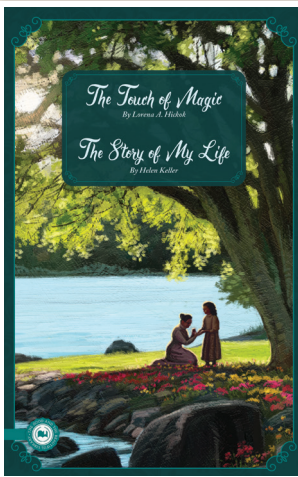


The Good and the Beautiful

LEVEL EIGHT

BOOK STUDY

THE TOUCH OF MAGIC BY LORENA A. HICKOK AND
THE STORY OF MY LIFE BY HELEN KELLER



- Writing
- Spelling
- Grammar, usage, and punctuation
- Vocabulary
- Literature
- Handwriting
- Art

LEVEL 8

BOOK STUDY

The Touch of Magic

by Lorena A. Hickok

The Story of My Life

By Helen Keller

Created by Jenny Phillips and The Good and the Beautiful Team

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goodandbeautiful.com

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ABOUT THE BOOK STUDY

What are book studies?

The Good and the Beautiful Book Studies are student-directed, consumable booklets that accompany select books from *The Good and the Beautiful*, helping children explore the book while also studying language arts, geography, and art. To complete a book study, the student simply reads and follows the instructions in each lesson. The parent or teacher checks the student's work using the answer key.

What topics does this book study cover?

- Literature
- Writing
- Spelling
- Vocabulary
- Art
- Handwriting
- Grammar, Usage, Punctuation
- Geography

Who are the book studies for?

Rather than replacing the language arts courses, book studies are extra, optional courses. Book studies are especially helpful for summer learning or for children who complete a language arts course in less than a year and need more material to finish off the year.

The Good and the Beautiful curriculum has no Level 8 Language Arts course. The language arts courses go from Level 7 to the high school courses. Levels 8 and 9 book studies are designed for students who have completed *The Good and the Beautiful* Level 7 Language Arts course but do not want to start high school courses yet because

- 1) they finished Level 7 in the middle of a year and want something to work on before starting high school in the upcoming school year.
- 2) they are not interested in eventually completing high school courses earlier than 12th grade.
- 3) they are not quite ready for more intense reading or need more review of principles before moving on to high school courses.
- 4) they are not old enough for books with more mature (but still appropriate) topics and some wholesome romance.

Book studies are optional. Students do not need to complete any book studies between Level 7 and high school.

Levels 8 and 9 book studies review grammar principles learned through Level 7. Book studies include new literature, spelling, memorization, geography, art, handwriting, and writing assignments.

What materials are needed?

To complete this book study, you will need the following items:

- This book study booklet and the accompanying answer key
- *The Touch of Magic* by Lorena A. Hickok and *The Story of My Life* by Helen Keller (published by The Good and the Beautiful)
- *The Good and the Beautiful Grammar and Writing Guide* (This non-consumable guide is also used for the high school courses.)
- A blank (unlined) notebook for writing and drawing
- Drawing paper, drawing pencil and eraser, and a ruler
- 36-count or 48-count Prismacolor colored pencils (Note: Prismacolor colored pencils are a high-quality colored pencil. They are a little more expensive than other colored pencil brands. If you choose to use a cheaper brand, the smoothness, blending quality, and overall look of your drawing will not be as nice.)

How many book studies should be completed and in what order?

- Each book study has a different number of lessons, depending on the length of the book. Each lesson takes an average of 25–35 minutes to complete. It is recommended that students doing book studies for their sole language arts instruction do 1–2 lessons or more per day.
- The book studies do not go in any order. Students are encouraged to choose the book studies they would like to complete, but they are also encouraged to choose from a variety of genres, including biographies.
- There is not a set number of Levels 8 and 9 book studies that should be completed. These studies are a way to keep children reading good literature, learning new vocabulary, writing, and reviewing principles learned in previous levels until they are ready to begin the high school courses.

AT-A-GLANCE

30
Lessons

This section lists the main topics and principles covered in this book study.

Art

- Nature art appreciation
- Famous nature artists
- Art instruction in colored pencil

Grammar, Usage, and Punctuation

Review of the following grammar, usage, and punctuation rules from our Levels 4–7 Language Arts courses:

- Adjective & Adverb Rule #3: Double Negatives
- Adjective & Adverb Rule #4: Comparisons
- Adjective & Adverb Rule #5: Irregular Comparisons: Little and Bad
- Apostrophes—Indicating Possession (Plural and Multiple Nouns)
- Avoiding Faulty Comparisons
- Avoiding Shifts in Person, Voice, and Number
- Interjections

Commonly Confused Words

breath/breathe

everyday/every day

may be/maybe

of/have

Literary Devices

- Simile
- Metaphor
- Foreshadowing
- Imagery
- Hyperbole
- Onomatopoeia

Handwriting

- Handwriting practice with inspiring quotes by Helen Keller and Annie Sullivan
- Handwriting assignments can be completed in print or cursive

Homophones

soul/sole	coarse/course
beat/beet	desert/dessert

Correlated Literature Studies

- Poetry by John Greenleaf Whittier
- Biography on Alexander Graham Bell

Rule Breakers and Commonly Misspelled Words

arctic	business	battalion
beginning	appearance	benefited
belief	arithmetic	boundaries
believe	athletic	calendar
beneficial	attendance	candidate
Britain	balance	category

Writing

- Writing effective short answer responses
- General writing instruction and practice

Vocabulary

- Practice reading vocabulary words that are hard to pronounce (not listed here)
- Practice with vocabulary words from reading assignments:

Ambition [am–BIH–shun]: a strong desire to do or to achieve something, typically requiring determination and hard work
His friends and family knew that his **ambition** would take him far in life.

Amiable [AIM–ee–uh–bull]: friendly; pleasant; good-natured personality
She was **amiable** with everyone she met.

Adulation [add–you–LAY–shun]: excessive admiration, praise, or flattery
He was introduced with **adulation** to the expectant crowd.

Antagonism [an–TAG–uh–niz–um]: hostility; opposition; rivalry
The man dressed in black treated the young newcomer with **antagonism**.

Auspicious [oss–PISH–uss]: favorable; conducive to success; promising
Her inspiring graduation speech became an **auspicious** springboard to a life of public speaking.

Barren [BEAR–uhn]: bleak; lifeless; without much or any vegetation
To grow successful crops on such **barren** land would be a challenge indeed.

Conveyance [cun–VAY–unce]: transportation; making an idea or feeling understandable to someone
The stagecoach was the only **conveyance** available.
Through his unique **conveyance** of sign language, I was able to comprehend his meaning.

Reticent [REH–tih–sent]: withdrawn; not readily sharing thoughts and feelings

She was **reticent** with the unfamiliar group that morning.

Scrupulous [SCREW–pew–luss]: attentive to details; very careful to not do wrong

He was **scrupulous** in everything he wrote.

Unpretentious [uhn–pree–TEN–shuss]: modest; humble; sincere; not concerned with appearing grand

Her **unpretentious** manner made everyone instantly feel at ease.

Veneration [vehn–ir–AY–shun]: great respect; reverence

I could not help but treat the gentle old man with **veneration**.

Virtually [VIR–choo–ole–ee]: practically; nearly; almost

The bullet he shot straight into the air could have landed **virtually** anywhere.

LESSON 2

Spelling

- ☐ Complete the exercises.

LOOK at it, SAY it, COVER it, WRITE it, CHECK it. Complete twice for each word.

appearance _____

attendance _____

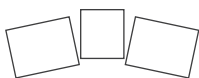
Write the following spelling words in alphabetical order: belief, beginning, beneficial, believe.

1. _____ 2. _____

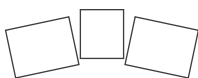
3. _____ 4. _____

Write the syllables for each spelling word in the boxes.

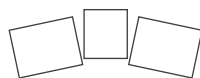
cal - en - dar



can - di - date



ath - le - tic



Homophones

- **COARSE:** rough in texture (The wooden rail felt coarse.); rude in language or appearance (Her coarse manner was unattractive.)
- **COURSE:** a route or direction (We need to follow the course.); a series of classes about a particular subject in school (I finished the language arts course yesterday.)

- ☐ Write a short sentence that uses each word correctly.

coarse _____

course _____

LESSON 3

Editing

- In your *Grammar and Writing Guide*, read Adjective & Adverb Rule #3: Double Negatives (page 12). Then, edit the following sentences from *The Touch of Magic*. Use editing marks as shown on page 4 of your *Grammar and Writing Guide*. Hint: watch for double negatives. There are 12 mistakes.

1) No one in the women's ward knew nothing about her past

2) annie couldn't see nothing of course, but she could smell the Burned cloth and scorched flesh.

3) Also she spent a great deal of time with father barbara.

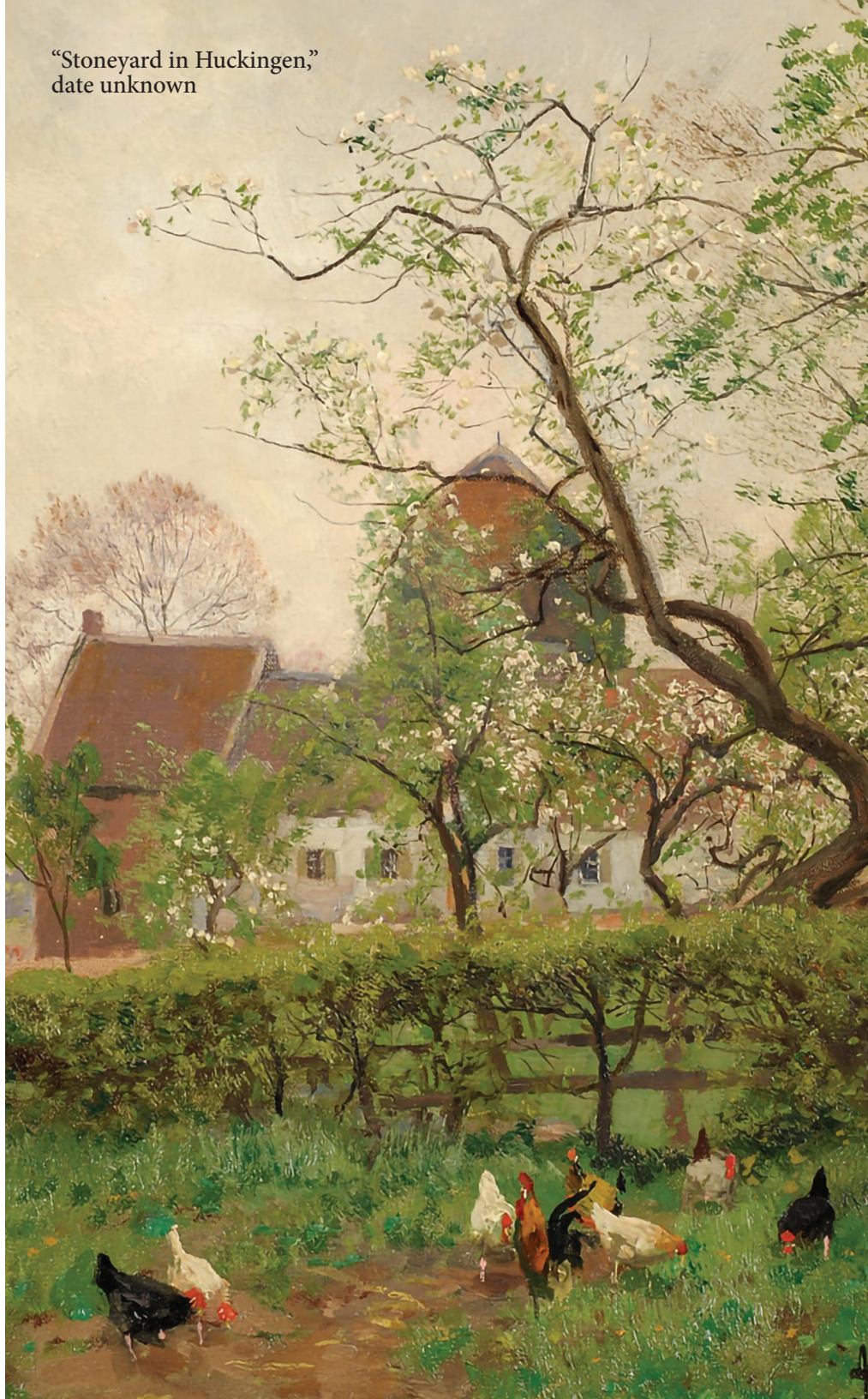
4) "You're not afraid no more, are you, Annie? he asked.

5) She must have been in constant pain, but no one never heard her complain

Reading

- Read Chapter 3 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled "Inspiration from Annie Sullivan and Helen Keller."

"Stoneyard in Huckingen,"
date unknown



"Summer Lake Landscape," 1885



LESSON 11

Reading

- ❑ Read Chapter 11 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

Grammar, Usage, Punctuation

Apostrophes

- ❑ In your *Grammar and Writing Guide*, read Apostrophes: Indicating Possession—Singular, and Apostrophes: Indicating Possession—Plural (page 13). Then, write the possessive form of the noun that has been placed in parentheses at the end of each sentence.

Example: I found the bear’s den.

Example: I found the two bears’ favorite fishing spot.



1. I placed the purple flower on my _____ pillow. (mother)
2. The busy street was blaring with all the _____ horns. (cars)
3. _____ father owned many fine hounds. (Helen)
4. Let’s leave cookies on the _____ porches. (neighbors)
5. The doors to every last one of the _____ stalls had been left open. (horses)
6. The _____ artwork was on display at the fire station. (children)
7. On our hike we spotted three _____ nests. (birds)

“The Ladies’ Army Remount Depot, Rusley Park, Wiltshire, 1918,” 1919



LESSON 13

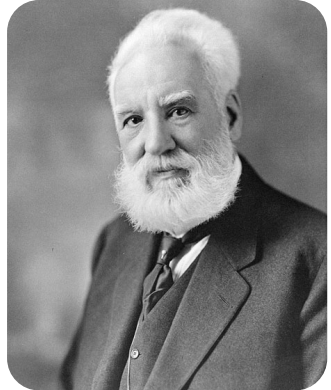
Dr. Alexander Graham Bell Biography

- ❑ To your parent or teacher, read the following biography of Dr. Alexander Graham Bell, a dear friend to Annie Sullivan and Helen Keller.

“The inventor . . . looks upon the world and is not contented with things as they are. He wants to improve whatever he sees, he wants to benefit the world.”

— Alexander Graham Bell

Alexander Graham Bell is best known for inventing the telephone, yet throughout his life, Alexander invented numerous scientific devices, most involving the generation and interpretation of sound waves. He also worked tirelessly to develop technologies that helped his deaf students improve their abilities to communicate and the quality of their lives. His interest in helping others was heavily influenced by his family and upbringing.



Alexander Graham Bell was born on March 3, 1847, in Edinburgh, Scotland. His father, Alexander Melville Bell, was a teacher as well as a phonetician and elocutionist, helping people improve their speech. His uncle and grandfather were also elocutionists. Paradoxically, his mother, Eliza Grace, began to lose her hearing when Alexander was 12 years old. Alexander was very compassionate and attentive to his mother. He learned the manual alphabet and would sit with her in the evenings, interpreting the family's conversation for her. He would also speak directly onto her forehead, which enabled her to hear him. Most of Alexander's early learning took place at home. He was very interested in music and taught himself to play the piano at a young age. He enjoyed creating things to solve problems and make things more efficient. He crafted his first invention at age 12. His best friend's family operated a flour mill, where Alexander often played. After watching the men work long hours husking grain, Alexander came up with a contraption using paddles, brushes, and nails that helped remove the husks

LESSON 15

Literary Devices

- ❑ Read the following and complete the exercises.

The literary device **foreshadowing** is using words and phrases to hint at what is going to happen without revealing the story or spoiling the suspense.

Examples: “She had no idea that leaving the rake in the path would end up stopping a crime.” “He never would have left his horse in the stall if he knew what was to take place that very night.”

The opening line of Chapter 15 of *The Touch of Magic* reads: “There were a few happy, carefree years at Wrentham—four or five years in all—before it became apparent that Helen Keller was not going to be able to earn her living as a professional writer.” This use of foreshadowing creates an interest in what will happen in the story, without revealing the story.

Read the following sentences and match them to the literary device used.

simile	The barren places in my mind blossomed like a rose.
metaphor	But about this time, I had an experience which taught me that nature is not always kind.
foreshadowing	She broadened my mind into a deep river.
simile	These happy days did not last long.
metaphor	The bits of knowledge one gathers become pearls of thought.
foreshadowing	The air stung my cheeks like fire.

5. Now it's time to draw the reflections of the trees and mountains in the water. The halfway grid line cuts the image in half so that the reflections should look nearly symmetrical to the mountains and trees.
6. Lastly, lightly draw some wispy clouds in the sky and some watery looking reflections of clouds in the water.
7. When you are done drawing the lake scene, erase your halfway point grid lines, except for the part of the horizontal line that defines the horizon line of the lake and the lighter blue hill in the distance. Also, if you have drawn any heavy lines with your pencil, lightly erase them so that you can still see the lines, but they are faint. After you have added colored pencil and you have completely finished, you do not want to have any graphite pencil lines showing.

Adding the First Layer of Color

When making a colored pencil drawing, it is important to understand that you are essentially blending layers of colors to achieve an overall look. Each colored pencil set comes with a wide variety of colors. In your set, you will likely find several different blues, several different greens, several different reds, and so on. You may not have the exact perfect “blue” in one colored pencil that you might need for the sky, but you can almost always achieve the blue that you are wanting (or something very close to it), by mixing and layering different colors together. Also, when you are trying to dull a color, or make a shadow color, you will never use black to do this, at least for the purpose of this colored pencil project. Often times there is a darker version of that color that you can layer over the top to darken or dull something, or you can use a color's opposite—or complementary—color to darken an area. For example, red's complementary color is green, yellow's is violet, and blue's is orange. You will begin by blocking in areas of colors for the first couple of layers.

1. Lighter blue mountain in the distance above the canoe: Using a light blue, color in the mountain in the distance. Layer a medium violet color over it, specifically on the upper top of the mountain area and the area to the right on the mountain.



2. Dark blue mountains above the trees: Using a dark blue, color in the mountains above the trees and the reflection of those mountains in the water. Do this on both sides of the canoe.
3. Trees: Choose a dark green and fill in the tree areas and tree reflections in the water.
4. Strip of grassy area at the base of the trees: Using a light green, block in the grassy area strip at the base of the trees.
5. Sky: Color in a medium blue for the bottom layer over the entire sky area, except for the clouds. Also, gradually press lighter and softer on your colored pencil as you fill in the sky areas above the canoe and the mountain in the distance, so that the sky appears to be a lighter blue in those areas. Next, layer a darker, royal blue over the sky, mostly near the top of your picture, and let it gradually fade as you get to the lighter blue parts of the sky.
6. Canoe: For the canoe, use a turquoise blue and a dark blue. Outline the passenger's body shape with a dark blue and dark brown, and leave the passenger's body either white or lightly color it in with brown.





Of Puerto Rico, Annie wrote to Helen:

"The island is a dream of loveliness, a perfect riot of color, blossoming trees and shrubs, roses, clematis, tree-like lilies, poinsettias and many beautiful flowers I never saw before. But best of all, the climate is gorgeous, warm not hot. I mean it is not cruelly hot. There is always a delightful breeze from the ocean. The houses are painted all colors of the rainbow."

Reading

- ☐ Read Chapters 12 and 13 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

Art

- ☐ Read and complete:

In the chapters you just read, Helen experienced her first snow. She wrote, “The air stung my cheeks like fire. . . The rays of the sun fell upon the trees, so that the twigs sparkled like diamonds and dropped in showers when we touched them.” What a wonderful use of similes and imagery!

Choose your two favorite snowflakes and draw them in your notebook.

