



LANGUAGE ARTS & LITERATURE

LEVEL 7

COURSE BOOK

PART 2

Literature | Writing | Spelling | Grammar & Usage
Punctuation | Art | Geography | Vocabulary


The Good AND THE Beautiful
CURRICULUM



UNIT 4

OVERVIEW

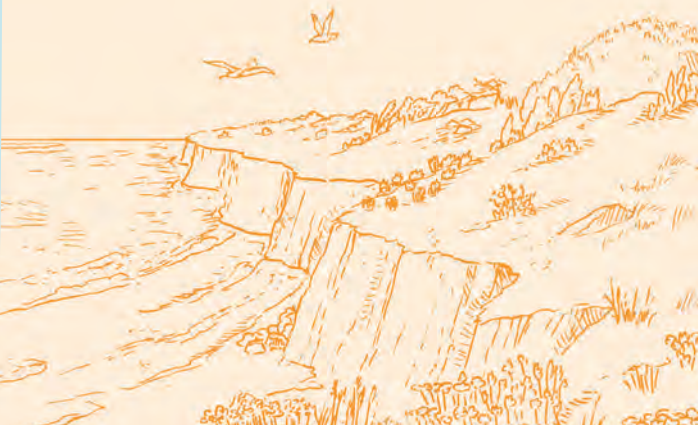
These are the main topics covered in this unit in the course book, correlated book, and the Good and Beautiful Homeschool app.

Unit Theme

perseverance & trust in God

Unit Geography

Europe



Grammar & Usage

- sentence structure: complex sentences
- sentence diagramming: step 11
- subject-verb agreement
- sentence structure: compound-complex
- shifts in verb tense
- subordinating conjunctions
- **homophones & commonly confused words:** a part/apart, brake/break; review of homophones from previous units
- **Greek & Latin roots:** review of Unit 2 roots (aqua, script, form, scope, logy, therm)

Spelling

Most lessons end by instructing the student to complete a Simply Spelling session, which covers:

- homophones (e.g., stake/steak)
- commonly confused words (e.g., then/than)
- high-frequency and challenging spelling words
- spelling principles (e.g., words with “ough,” segmenting sounds in a word, prefixes and suffixes, recognizing compound words, etc.)

Correlated Book



*The Miracle House:
The Story of
George Müller*

Vocabulary

- Vocabulary words are from the Vocab & Reading Skills passages and are reviewed in Vocabulary Review sections throughout the course. A list of these words can be found in the *Quick Reference Guide*.

Reading Comprehension

- Reading comprehension is a focus of various **geography**, **literature**, **art**, and **poetry** sections throughout the course. These sections require students to use logic and critical thinking to demonstrate understanding of a passage.

Memorization

none in this unit

Geography

The following geography concepts are studied in this unit:

- constitutional monarchy
- absolute monarchy
- Germany
- United Kingdom/Europe
- Prussia

Writing

Writing is practiced at the sentence level and the paragraph level as well as at the essay level in this course.

Concepts Taught and Practiced at the Sentence and Paragraph Levels:

- biography
- autobiography

Topics Taught and Practiced at the Essay Level:

- informative essay
- comparative essay
- biographical essay
- block style

Art & Projects

Artists:

- John Constable
- Louise Rayner

Art Topics:

- Prussian blue
- pigment
- insoluble

Projects:

- English landscape painting

Supplies Needed

- 8.5"x11" or 10"x12" mixed media paper
- acrylic paints: dark blue, light blue, dark yellow, light yellow, earthy yellow, white, black
- small brush, medium brush
- pencil
- paper towel
- eraser
- cup of water
- mixing palette or paper plate

Literature

Authors:

- George Müller
- Charles Dickens

Poet:

- Fanny Crosby

Poetry Topics:

- alliteration, consonance, assonance, personification

Literature Topics:

- biographies, foreshadowing, parallel plotlines, predictions, situational irony, head hopping, anecdote

Flashcards

- Canadian Capitals
- Grammar Set 5
- Grammar Set 6

LESSON 60

SECTION 1 Warm-Up

Sentence Structure: Complex Sentences P. 88

Underline the independent clauses in the sentences below. Then circle the sentence's structure in the purple box. Remember, a complex sentence is made of an independent clause and one or more dependent clauses.

When Frederick the Great took the throne, he emphasized adhering to strong values.

simple
compound
complex

The military became central to Prussian life, and authority was rarely questioned.

simple
compound
complex

Loyalty and duty were the most valued Prussian virtues.

simple
compound
complex

Direct Objects & Compound Direct Objects

P. 51 & P. 47

Circle the singular direct object or draw a box around compound direct objects in each sentence.



Frederick the Great

1. The Prussians valued discipline and self-control.
2. Frederick I led Prussia.
3. The "Soldier King" reformed training and tactics in the army.
4. Prussian generals often consulted Frederick.

Sentence Diagramming: Step 9 PP. 14-18

Diagram the command sentence using "(you)" for the subject. Remember to add AJ under adjectives and AV under adverbs.

Speak the truth clearly.

SECTION 2 Editing

Grammar, Usage & Punctuation

Use editing marks to proofread the sentences.



Close Up Extra Space(s)



Make Lowercase



Insert comma Insert commas in dates after the day and year.



Insert a word Find the fragment. Insert what is missing (a subject or a verb) to create a complete sentence.



Insert Period Periods always go inside quotation marks.

7 errors

Frederick William III wrote to the Prussian people after a long, cold Winter. On March 17 1813 he said, "Faith in God, perseverance, and the powerful aid of our allies will bring us victory as the reward of our honest efforts" That statement was a powerful part of his appeal for voluntary enlistment in the Prussian army. Mobilized the masses.

SECTION 3



Grammar, Usage & Punctuation

[[Sentence Diagramming: Step 11]]

Optional
App
Video

New
concept

Subordinating conjunctions always come at the beginning of a dependent clause. Subordinating conjunctions join an independent clause and a dependent clause, forming a **complex sentence**. To diagram a complex sentence, diagram the **independent clause** at the top. Then diagram the **dependent clause** underneath. Finally, place the **subordinating conjunction** between the two sentences with a dashed line connecting the two verbs.

Example: **While** my brother studies a map, **I** read quietly.

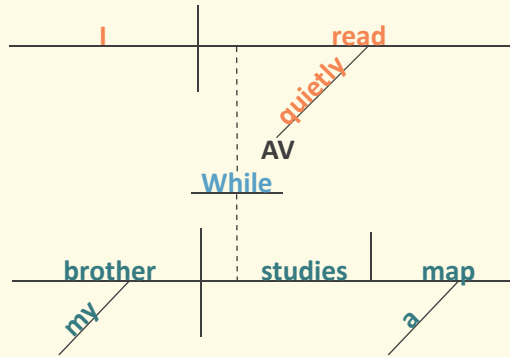
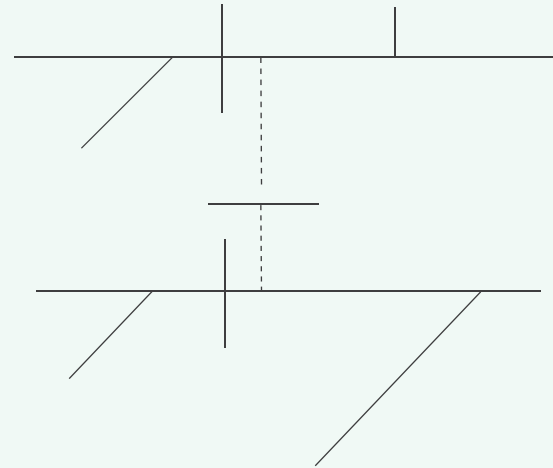


Diagram the sentences. Remember to label adjectives and adverbs.

When the military courageously battled, the Prussians showed bravery.



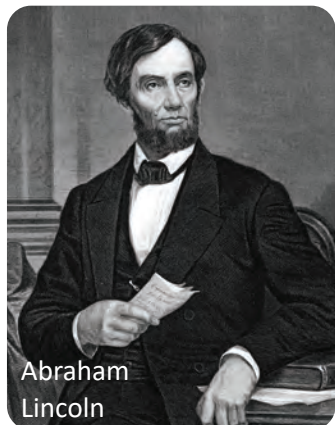
The Prussians won the war because they fought fiercely.

Read this section, and then answer the questions on the next page.

THE POWER OF BIOGRAPHIES

If you have ever listened as a grandparent told tales from their life or heard a family friend's adventures, then you already understand the power life stories hold. These accounts don't just tell us more about the person; they also teach us valuable life lessons. Biographies of people who have made a mark on history can do the same thing! Whether they are tales of adventure, trial, or triumph, biographies have the power to develop tremendous wisdom in all of us.

By reading biographies, we can vastly expand our knowledge of the world. Authors have researched and written books about the lives of people from all centuries, cultures, and backgrounds. In just one trip to the library, you may find biographies about George Washington in America, Gandhi in India, and Genghis Khan in Asia! From each of these stories, you will learn about historical events, social dynamics, leadership, and virtues—giving you a wealth of knowledge about the world without ever leaving your home.



Abraham Lincoln

Of course, what is knowledge without understanding? As we read about the lives of great men and women, we begin to appreciate the obstacles they had to overcome on their way to success. Instead of just knowing that Abraham Lincoln was self-educated, we can read about how he was so determined to have an education, he taught

himself by candlelight. Or, rather than simply knowing that Harriet Tubman led many slaves to freedom, by reading her biography, we can gain an understanding of the tremendous risks she took on behalf of others.

This understanding of who these people really were—their hopes, dreams, weaknesses, and shortcomings—builds empathy as we read how imperfect people overcame their challenges to accomplish extraordinary things. Learning about trials we may never face ourselves, such as Nelson Mandela's fight against racism in South Africa, helps us cultivate compassion for people from all walks of life.

Others' life stories can also teach perseverance. In almost every biographical account, we see that setbacks are not the end of the story. Yes, Thomas Edison failed thousands of times when developing the light bulb—but in the end, he triumphed! Yes, Helen Keller was deaf and blind, but she nevertheless learned to communicate so effectively that she became an educator! These people, and countless others, show us time and again that success may not come easily, but through persistence and resilience, it does come.



Helen Keller

Biographies have the power to cultivate knowledge, understanding, and wisdom in us. As we gain knowledge about the world and come to understand what it takes to overcome obstacles and achieve success, we gain the wisdom to apply those lessons to our own lives. This wisdom, paired with a reliance on God's guidance, can allow us to live lives that will inspire future generations, perhaps through our own powerful biographies.



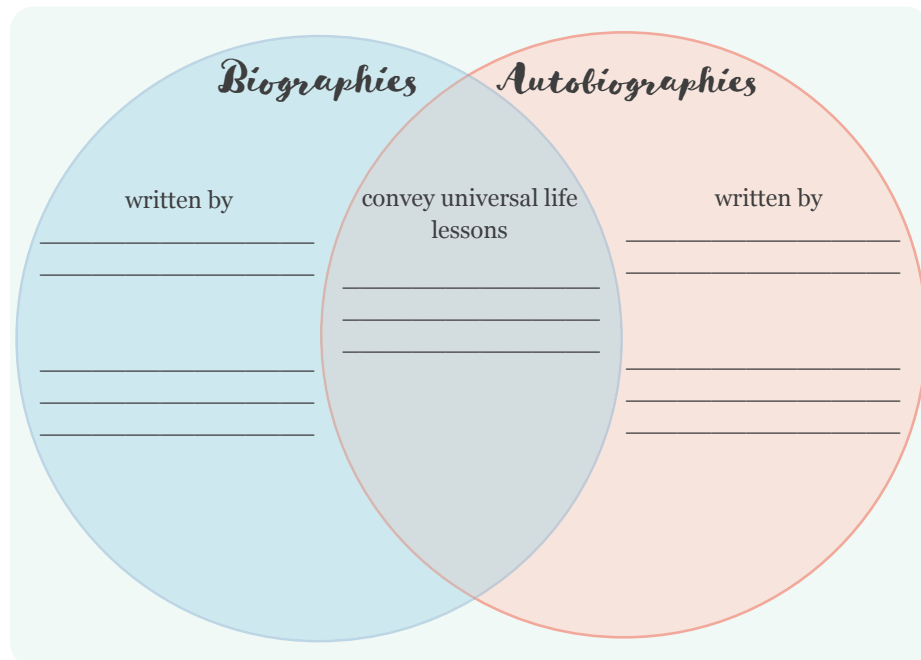
Biographies & Autobiographies

Biographies and autobiographies are both types of writing that tell a true story from a person's life. The purpose of biographical and autobiographical literature is to convey universal life lessons so the reader may learn from the subject's example.

A **biography** is a story from a person's life written by someone else. While biographies often mention the person's birthplace, family, education, and work, the focus of a biographical essay is usually the person's struggles and achievements.

An **autobiography** is a story from a person's life written by that person themselves. The subject matter of an autobiography is similar to a biography. It will portray the life experiences and achievements of the author, but it includes the perspective and thoughts only the author could know about their own life.

Using the above information, fill in the Venn diagram. The center portion, which shows the similarities, has been started for you.



Biographical and autobiographical essays are structured just like regular essays, but there are a few special considerations. Because one of the best ways to become an excellent essay writer is to READ and STUDY model essays, let's study this excellent biographical essay about Queen Victoria.

Read the essay sections and answer the questions that follow.

Opening Paragraph

"I will be good." These are the simple words Victoria spoke during a history lesson at 10 years old when she learned that she might one day become Queen of England. Though she was born fifth in line to the throne, Victoria quickly ascended to first in line after her father died when she was a baby and her uncles produced no heirs. Then in 1837, at the age of 18, she became queen of England. From her coronation to her death, Queen Victoria lived by her childhood promise to be good.

The opening lines grab the reader's attention.

Hook the Reader

This section provides background information about the person.

Transition to Thesis

The thesis states that the subject led a life filled with goodness.

Thesis Statement

What kind of hook is used in the opening paragraph?

- ☐ A quote ☐ B vivid description ☐ C question

What is the main point of this biographical essay?

- ☐ A that Victoria became queen
- ☐ B that Queen Victoria fulfilled her promise to be good

Biographical Essay Research



In this lesson you will begin writing a biographical essay that highlights how a chosen subject can inspire others. As with any essay, you will first choose your subject. You may choose between the two options listed below. Once you have chosen your subject, follow the steps listed in the column below that option.

Option 1

Someone You Know

who has inspired you

Step 1

Research your subject. You will research your subject by interviewing them! Their answers to your questions will be your research for this essay. *For help developing interview questions, read through all the categories on the next two pages so you know what specific information you are looking for AND use the tips at the bottom of the page.*

Step 2

Take notes. Using the space provided on the next pages, take notes on what you find. You may conduct your interview in one or two sessions. *If you choose one session, be sure to flip ahead to the next lesson to take notes for those topics as well.*

TIPS FOR ASKING GOOD INTERVIEW QUESTIONS

1. Avoid asking closed-ended questions or questions that will elicit only “yes” or “no” answers. For example, avoid asking questions like “Were you worried?”
2. Use open-ended questions that begin with the 5 Ws and an H (who, what, where, when, why, and how). These questions lead to more detailed answers. For example, ask, “How did you feel when that happened?”
3. Listen closely and ask follow-up questions. A good interview feels more like a conversation than an interrogation. Try asking the person, “Can you tell me more about that?”
4. Begin with easier, fact-based questions before moving to more personal inquiries.

Option 2

Fanny Crosby

a well-known American hymn writer

Step 1

Read through the note categories. Look over the categories of notes you will be taking in this lesson and the next lesson. On the Homeschool app, you will have one timeline and one article today and three articles in the next lesson to use for your notes.

Step 2

Research your subject. On the Homeschool app, go to the writing section for this lesson and read the information on Fanny Crosby. Before you read the information on the app, read through all the categories on the next two pages so you know what specific information you are looking for.

Step 3

Take notes. As you read, write notes on the next pages when you come across a fact about Fanny Crosby that fits one of the categories. You will do this same thing when you read the articles about Fanny in the next lesson.

When you write notes, form them in your own words, writing just the bare facts. Your bare facts should

- be stripped of descriptive language.
- not use the same sentence structure or exact phrases as the source. (In fact, using phrases is just fine. Full sentences are not needed.)

Remember to write only BARE facts and add in your own ideas where desired. You do not need to take notes on all the information you learn.



SECTION 3 Editing

Line Editing: Fiction

You have learned a lot about using descriptive and sensory language to SHOW versus TELL. One way to do this is to describe body language (show) instead of simply stating emotion (tell). For example, instead of stating *Joan felt disappointed*, you could say *Joan's shoulders slumped*. Here are two more examples:

Statement	Body Language
Tess is tired.	Tess rubs her eyes and yawns.
Dane is excited.	Dane bounces and claps his hands.

Complete a line edit on the following fiction passage, using the following editing mark to correct the issues:

- Cross Out** Find an instance where an emotion is simply stated. Cross out the sentence and rewrite it above with descriptive body language.
- Cross Out** Find the redundant phrase in the last sentence. Cross out one of the redundant words.

The next batter is Lincoln. When he enters the pitch, he lines up with the wickets. He is confident. Winding up and throwing, the bowler gives the cricket ball a lot of spin. Lincoln keeps his eye on the ball. Wham! The bowler watches with surprise as the ball whizzes past him. With Lincoln's hit the final outcome is a win!



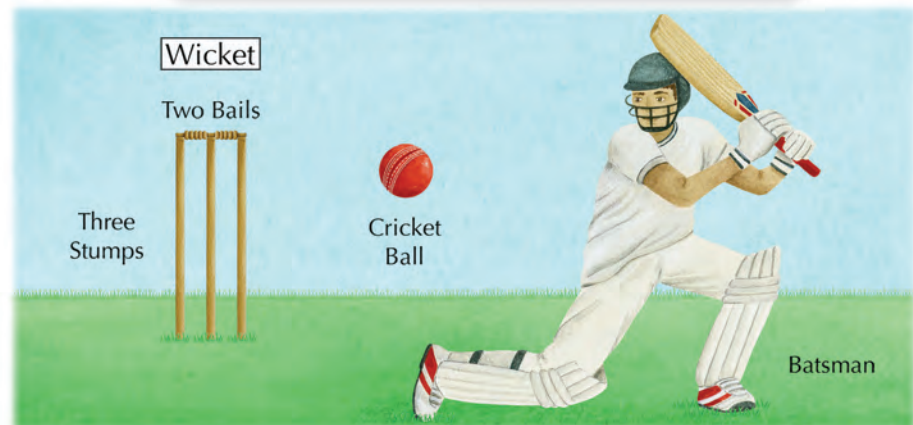
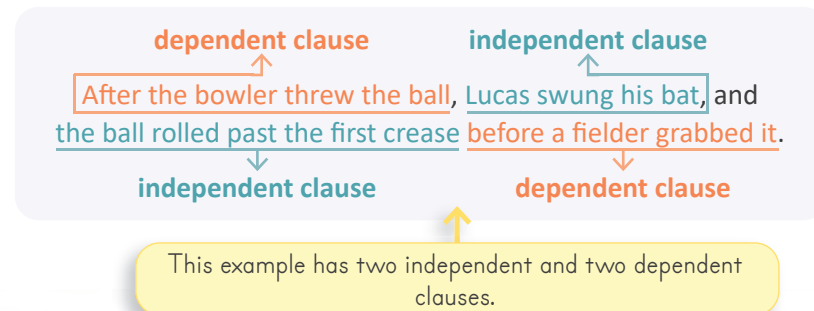
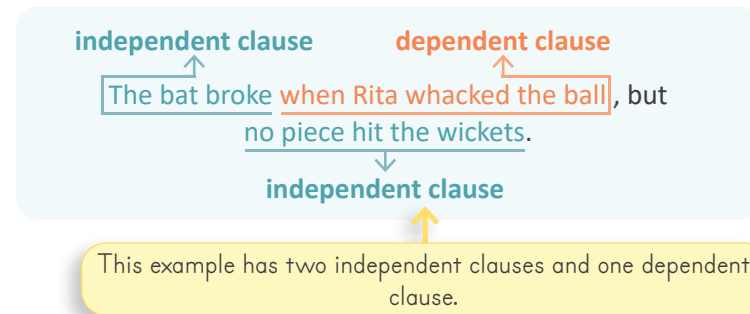
SECTION 4 Grammar, Usage & Punctuation

Sentence Structure: Compound-Complex

Optional
App
Video

New
Concept

A **compound-complex sentence** is a sentence made of two independent clauses and one or more dependent clauses. Study these examples:



Use the list of instructions to help you complete the exercise below.

1. Underline the **independent** clauses in each sentence and in the teal box, record how many are in the sentence.
2. Double underline the **dependent** clauses in each sentence and in the orange box, record how many are in the sentence.
3. In the purple box, label the sentence's structure as **S** for **simple**, **CM** for **compound**, **CX** for **complex**, and **CC** for **compound-complex**.

Sentence Structure	Definition
simple	one independent clause
compound	two or more independent clauses joined by a coordinating conjunction (FANBOYS)
complex	an independent clause and one or more dependent clauses
compound-complex	two independent clauses and one or more dependent clauses

The first one is completed as an example.

1. The wicket bails sit upon stumps until they are knocked off.

Number of independent clauses Number of dependent clauses Structure

2. After the ball flew into the air, Alfie snatched it, and he hurled it at the stoop before the batter crossed the line.

Number of independent clauses Number of dependent clauses Structure

3. Paul takes 11 steps whenever he bowls.

Number of independent clauses Number of dependent clauses Structure

4. Whenever they score, Alfie cheers, and Shannon boos.

Number of independent clauses Number of dependent clauses Structure

5. Henry launched the ball, but the fielder leapt and caught it.

Number of independent clauses Number of dependent clauses Structure

6. Cricket is enjoyed by millions of people.

Number of independent clauses Number of dependent clauses Structure

SECTION 5



Literature & Reading



Read Chapter 6 of *The Miracle House: The Story of George Müller*.



SECTION 6



Grammar Cards



Set 5

SECTION 7



Spelling



Complete one or more sessions of *Simply Good and Beautiful Spelling*.



At any time during the day, read a book from *The Good and the Beautiful Book List* for 20+ minutes.



Art supplies needed are listed on page 3.

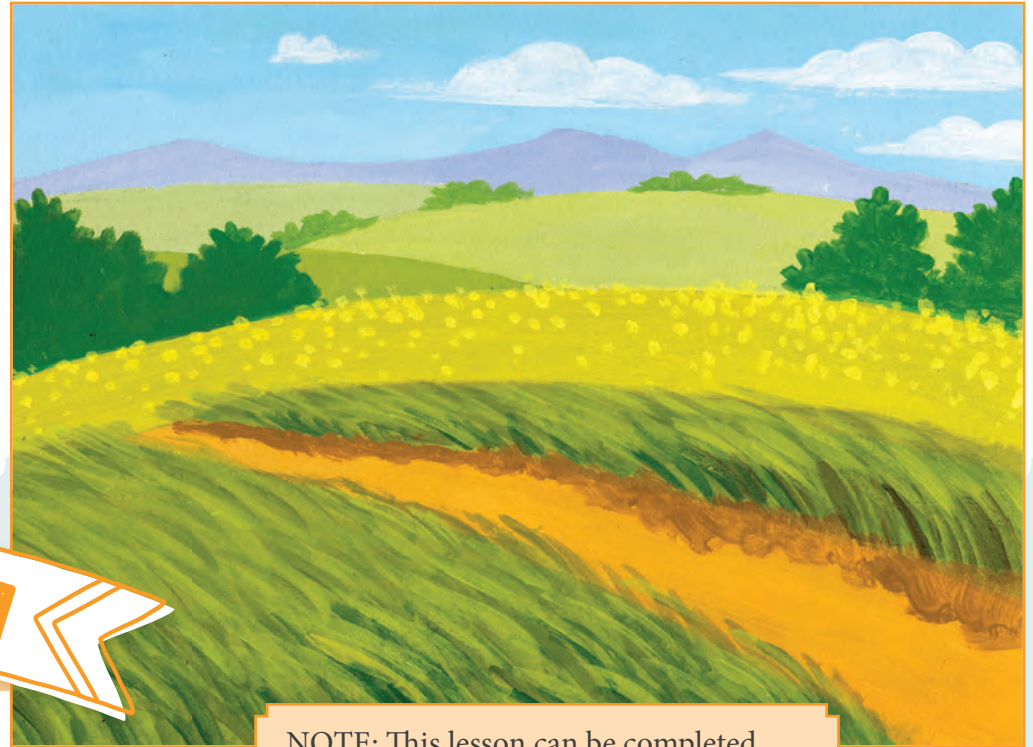
PARENT/TEACHER



- **ESSAY REVIEW:** Your student has completed an essay! Go to Lesson 68 on your student's app and, with the child, complete the checklist in the writing section. The essay outline was handwritten by your student and is not on the app.

PROJECT LESSON

English Landscape Painting



NOTE: This lesson can be completed over several days.

How does it make you feel to look at the landscape painting above? Peaceful? Maybe hopeful? Those are both emotions that George Müller may have felt when he experienced the beautiful English countryside for the first time in *The Miracle House: The Story of George Müller*. At one point, he comes upon a serene setting like the one you will paint today. He feels that God has answered his prayers. The book states that the land is “like a green carpet dotted with trees” on a hill overlooking a town, and it becomes a crucial part of George’s story!

Green is a prominent color in the painting, making it look lush and fresh. The color green can symbolize many things, such as renewal or growth. Green is also a representation of the beautiful nature God gave us and the peace that can come with spending time outside in the fresh air. The perspective of the hills and the inviting path rolling toward the distance can bring a feeling that one could wander forever, discovering new things along the way. Which way is the wind blowing? What do you see in the distance? Take a bit of time to explore this example painting before you start on your painting to gain a better understanding of how the steps and elements come together to create this gorgeous scenery. Just like George did, persevere to the end to see how your idea or sketch can transform into a fully realized dream, or in this case, a dreamy painting.

- 12° Add some bushy trees to the landscape. Mix the light blue with the dark yellow and earthy yellow. Use the small brush to paint the larger bushy trees on the right and left sides. Then add white to the color to paint the smaller bushes in the back.

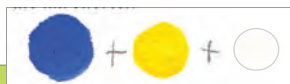


- 13° Add the yellow flowers on the yellow hill. Mix the light yellow and white together and use the small brush to make random dots on the hill. Make sure to add more dots to the top of the hill and fewer on the bottom.



- 14° Now you can add grass texture to the bottom hill. Mix the same green as you did in Step 3, but add a little bit more blue to make the color just a little different from the original hill color. Use this color to paint grass strokes.

Make the grass at the bottom part of the hill longer and the grass on the top part of the hill shorter.



- 15° Make the shadow color for the grass by mixing more dark blue and earthy yellow to the color you

mixed in Step 14. Use this color to paint grass brushstrokes on the bottom of the hill and the top part of the pathway.

- 16° Make the light color for the grass by mixing the light yellow with the dark blue and white.

Make sure to use more light yellow and white so the color is lighter than the one below it. Paint grass brushstrokes in the areas you did not paint the shadow.



- 17° The last step is to paint the shadow by the grass on the pathway. Mix the earthy yellow with just a bit of black. Add the shadow by painting random wavy shapes on the top part of the pathway, and make sure to creep into the grass. Congratulations! Your project is now complete!



SECTION 3



Writing

Comparative Essay Writing



It is time for you to write your own comparative essay! In this essay you will explore the similarities and differences between modern 12–14-year-olds and 12–14-year-olds who lived during the 1800s.

Today, you will research what life was like for early adolescents in 1800s England. First, read through all the categories in the chart on the next page so you know what specific information you will be looking for when you begin your research.

Next, on the Homeschool app, go to the writing section for this lesson and read the information you find there. As you read, write notes in the appropriate row of the “1800s 12–14-Year-Olds” column of the chart on the next page. You don’t need to take notes on everything you read. Include only what sticks out to you.

When you write notes in the chart, form the notes in your own words, writing just the **BARE facts**. Your bare facts should

- be stripped of descriptive language.
- not use the same sentence structure or exact phrases as the source. (In fact, using phrases is just fine. Full sentences are not needed.)

In the next lesson, you will learn strategies for brainstorming information on what life is like for modern adolescents. You will record your brainstorming ideas in the “Modern 12–14-Year-Olds” column of the chart, so make sure to leave those areas blank while you are taking notes today. If you are struggling when taking notes, take a look at the example questions on page 63 in the next lesson. The example questions will help you determine which information in the article should be included in your notes.

Use this area to record a quote, surprising fact, descriptive sentence, or short story you could use in your introduction paragraph. You may complete this exercise either during this lesson or in the next one.

In the chart on the next page, record information you find for the five topics listed. Remember, write your notes only in the “1800s 12–14-Year-Olds” column today!



	1800s 12-14-Year-Olds	Modern 12-14-Year-Olds
Home Life		
Family		
Work		
Leisure		
Education		

LESSON 76

SECTION 1



Warm-Up

Sentence Structure: Compound-Complex



P. 89

In the compound-complex sentences below, underline the independent clauses and circle the dependent clauses.

- Many artists used Prussian blue even though it could be difficult to control, for it was both vibrant and affordable.
- Though European artists quickly began using Prussian blue, Japanese artists first studied it, and after they mastered its tonal quality, they used it in their woodblock printing of the aizuri-e style.

Shifts in Verb Tense & Homophones & Commonly Confused Words



P. 91 & P. 26

Fill in the blanks with the correct homophone: **A PART** or **APART**. Then circle the tense of the underlined verbs or verb phrases that match the orange verbs in each sentence.

Prussian blue is a deep blue pigment that became _____ of artists' palettes in the early 18th century. Before this pigment is created | was created, painters relied on expensive blue paints that are made | were made from natural materials. When discovered, this pigment was becoming | became the first stable synthetic pigment to be used in modern art. Prussian blue stands _____ as one of the most widely used synthetic pigments in history.



SECTION 2



Editing

Grammar, Usage & Punctuation

Use editing marks to proofread the sentences.



Cross Out Cross out the incorrect usage of homophones and replace with the correct word.



Make Lowercase Common nouns should be lowercase.



Insert Comma Insert a comma after an introductory prepositional phrase that is four words or longer.



Cross Out Find the incorrect relative pronouns (who, that). Cross them out and replace with the correct relative pronouns.

7 errors

In the late 19th and early 20th centuries Architects used Prussian blue to create lasting, easy-to-read blueprints. Sir John Herschel, the man that invented a process called cyanotype, was a British Mathematician. His process involved coating a piece of paper in chemicals who turned blue when exposed to light. After the light exposure the paper was rinsed off, giving the affect of crisp white lines and showing the details of the buildings.

Read this section, and then answer the questions.

READING COMPREHENSION

PIGMENTS AND PRUSSIAN BLUE



When it's time to pick up a paintbrush and let one's creativity flow, it's easy to reach for a premade jar or tube of paint. But some of the most famous paintings in history were made at a time when artists were tasked with creating their own paint. So how did they make such beautiful colors for their masterpieces?

To answer that, we first need to examine what materials make paint. **Pigments** are the substances that give paint its color. These substances are **insoluble** solid materials, and they need to be ground into a fine powder in order to be dispersed, as opposed to dissolved, in a liquid, creating paint. When light hits the pigment in paint, some wavelengths are absorbed while others are reflected. The wavelengths reflected are the ones we see as color.

To obtain the brilliant colors many artists like John Constable desired for their art, they had to formulate many different

pigments. Paints come from a variety of organic and inorganic sources. For example, to get the vivid red in the painting shown



here, Constable likely used a pigment called red madder. This was made from an extract of *Rubia tinctorum*, a plant species. The white in the woman's blouse may have been a pigment called flake white, an opaque shade made from lead carbonate. Yellow pigment could come from a wide range of plants, including peppertree seeds.

One of the most significant pigments in history was discovered by accident!

As the story goes, in the

early 1700s, a paint maker named Johann Jacob Diesbach was attempting to create a new shade of red using cochineal insects (a species that lives in colonies on the prickly pear cactus). Unintentionally, he added potash (a form of potassium) that was contaminated with iron, and instead of red, the result was a beautiful deep blue. Diesbach had discovered a new pigment called *Prussian blue*! For the next several years, Diesbach and German partner Johann Leonhard Frisch sold it to painters across Europe while keeping the recipe a secret.



Eventually, the recipe was revealed in the 1720s, when it circulated through Europe's scientific communities. Thus, networks of manufacturers were able to join the market and sell Prussian blue alongside the original men who discovered it. As a result, painters all over Europe could purchase this color and use it in their artwork.

Prussian blue's uses extended beyond the artistic community, as its use in clothing dye took off. Indigo, a deep blue dye that was being used at the time, was made from a plant. Due to the time and skill needed to grow, harvest, and ship indigo, it was particularly expensive to import. Prussian blue, however, was considered a synthetic (human-made) color, which could be made using chemicals and easily obtained organic materials. Since it did not need to be imported, it was much more affordable. Due to the economical advantage and the pure beauty of the deep Prussian blue pigment, blue became a main staple in textiles and fashion by the late 18th century.

FUN FACT

To create his famous woodblock print "Under the Wave off Kanagawa," Japanese artist Hokusai used both Prussian blue and indigo.



What are **pigments**?

- ☐ A the paint palettes artists like John Constable used
- ☐ B the paintbrushes used before the 18th century
- ☐ C the materials that give paint color

What other material is **insoluble**?

- ☐ A sand, because it cannot dissolve in water
- ☐ B salt, because it can dissolve in water
- ☐ C butter, because it melts in a microwave

Which are true about the story of Prussian blue's origins? (pick 2)

- ☐ A Diesbach wanted to make a new shade of red.
- ☐ B Diesbach and Frisch shared their recipe right away.
- ☐ C Potash containing iron was added to the compound by accident.

Which answer was NOT a reason Prussian blue became popular?

- ☐ A The pigment was affordable.
- ☐ B The pigment was made from easy-to-obtain materials.
- ☐ C It took time and expertise to grow needed plants for the pigment.

What was the purpose of this article?

- ☐ A to explain the complicated process of creating indigo pigment
- ☐ B to explain the possible history of Prussian blue pigment
- ☐ C to explain how John Constable created his pigments

PROJECT LESSON

SECTION 1



Literature



THE POWER OF POETRY



Poets use literary devices to emphasize and enhance their messages. The poem on this page, “Soft and Silent Stillness,” uses two literary devices that rely on repetition—**anaphora** and **alliteration**. **Alliteration** is the repetition of the beginning sounds of neighboring words, which creates a pleasant, agreeable feeling. Remember that anaphora is the repetition of a word or phrase at the beginning of lines, clauses, or sentences.

Even though both devices use repetition to create patterns, they are not the same. However, poets can use them together to strengthen a poem’s rhythm, unity, and tone.

1. How are alliteration and anaphora different?

- ☐ A Alliteration is the repetition of letters, and anaphora is the repetition of words or phrases.
- ☐ B Anaphora is the repetition of letters, and alliteration is the repetition of words or phrases.

Read through the poem, noticing how the first line of each stanza employs alliteration and anaphora. The alliteration in the first line of each stanza is underlined.

Soft and Silent Stillness

By Jacosa Ainuu

In the soft and silent sillness
Of my evening reverie,
A spark began with promise
An endeavor, a new dream.

But in the soft and silent sillness
Of a day of fails and fears,
I sat with discontentment;
I sat with silent tears.

In that soft and silent sillness,
Doubt found its way inside
Then crept around my dream
And filled my mind with hopeless lies.

So in soft and silent sillness,
I entreated God for aid;
I asked the Lord to bless me
With courage, trust, and faith.

In that soft and silent sillness,
I felt confident and tall;
I would persevere, I would not quit;
With Him, I can do all.



1. Underline the alliteration shown in two other lines in the poem.
2. What effects does repeating the “s” sound in the poem create? Circle all that apply.
 - ☐ A a smooth, gentle flow
 - ☐ B a loud, abrupt tone
 - ☐ C a joyful, intense mood
 - ☐ D a rushed, choppy flow
 - ☐ E a calm, peaceful mood
3. Write a sentence that uses alliteration. Include at least three words that begin with the same sound, but be creative! If you need help, use the idea sparkers below.

Idea Sparkers

B: brave, bold, brother, better, bacon

C/K: cat, key, careful, camp, kangaroo, cloud

M: massive, mitten, move, meadow, mystery

T: tow, tiny, topic, terrible, town, taco

Correlated Book Discussion

On the Homeschool app, listen to “*The Miracle House: The Story of George Müller: End-of-Book Discussion*.”



THE MIRACLE HOUSE: THE STORY OF GEORGE MÜLLER END-OF-BOOK DISCUSSION



Remember that a plot, or storyline, is the order of events that make up a story. There are generally six elements that make a plot.

Study the boxes again (they were used in Unit 1 with *Milo*), and then fill in the empty boxes in the next column.

1

Exposition

introduction to main characters and the setting

2

Conflict

main struggle or obstacle the main character faces

3

Rising Action

tension rises, main conflict intensifies, suspense rises

4

Climax

height of tension, turning point, conflict confronted

5

Falling Action

after the climax, tension resolving, questions answered

6

Resolution

main conflict resolved, clear overall message

Fill in the missing elements of the parallel plots for both George and Felix. If you are stuck, use the idea bank at the bottom of the page.

	George Müller	Felix Gibson
Exposition	He wants to be a missionary and argues with his dad.	
Conflict		His father dies, and he is separated from his mother and sisters.
Rising Action	He feels he must build a large orphanage.	
Climax	Mr. Cornelius, who donated the windows, speaks at the opening.	Mr. Cornelius is at Patty's house. The Gibson crest is on the wall.
Falling Action	The orphanage is up and running.	
Resolution		He finds his family and can now build those relationships.

He faces health trials and has inspiration to do big things. | He is separated from Waldo and sent to a workhouse. | He talks with his newly found siblings and mother. | Because of his faith, he continues serving. | He has a loving family and a new baby sister.

LESSON 81

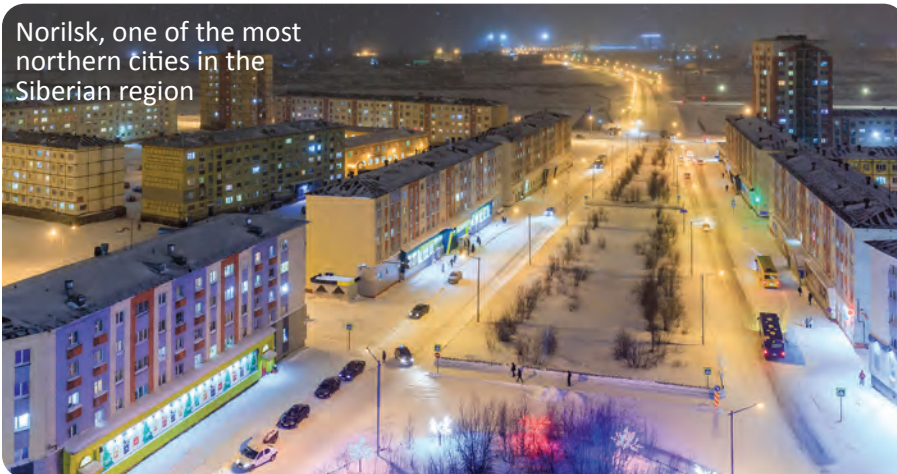
SECTION 1 Warm-Up

Essential & Nonessential Elements and Shifts in Pronoun

P. 54 &
PP. 90–91

1. Avoid shifts in pronoun by circling the correct pronoun in orange.
2. Each sentence below contains a nonessential phrase. Underline the nonessential phrases and correctly insert commas (,).
1. Siberia located in northern Asia is known for its | their extreme weather.
2. Despite the extreme weather millions of people live in Siberia, and most of us | them live in the southern part.
3. Anastasia loves spring when the weather is milder because she | they can pick wildflowers.
4. Ivan enjoys winter unlike his sister because their | his favorite sport is dogsled racing.

Norilsk, one of the most northern cities in the Siberian region



SECTION 2 Editing

Line Editing: Nonfiction

Below is part of an informational essay about the climate in Siberia. Complete a line edit on the paragraph, using the following editing mark to correct the issues:



- Cross Out** Find the redundant phrase in which both words mean roughly the same thing. Cross out one of the redundant words.
- Cross Out** Find two sentences that begin the same way. Cross out the beginning of the second sentence and write a different beginning above it.

Bonus Add some descriptive language to the passage. Descriptive language uses sensory details by letting the readers imagine how something would look, sound, smell, feel, or taste.

For centuries natives of Siberia have been aware that much of the land remains frozen. In fact, it stays frozen for at least two years in a state called permafrost. In 1836 Alexander Theodor von Middendorff arrived in Siberia to study the region. He used an abandoned well to measure the temperature of the permafrost descending down into the ground. He used his findings to estimate the permafrost's thickness to be 705 feet.

SECTION 3



Writing

Varying Sentence Beginnings and Lengths
+ Using Subordinating Conjunctions

Shishkin's art has been used on postage stamps in Russia. Shishkin's art was also used on stamps in other countries. The stamps are no longer in print. These stamps are rare. The stamps are beautiful. The value of these stamps increased a lot over the years.

Study the paintings by Ivan Shishkin on this page. Read the information in the blue box, which is not a good example of varying sentence beginnings or structures. Rewrite the information using the checklist in the green box.

- ☐ Combine the first two sentences into one sentence, deleting any repetitive words or phrases.
- ☐ Start the third sentence with an adverb, such as "sadly," or a transition word, such as "however."
- ☐ Combine the last three sentences, starting the sentence with a dependent clause, such as "Because the stamps are rare and beautiful, . . ." or "Since the stamps are rare and beautiful, . . ."
- ☐ Change the phrase "a lot" to a more well-chosen adverb (such as "dramatically" or "significantly").



SECTION 4



Grammar, Usage & Punctuation

Optional
App
Video

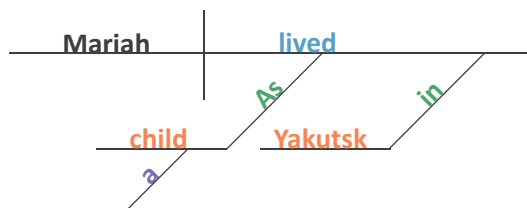
Sentence Diagramming: Step 12

New
Concept

Remember, a **prepositional phrase** starts with a preposition and ends with a noun or pronoun called the object of the preposition. The prepositional phrase includes any words that modify the object.

To diagram a prepositional phrase, start by putting the **preposition** under the **noun** or **verb/verb phrase** that it modifies. Put the **object of the preposition** on a horizontal line below it. Place **words that modify the object of the preposition** on a slanted line below the object of the preposition. More than one prepositional phrase can be in a sentence.

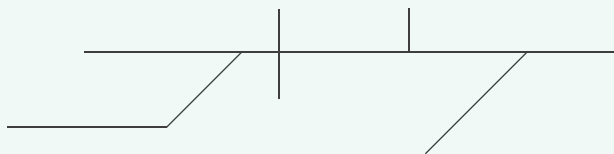
Example: As a child Mariah lived in Yakutsk.



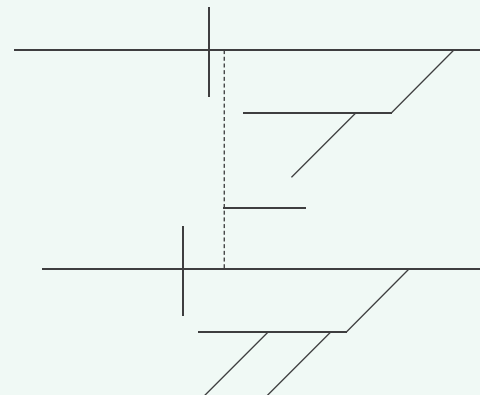
In the example above, both prepositional phrases tell us more about the verb. How did she live? She lived as a child. Where did she live? She lived in Yakutsk. In the first practice sentence below, the prepositional phrase "in Siberia" doesn't describe how or where the action "bring" occurs. It tells us which winters bring the harsh conditions, so it goes below the noun "winters."

Diagram the sentences. Remember to label adjectives and adverbs.

Winters in Siberia bring harsh conditions.



Danny will go to the store, and he will look for a new shovel.



SECTION 5



Roots

Greek & Latin Roots

ject - to throw	aer - air
geo - earth	struct - to build
alter - other	anti - against

Using your knowledge of roots, fix wordiness by replacing the underlined set of words with one word of similar meaning. Circle the word you would use instead.

Workers will put together parts to make a bridge.

project | construct | alternate

Should I take this medicine that works against bacteria?

antibiotic | instruction | neither

In science class we are studying the study of the earth's layers.

aerobics | antiseptics | geology

The gardener used a tool to force air into the soil.

reject | aerate | reconstruct

SECTION 2 Editing

Line Editing: Nonfiction

When writing nonfiction, use formal language. Contractions such as “don’t” instead of “do not” make the text sound less formal. Casual, spoken language such as “gonna” and “wanna” should not be used. Do not include slang such as “dude.” As an example, the sentence “Thomas Edison wasn’t gonna quit” should be “Thomas Edison was not going to quit.”

Below is an informational paragraph about the raccoon dog. Complete a line edit on the paragraph, using the following editing mark to correct the issues:

- Cross Out** Find two instances of informal language and cross them out. Then, insert a more formal word above that still expresses the same idea.
- Cross Out** Find and cross out most of or all the modifiers *really*, *so*, *very*, and *too*. Then, insert a more descriptive word above at least one weak modifier. Remember that you can cross out just the weak modifier OR the weak modifier and the adjective, replacing the whole phrase with a more descriptive adjective.

Raccoon dogs have really long, thick fur. This coarse fur keeps ’em warm in low temperatures. The color of raccoon dogs’ coats changes very much depending on what season it is. In winter their fur consists of brown and gray tones with some black. In the summer their fur is so different, lightening to a reddish-straw color. It might be hard to see, but their abdomens are yellowish brown. They are not related to raccoons, but they have the same sorta “mask” that raccoons do on their faces.



SECTION 3 Writing

Creative Writing

POINT OF VIEW

In the previous lesson, we briefly discussed the difference between the *Surviving Siberia* text and a scene written from Katya’s perspective. When we talk about the perspective from which a story is told, we are talking about **point of view**. When writing, authors have three primary choices for point of view.

The author can write about **themselves**.

The author can write about **you**.

The author can write about **someone else**.

First Person
I read a book.

Second Person
You read a book.

Third Person
He read a book.

The point of view an author chooses can dramatically affect the reader’s experience. Depending on the perspective, different types and amounts of information will be revealed to the reader.



First person point of view gives the reader direct access to the thoughts and feelings of the character telling the story. Because the reader is “inside the mind” of the character, it is easy to emotionally connect with that character. On the other hand, first person point of view is considered **limited** because we only have access to that one character’s mind.

Second person point of view is rarely used, so we will not focus on it.

Third person point of view can be used in two different ways. When the narrator knows all the thoughts and feelings of multiple characters (or even all characters), this is called **third person omniscient**. This is the most commonly used point of view because it can allow access to many characters’ thoughts and feelings. When the narrator knows only the thoughts and feelings of one character, this is called **third person limited**.



No matter what point of view writers choose, they usually stick with it throughout the text. (Occasionally, a writer may change the point of view; as you learned in the Lesson 56 book discussion, this is called alternate point of view.)

Circle the letter next to each correct answer.

Which point of view best helps the reader connect emotionally to a character?

- ☐ A first person limited ☐ C third person limited
☐ B third person omniscient

Which point of view helps the reader understand multiple characters?

- ☐ A first person limited ☐ C third person limited
☐ B third person omniscient

You are going to practice writing from different points of view today! First, you will choose a story prompt. Then, you will write the scene from two perspectives: one from a **first person limited point of view** and the second from a **third person omniscient point of view**.

Place a check in the box beside the idea you would like to use.

- ☐ entering a kayak race
☐ finding an injured animal on a hike
☐ taking a road trip with your family
☐ finding something unexpected in the sofa cushion
☐ _____

Read the checklist below and use it to write your scenes.

- ☐ Each scene is 6–8 sentences long.
☐ I used the correct pronouns (I, we, us for first person; he, she, it, they for third person).
☐ I revealed only the thoughts that make sense with each point of view. (First person shouldn't reveal the thoughts of the other characters; third person omniscient reveals multiple characters' thoughts.)
☐ I used sensory details, vivid verbs, and varied sentence beginnings.

First Person Limited Point of View

Third Person Omniscient Point of View

SECTION 2



Literature & Reading



Read Chapter 6 of *Surviving Siberia*.



Vocabulary Review



PP. 138–145

Draw a line from each sentence to the word that could accurately replace the underlined portion of the sentence.

solitude

Winning the first two games helped set in motion a successful season for the baseball team.

tenet

If you want alone time, go into a quiet room with a book.

instigate

The hotel we are staying at has a great service that makes our stay comfortable.

versatile

Being kind to others is a highly cherished belief among humanity.

amenity

We call this room a flex space because it is useful in various ways.



Circle the correct definition for each vocabulary word.

1. **pertinent** related to a topic | the most important
2. **implicitly** in an impolite way | not directly expressed
3. **sentiment** rocky material | a view guided by emotion
4. **instigate** urge a situation forward | to think about



Cross out the word on each line that does not belong.

altruistic | viscous | thick | sticky
unethical | amoral | agile | unscrupulous



LESSON 86

SECTION 1 Warm-Up

Homophones & Commonly Confused Words and Quotations

Q P. 28, P. 31 & PP. 82-83

First, write the correct homophones (foul|fowl or weather|whether) in the blanks. Then use editing marks to correct the sentences' punctuation and capitalization. There are two quotation errors per sentence.

1. What leopard lives in this freezing _____" Annika asked.
2. Papa squinted toward the forest. "Oh" he whispered, "that is an Amur leopard. Let's keep our distance"
3. "I think it caught a _____ just now Annika said in awe.
4. "I don't know _____ we smell scrumptious or _____ to leopards," responded Papa, "So let's get in the truck and go"

Compound Direct Objects & Direct Objects

Circle the singular direct object or draw a box around compound direct objects in each independent clause.

Q P. 47 & P. 51



1. Today, the leopard ate a wild boar and some birds.
2. She silently stalks prey.
3. He twitches his whiskers.
4. The scientist records patterns and data.

SECTION 2 Editing

Line Editing: Nonfiction

Remember that a closing paragraph should restate the thesis, provide a brief summary of the body paragraphs, and end with a closing thought. Below is a closing paragraph for an informational essay about an Amur leopard.



Read the thesis statement below. Then, on the lines provided, restate the thesis in the closing paragraph without copying it exactly.

With its unique coat, nocturnal nature, and impressive athleticism, the Amur leopard is one of the most fascinating creatures of Siberia!

Complete a line edit on the paragraph, using the following editing mark to correct the issues:

Cross Out Find the overused, boring phrases, such as "In closing," and cross them out. If the phrase begins the sentence, use this editing mark (≡) to capitalize the next word in the sentence.

Cross Out Cross out the sentence that introduces new information (stats or facts).

It can even leap a distance of six meters! Each of these unique traits helps the Amur leopard survive its harsh environment. In summary, by exploring these qualities in detail, we see that the wonder of Siberia is only enhanced by the quiet, yet imposing, presence of this magnificent feline.



Creative Writing

JOURNALING

In *Surviving Siberia* you learn that Katya has a personal journal that is very important to her. A personal journal, sometimes called a diary, is a book in which you record your own thoughts, experiences, emotions, and stories. Most importantly, it is meant to be private. This is different from a personal narrative, which is intended to be shared with others. Let's explore a list of key differences between a journal and a personal narrative:

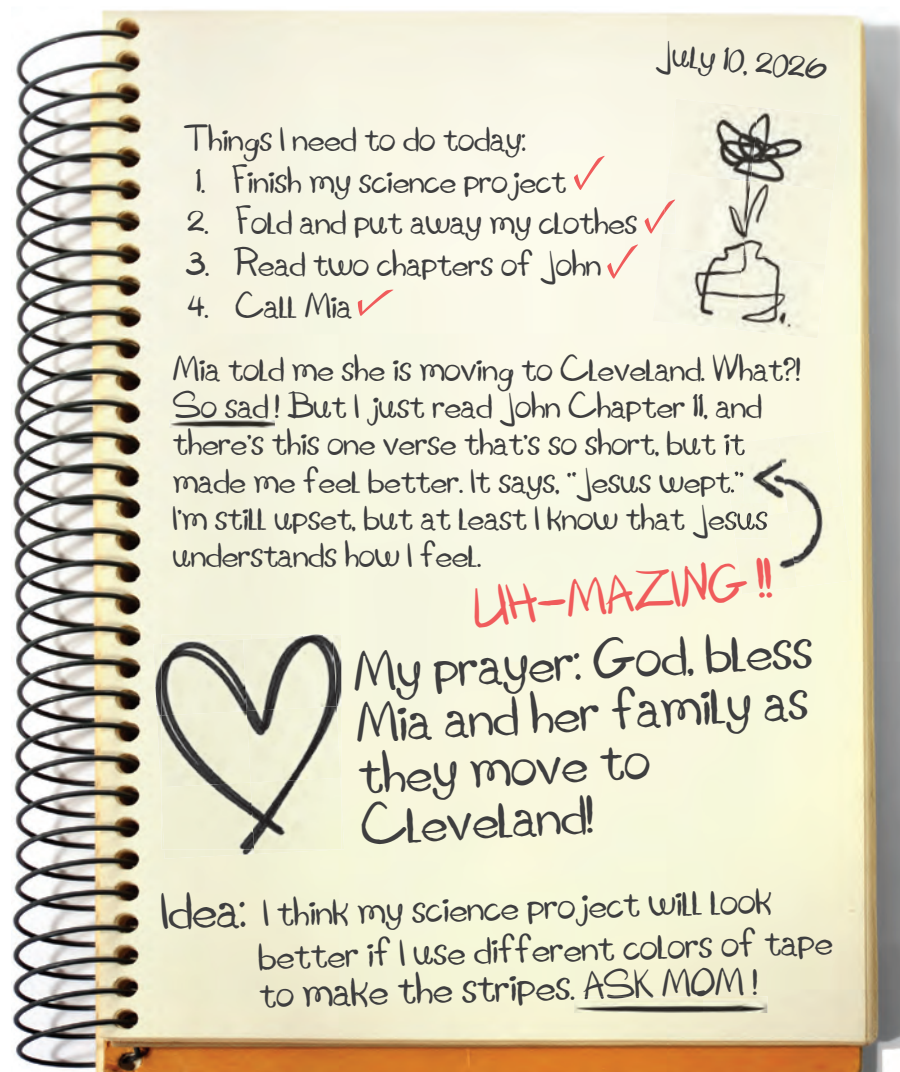
Journal

- personal/private
- informal; written with writer's tone and language (including slang)
- flexible; doesn't need to follow a format; no plot or story structure required
- meant to capture memories, thoughts, feelings, ideas, stories, scenes, and/or activities from the writer's perspective
- may include lists, prayers, questions, feelings, doodles/drawings, etc.

Personal Narrative

- audience/public
- formal; polished grammar and language through editing
- structured; follows a story structure; has a plot with beginning, middle, and end
- meant to tell a true story from the writer's perspective
- will include the elements of a story: a clear event, setting, characters, etc.

At the top right of the page, you will see an example of a journal entry. Notice the creative and informal nature of the writing. Also, notice what elements are included and what elements are missing.



Circle all the elements present in the personal journal above.

- | | | | |
|------------------------|---------------------|-------|-------------|
| prayers | feelings | list | formal tone |
| doodles/drawings | ideas | slang | |
| story structure (plot) | personal experience | | |

SECTION 4



Grammar, Usage & Punctuation

Commas in Addresses & Geographical Locations



Locations in a Sentence

When writing about any cities, counties, states, or countries in the world, use commas to set off the names of geographical locations.

Piggott, Clay County Boise, Idaho Kazan, Russia

↑ between the town and county ↑ between the city and state ↑ between the city and country

When the **location name** is in the middle of a sentence, use another comma after the state or country. When the **location name** is at the end of a sentence, use only end punctuation instead of a second comma.

My favorite destination in Paris, France, is the Eiffel Tower.

↑ between the city and country ↑ after the country

I like living in São Paulo, Brazil.

↑ between the city and country ↑ end punctuation

Writing an Address

When writing an address, place a comma in the following places:

131 Diamond Cross Circle, Little Rock, Arkansas, United States

↑ after the street name ↑ between the city and state ↑ between the state and the country

Canada is divided into provinces and territories. Just like states, provinces also need to be set off from towns or cities and countries with a comma.

86 Prairie Crocus Way, Winnipeg, Manitoba, Canada

↑ after the street name ↑ between the city and province ↑ between the province and the country

Using editing marks, insert any missing commas and delete any misplaced commas in the sentences' geographical locations below. There is one correction per sentence.

1. My babushka lives in Omsk Russia.
2. She visited Ulaanbaatar Mongolia, last year.
3. I hear that the zoo in Novosibirsk, Russia is worth a visit.
4. Mama saw Charyn Canyon in Tamerlik, Kazakhstan,.

FUN FACT

The Novosibirsk Zoo in the Siberia region breeds Amur leopards and transfers them to zoos around the world to preserve the endangered species.

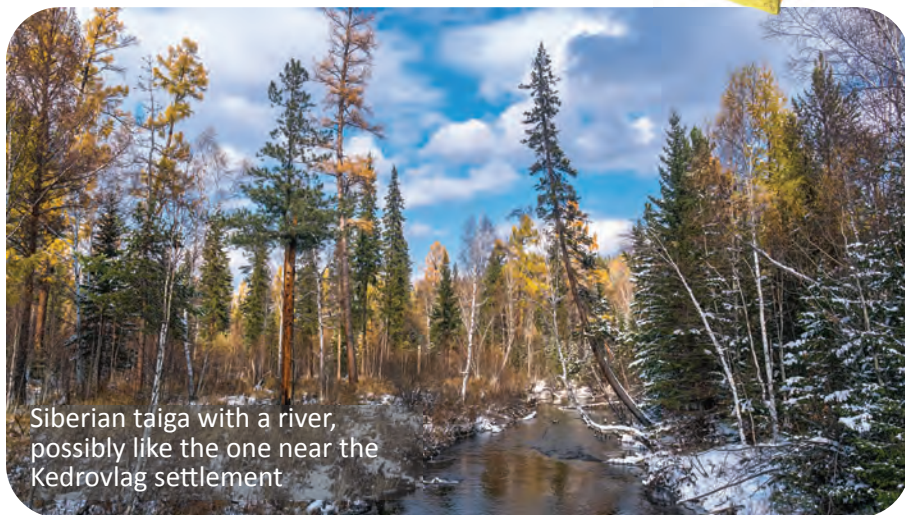


Using editing marks, insert any missing commas and delete any misplaced commas in the addresses below.

1. 22l, Fanridge Drive, Rochester, Minnesota United States
2. 8 Blossom Bend Avenue, Hilo Hawaii, United States
3. 54, Main, Street, Yorkton Saskatchewan Canada
4. 997, Gentle Loop Calgary, Alberta Canada

SECTION 5 Literature & Reading

Read Chapter 7 of *Surviving Siberia*.



Siberian taiga with a river, possibly like the one near the Kedrovlag settlement

List three or more blessings or tender mercies Katya and her family have experienced since arriving at the Kedrovlag settlement.

Which two words could describe the Kedrovlag settlement?

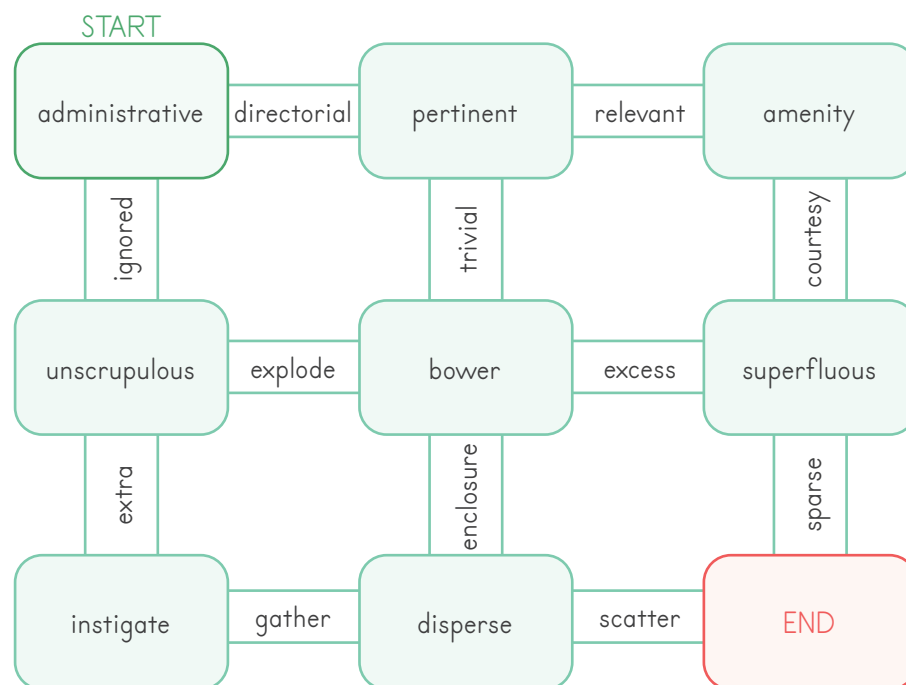
- | | |
|---|--|
| ☐ A busy, harsh | ☐ C vibrant, modern |
| ☐ B empty, unpopulated | ☐ D warm, welcoming |

Which group of words could describe Katya's older brother, Aleksei?

- | | |
|--|---|
| ☐ A compassionate and resourceful | ☐ C angry, distracted, and closed off |
| ☐ B reserved, shy, and unhelpful | ☐ D pessimistic, quiet, and a troublemaker |

Vocabulary Review PP. 138-145

Start in the upper left box. Draw a line that takes you from the vocabulary word in the box through its **synonym** in a connecting rectangle to the next vocabulary word. Continue that pattern until you end up in the END box.



SECTION 6 Grammar Cards



Set 7

SECTION 7 Spelling



Complete one or more sessions of *Simply Good and Beautiful Spelling*.



At any time during the day, read a book from *The Good and the Beautiful Book List* for 20+ minutes.



Response Paragraphs

Our success and happiness depend largely on the way we respond to challenges. How do you respond when things go wrong in life? How do you respond when you are asked to do something hard? Consider these quotes about the way to respond:

“The next time you’re tempted to groan, you might try to laugh instead. It will extend your life and make the lives of all those around you more enjoyable.” –Joseph B. Wirthlin

“An adventure is only an inconvenience rightly considered. An inconvenience is only an adventure wrongly considered.”
–G.K. Chesterton

Later in this course, you will write a response essay. First, you are going to practice writing response paragraphs that discuss your reaction to a text. A response paragraph or essay is not a summary of the text; it is your own personal analysis and impressions of what you read. Response paragraphs are written from the first person point of view, which means you may use phrases such as “I believe” or “I feel.” Good response paragraphs should

1. identify the author and title of the work,
2. give a very brief summary of the text and its message, and
3. reflect on the text. For example, you could answer any of these questions:
 - What does it mean to you and why?
 - How does the author make the message effective?
 - Is this message important for others? If so, who and why?
 - How can you or others act upon the message?

As you read the correlated book for this unit, *Surviving Siberia*, you will notice that prayer brings great hope and comfort to the characters. There are many Bible verses that speak to the importance and power of prayer. In this unit you will reflect on a few of these verses by writing response paragraphs.

A model example of a response paragraph is given. Read the paragraph carefully and note how the paragraph checks off each of the three requirements.

Example Response Paragraph

Write a response paragraph reflecting on this Bible verse written by the apostle Paul: “Be careful for nothing; but in every thing by prayer and supplication with thanksgiving let your requests be made known unto God” (Philippians 4:6).

In Philippians 4:6, the apostle Paul tells us we should not spend our time worrying. Instead, he says we should tell God what we need in prayer and thank Him for all He has done. I feel this has been very true in my life. When I take the time to pray about my problems, I usually feel a sense of peace because I stop focusing on the negative thoughts and feelings. After giving thanks for the things that are going well in my life, I feel like my attitude changes and I am able to make better decisions.

Reread the response paragraph above and note how it fulfills each of the following requirements:

- ✓ Identifies the author and title of the work
- ✓ Gives a brief summary of the text and its message
- ✓ Reflects on the text using first person point of view (I, my)

WRITE A RESPONSE PARAGRAPH:

Write a response paragraph reflecting on this Bible verse written by James: “Confess your faults one to another, and pray one for another, that ye may be healed” (James 5:16). Place a check mark in each box at the bottom when you complete the requirement.

Write the address for a Russian restaurant in Canada, using commas correctly. The information you need is below:

building number 397
 street name Roncesvalles Ave.
 city Toronto
 province or state Ontario
 country Canada

SECTION 2 Editing

Grammar, Usage & Punctuation PP. 4-5

Use editing marks to proofread the sentences.

-  **Cross Out** Find words that are spelled incorrectly. Cross them out and write the correct spelling above them.
-  **Insert Apostrophe** Use apostrophes to show possession.
-  **Delete** Delete apostrophes in plural nouns.
-  **Add a Space**
-  **Close Up Extra Space(s)**

8 errors

Considering Russias severe climate, you can see why a samovar, which is a container full of steaming-hot tea, would be a popular item in18th-century Russia. In fact, alll social classe's—from peasant to royalty—owned this nearly essential item.Wealthy people often had fancy, jeweled samovars, while samovar's owned by the poor were made of cheap brass



SECTION 3 Art

 On the Homeschool app, complete the art section. Then complete the comprehension questions below.



LISTENING COMPREHENSION PERSPECTIVE IN ART



Describe one example of aerial perspective in this painting that makes the valley in the distance feel far away.

Which elements of aerial perspective mimic the effects of the atmosphere in the natural environment?

- ☐ A color temperature
- ☐ B detail
- ☐ C value
- ☐ D all of the above

Read the short story below by Leo Tolstoy.

Three Questions

It once occurred to a certain King that if he always knew the right time to begin everything; if he knew who were the right people to listen to, and whom to avoid; and, above all, if he always knew what was the most important thing to do, he would never fail in anything he might undertake.

And this thought having occurred to him, he had it proclaimed throughout his kingdom that he would give a great reward to anyone who would teach him what was the right time for every action, and who were the most necessary people, and how he might know what was the most important thing to do.

Learned men came to the King, but they all answered his questions differently.

In reply to the first question, some said that to know the right time for every action, one must draw up in advance a table of days, months, and years, and must live strictly according to it. Only thus, said they, could everything be done at its proper time. Others declared that it was impossible to decide beforehand the right time for every action; but that, not letting oneself be absorbed in idle pastimes, one should always attend to all that was going on, and then do what was most needful. Others, again, said that however attentive the King might be to what was going on, it was impossible for one man to decide correctly the right time for every action, but that he should have a Council of wise men, who would help him to fix the proper time for everything.

But then again others said there were some things which could not wait to be laid before a Council, but about which one had at once to decide whether to undertake them or not. But in order to decide that, one must know beforehand what was going to happen.

Equally various were the answers to the second question. Some said the people the King most needed were his councilors; others, the priests; others, the doctors; while some said the warriors were the most necessary.

To the third question, as to what was the most important occupation: some



replied that the most important thing in the world was science. Others said it was skill in warfare; and others, again, that it was religious worship.

All the answers being different, the King agreed with none of them and gave the reward to none. But still wishing to find the right answers to his questions, he decided to consult a hermit, widely renowned for his wisdom.

The hermit lived in a wood which he rarely left, and he received none but common folk. So the King put on simple clothes, and before reaching the hermit's cell dismounted from his horse, and, leaving his bodyguard behind, went on alone.

When the King approached, the hermit was digging the ground in front of his hut. Seeing the King, he greeted him and went on digging. The hermit was frail and weak, and each time he stuck his spade into the ground and turned a little earth, he breathed heavily.

The King asked, "I have come to you, wise hermit, to ask you to answer three questions: How can I learn to do the right thing at the right time? Who are the people I most need, and to whom should I, therefore, pay more attention than to the rest? And, what affairs are the most important and need my first attention?"

The hermit listened to the King, but answered nothing. He just spat on his hand and recommenced digging.

bound up his wounds, he would have died without having made peace with you. So he was the most important man, and what you did for him was your most important business. Remember then, there is only one time that is important—now! It is the most important time because it is the only time when we have any power. The most necessary man is he with whom you are, for no man knows whether he will ever have dealings with anyone else, and the most important affair is to do him good, because for that purpose alone was man sent into this life!”

Personal Response Essay Writing



Over the next several lessons, you are going to write a personal response essay on “Three Questions.”

Open the app and go to the writing section. Follow the steps below to write your thesis statement.

Thesis Statement

Step 1

It is hard to start your essay when you do not know what you are going to be writing about, so you will write your thesis statement first. To come up with your thesis statement, think about these questions or discuss them aloud with someone:

- What is the author’s message? How does the author make or fail to make the message effective?
- Do you agree with the author’s message? Why or why not? How does the message relate to society and to you personally?
- Did you enjoy the text? Why did you feel it was well written or not well written?

Step 2

Read the example thesis statements below and at the top of the next column. The number at the end of each thesis statement shows the number of points that it covers, and each point is underlined.

- Leo Tolstoy’s short story is a worthwhile read because of its message of focusing on each precious moment and its engaging plot. (2)

Step 2

Cont.

- I enjoyed Tolstoy’s short story because of its deep insights into what is really deserving of our time and attention and its creative storytelling. (2)
- Although I didn’t particularly enjoy Tolstoy’s short story, I appreciated its messages of caring about the people around us and of being kind. (3)

Step 3

In one statement, sum up your answers or some of your answers to the questions in Step 1. This is your thesis statement. You will type it in the **THESIS STATEMENT** box in the app.

- Your thesis statement should contain at least two points that you can discuss in your essay but not more than three points. Later, in your essay, you will write a paragraph for each of your points.
- You may model your thesis statement after one of the example statements, but adjust it to fit your personal views.

PARENT/TEACHER

- **THESIS REVIEW:** Your student has written their thesis for this essay! Go to Lesson 93 on your student’s app and, with the child, complete the checklist in the writing section.

SECTION 5



Literature & Reading



Read Chapter 13 of *Surviving Siberia*.



SECTION 6



Spelling



Complete one or more sessions of *Simply Good and Beautiful Spelling*.



At any time during the day, read a book from *The Good and the Beautiful Book List* for 20+ minutes.

PARENT/TEACHER

- Have the child read the following information to you.

Unit 5 Review/Assessment

This lesson is a section review. These types of review give practice with the grammar, punctuation, and usage concepts learned in this course, without having to overpractice mastered concepts. These reviews also give me practice working on exercises for an extended period of time. This helps extend my focus and attention span, and it will help me be better prepared for any type of testing I will have to do in the future.

Here are some tips I will follow. First, I will always read the instructions carefully. I can get answers wrong simply because I did not understand the instructions. Second, I will not rush through exercises I think I already know. Instead, I will make sure to do my work carefully. It is possible to get answers wrong, even though I understand the concept, just because I rushed.

I will complete all the exercises with purple headers only. Then you will correct the work. If I made one or more mistakes in a section, you will check the orange “Additional Practice” checkbox for that section. I will then complete those additional sections today or on another day.

- Review work in the purple sections of the assessment.

SECTION 1



Flashcards Assessment



On the Homeschool app, complete the Geography Cards and Grammar Cards Assessment. Do your work slowly and carefully.

PARENT/TEACHER

- When the child finishes the assessment, the screen on the Homeschool app for this lesson will tell you which cards the child has not mastered.

SECTION 2



Grammar & Usage Assessment

Greek & Latin Roots

Draw a line from each Greek or Latin root to its meaning.



ject

alter

struct

other

build

throw

☐ Additional Practice

Greek & Latin Roots

Draw a line from each Greek or Latin root to its meaning.

geo

aer

anti

air

earth

against



Colons

Delete colons used incorrectly using the delete editing mark . If the colon was used incorrectly and a different punctuation mark needs to be used, correct the sentence using editing marks such as , , and .

1. Tchaikovsky was a: Russian composer.
2. One thing is evident in his music: he loved his homeland.
3. In one of his ballets: he titled a song "Russian Dance."
4. The ballet shoes: are broken in by hours of practice.



☐ Additional Practice

Colons

Using editing marks, delete  unnecessary colons and capitalize  or lowercase  words after the colon where appropriate.

1. Tchaikovsky composed three famous ballets: *swan Lake*, *The Nutcracker*, and *The Sleeping Beauty*.
2. We listened to: "Waltz of the Flowers" and "Trepak."
3. The piece I will practice is: Piano Concerto No. 2.
4. Ballerinas practice rigorously: They must perform in unison.



Shifts in Pronoun

Avoid shifts in pronoun by writing the correct pronoun in the blank to complete the sentence.

1. Julia listens to classical music while _____ sketches.
2. Do you enjoy this music? If so, what is _____ favorite song?
3. John and I study the composer when _____ visit the theater.
4. My grandparents became nostalgic for _____ childhood in Russia.
5. His family enjoys when _____ play folk music together.



☐ Additional Practice

Shifts in Pronoun

Avoid shifts in pronoun by circling the correct pronoun in orange.

1. Sergei Rachmaninoff was a Russian composer who spent much of **his** | **its** life writing beautiful piano concertos.
2. Anna loved learning the song during **her** | **our** piano lesson today.
3. Lia and Alex listen as **her** | **their** teacher plays the song.
4. Russia is known for **its** | **their** classical music composers.



Commas: Geographical Locations & Commas: Addresses

Using editing marks, insert any missing commas and delete any misplaced commas in the sentences' geographical locations below.

- I can't wait for our visit to, New York City New York!
- Jane is traveling from Burlington Vermont to join us.

Use the purple information below to write the address of the opera house.

	Metropolitan Opera House	Benedum Center home of the Pittsburgh Ballet Theater
building number	30	237
street name	Lincoln Center Plaza	7th Street
city	New York City	Pittsburgh
province or state	New York	Pennsylvania
country	United States	United States

Metropolitan Opera House

FUN FACT

In 1878 Tchaikovsky wrote a composition of short, simple songs for children called *Children's Album*. It was dedicated to his nephew and focused on children's interests, such as toys and games.



Bolshoi Theatre

☐ Additional Practice

Commas: Geographical Locations & Commas: Addresses

Use the orange information in the previous column to write the address of the ballet theater.

Benedum Center

Using editing marks, insert any missing commas and delete any misplaced commas in the sentences' geographical locations below.

- The famous Bolshoi Theatre is in, Moscow Russia.
- Nicholas traveled to Chicago Illinois to see the performance.

SECTION 2 Editing

Line Editing: Fiction

An **antecedent** is a noun later represented by a pronoun.

Francis saw mangoes on a tree, and he picked them.

Diagram showing antecedents and pronouns:

- Francis (antecedent) → he (pronoun)
- mangoes (antecedent) → them (pronoun)

Sometimes the antecedent is unclear because there is more than one possible antecedent.

Francis and his friend saw mangoes on a tree, and ~~he~~ picked them.

Who picked the mangoes: Francis or his friend? At first it is unclear, yet a quick line edit clarifies that Francis picked the mangoes.

Complete a line edit on the paragraph, using the following editing marks to correct the issues:

word Insert Insert at least two adjectives and two adverbs to make this passage come alive.

— Cross Out Find, cross out, and rewrite pronouns to resolve unclear antecedents.

It was dinner time in the village, and that evening *matoke* [muh-TOH-kay] was on the menu. The green bananas were a delicious and satiating staple food for Ugandans, and they grew in abundance in the village. A savory aroma permeated the air as Michael mashed, boiled, and served dinner. Michael smiled at his son, Joseph, for *matoke* was his favorite meal.

SECTION 3 Writing

Short Story Writing

MAIN CHARACTER

At the core of every captivating story is a well-developed main character, one whose appearance, personality, motives, and relationships are clear and compelling through the writing. In this lesson you will prewrite and brainstorm ideas to develop your own dynamic main character! Of course, there are other characters that relate to the main character and make the story possible. Let's explore four types:

Protagonist (The Main Character)

The story revolves around this character. He or she is the most dynamic character—the one who changes the most through the story.

Antagonist (The Opposition)

This character is in opposition to the protagonist. He or she drives the conflict that forces the protagonist to grow or change. If the protagonist is the hero, the antagonist is the villain.

Deuteragonist (The Sidekick)

This character (or characters) is not the main character but closely relates to the main character and plays a vital role in the story. If the protagonist is the hero, the deuteragonist is the sidekick.

Tertiary Character (Supporting Character)

This character (or characters) does not play a major role, but he or she helps create a “real” world around the main character. If the protagonist is the hero, a tertiary character would be the tailor who makes his suit.

On the next page is a character map. It is a great tool authors use to brainstorm ideas for their main characters. Follow the instructions to fill out your character map!

First, fill in the information in the center box. Then work through each square in any order, reading the descriptions and following the prompts. Since this is a prewriting activity, you may use words and phrases, not full sentences.



Appearance

The main character's appearance should authentically align with their gender and age as well as the plot and setting. Consider who your main character is, where they live, and what time period it is.

Describe your main character's physical features and clothing with descriptive, sensory language. Use the idea bank for inspiration.

IDEA BANK

green eyes, flowing blonde hair, towers over others, wears an antique cloak

Desires & Motives

A compelling main character has desires and motives that are challenged by the conflict. Consider what it is that your character wants. What goals do they have? What impact will the conflict have?

Describe your main character's desires and motives. Use the idea bank for inspiration.

IDEA BANK

wants to be a scientist, wants father to return from war, wants to please everyone, driven by success, loves consistency

Character Traits

Character traits are personality qualities. A dynamic, relatable main character will have both positive and negative traits. Consider how these traits affect how the character responds to conflict. Also, consider how the character will change or grow through the story.

Describe one or two positive traits. Optional: Describe one flaw or weakness the character has. Use the idea bank for inspiration.

How is the character different at the end of the story? Give one example.

IDEA BANK

nervous, kind, diligent, curious, brave, impatient, loves the outdoors, quick to judge

Protagonist

Name:

Gender:

Age:

Relationships

Choose the other characters in your story and give a brief description of each one and how they relate to the main character.

Antagonist:

Deuteragonist:

Tertiary Character:



Colons & Pronouns: Case



P. 41 & P. 79

- Using editing marks, delete (✂) unnecessary colons AND capitalize (≡) or make lowercase (/) words after the colon where appropriate.
- Then put a check mark to indicate which case each **bold** pronoun is in.

- The goats at **his** farm in Uganda are: Mubende, Small East African, and Kigezi.

☐ subjective ☐ objective ☐ possessive ☐ intensive

- Goats are important to Ugandan culture: **they** provide food.

☐ subjective ☐ objective ☐ possessive ☐ intensive

- Mia does not have help: but cares for the animals **herself**.

☐ subjective ☐ objective ☐ possessive ☐ intensive

- The farmer hands **me**: a cup with fresh milk from the goat!

☐ subjective ☐ objective ☐ possessive ☐ intensive

- The goats have a purpose: they provide **our** family with meat, milk, and income.

☐ subjective ☐ objective ☐ possessive ☐ intensive

- Gabe works with the family **himself**: he trades their goats.

☐ subjective ☐ objective ☐ possessive ☐ intensive

Ellipsis



PP. 52-53

Rewrite but shorten the following quote using an ellipsis. Hint: Focus on what the goat is known for.

“The Mubende goat is an indigenous, small-to-medium-sized breed from central Uganda known for its high-quality meat.”



SECTION 2



Grammar, Usage & Punctuation

Avoiding Double Negatives



Negative words (see the chart in the next column for examples) are words used to change the meaning of a sentence to its opposite. Compare these two sentences:

I do own goats.

I do not own goats.

Adding “not” gives the second sentence the opposite meaning from the first sentence. Here is a rule to follow in English:

Only use one negative word at a time in a sentence.

Why? Using two negatives is called a “double negative.” Using a second negative cancels out the first. Compare these sentences:

My goats do not like onions.

My goats never do not like onions.

In the blue box, it is clear that the goats do not like onions. In the orange box, there are two negative words: *never* and *not*. The second one cancels out the first, so this sentence actually means the goats DO like onions.

SECTION 4



Writing

Travel Article Writing

Travel Article Prompts

1. **Use sensory language:** What does it look, sound, smell, or feel like here?
2. **Give tips:** What would be helpful to know when traveling here?
3. **Give interesting facts:** What makes this place special or unique?

Open the app and go to the writing section. Follow the steps to research for your Madagascar travel article!



Step 1

Write one of the two or three destinations you selected last lesson in each of the headers below. Then read the article on the app for each destination you selected.

Step 2

Use the prompts to write notes about each destination. Words and phrases are fine. Use an extra sheet of paper if needed.

SECTION 5



Geography Cards



Africa

SECTION 6



Spelling



Complete one or more sessions of *Simply Good and Beautiful Spelling*.



At any time during the day, read a book from *The Good and the Beautiful Book List* for 20+ minutes.



LESSON 119

SECTION 1 Writing

PARENT/TEACHER



- **ESSAY REVIEW:** Your student has completed an essay! Go to Lesson 119 on your student's app and, with the child, complete the checklist in the writing section. The essay outline was written by your student and is on the app.

SECTION 2 Warm-Up

Memorization

Read the Bible reference and verses twice. Then say it three times without looking at it.

And thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength: this is the first commandment. And the second is like, namely this, Thou shalt love thy neighbor as thyself. There is none other commandment greater than these.

—Mark 12:30–31

SECTION 3 Writing

PROJECT LESSON

Travel Article Presentation

The best part about learning is sharing what you've learned with others. In this lesson are a few creative ways to share the information you gleaned while studying Madagascar and writing your travel article.

Choose one of the options listed here, and then follow the instructions to bring your travel article to life and share your knowledge with others!

Slideshow

1. With a parent's permission, create a digital slideshow in the following format:
 Slide #1: Introduction to Madagascar
 Slide #2: Destination #1
 Slide #3: Destination #2
 Slide #4: Destination #3 (if applicable)
2. Each slide should creatively display photos and three brief bullet points about the destination, one for each subtopic in your outline.
3. Present your slideshow to your family, a friend, or a homeschool group at a time and place that is appropriate. Expound upon your bullet points by sharing everything you have learned! Have fun!



Trifold Project Board

1. Create a trifold project board that visually introduces Madagascar and your specific destinations.
2. Be creative! Make your project board visually appealing, simple, and informative. Only include brief bullet points for each destination. **Be sure to include photos, fast facts, and helpful tips.**
3. Present your project board to your family, a friend, or a homeschool group at a time and place that is appropriate. Expound upon your bullet points, sharing everything you have learned!

Travel Brochure

1. Create a physical or digital (with parent permission) travel brochure that introduces Madagascar and your specific destinations.
2. Organize the information in your travel article in a simple, foldable brochure designed to inform and attract visitors to take a trip to Madagascar! Introduce Madagascar and each of your destinations. **Be sure to include photos, fast facts, and helpful tips.**
3. Present a copy of your brochure to members of your family, a friend, or a homeschool group at a time and place that is appropriate. Pretend that you are a travel agent helping them plan a trip to Madagascar. Guide them through the brochure, sharing everything you have learned!

