



Writing Strands

≡ ADVANCED 2 ≡

Focuses on advanced skills such as research and writing, scientific reports, effective argumentation, and developing point of view.



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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 Advanced 1* 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 recommended for high school students who have not used *Writing Strands* or any student who has finished *Writing Strands Advanced 1*. Students will learn the process of giving others their thoughts in written form.

Please be sure to use the placement test 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. The student can earn 1 credit upon completion of this course.

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.

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.

Special Note on Literature Lessons

This year, for the literature lessons, students will be reading and analyzing *Pilgrim's Progress*. This wonderful Christian classic will strengthen children's faith while also developing their literary analysis and study skills. Students will first be reading the more famous Part 1, which is what Bunyan originally published, the story of the pilgrim Christian. They will then read Part 2, which was written several years later and focuses on the journey of Christian's wife and children.

Pilgrim's Progress was originally written without chapter breaks, so almost every edition relies on a different method of dividing the text. Because there is so much variety in how the book is structured, we are providing a free download of our own copy of *Pilgrim's Progress*. This particular work divides the story into more manageable chapters and, as such, is ideal for classwork. That way, there is no confusion as to what students will be reading.

Using another edition of *Pilgrim's Progress* will be very confusing because it will be difficult to determine exactly what students should be reading each week. We strongly encourage everyone to use the free download for use with *Writing Strands*. Unlike previous versions of *Writing Strands*, students will not have to do outside reading in addition to *Pilgrim's Progress*, and they will have 2 days each week allotted to reading. Because this is a 17th-century text, students may initially find the more formal English difficult, which is the primary reason why no additional reading has been given. With this arrangement, students may complete

the reading on Day 2 and then devote Day 3 to answering the general comprehension questions given for Days 2 and 3. If they require more time, they can read for Day 2 and Day 3 and answer the comprehension questions more briefly at the end of Day 3. If students need even more reading time, encourage them to start reading on Day 1 after they have finished reading the lesson for the day. Encourage students to keep the comprehension questions in mind as they read.

The rest of the week is devoted to learning about various topics concerning literature (Day 1). This is often a recap of concepts covered in previous levels, but this time applied directly to one book and with more advanced material. Day 5 essays will be written in a single class period, and will further develop students' skills in literary analysis. Though they will not be polished, students should be able to provide solid textual examples and sound reasoning for their answers. These short essays are excellent preparation for the short (3-page) literary analysis essay they write at the end of the course. Students will also write a scene from their own allegory after finishing *Pilgrim's Progress*.

Please remember that the schedule is only a guideline. Feel free to adjust the reading schedule and pace to your student's needs and abilities. If you feel a student needs more time to read or more time for writing, the schedule is flexible enough to allow this.

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 it demonstrates to teachers how to provide supportive and effective feedback on writing assignments.
5. Go through the Helpful Terms section at the start of the course. Review 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 1:1 says, “the Word was made flesh and dwelled 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 to 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

Student Name: _____

Date: _____

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

	Skill Mastered	Needs Experience
Week 1: What Our Feet Do		
Skill Area: Creative		
1. Understanding that people vary in the ways they move their bodies		
2. Realizing that writers understand this and use it in their writing		
3. Using this understanding in creating characters		
Week 2: If I Were a . . .		
Skill Area: Research and Report		
1. Understanding that the things we call good and bad (our attitudes) are determined by who we are		
2. Accepting that ideas may be looked at in more than one way		
3. Understanding that the organization of a report should help the reader understand it		
Week 3: Describing Characters		
Skill Area: Creative		
1. Realizing that authors can choose what they describe		
2. Understanding that authors make these choices to tell their readers what they want them to know		

	Skill Mastered	Needs Experience
3. Being able to select what to describe and giving the reader the information the reader needs to have		
Week 4: Conflict		
Skill Area: Creative		
1. Understanding that conflicts are important and resolvable		
2. Creating and resolving conflicts in writing		
Week 5: Point of View		
Skill Area: Explanatory		
1. Knowing the choices an author has in his use of point of view		
2. Understanding how these point of view elements work		
3. Understanding the structuring of an explanatory exposition		
4. Writing an explanatory exposition		
Week 7: What Makes It What It Is		
Skill Area: Creative		
1. Creating, for a reader, the character of a place		
2. Making a reader feel about a place in a desired way		

	Skill Mastered	Needs Experience
Week 8: Survey Skill Area: Research and Report		
1. Writing unbiased questions		
2. Selecting a representative sample as respondents to a survey		
3. Taking an oral survey		
4. Reporting on the results of a survey		
Week 9: Argument Skill Area: Argumentative		
1. Establishing a position on an issue		
2. Interviewing local experts on an issue		
3. Using quotations from experts to support a position		
4. Writing an argumentative exposition		
Week 11: Book Report Skill Area: Research and Report		
1. Recognizing that many novels are based on character development		
2. Understanding how characters are created by analyzing them		
3. Writing a book report based on the examination of characters		
Week 12: Behavior Skill Area: Research and Report		
1. Observing a situation and taking notes to be able to write about it		
2. Describing what is seen over a period of days		
3. Writing a formal scientific report		

	Skill Mastered	Needs Experience
Week 13: Interview with a Character Skill Area: Creative		
1. Understanding that imaginary characters sometimes do what they want to do because of their internal motivation		
2. Writing an interview		
Week 14: Problems Skill Area: Creative		
1. Understanding problems by giving them to characters		
2. Creating character motivation		
3. Putting a character in a situation where the reader can see the character working with the problem		
Week 15: Interactions Skill Area: Creative		
1. Constructing an emotional relationship between two people		
2. Punctuating dialogue		
3. Describing, in a dialogue, characters' major body movements caused by their emotional reactions		
Week 16: He Did It First Skill Area: Creative		
1. Creating a character to be like someone known		
2. Giving a character motivations		
3. Learning about self from writing		

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 4-13 Writing Lesson 1: What Our Feet Do • Pages 23-24			
	Day 2	Improve skit • Page 25			
	Day 3	Scenario and list of body movements • Pages 26-28			
	Day 4	Work on skit • Pages 29-30			
	Day 5	Perform skit • Page 31 • Student Progress Report • Page 32			
Week 2	Day 6	Reading Lesson 1: Genre in <i>Pilgrim's Progress</i> Part 1 • Pages 33-34			
	Day 7	Discuss assigned chapters • Page 35			
	Day 8	Continue discussing assigned chapters • Page 35			
	Day 9	Short Answers • Page 36			
	Day 10	Complete the activity • Page 37			
Week 3	Day 11	Writing Lesson 2: If I Were a ... Part 1 • Pages 39-43			
	Day 12	Write your first body paragraph • Page 44			
	Day 13	Write the second body paragraph • Pages 45-46			
	Day 14	Write your conclusion • Pages 47-48			
	Day 15	Write your final copy • Pages 49-50 Student Progress Report • Page 51			
Week 4	Day 16	Reading Lesson 2: Characters in <i>Pilgrim's Progress</i> Part 1 Pages 52-53			
	Day 17	Read and discuss the assigned chapters • Page 54			
	Day 18	Continue discussing assigned chapters • Page 54			
	Day 19	Short Answers • Page 55			
	Day 20	Complete the activity • Page 56			
Week 5	Day 21	Writing Lesson 3: Describing Characters • Pages 57-59			
	Day 22	Write the first draft • Page 60			
	Day 23	Revise rough draft • Pages 61-62			
	Day 24	Write final rough draft • Page 63			
	Day 25	Write the final copy • Page 64 Student Progress Report • Page 65			
Week 6	Day 26	Reading Lesson 3: Setting in <i>Pilgrim's Progress</i> Part 1 • Pages 66-67			
	Day 27	Read and discuss the assigned chapters • Page 68			
	Day 28	Continue discussing assigned chapters • Page 68			
	Day 29	Short Answers • Page 69			
	Day 30	Complete the activity • Page 70			
Week 7	Day 31	Writing Lesson 4: Conflict • Pages 71-72			
	Day 32	Start your conflict • Pages 73-74			
	Day 33	Continue working on your conflict • Pages 75-78			
	Day 34	Continue working on your conflict • Page 79			
	Day 35	Revise your conflict • Pages 80-84 Student Progress Report • Page 85			

Date	Day	Assignment	Due Date	✓	Grade
Week 8	Day 36	Reading Lesson 4: Theme in <i>Pilgrim's Progress</i> Part 1 • Page 86			
	Day 37	Read and discuss the assigned chapters • Page 87			
	Day 38	Continue discussing assigned chapters • Page 87			
	Day 39	Short Answers • Page 88			
	Day 40	Complete the activity • Page 89			
Week 9	Day 41	Writing Lesson 5: Point of View Part 1 • Pages 91-93			
	Day 42	Structure your essay • Pages 94-97			
	Day 43	Write your introduction • Page 98			
	Day 44	Write the first section of the body • Page 99			
	Day 45	Write the second section • Page 100 Student Progress Report • Page 101			
First Semester-Second Quarter					
Week 1	Day 46	Reading Lesson 5: Plot in <i>Pilgrim's Progress</i> Part 1 • Pages 102-103			
	Day 47	Read and discuss the assigned chapters • Page 104			
	Day 48	Continue discussing assigned chapters • Page 104			
	Day 49	Short Answers • Page 105			
	Day 50	Complete the activity • Page 106			
Week 2	Day 51	Writing Lesson 6: Point of View Part 2 • Write the third section Page 107			
	Day 52	Write the fourth section • Page 108			
	Day 53	Write the fifth section • Page 109			
	Day 54	Write your conclusion • Page 110			
	Day 55	Write your final draft • Pages 111-112 Student Progress Report • Page 113			
Week 3	Day 56	Reading Lesson 6: Dialogue in <i>Pilgrim's Progress</i> Part 1 Pages 114-115			
	Day 57	Read and discuss the assigned chapters • Page 116			
	Day 58	Continue discussing assigned chapters • Page 116			
	Day 59	Short Answers • Page 117			
	Day 60	Complete the activity • Page 118			
Week 4	Day 61	Writing Lesson 7: What Makes It What It Is • Pages 119-123			
	Day 62	Write your first situation and description • Page 124			
	Day 63	Write your situation for the second piece • Page 125			
	Day 64	Write your situation for the third piece • Page 126			
	Day 65	Write a final draft of all three situations • Pages 127-129 Student Progress Report • Page 130			
Week 5	Day 66	Reading Lesson 7: Point of View in <i>Pilgrim's Progress</i> Part 1 Pages 131-132			
	Day 67	Read and discuss the assigned chapters • Page 133			
	Day 68	Continue discussing assigned chapters • Page 133			
	Day 69	Short Answers • Page 134			
	Day 70	Complete the activity • Page 135			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 71	Writing Lesson 8: Survey • Page 137			
	Day 72	Write five questions • Page 138			
	Day 73	Representative samples • Pages 139-143			
	Day 74	Conduct your survey • Page 144			
	Day 75	Write final paper • Pages 145-146 Student Progress Report • Page 147			
Week 7	Day 76	Reading Lesson 8: Imagery, Metaphor, and Simile in <i>Pilgrim's Progress</i> Part 1 • Page 148			
	Day 77	Read and discuss the assigned chapters • Page 149			
	Day 78	Continue discussing assigned chapters • Page 149			
	Day 79	Short Answers • Page 150			
	Day 80	Complete the activity • Page 151			
Week 8	Day 81	Writing Lesson 9: Argument Part 1 • Pages 153-154			
	Day 82	Schedule interviews • Pages 155-157			
	Day 83	Interviewees • Pages 158-159			
	Day 84	Interview authorities • Page 160			
	Day 85	Transcribe your interviews • Pages 161-165 Student Progress Report • Page 166			
Week 9	Day 86	Reading Lesson 9: Genre in <i>Pilgrim's Progress</i> Part 2 • Page 167			
	Day 87	Read and discuss the assigned chapters • Page 168			
	Day 88	Continue discussing assigned chapters • Page 168			
	Day 89	Short Answers • Page 169			
	Day 90	Complete the activity • Page 170			
		Mid-Term Grade			

Second Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Third Quarter					
Week 1	Day 91	Writing Lesson 10: Argument Part 2 • Pages 171-172			
	Day 92	Write the body of your paper • Page 173			
	Day 93	Write the conclusion of your paper • Page 174			
	Day 94	Write the finished rough draft • Pages 175-177			
	Day 95	Write your final copy • Pages 178-180 Student Progress Report • Page 181			
Week 2	Day 96	Reading Lesson 10: Characters in <i>Pilgrim's Progress</i> Part 2 Page 183			
	Day 97	Read and discuss the assigned chapters • Page 184			
	Day 98	Continue discussing assigned chapters • Page 184			
	Day 99	Short Answers • Page 185			
	Day 100	Complete the activity • Page 186			
Week 3	Day 101	Writing Lesson 11: Book Report • Page 187			
	Day 102	Write the introduction • Page 188			
	Day 103	Write the body • Page 189			
	Day 104	Write your conclusion • Page 190			
	Day 105	Prepare your final copy • Pages 191-193 Student Progress Report • Page 194			
Week 4	Day 106	Reading Lesson 11: Plot in <i>Pilgrim's Progress</i> Part 2 Pages 195-196			
	Day 107	Read and discuss the assigned chapters • Page 197			
	Day 108	Continue discussing assigned chapters • Page 197			
	Day 109	Short Answers • Page 198			
	Day 110	Complete the activity • Page 199			
Week 5	Day 111	Writing Lesson 12: Behavior • Pages 201-203			
	Day 112	Write the title and introduction • Page 204			
	Day 113	Begin writing the body • Pages 205-206			
	Day 114	Complete the rough draft • Pages 207-209			
	Day 115	Complete your final copy • Pages 210-211 Student Progress Report • Page 212			
Week 6	Day 116	Reading Lesson 12: Setting in <i>Pilgrim's Progress</i> Part 2 Page 213			
	Day 117	Read and discuss the assigned chapters • Page 214			
	Day 118	Continue discussing assigned chapters • Page 214			
	Day 119	Short Answers • Page 215			
	Day 120	Complete the activity • Page 216			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 121	Writing Lesson 13: Interview with a Character • Pages 217-218			
	Day 122	Write the questions for interviewee • Page 219			
	Day 123	Ask your partner the questions • Pages 220-221			
	Day 124	Write the introduction, interview, and conclusion Pages 222-223			
	Day 125	Write the final draft • Pages 224-225 Student Progress Report • Page 226			
Week 8	Day 126	Reading Lesson 13: Theme in <i>Pilgrim's Progress</i> Part 2 Pages 227-228			
	Day 127	Read and discuss the assigned chapters • Page 229			
	Day 128	Continue discussing assigned chapters • Page 229			
	Day 129	Short Answers • Page 230			
	Day 130	Complete the activity • Page 231			
Week 9	Day 131	Writing Lesson 14: Problems • Page 233			
	Day 132	Write a narrative piece • Page 234			
	Day 133	Write your narrative • Pages 235-236			
	Day 134	Write the rough draft • Page 237			
	Day 135	Work on your final copy • Page 238 Student Progress Report • Page 239			
Second Semester-Fourth Quarter					
Week 1	Day 136	Reading Lesson 14: Tone and Mood in <i>Pilgrim's Progress</i> Part 2 Page 240			
	Day 137	Read and discuss the assigned chapters • Page 241			
	Day 138	Continue discussing assigned chapters • Page 241			
	Day 139	Short Answers • Page 242			
	Day 140	Complete the activity • Page 243			
Week 2	Day 141	Writing Lesson 15: Interactions • Pages 245-246			
	Day 142	Write the first draft of your dialogue • Pages 247-248			
	Day 143	Rewrite your first draft • Pages 249-250			
	Day 144	Examine the dialogue • Pages 251-252			
	Day 145	Write your final draft • Pages 253-254 Student Progress Report • Page 255			
Week 3	Day 146	Reading Lesson 15: Symbolism in <i>Pilgrim's Progress</i> Part 2 Page 256			
	Day 147	Read and discuss the assigned chapters • Page 257			
	Day 148	Continue discussing assigned chapters • Page 257			
	Day 149	Short Answers • Page 258			
	Day 150	Complete the activity • Pages 259-260			

Date	Day	Assignment	Due Date	✓	Grade
Week 4	Day 151	Writing Lesson 16: He Did It First • Pages 261-262			
	Day 152	Write the first part of your scene • Page 263			
	Day 153	Write a first rough draft of the rest of your scene Page 264			
	Day 154	Write the final draft • Pages 265-266			
	Day 155	Read your dialogues as if a play • Page 267 Student Progress Report • Page 268			
Week 5	Day 156	Reading Lesson 16: Writing a Literary Analysis Essay on <i>Pilgrim's Progress</i> • Pages 269-270			
	Day 157	Look through <i>Pilgrim's Progress</i> for textual examples • Page 271			
	Day 158	Determine your thesis statement • Pages 272-273			
	Day 159	Write your introduction • Page 274			
	Day 160	Write your first body paragraph • Page 275			
Week 6	Day 161	Writing Lesson 17: Giving a Speech • Pages 277-281			
	Day 162	Decide on a topic to give a speech on • Pages 282-283			
	Day 163	Create an outline for your speech • Pages 284-285			
	Day 164	Schedule your speech • Page 286			
	Day 165	Present your speech • Page 287			
Week 7	Day 166	Reading Lesson 17: Writing a Literary Analysis Essay on <i>Pilgrim's Progress</i> • Page 288			
	Day 167	Write your third body paragraph • Page 289			
	Day 168	Write your conclusion • Page 290			
	Day 169	Revise your paper • Page 291			
	Day 170	Read and discuss assigned book • Pages 292-296			
Week 8	Day 171	Writing Lesson 18: Interviewing • Pages 297-300			
	Day 172	Appearance of interviewer • Pages 301-302			
	Day 173	Appearance of interviewer • Pages 303-305			
	Day 174	Appearance of interviewer • Pages 306-307			
	Day 175	Full job interview • Page 308			
Week 9	Day 176	Reading Lesson 18: Write Your Own Allegory • Page 309			
	Day 177	Details for the two characters • Page 310			
	Day 178	Setting and symbolism • Page 311			
	Day 179	Write your allegory • Page 312			
	Day 180	Prepare your final copy • Page 313			
		Final Grade			



Prewriting

One thing that most people learn as they get older is how to control their body movements. We all had to learn how to do this, and it does take practice to know exactly what the parts of our bodies are doing.

If you were to watch young children, you would notice that they are always moving some part of their bodies and that this movement has little to do with what they are saying or with what they want to do.

It would be hard for you to find a young child not making random movements with his hands, fingers, arms, or legs. This is okay; we all have done this in our process of growing up. Some adults still have difficulty with holding themselves still, but most adults can sit quietly for long periods of time and not show signs of impatience.

In this exercise, you will create two characters: one who will be able to control random body movements and one who, when upset, will have some difficulty controlling what goes on with fingers, feet, arms, and hands.

This exercise has three parts:

1. Improvisation and planning
2. Writing
3. Acting

Improvisation and Planning

Improvisation is constructing or acting without previous planning. One of your parents, a teacher, or another student will need to help you do this exercise. They will need to be available to work with you all week. Together you will act out a scene of two people in conversation. One will be an adult who has control of body actions and the other will not have such good control. These two characters will demonstrate their respective (each their own in the order given) abilities to control their bodies. This means that whichever one of you plays the character who has control of body movements will have to control what her body is doing, and the person playing the character who has little control over nervous energy will have to demonstrate random body movements for that age level.

You and your partner should discuss and then decide on a situation for your improvisation. Keep in mind that you are to improvise the actions and speeches of your characters. This means that you and your partner cannot plan exactly what will be said or what will be done in your skit.

Objectives:

- ❶ People vary in the ways they move their bodies.
- ❷ Writers understand these differences.
- ❸ You can use this understanding when you create characters.



You can plan the situation the two characters will be in but not what will happen.

You should agree on a situation that will show the difference between the characters' abilities to control their bodies. I suggest situations such as the following:

- ✓ A woman talking to her neighbor who does not want to let on that there is to be a surprise party this evening for her husband
- ✓ A mother and her son waiting to be served in a shoe store
- ✓ A young person working on a first job who has to explain to the boss that the cash register is short \$14.50
- ✓ A mother asking her son about why the boy will not take out the garbage on his own

Once you and your partner have chosen a situation, you should act it out. Keep in mind that this exercise is about body control. You should have each character speak at least 15 to 20 times. This will give you ample time to demonstrate their respective body-control abilities.

You do not have to resolve any conflict in this short skit. It does not have to have any specific structure. The intent is to give you experience in creating characters who move their bodies in different ways.

Preparation

Both of you should practice your roles and the control of your bodies so you will be ready to do the skit again and to take further notes. You could practice different movements — looking for the kinds that are most typical for your age group / characters.

Body Movements

Character One (teen):

Character Two (adult):

When your scenario and list of body movements are written and before you start writing your skit, you should ask your teacher to look over your work.

Preparation

You should start on the introduction to your skit.

This brief model skit may help. I suggest you have a narrative voice which uses past tense, third person, is objective, and is non-involved. If these are new terms or you have forgotten, look ahead to the exercise on “Point of View.”

At Dinner

Bill was eating dinner with his family. Bill’s father, a large but soft-spoken man, had asked Bill why the front yard hadn’t been raked yet. Bill was running his fork around his plate as if it were a hockey stick and the last pea were a puck.

“There has to be a good reason; you have had plenty of time,” Mr. Smith said, looking at his son. Two small pieces of meat made the goal, and Bill was racing toward it with the pea/puck. He could hear the crowd in the stands yelling his name. “Well, what about it, Bill?”

Mr. Smith’s hands were lying flat on the tablecloth, one on either side of his plate.

The rest of the family was still, waiting for Bill's answer. Bill's mother was watching her husband, and Janet was staring at her plate, glad she wasn't in this conversation.

"I guess I forgot." Bill faked out the last guard and cut in toward the goal, the puck riding on the tine of his fork.

"Forgot? How could this be, Bill? I've reminded you of this little job three times this week. I'm not sure you are remembering your responsibilities as a member of this family. We all have to work together. Do you remember the times we've talked about that? How each of us has a job to help all of us?" Bill's father raised his right hand in a questioning gesture. He looked at his wife.

Bill slapped a high shot right past the goalie's shoulder, and the pea hit his father's coffee cup. "Sorry, Dad." Bill reached out and tried to spear the pea, but it rolled away from his fork. His other hand was inching toward his spoon. If he could just trap that Green Guz between the trident and his net, then he might be able to save the planet Oorf from the revenge of the Guz.

"About what?"

"What?" Bill looked up at his father and saw for the first time that his expression was very intense, and Bill knew he had to shape up. He raked the pea toward his plate while he said, "How about I start tomorrow right after I get done with studies?" Bill's father smiled at his wife and began to eat again.



Arrange the furniture and invite the family or class to watch your skit. Do not worry about making mistakes. No one will know if you miss a word or skip a gesture. The important thing is that you have a good time learning that people move their bodies with the ways their minds work.



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:



Read and discuss with your teacher

This year, we're going to be reading the Christian classic *Pilgrim's Progress*. It was written in the 1600s by John Bunyan. He was a Puritan preacher from England who was actually in jail when he wrote the first half of the book.

During this time, England had a state church, and people who belonged to other denominations, like Bunyan, were persecuted. Bunyan had been sent to jail because of his preaching. He ultimately spent 12 years in prison, and during that time, he wrote several books. The most famous is *Pilgrim's Progress*.

After English laws changed, Bunyan was released from jail, and he spent the rest of his life preaching and writing. *Pilgrim's Progress* has been called one of the first English novels, and it was widely popular in Bunyan's day. It was so popular that he wrote a second part in the 1680s after his release. The book remains popular to this day — it is the second-bestselling book in history, second only to the Bible.

Bunyan intended his book to both teach and entertain his readers, so he wrote it as an allegory. Are you familiar with allegories? An allegory is a work in which the people, places, and events are all symbolic and intended to teach a particular message.

Some people confuse the idea of allegory with other genres, like parables and fables. They all are intended to teach a lesson, but they go about doing it in different ways. A parable is a short story about people that teaches a lesson. Jesus uses parables frequently in the New Testament to teach lessons. Fables usually teach a lesson, but they rely on talking animals and other fantasy elements instead of people.

Allegory is more about ideas. You can read the story as just a story, but everything in it has a deeper meaning. Literature frequently is full of symbols, but a regular novel will have nowhere near as much symbolism as an allegory. All the symbolism works together to teach a lesson. Allegories are also longer than a parable and a fable, as a general rule.

When you are studying allegories, it is important to keep in mind what lesson the allegory is trying to teach and what everything represents. *Pilgrim's Progress* is easier to follow than some allegories in this regard because Bunyan gives his characters and settings very clear names like "Faithful," "Hypocrisy," "the Slough of Despond," and the "Palace Beautiful."

Objectives:

- 1 Learn about allegory.
- 2 Read the assigned chapters in *Pilgrim's Progress*.
- 3 Answer questions about the assigned chapters in *Pilgrim's Progress*.
- 4 Write a short essay on the assigned chapters in *Pilgrim's Progress*.

As with any book, it is vital to understand the genre you are reading and to think about why the author chose that genre and how that genre affects the work itself. Throughout *Pilgrim's Progress*, you will find the book easier to understand if you remember that it is an allegory and actively try to understand the allegory that Bunyan is presenting.

Discussion Questions

Think about stories you have read in the past. Have you ever read an allegory before? If so, what was it? Did you enjoy it?

Take some time to also think about allegories in general. Why do you think an author would want to write an allegory? What unique challenges do you think a writer working on an allegory faces?

What other genres have you read? What makes those genres unique?



Read and discuss the assigned chapters

Pilgrim's Progress, "Apology" and Part 1, chapters 1–3. (PDF: "Apology," pages 57–60, in very beginning of download; chapters 1–3, pages 1–21.)

Step One: Who is it about?

Step Two: What happens?

Step Three: Where does it happen?

Step Four: What is it trying to teach us?



Short Answers

Answer the following short questions about this week's readings:

1. Why did Bunyan write this book and use allegory rather than a straightforward sermon or message?

2. Why do you think Bunyan used verse in the apology and prose for the rest of the story?

HINT! \leq **Verse** is written to create a certain rhythm, while **prose** is written to sound like natural speech.

3. Why is it important that this is a dream he is describing?
