishes for her little brother without expecting anything in return
- ✓ a mother and her daughter waiting for a bus
- ✓ a mother and her child waiting in a doctor's office

Once you have chosen a situation, you should try to visualize it. This means that you can run the situation in your mind like a film and “watch” what the two characters do with their bodies.

To help you learn how young people move their bodies in ways that do not help them communicate, watch the kids in your church group or in your youth group. Using the next page or one like it, make a list of their random movements. This does not include gestures, one-time scratches, or one-time changes of position.

Objectives:

- ❶ Adults are better than teenagers at controlling their body movements.
- ❷ Writers understand this and use it in their writing.
- ❸ You can understand this and use it in your writing.



Random Body Movements

Boy: _____ Girl: _____ Part of body moved: _____

Pattern of movement: _____

Boy: _____ Girl: _____ Part of body moved: _____

Pattern of movement: _____

Boy: _____ Girl: _____ Part of body moved: _____

Pattern of movement: _____

Boy: _____ Girl: _____ Part of body moved: _____

Pattern of movement: _____

Below is a short piece of this exercise, which you can use as a model. I suggest that you use past tense and a narrative voice in third person. If you have not studied these elements of point of view. You may study them in Writing Lesson 6, Day 51.

Held Over

Bill sat at the kitchen table with his math book open in front of him. He could see through the window across the road to the field where the boys were starting the ball game. He picked up his pencil and put a (1) at the top left corner of his paper. Mrs. Grubber was standing at the sink doing the lunch dishes. When she turned and looked at her son, she saw that he was busy with the thumbnail on his left hand.

Mrs. Grubber sat at the table across from Bill and carefully folded her hands and looked at her son. He looked up at her and noticed that there was a ring of suds on both of her arms. He wiped his own arms of imaginary soap, went back to the nail and began to bounce his right toe off the edge of his chair.

“Bill,” said Mrs. Grubber, “sit still. You have fifteen minutes to wait before you can leave.”

“Sorry, Mom.” He pushed his right toe against his left foot to stop it jumping around and began to pick at an old scab on his left elbow. This was a challenge because he had to twist his arm and pull his skin to see it at all. Just as he got a good look at the scab, he heard his mother clear her throat. He looked up and she was shaking her head. “Sorry, Mom.”

Mrs. Grubber took a large breath and let it out slowly, almost as if she were under the soapy water in the sink, and said, “You can control your body if you try, Bill.”

“I will try, Mom,” Bill said with sincerity in his voice, and, after a moment, Bill’s foot began tapping on the leg of the table.



Body Movements

Make a list of the body movements of the two characters in your piece.

Character One (young person):

Character Two (adult):

Ask your teacher to look over your work.



Writing

Using the scenario you developed, write the piece today. You should plan on having about three pages. When you have a rough first draft, you should ask your teacher to read it and make suggestions.

Set your paper up like this example:

HINT! Keep in mind that this exercise is about body control. In order to thoroughly show how the characters move their bodies, you should have each character speak at least five times.

You do not have to resolve any conflict or worry about structure in this short piece. Instead, focus on describing how your characters move as they talk to each other.

Your Name

The Date

SPACE

SPACE

Your Title

SPACE

Even margins all sides



Write your second draft and have your teacher check it again.
When this is done, you should go over your work for spelling and
punctuation errors.

Your Name

The Date

SPACE

SPACE

Your Title

SPACE

Even margins all sides



Give your paper to your teacher at the end of the session today. You might want to read your paper to family members and have them talk about what they notice about the ways people learn to control their bodies.

Fill out the “Student Progress Report” at the end of the lesson.

Remember to fill out the writing skills mastery check-off form (page 10) and, if necessary, to record spelling words and other problems that you need to address in the future with your students.

Your Name

The Date

SPACE

SPACE

Your Title

SPACE

Even margins all sides



Write your final copy.

A series of 22 horizontal lines for writing.



Student Progress Report

This is the best sentence I wrote this week:

I think it is the best because:

I made this mistake this week, and this is what I learned to help me avoid making the mistake again:

This is the sentence showing how I fixed this mistake:

Comments:



Your teacher will assign a book for you to read this week. Be sure to finish it before the end of the week. Review the six steps of reading literature (page 6) and prepare to describe each of the six elements from your book.

Name of the book: _____

Author of the book: _____

Read and discuss with your teacher

When many people think of what makes literature “literature,” they will often point to literary elements, like plot and setting and theme. Those are important, but just as significant is the presence of literary devices, like figurative language and rhetorical devices.

Figurative language and rhetorical devices make literature sound like literature and not merely technical forms of writing. Figurative language is any language that is not meant to be taken literally. Rhetorical devices are techniques writers use to help persuade the reader. These can include the language used, as well as things like repetition that help emphasize a point.

You and everyone around you uses figurative language constantly. When you see someone and ask them, “What’s up?” you are not literally asking them what is above you. You are asking them what is going on and how they are doing. Likewise, if that person tells you “Get lost!” because he’s not in the mood to tell you about his day, he is not actually telling you to go get yourself lost. He’s telling you to go away.

In literature, figurative language is taken far beyond these ordinary sayings. Writers use imaginative comparisons and descriptions so that readers can picture the scenes as they are happening and feel the emotions that the writer wants the reader to feel. We’re going to spend this entire year looking at literary devices and how they are used to make literature memorable, distinctive, and beautiful. Figurative language is the basis for many literary devices. It conveys the theme or meaning and also heavily contributes to the mood of the writing.

The Bible features some of the world’s best-known and most lovely literature in its books of poetry and prophecy. The Bible expertly uses figurative language to help readers better understand and feel the points it is trying to make. You can also see examples of figurative language in Jesus’ parables and Paul’s epistles. Jesus and Paul were both expert communicators and knew that audiences were more likely to remember the points they were making if they used vivid language.

Objectives:

- ❶ Learn about why figurative language is used.
- ❷ Learn about parables.
- ❸ Read the assigned Bible passage.
- ❹ Answer questions about the assigned Bible passage.
- ❺ Write a paragraph.
- ❻ Read and discuss the assigned book (teacher’s choice).

One of the most important keys to understanding how the Bible uses figurative language is to understand the Bible genres that use figurative language. In biblical accounts of historical events, figurative language is not used because God wants readers to clearly understand the events actually happened. In genres like poetry, however, one of the expectations of both the reader and the writer is that figurative language will be used.

Discussion

Think about the books of the Bible. Which ones are historical narratives and do not feature figurative language? Which ones are books of poetry or prophecy and do feature figurative language?



Read and discuss assigned passage

Read the following passage: Luke 10:25–37

Step One: Who is the passage about?

Step Two: What happens in this passage?

Step Three: What type of passage is it? Is it historical narrative or poetry or prophecy or a letter or something else?

Step Four: What did you learn from this passage?

Step Five: Does it remind you of anything else you have read in the Bible? If so, what?

Step Six: How can you apply what you learned from this passage to your own life?



Read and discuss with your teacher

Answer the following questions about the passage (Due to the variance between translations the answers will be based on the student responses and the biblical translation he or she chose.):

- a. What's the theme and mood? (Remember: The theme is the general takeaway the reading is teaching. The mood is how it makes the reader feel.)

- b. How does the language used contribute to the theme and mood?

- c. In the last lesson, you determined what type of passage this was. How can you tell? What characteristics does it share in other works that are the same type? (So, how do you know it's poetry or prophecy or a letter, etc.?)



Complete the following activity

Review the Bible passage from earlier this week. In a short paragraph, explain why you think Jesus chose to answer the man's question with a parable. Why would the parable be a more effective way to respond than a straightforward answer? Be sure to include a topic sentence and specific explanation of your reasoning.



Read and discuss assigned book

Remember to keep in mind these six principles when reading the book of your choice this week:

Step One: Who is the book about?

Step Two: What happens in the book?

Step Three: When and where is the book set?

Step Four: Does the writer use figurative language? If so, provide an example.

Step Five: What is the book's message or what do you think it is trying to teach you?

Step Six: Does this message agree with what the Bible teaches? Why or why not?

Answer Key

Reading Lesson #1, Day 9

Answers will vary, but students should understand how much more vivid and memorable a parable is than a regular lesson.

Reading Lesson #2, Day 19

Answer: The recurring phrase is “breaking bread” or some variation, like “broke bread.” The phrase sounds as if it is literally only referring to bread being broken, but it also means sharing a meal with others. Other answers will vary.

Reading Lesson #3, Day 29

Answers will vary, but students should be able to draw connections between Jesus’ Crucifixion and His quoting a psalm about God’s protection.

Reading Lesson #4, Day 39

Answers will vary, but students should be able to connect the imagery and symbolism to the psalm’s theme of protection and deliverance.

Reading Lesson #5, Day 49

Wisdom is personified. Wisdom speaks and builds a house. Apostrophe is used in most translations in 8:4 as some variation of “O men.” Other answers will vary.

Reading Lesson #6, Day 59

Metaphors are present in verses 2, 30–31. The exact wording differs depending on the translation, but metaphors comparing God to a rock, fortress, and shield are present. Some translations include additional metaphors, as well. Other answers will vary but should be able to connect the metaphors to the theme of protection.

Reading Lesson #7, Day 69

In the first paragraph, students need to identify as many of the similes as they can. The exact number will depend on the translation, but most translations compare the kingdom of heaven to a man sowing seed in his field, to a mustard seed, to

leaven, to hidden treasure, to a merchant searching for pearls, and to a net. There are also additional similes comparing the righteous to sun shining and scribes to householders. In the second paragraph, answers will vary, but students should be able to connect the usage of similes to their usefulness in teaching and the fact that they are present in parables intended to instruct.

Reading Lesson #8, Day 79

Amos 7 features a recurring instance of metonymy in which the land of Israel is referred to as either Jacob or Isaac. Most translations feature this, though a couple do not. If your translation does not include metonymy, you might want to consider using one, like the King James Version, that does for this exercise. Answers will vary on the effect, but students should see the relevance in using the names of the historical ancestors of Israel.

Reading Lesson #9, Day 89

The pun in Genesis 40 centers around Joseph telling the butler that Pharaoh will “lift his head” and restore his position but telling the baker that Pharaoh will “lift his head” and execute him. The pun is preserved in most translations. The pun in Philemon revolves around Onesimus’ name, which means profitable. Paul tells Philemon that Onesimus has been unprofitable to him but will be profitable now. If students read Matthew instead of Genesis, the pun revolves around the name Peter. It means rock, and Jesus refers to him as a rock. Other answers will vary.

Reading Lesson #10, Day 99

There is dramatic irony in that the reader knows what prompted Job’s trials and the characters do not. There is situational irony in the friends berating Job instead of comforting him. There is verbal irony when Job tells his friends that “wisdom will die with them.” He is being very sarcastic and ironic because he clearly disagrees with them. God responds with dozens of ironic rhetorical questions. It also includes situational irony in that Job has previously