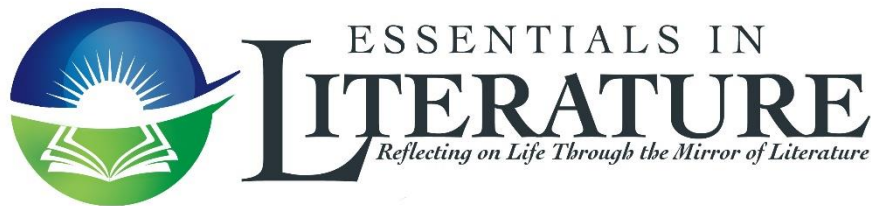


LEVEL 9

Student Text

by
Matthew Stephens



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LEVEL 9 SYLLABUS

This course averages 150 class periods

VIDEO - 101 LESSONS

WORKBOOK- 219 PAGES

FICTION UNIT

FICTION: LECTURE

Day 1 – Introduction

Day 2 – Plot

Day 3 – Conflict

Day 4 – Mood, Tone, and Setting

Day 5 – Theme and Symbol, Characters

Day 6 – Point of view, Foreshadowing and Flashback

THE SECRET LIFE OF WALTER MITTY

Day 1 – Meet the Author, Research Activity

Day 2 – Analyzing Literature: Point of View, 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: Onomatopoeia, Extended Activities, Writing Connection

Day 6 – Independent Practice

THE MOST DANGEROUS GAME

Day 1 – Meet the Author, Research Activity

Day 2 – Analyzing Literature: Plot, Vocabulary

Day 3 – Access the Backdrop, Making Life's Connections, Reading Focus: Drawing Conclusions

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

Day 5 – Plot Device: Poetic Justice, Extended Activities, Writing Connection

Day 6 – Independent Practice

BORN WORKER

Day 1 – Meet the Author, Research Activity

Day 2 – Analyzing Literature: Character Traits, 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: Simile, Extended Activities, Writing Connection

Day 6 – Independent Practice

THE MONKEY'S PAW

Day 1 – Meet the Author, Research Activity

Day 2 – Analyzing Literature: Mood, 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

THE WHITE HERON

Day 1 – Meet the Author, Research Activity

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

Day 6 – Independent Practice

THE BET

Day 1 – Meet the Author, Research Activity

Day 2 – Analyzing Literature: Flashback, Vocabulary

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

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

Day 5 – Plot Device: Chekhov's Gun, Extended Activities, Writing Connection

Day 6 – Independent Practice

FICTION SUMMATIVE ASSESSMENT

Day 1 – Summative Assessment, "Blues Ain't No Mockin' Bird"

NONFICTION UNIT

NONFICTION: LECTURE

Day 1 – Bias, Tone, Purpose

Day 2 – Types of Nonfiction

Day 3 – Research, Letters

Day 4 – Informative Articles, Book Reviews

CHARLES MARTEL & BATTLE OF TOURS

Day 1 – Pre-Reading Activity: Scope, Strategy, and Success, Research Activity

Day 2 – Access the Backdrop, Making Life's Connections

Day 3 – Reading to Learn: Taking Notes, Reading Activity: Structure, Simplicity, Synergy

Day 4-5 – Reading to Learn: Taking Notes, Writing Connection

THE HISTORY OF BLUE JEANS

Day 1 – Pre-Reading Activity: What Do You Know?, Research Activity

Day 2 – Access the Backdrop, Making Life's Connections, Reading to Learn: Reading Comprehension

Day 3 – Reading to Learn: Self-Monitoring

Day 4-5 – Analyzing Literature, Check Comprehension

FAREWELL LETTER TO THE PILGRIMS

Day 1 – Meet the Author, Research Activity

Day 2 – Analyzing Literature: Letters, 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 Literary Elements: Diction, Extended Activities, Writing Connection

BOOK REVIEW: A Wrinkle in Time

Day 1 – Meet the Author, Research Activity

Day 2 – Access the Backdrop, Making Life's Connections, Analyzing Literature: Book Review, Reading Focus: Perspective, Vocabulary

Day 3 – Reading Focus: Making Connections

Day 4-5 – Check Comprehension, Connection Reflection, Analyzing Literary Elements, Analyzing Literature: Book Review, Extended Activities, Writing Connection

NONFICTION SUMMATIVE

ASSESSMENT

Day 1 – Summative Assessment

Day 2 – Letter: “John Steinbeck on Falling in Love”

Day 3 – Book Review: Mockingbird by Kathryn Erskine (review written by Simon Mason)

NOVEL

THE HOBBIT

Day 1 – Meet the Author, Making Life's Connections

Day 2 – Access the Backdrop

Day 3 – Access the Backdrop

Day 4 – Analyzing Literature: Characters, Reading Focus: Skimming and Scanning

Day 5 – Vocabulary, Reading Focus: Characters, While You Read: Event Log

Day 6 – Reading Focus: Character List, Reading Focus: Character Traits

Day 7 – Analyzing Literature: Character Motives, Analyzing Literature: Character Development

THE HOBBIT CONT.

Day 8 – Vocabulary, Reading Focus: Setting and Mood, While You Read: Event Log

Day 9 – Reading Focus: Setting and Mood

Day 10 – Analyzing Literature: Character Relations

Day 11 – Analyzing Literature: Internal and External Conflict

Day 12 – Connection Reflection: Written Response

Day 13 – Vocabulary, Reading Focus: Character Development, While You Read: Event Log

Day 14 – Reading Focus: Character Development

Day 15 – Analyzing Literature: Connecting to Characters

Day 16 – Analyzing Figurative Language

ESSENTIALS IN LITERATURE LEVEL 9: SAMPLE

Day 17 – Vocabulary, Reading Focus: Making Inferences, While You Read: Event Log

Day 18 – Reading Focus: Making Inferences

Day 19 – Analyzing Literature: Problem and Solution

Day 20 – Analyzing Literature: Foreshadowing

Day 21 – Vocabulary, Reading Focus: Making Predictions, While You Read: Event Log

Day 22 – Reading Focus: Making Predictions

Day 23 – Analyzing Literature: Character Archetypes

Day 24 – Analyzing Literature: Point of View

Day 25 – Vocabulary, Reading Focus: Identify Climax, While You Read: Event Log

Day 26 – Analyzing Literature: Character Development

Day 27 – Analyzing Literature: Character Development

Day 28 – Analyzing Literature: Theme

Day 29 – Critical Thinking: Written Response

NOVEL SUMMATIVE ASSESSMENT

Day 1 – Summative Assessment

NOVEL CULMINATING ACTIVITY

Day 1-7 – Culminating Activity

POETRY

POETRY: LECTURE

Day 1 – Elements of Poetry, Poetry Structure

Day 2 – Sound Devices, Other Elements of Poetry

Day 3 – Figurative Language

DREAMS

Day 1 – Meet the Author, Making Life’s Connections

Day 2 – Access the Backdrop, Analyzing Figurative Language: Metaphor, Elements of Poetry: Mood and Tone, Analyzing Figurative Language: Metaphor, Comprehend and Connect

Day 3 – Elements of Poetry: Mood and Tone

Day 4 – Writing Poetry, Speaking and Listening

Day 5 – Elements of Poetry: Dialect (“Red Roses”)

STILL I RISE

Day 1 – Meet the Author, Making Life’s Connections

Day 2 – Access the Backdrop, Analyzing Figurative Language: Simile, Elements of Poetry: Rhythm, Analyzing Figurative Language: Simile, Comprehend and Connect

Day 3 – Elements of Poetry: Rhythm

Day 4 – Writing Poetry, Speaking and Listening

Day 5 – Elements of Poetry: Rhythm (“Nothing Gold Can Stay”)

THE POISON TREE

Day 1 – Meet the Author, Making Life’s Connections

Day 2 – Access the Backdrop, Analyzing Figurative Language: Symbolism, Elements of Poetry: Voice, Analyzing Figurative Language: Symbolism, Comprehend and Connect

Day 3 – Elements of Poetry: Voice

Day 4 – Writing Poetry, Speaking and Listening

Day 5 – Elements of Poetry: Rhyme Scheme (“Fire and Ice”)

SONNET 29

Day 1 – Meet the Author, Making Life’s Connections

Day 2 – Access the Backdrop, Analyzing Figurative Language: Hyperbole, Elements of Poetry: Rhyme, Analyzing Figurative Language: Hyperbole, Comprehend and Connect

Day 3 – Elements of Poetry: Rhyme Scheme

Day 4 – Writing Poetry, Speaking and Listening

Day 5 – Elements of Poetry: Rhyme Scheme (“The Naming of Cats”)

THE WIND BEGUN TO ROCK THE GRASS

Day 1 – Meet the Author, Making Life’s Connections

Day 2 – Access the Backdrop, Analyzing Figurative Language: Personification, Elements of Poetry: Diction, Analyzing Figurative Language: Personification, Comprehend and Connect

Day 3 – Elements of Poetry: Diction

Day 4 – Writing Poetry, Speaking and Listening

Day 5 – Elements of Poetry: Diction (“Spring Storm”)

WHEN IT IS SNOWING

Day 1 – Meet the Author, Making Life’s Connections

Day 2 – Access the Backdrop, Analyzing Figurative Language: Imagery, Elements of Poetry: Mood and Tone, Analyzing Figurative Language: Imagery, Comprehend and Connect

Day 3 – Elements of Poetry: Mood and Tone

Day 4 – Writing Poetry, Speaking and Listening

Day 5 – Elements of Poetry: Rhyme Scheme (“Poppies”)

THE RAVEN

Day 1 – Meet the Author, Making Life’s Connections

Day 2 – Access the Backdrop, Analyzing Figurative Language: Symbolism, Elements of Poetry: Rhythm, Analyzing Figurative Language: Symbolism, Comprehend and Connect,

Day 3 – Elements of Poetry: Rhythm

Day 4 – Writing Poetry, Speaking and Listening

Day 5 – Analyzing Figurative Language: Hyperbole

POETRY SUMMATIVE ASSESSMENT

Day 1 – Summative Assessment

Day 2 – “The Eagle” (Alfred, Lord Tennyson)

Day 3 – “The Rose That Grew From Concrete” (Tupac Shakur)

Day 4 – “The Wise Old Apple Tree in Spring” (Robert Hillyer)

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, after reading *The Most Dangerous Game*, disapproval of the killing of human beings 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. *The Hobbit* by J.R.R. Tolkien is the literary work explored in Unit 3. Magic, mystical, and supernatural activity appear in the fictional realm of Middle-earth. Magical items and objects, wizardry, and spells are all part of the story line of this literary work.

Teachers and parents who find this type of fantasy 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.

Reading Focus: Author's Purpose

An **author's purpose** is the reason for which a piece of literature is written: to persuade, to inform, or to entertain (also known as **P.I.E.**). An author whose purpose is to persuade writes to convince readers of something or shift their opinions. An author whose motivation is to inform is writing to give or impart information to an audience. An author who is writing to entertain is motivated to evoke some sort of emotional reaction in readers or simply share a story, thoughts, or feelings.

- Persuasion is an attempt to convince
- Informing is an attempt to impart information
- Entertaining is an attempt to trigger a reaction

Think about the author's motivation for writing "The Bet." Fill in the appropriate boxes to support your answer in the chart below.

Author's Purpose:

- ☐ To Persuade
- ☐ To Inform
- ☐ To Entertain

How do you know?**Evidence from text:****Was the author successful?
Explain.**

Analyze an Article



Create a timeline that places the history of jeans in chronological order.

Check Comprehension

1. Based on the information in THE ORIGIN OF BLUE JEANS: LEVI STRAUSS section of the “History of Jeans” article, the reader can infer that:

- A. Strauss accidentally dyed jeans an indigo color.
- B. jeans were not created until the mid-1900s.
- C. The creator of jeans did *not* expect them to become popular.
- D. jeans were originally designed with functionality in mind.

2. After what event did department stores begin to stock jeans in the women’s section?

- A. Vogue magazine’s advertisement depicting women in jeans
- B. World War II
- C. The creation of a women’s pant with a side opening rather than a fly opening
- D. The creation of jeans for children

3. When did designer jeans begin to make an appearance in high-end shops?

- A. 1930s
- B. 1950s
- C. 1970s
- D. 1990s

4. Based on the information in the article, the reader can assume that...

- A. jeans have made a lasting impression on culture as a whole.
- B. jeans have had more of an impact on the fashion industry than anything else.
- C. jeans were a fad that became popular for a short time.
- D. jeans are strictly meant to be functional and nothing more.

Section Two

Vocabulary



Making **vocabulary cards** is a good way to not only introduce yourself to new words but also to add them to your vocabulary.

Start by collecting 3" x 5" index cards with lines. Then, start filling out your vocabulary cards using the parameters shown below along with information from *The Hobbit*, a dictionary, a thesaurus, and the internet. Make one card for each word in the list. ↓

antiquity	part of speech: noun
definition: The ancient past, especially the period before the Middle Ages.	
synonyms: ancient times, the ancient past, classical times, the distant past	

Vocab. List

gall
 brood
 persist
 haste
 despair
 onslaught
 clamor
 scorch
 tumult
 render
 appall
 peril
 stark
 dismay
 uncanny
 lament
 snare

Reading Focus: Setting and Mood



Section Two: Read chapters 5-7 of *The Hobbit*

The **setting** of a story can be one of the most important tools at an author's disposal to influence the **mood** of an event in a story or the story itself. If the story is set in a vast forest in the middle of the night, in which a waist-high mist pours through the trees, the atmosphere becomes a little spooky and is able to set the backdrop for something scary to happen.

Elements of Poetry: Rhythm



Nothing Gold Can Stay (1923)

by Robert Frost

Regular rhythm means there is a repeating pattern of stressed and unstressed syllables and a repeating pattern of how many of these syllables are in each line.

The poem "Nothing Gold Can Stay" uses the regular pattern of *unstressed-stressed* for most of the poem, with two notable exceptions.

Read "Nothing Gold Can Stay" and write the poem's lines in the boxes below. Underline the stressed *syllables* (not words). Then label how many stressed syllables (or *beats*) are in each line.

For example: It is the natural rhythm of our speech. (5)

Final Thoughts

Compare and contrast the rhythm of "Still I Rise" with the rhythm of "Nothing Gold Can Stay." These poems employ very different kinds of rhythm. How does the rhythm of each poem affect the tone and impact? Write your answers on a separate sheet of paper.

Name: _____

ELEMENTS OF FICTION ASSESSMENT

Multiple Choice ____ / 10**Identify the answer that best completes the statement or answers the question.**11. Which of the following best defines *falling action*?

- A. The events that occur after the turning point
- B. The events that occur before the turning point
- C. The introduction of characters and setting
- D. The successful close of a story

12. A description of the attributes of a character that affect the plot *best* exemplifies:

- A. the conflict
- B. a character's traits
- C. rising action
- D. the exposition

13. Which example best describes a *minor character*?

- A. A young girl who battles an evil wizard
- B. An old man who gives advice to a boy and girl seeking a fortune
- C. A boy's dog that is able to speak only to the boy.
- D. A townspeople who opposes the mayor and brings change to the community.

14. The outbreak of an infection caused by an irresponsible scientist is *best* described as:

- A. character's motive affecting conflict
- B. setting affecting conflict
- C. character traits affecting conflict
- D. falling action affecting conflict

15. The short story "The Necklace" by Guy de Maupassant is a tale of a woman who was very unhappy with her financial situation and always wanted more money. After receiving an invitation to an upper-class party, she borrows a diamond necklace from a friend and ends up losing it. She then spends the next several years working to pay for it only to find out that it was fake.

What is the best example of the *theme* of the story?

- A. Someone who is poor could never be wealthy.
- B. Do not lose something borrowed or the lender will be angry.
- C. It is dangerous to pretend to be someone you are not.
- D. A necklace is the best way to look elegant.