

# MAKING CONNECTIONS IN LITERATURE – 4<sup>TH</sup> ED

## LESSON PLAN OVERVIEW

### UNIT 1: MATURITY

EV ExamView

IA Instructional Aid

WL Web Link

GE Games/Enrichment

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 1 UNIT OPENER</b>				
2–4	1.1 Analyze the message of the art. 1.2 Create a word web related to the Essential Question. 1.3 Write an initial response to the Essential Question. <u>BWS</u> Maturity (formulate)	<b>Teacher Edition</b> • IA 1: Word Web	<b>Teacher Tools Online</b> • IA 1: Word Web	
<b>Lessons 2–4 “THE WHISTLE”</b>				
5–12	2–4.1 Infer character traits and motivations. 2–4.2 Evaluate character traits and motivations. <u>BWS</u> Maturity (evaluate) 2–4.3 Identify the external and internal conflicts and their resolutions. 2–4.4 Determine the point of view. 2–4.5 Analyze the plot elements.	<b>Teacher Edition</b> • IA 2: “The Whistle” Vocabulary Practice • IA 3: Plot Chart  <b>Assessments</b> • Word List 1 • Quiz 1  <b>Materials</b> • Beach supplies • A whistle	<b>Teacher Tools Online</b> • IA 2: “The Whistle” Vocabulary Practice • IA 3: Plot Chart • WL: Bleating Goat	• Quiz 1 • Think & Discuss
<b>Lessons 5–6 “THE TREASURE OF LEMON BROWN”</b>				
13–22	5–6.1 Analyze character traits and motivations. 5–6.2 Compare and contrast character traits and motivations. 5–6.3 Evaluate the main character’s motivations and actions. <u>BWS</u> Maturity (evaluate) 5–6.4 Identify the conflicts and their resolutions. 5–6.5 Determine the point of view. 5–6.6 Explain the significance of the title.	<b>Teacher Edition</b> • IA 4: Small-Group Guidelines • IA 5: Exit Ticket: Collaboration  <b>Assessments</b> • Word List 1 • Quiz 2	<b>Teacher Tools Online</b> • IA 4: Small-Group Guidelines • IA 5: Exit Ticket: Collaboration • WL: Sonny Boy Williamson Harmonica Solo • WL: “The Treasure of Lemon Brown”	• Quiz 2 • Think & Discuss

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lessons 7–8 “THANK YOU, M’AM”</b>				
23–28	7–8.1 Infer character traits and motivations. 7–8.2 Identify the conflicts and resolutions. 7–8.3 Evaluate the characters’ responses demonstrated in the resolution to conflict. <u>BWS</u> Maturity (evaluate) 7–8.4 Determine the point of view.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 6: Harlem Renaissance Map</li> <li>IA 7: Character Traits</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Quiz 3</li> <li>Reading Standardized Test Practice 1</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A candy bar</li> <li>A large sheet of paper or a whiteboard</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 6: Harlem Renaissance Map</li> <li>IA 7: Character Traits</li> <li>WL: “Thank You, M’am” Audio Recording</li> <li>WL: “Thank You, M’am” Video Recording</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 3</li> <li>Reading Standardized Test Practice 1</li> <li>Think &amp; Discuss</li> </ul>
<b>Lessons 9–11 YOUR TURN: CHARACTER GROWTH ACTIVITY</b>				
29–30	9–11.1 Create a reflection from the perspective of one of the protagonists from one of the first three short stories in this unit. 9–11.2 Apply the five-step writing process to an oral presentation. 9–11.3 Apply oral communication skills in a presentation. 9–11.4 Self-assess growth toward maturity. <u>BWS</u> Maturity (formulate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 8: Sample Planning Sheet: Character Growth Activity</li> <li>IA 9: Planning Sheet: Character Growth Activity</li> <li>IA 10: Character Growth Rubric</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>Video: Character Growth Activity</li> <li>IA 8: Sample Planning Sheet: Character Growth Activity</li> <li>IA 9: Planning Sheet: Character Growth Activity</li> <li>IA 10: Character Growth Rubric</li> <li>WL: Flipgrid Instructions</li> </ul>	<ul style="list-style-type: none"> <li>IA 10: Character Growth Rubric</li> </ul>
<b>Lessons 12–13 “DAVID AND GOLIATH”</b>				
31–38	12–13.1 Determine the protagonist and the antagonist. 12–13.2 Analyze character traits and motivations. <u>BWS</u> Maturity (explain) 12–13.3 Compare and contrast character traits and motivations. <u>BWS</u> Maturity (explain) 12–13.4 Identify the conflict and its resolution. <u>BWS</u> Maturity (explain) 12–13.5 Analyze the plot elements.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 3: Plot Chart</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Quiz 4</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>Video: Excerpt from “David and Goliath”</li> <li>IA 3: Plot Chart</li> <li>WL: 1 Samuel 17</li> <li>WL: Valley of Elah</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 4</li> <li>Think &amp; Discuss</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lessons 14–15 “THE MAGIC BROCADE”</b>				
39–46	14–15.1 Identify characteristics of fairytale. 14–15.2 Analyze character traits and motivations. 14–15.3 Compare and contrast character traits and motivations. 14–15.4 Identify the character flaws. <u>BWS</u> Maturity (explain) 14–15.5 Evaluate character traits and motivations. <u>BWS</u> Maturity (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 11: Fairytale Elements</li> <li>IA 12: Textual Evidence for Character Traits and Motivations</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 1</li> <li>Quiz 5</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Sticky tabs</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 11: Fairytale Elements</li> <li>IA 12: Textual Evidence for Character Traits and Motivations</li> <li>WL: Making Chinese Brocade</li> <li>WL: Chinese Brocade</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 5</li> <li>Think &amp; Discuss</li> </ul>
<b>Lessons 16–18 “THE STORY-TELLER”</b>				
47–54	16–18.1 Determine the point of view. 16–18.2 Recall the definitions of <i>irony</i> , <i>situational irony</i> , and <i>verbal irony</i> . 16–18.3 Identify the situational irony and the verbal irony. 16–18.4 Explain how the situational irony and verbal irony contribute to the humor. 16–18.5 Recall the definition of <i>moral tone</i> . 16–18.6 Compare and contrast this selection’s moral tone with that of the previous selection. 16–18.7 Evaluate the moral tone. <u>BWS</u> Maturity (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 13: “The Story-Teller” Vocabulary Practice</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 1</li> <li>Quiz 6</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Colored sticky tabs</li> <li>Signs for a Four Corners activity</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 13: “The Story-Teller” Vocabulary Practice</li> <li>WL: Woman with a Bad Hair Day</li> <li>WL: Situational Irony</li> <li>WL: British Railway Carriage</li> <li>WL: “The Story-Teller”</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 6</li> <li>Think &amp; Discuss</li> </ul>
<b>Lessons 19–20 “THE GREAT RAT HUNT”</b>				
55–64	19–20.1 Identify the characteristics of memoir. 19–20.2 Analyze the elements of the plot. 19–20.3 Analyze how the plot reveals character traits. 19–20.4 Evaluate the effectiveness of the author’s use of point of view. <u>BWS</u> Maturity (evaluate) 19–20.5 Create a brief personal narrative explaining how a family member helped the student learn a lesson. <u>BWS</u> Maturity (formulate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 14: FQR Chart</li> <li>IA 3: Plot Chart</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Quiz 7</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 14: FQR Chart</li> <li>IA 3: Plot Chart</li> <li>WL: Chinatown Resource Guide</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 7</li> <li>Think &amp; Discuss</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lessons 21–23 FROM JOHNNY TREMAIN</b>				
65–76	21–23.1 Identify the elements of historical fiction. 21–23.2 Identify examples of direct characterization and indirect characterization. 21–23.3 Identify the character flaw of the protagonist. 21–23.4 Evaluate the protagonist’s traits and motivations. <u>BWS</u> Maturity (evaluate) 21–23.5 Analyze the suspense and foreshadowing.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 15: Entrance Ticket</li> <li>IA 16: Identifying Direct and Indirect Characterization</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 1</li> <li>Quiz 8</li> <li>Reading Standardized Test Practice 2</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Supplies for a bumper sticker summary</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>Video: Excerpt from <i>Johnny Tremain</i></li> <li>IA 15: Entrance Ticket</li> <li>IA 16: Identifying Direct and Indirect Characterization</li> <li>WL: Silversmith at Work</li> <li>WL: The History of Apprenticeship</li> <li>WL: <i>Apprentice</i> by Louis-Emile Adan</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 8</li> <li>Reading Standardized Test Practice 2</li> <li>Think &amp; Discuss</li> </ul>
<b>Lessons 24–25 “ZAC SUNDERLAND COMPLETES SOLO SAIL AROUND THE WORLD”</b>				
77–82	24–25.1 Determine the author’s purpose. 24–25.2 Summarize the experiences mentioned in the selection. 24–25.3 Write a journal entry reflecting on his own ongoing maturity. <u>BWS</u> Maturity (apply)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 17: “Zac Sunderland Completes Solo Sail around the World” Vocabulary Practice</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 1</li> <li>Quiz 9</li> <li>Vocabulary Standardized Test Practice 1</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A fishing rod with fishing line or a picture of one</li> <li>Four posterboards and markers</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 17: “Zac Sunderland Completes Solo Sail around the World” Vocabulary Practice</li> <li>WL: Zac Sunderland Interview</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 9</li> <li>Vocabulary Standardized Test Practice 1</li> <li>Think &amp; Discuss</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lessons 26–28 <i>BEN-HUR</i>: PART 1</b>				
83–94	26–28.1 Define <i>adaptation</i> . 26–28.2 Explain the historical context. 26–28.3 Identify the protagonist and the antagonist. 26–28.4 Determine the antagonist’s character flaw. <u>BWS</u> Maturity (explain) 26–28.5 Analyze the conflicts. 26–28.6 Discern the foreshadowing. 26–28.7 Analyze character traits and motivations. <u>BWS</u> Maturity (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 12: Textual Evidence for Character Traits and Motivations</li> <li>IA 18: Conflict in <i>Ben-Hur</i>: Part 1</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 2</li> <li>Quiz 10</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>An unabridged print copy of <i>Ben-Hur</i></li> <li>Materials for a Museum Walk</li> <li>A film version of <i>Ben-Hur</i></li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 12: Textual Evidence for Character Traits and Motivations</li> <li>IA 18: Conflict in <i>Ben-Hur</i>: Part 1</li> <li>WL: The Roman Empire under Augustus Map</li> <li>WL: The Roman Empire</li> <li>WL: Herod’s Temple</li> <li>WL: Jerusalem at the Time of Christ</li> <li>WL: Ruins of a First-Century Jewish Home</li> <li>WL: Coin Issued by a Prefect</li> <li>WL: Structure of the Roman Army</li> <li>WL: Roman Soldiers</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 10</li> <li>Think &amp; Discuss</li> </ul>
<b>Lessons 29–30 <i>BEN-HUR</i>: PARTS 2 AND 3</b>				
95–112	29–30.1 Analyze how dialogue reveals character traits and motivations. 29–30.2 Analyze the symbolism of the ring. 29–30.3 Analyze the foreshadowing and suspense. 29–30.4 Make predictions about the outcome of the chariot race. 29–30.5 Evaluate the protagonist’s traits and motivation. <u>BWS</u> Maturity (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 19: Symbols</li> <li>IA 20: <i>Ben-Hur</i>: Parts 2 and 3 Vocabulary Practice</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 2</li> <li>Quiz 11</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Sticky tabs</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 19: Symbols</li> <li>IA 20: <i>Ben-Hur</i>: Parts 2 and 3 Vocabulary Practice</li> <li>WL: Antioch and Jerusalem</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 11</li> <li>Think &amp; Discuss</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lessons 31–32 BEN-HUR: PART 4</b>				
113–22	31–32.1 Determine the main conflict. 31–32.2 Analyze the suspense. 31–32.3 Analyze character traits. <u>BWS</u> Maturity (evaluate) 31–32.4 Define <i>poetic justice</i> . 31–32.5 Explain the poetic justice for the antagonist. <u>BWS</u> Maturity (explain) 31–32.6 Compare and contrast the written text with a film version.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 21: <i>Ben-Hur</i>: Part 4 Film Comparison</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 2</li> <li>Quiz 12</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 21: <i>Ben-Hur</i>: Part 4 Film Comparison</li> <li>WL: Wheel Decide</li> <li>WL: Chariot Racing in Ancient Rome</li> <li>WL: The Circus Maximus in Ancient Times</li> <li>WL: Chariot Race in a <i>Ben-Hur</i> Film Version</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 12</li> <li>Think &amp; Discuss</li> </ul>
<b>Lessons 33–35 BEN-HUR: PARTS 5 AND 6</b>				
123–40	33–35.1 Define <i>subplot</i> . 33–35.2 Identify the subplot. 33–35.3 Identify the dramatic irony. 33–35.4 Compare and contrast character traits and motivation. <u>BWS</u> Maturity (explain) 33–35.5 Identify the allusions. 33–35.6 Determine which characters are static and which are developing. 33–35.7 Trace the protagonist’s development. <u>BWS</u> Maturity (explain)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 22: Allusions</li> <li>IA 23: <i>Ben-Hur</i>: Parts 5 and 6 Vocabulary Practice</li> <li>IA 24: Development of the Protagonist</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 2</li> <li>Quiz 13</li> <li>Vocabulary Standardized Test Practice 2</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Sticky tabs</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>Video: Lew Wallace</li> <li>IA 22: Allusions</li> <li>IA 23: <i>Ben-Hur</i>: Parts 5 and 6 Vocabulary Practice</li> <li>IA 24: Development of the Protagonist</li> <li>WL: Dramatic Irony</li> <li>WL: Pompey’s Seizing of Jerusalem</li> <li>WL: Evidence of Pontius Pilate in Jerusalem</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 13</li> <li>Vocabulary Standardized Test Practice 2</li> <li>Think &amp; Discuss</li> </ul>
<b>Lesson 36 “JESUS ALWAYS ANSWERS,” “ROSE FROM BRIER,” “BE THOU MY VISION”</b>				
141–46	36.1 Identify the structure of the poems as stanza form. 36.2 Analyze Carmichael’s poems for evidence of her spiritual maturity. <u>BWS</u> Maturity (explain) 36.3 Make text-to-text connections between the poems and other selections. <u>BWS</u> Maturity (formulate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 25: Concept Map: “Be Thou My Vision”</li> <li>IA 26: Exit Ticket</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Quiz 14</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A photograph of a puppy</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>Video: Amy Carmichael</li> <li>Video: “Rose from Brier”</li> <li>Video: “Be Thou My Vision”</li> <li>IA 25: Concept Map: “Be Thou My Vision”</li> <li>IA 26: Exit Ticket</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 14</li> <li>Think &amp; Discuss</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lessons 37–38 UNIT 1 WRITING REFLECTION</b>				
147–48	37–38.1 Formulate a definition of <i>maturity</i> based on biblical teachings. <u>BWS</u> Maturity (formulate) 37–38.2 Write a thesis statement expressing a biblical definition of <i>maturity</i> . 37–38.3 Evaluate the growth and maturity of three characters from this unit. <u>BWS</u> Maturity (evaluate) 37–38.4 Cite textual evidence from the corresponding selections to support the choices. 37–38.5 Apply the five-step writing process to the written reflection.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 27: Unit 1 Writing Reflection Template</li> <li>• IA 28: Unit 1 Writing Reflection Planning Sheet</li> <li>• IA 29: Unit 1 Writing Reflection Rubric</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• Video: Maturity Reflection</li> <li>• IA 27: Unit 1 Writing Reflection Template</li> <li>• IA 28: Unit 1 Writing Reflection Planning Sheet</li> <li>• IA 29: Unit 1 Writing Reflection Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• IA 29: Unit 1 Writing Reflection Rubric</li> </ul>
<b>Lesson 39 UNIT 1 REVIEW</b>				
149–51	39.1 Recall concepts and terms from Unit 1.			<ul style="list-style-type: none"> <li>• Unit 1 Review</li> </ul>
<b>Lesson 40 UNIT 1 TEST</b>				
	40.1 Demonstrate knowledge of concepts from Unit 1 by taking the Unit 1 Test.	<b>Assessments</b> <ul style="list-style-type: none"> <li>• Unit 1 Test</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• EV: Unit 1 test bank</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1 Test</li> </ul>

## UNIT 2: WISDOM

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 41 UNIT OPENER</b>				
152–54	41.1 Analyze the message of the art. 41.2 Create a word web related to the Essential Question. 41.3 Write an initial response to the Essential Question. <u>BWS</u> Wisdom (formulate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 1: Word Web</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 1: Word Web</li> </ul>	
<b>Lessons 42–43 “THE BLACKSMITH’S DILEMMA”</b>				
155–60	42–43.1 Identify the elements of folktale. 42–43.2 Explain the cultural context. 42–43.3 Define <i>trickster tale</i> . 42–43.4 Explain how this selection is an example of trickster tale. 42–43.5 Identify the situational irony. 42–43.6 Infer the theme. 42–43.7 Determine whether the theme is explicit or implicit. 42–43.8 Evaluate the theme. <u>BWS</u> Wisdom (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 30: Folklore Concept Map</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 3</li> <li>Quiz 15</li> <li>Reading Standardized Test Practice 3</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Ugandan Rolex</li> <li>Ugandan Ginger Tea</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 30: Folklore Concept Map</li> <li>WL: Ugandan Rolex Recipe</li> <li>WL: Ugandan Ginger Tea Recipe</li> <li>WL: Determining Theme</li> <li>WL: The Making of Bark Cloth</li> <li>WL: Blacksmith at Work in Uganda</li> <li>WL: National Anthem of Buganda</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 15</li> <li>Reading Standardized Test Practice 3</li> <li>Think &amp; Discuss</li> </ul>
<b>Lessons 44–45 “THE WISE OLD WOMAN”</b>				
161–66	44–45.1 Identify the elements of folktale. 44–45.2 Explain the cultural context. 44–45.3 Identify the situational irony. 44–45.4 Infer the theme. 44–45.5 Determine whether the theme is explicit or implicit. 44–45.6 Evaluate the theme. <u>BWS</u> Wisdom (apply)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 4: Small-Group Guidelines</li> <li>IA 5: Exit Ticket: Collaboration</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Quiz 16</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Dorayaki</li> <li>Japanese Green Tea</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 4: Small-Group Guidelines</li> <li>IA 5: Exit Ticket: Collaboration</li> <li>WL: Dorayaki Recipe</li> <li>WL: <i>Obasute no tsuki (Moon for Abandoning the Old Woman)</i> Woodblock Print by Tsukioka Yoshitoshi</li> <li>WL: Respect for the Aged Day in Japan</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 16</li> <li>Think &amp; Discuss</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 46 “PLEASING ALL THE WORLD”</b>				
167–70	46.1 Identify the elements of folktale. 46.2 Explain the cultural context. 46.3 Identify the situational irony. 46.4 Identify the theme. 46.5 Determine whether the theme is explicit or implicit. 46.6 Evaluate the theme. <u>BWS</u> Wisdom (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 26: Exit Ticket</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 3</li> <li>Quiz 17</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Challah bread</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 26: Exit Ticket</li> <li>WL: Challah Bread Recipe</li> <li>WL: The YIVO Institute for Jewish Research</li> <li>WL: “At the Fireplace” Audio Recording</li> <li>WL: “At the Fireplace” Yiddish Lyrics with English Translation</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 17</li> <li>Think &amp; Discuss</li> </ul>
<b>Lessons 47–48 “WHERE THE GIRL RESCUED HER BROTHER”</b>				
171–78	47–48.1 Identify elements of legend. 47–48.2 Explain the historical and cultural contexts. 47–48.3 Analyze how the historical and cultural contexts contribute to the conflict. 47–48.4 Analyze character traits of the protagonist. <u>BWS</u> Wisdom (evaluate)	<b>Assessments</b> <ul style="list-style-type: none"> <li>Quiz 18</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A large sheet of paper</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>WL: Rosebud Battlefield State Park</li> <li>WL: The Northern Cheyenne Nation</li> <li>WL: The Crow Nation</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 18</li> <li>Think &amp; Discuss</li> </ul>
<b>Lesson 49 “THE NAIL,” “DAYS”</b>				
179–84	49.1 Identify the moral. 49.2 Evaluate the moral. <u>BWS</u> Wisdom (evaluate) 49.3 Identify the analogy. 49.4 Compare and contrast the themes of the fable and the poem. <u>BWS</u> Wisdom (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 31: Analogy Generator</li> <li>IA 26: Exit Ticket</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Quiz 19</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>Video: Billy Collins</li> <li>IA 31: Analogy Generator</li> <li>IA 26: Exit Ticket</li> <li>WL: A Person Tripping</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 19</li> <li>Think &amp; Discuss</li> </ul>
<b>Lessons 50–52 YOUR TURN: FOLKTALE FESTIVAL ACTIVITY</b>				
185–86	50–52.1 Recall the elements of a folktale. 50–52.2 Create and illustrate an original folktale. <u>BWS</u> Wisdom (apply) 50–52.3 Apply the five-step writing process. 50–52.4 Evaluate the effectiveness of the message based on the rubric. <u>BWS</u> Wisdom (evaluate) 50–52.5 Apply oral communication skills in a slide presentation.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 32: Folktale Festival Fable Brainstorming</li> <li>IA 33: Folktale Festival Rubric</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>Video: Folktale Festival Activity</li> <li>IA 32: Folktale Festival Fable Brainstorming</li> <li>IA 33: Folktale Festival Rubric</li> <li>WL: PREZI® Tutorial</li> </ul>	<ul style="list-style-type: none"> <li>IA 33: Folktale Festival Rubric</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lessons 53–54 JOB 28; “IMMORTAL, INVISIBLE, GOD ONLY WISE”</b>				
187–94	53–54.1 Analyze the imagery and figurative language of the two poems. 53–54.2 Analyze the parallelism in the biblical poetry. 53–54.3 Make text-to-text connections between the biblical poetry and the previous selections. <u>BWS</u> Wisdom (formulate) 53–54.4 Relate the fear of the Lord to true wisdom. <u>BWS</u> Wisdom (formulate)	<b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 3</li> <li>• Quiz 20</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Materials for an Affinity Map</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• Video: “Immortal, Invisible, God Only Wise”</li> <li>• WL: Personification</li> <li>• WL: Job 28</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 20</li> <li>• Think &amp; Discuss</li> </ul>
<b>Lessons 55–56 FROM ANNE OF GREEN GABLES</b>				
195–206	55–56.1 Analyze how the situational irony and verbal irony contribute to humor. 55–56.2 Analyze the indirect characterization. 55–56.3 Identify the historical allusions and biblical allusions. 55–56.4 Evaluate the characters’ actions. <u>BWS</u> Wisdom (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 34: Hyperbole</li> <li>• IA 35: Excerpt from <i>Anne of Green Gables</i> Vocabulary Practice</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 3</li> <li>• Quiz 21</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• Video: Excerpt from <i>Anne of Green Gables</i></li> <li>• IA 34: Hyperbole</li> <li>• IA 35: Excerpt from <i>Anne of Green Gables</i> Vocabulary Practice</li> <li>• WL: Green Gables</li> <li>• WL: Greeting Card Template</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 21</li> <li>• Think &amp; Discuss</li> </ul>
<b>Lessons 57–59 FROM AMAL UNBOUND</b>				
207–18	57–59.1 Explain the cultural context. 57–59.2 Analyze the foreshadowing and suspense. 57–59.3 Make and check predictions about the outcome. 57–59.4 Identify examples of idiom. 57–59.5 Analyze character traits and motivations. <u>BWS</u> Wisdom (evaluate) 57–59.6 Classify the characters as sympathetic or unsympathetic. 57–59.7 Trace the development of the protagonist. <u>BWS</u> Wisdom (formulate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 36: Idiom Practice</li> <li>• IA 26: Exit Ticket</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 3</li> <li>• Quiz 22</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Laddus</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• IA 36: Idiom Practice</li> <li>• IA 26: Exit Ticket</li> <li>• WL: Rural Village in Pakistan</li> <li>• WL: Bonded Labor</li> <li>• WL: Laddus (Ladoos) Recipe</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 22</li> <li>• Think &amp; Discuss</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 60 “ALL THAT IS GOLD DOES NOT GLITTER,” “OPPORTUNITY”</b>				
219–24	60.1 Define <i>paradox</i> . 60.2 Analyze the meaning of the paradoxes. 60.3 Infer the themes of the poems. <u>BWS</u> Wisdom (explain) 60.4 Compare the themes of the poems. <u>BWS</u> Wisdom (explain) 60.5 Identify examples of alliteration.	<b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 3</li> <li>• Quiz 23</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• Video: J. R. R. Tolkien</li> <li>• WL: The Café Wall Illusion</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 23</li> <li>• Think &amp; Discuss</li> </ul>
<b>Lessons 61–63 FROM THE LOST PRINCESS</b>				
225–40	61–63.1 Identify elements of fantasy. 61–63.2 Analyze how the verbal irony contributes to humor. 61–63.3 Determine the character flaw of the protagonist. <u>BWS</u> Wisdom (explain) 61–63.4 Compare and contrast character traits. 61–63.5 Trace the development of the protagonist. <u>BWS</u> Wisdom (formulate) 61–63.6 Recall the definition of <i>tone</i> . 61–63.7 Determine the tone. 61–63.8 Evaluate the tone. <u>BWS</u> Wisdom (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 37: Excerpt from <i>The Lost Princess</i> Vocabulary Practice</li> <li>• IA 24: Development of the Protagonist</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 3</li> <li>• Quiz 24</li> <li>• Vocabulary Standardized Test Practice 3</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>• Signs for a word choice analysis</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• Video: George MacDonald</li> <li>• IA 37: Excerpt from <i>The Lost Princess</i> Vocabulary Practice</li> <li>• IA 24: Development of the Protagonist</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 24</li> <li>• Vocabulary Standardized Test Practice 3</li> <li>• Think &amp; Discuss</li> </ul>
<b>Lessons 64–65 “AFTER TWENTY YEARS”</b>				
241–46	64–65.1 Identify examples of idiom. 64–65.2 Identify examples of hyperbole. 64–65.3 Identify examples of foreshadowing. 64–65.4 Evaluate the effectiveness of the plot twist. 64–65.5 Make text-to-text connections with “All That Is Gold Does Not Glitter.” <u>BWS</u> Wisdom (apply)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 38: Futures Wheel</li> <li>• IA 39: “After Twenty Years” Vocabulary Practice</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 4</li> <li>• Quiz 25</li> <li>• Reading Standardized Test Practice 4</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• Video: “After Twenty Years”</li> <li>• IA 38: Futures Wheel</li> <li>• IA 39: “After Twenty Years” Vocabulary Practice</li> <li>• WL: “After Twenty Years” Audio Recording</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 25</li> <li>• Reading Standardized Test Practice 4</li> <li>• Think &amp; Discuss</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lessons 66–69 FROM AN AMERICAN PLAGUE, FROM FEVER 1793</b>				
247–72	<p>66–69.1 Identify characteristics of narrative nonfiction.</p> <p>66–69.2 Explain the historical context.</p> <p>66–69.3 Evaluate the effective use of imagery.</p> <p>66–69.4 Compare and contrast perspectives on the plague. <b>BWS</b> Wisdom (evaluate)</p> <p>66–69.5 Identify the flashback in the novel excerpts.</p> <p>66–69.6 Trace the protagonist’s development in the novel excerpts. <b>BWS</b> Wisdom (explain)</p> <p>66–69.7 Analyze the situational irony in the novel excerpts.</p> <p>66–69.8 Compare and contrast the elements of fiction and nonfiction.</p> <p>66–69.9 Make text-to-self connections concerning the ways society reacted to the plague. <b>BWS</b> Wisdom (formulate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 40: Excerpts from <i>An American Plague</i> and <i>Fever 1793</i> Vocabulary Practice</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Word List 4</li> <li>Quiz 26</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>An audiobook of <i>An American Plague</i></li> <li>An audiobook of <i>Fever 1793</i></li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 40: Excerpts from <i>An American Plague</i> and <i>Fever 1793</i> Vocabulary Practice</li> <li>WL: Swarm of Buzzing Insects</li> <li>WL: Horse-Drawn Vehicle on Cobblestone Street</li> <li>WL: Jessie’s Flashback Story from the <i>Toy Story 2</i> Movie</li> <li>WL: Philadelphia in 1793</li> <li>WL: Benjamin Rush and the Yellow Fever Epidemic</li> <li>GE: Spreadsheet: Quiz- and Review-Style Questions for <i>An American Plague/ Fever 1793</i></li> </ul>	<ul style="list-style-type: none"> <li>Quiz 26</li> <li>Think &amp; Discuss</li> </ul>
<b>Lessons 70–71 “THE SKUNK LADDER”</b>				
273–78	<p>70–71.1 Define <i>sarcasm</i>.</p> <p>70–71.2 Identify examples of sarcasm.</p> <p>70–71.3 Analyze how verbal irony and situational irony contribute to humor.</p> <p>70–71.4 Identify the allusion.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 41: Humor in “The Skunk Ladder” Concept Map</li> <li>IA 42: “The Skunk Ladder” Vocabulary Practice</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Word List 4</li> <li>Quiz 27</li> <li>Vocabulary Standardized Test Practice 4</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Supplies for an olfactory activity</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 41: Humor in “The Skunk Ladder” Concept Map</li> <li>IA 42: “The Skunk Ladder” Vocabulary Practice</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 27</li> <li>Vocabulary Standardized Test Practice 4</li> <li>Think &amp; Discuss</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lessons 72–73 “THE FLYING MACHINE”</b>				
279–86	<p>72–73.1 Define <i>graphic novel</i>.</p> <p>72–73.2 Identify characteristics of a graphic novel.</p> <p>72–73.3 Infer the theme.</p> <p>72–73.4 Evaluate the artist’s effectiveness in communicating his message.</p> <p>72–73.5 Apply the theme to his or her own use of technology. <b>BWS</b> Wisdom (apply)</p> <p>72–73.6 Create a scene for a graphic novel based on a selection from this unit.</p>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Quiz 28</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Copies of contemporary graphic novels and comic books</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>• WL: <i>Monsieur Pencil</i> by Rodolphe Töpffer Illustration</li> <li>• WL: Modern Illustration of an Asian Character</li> <li>• WL: Flying Machines Used Today</li> <li>• WL: Chinese Emperor Carried on a Litter</li> <li>• WL: Graphic Novel Template</li> <li>• WL: Website for Creating a Digital Graphic Novel Scene</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 28</li> <li>• Think &amp; Discuss</li> </ul>
<b>Lessons 74–75 UNIT 2 WRITING REFLECTION</b>				
287–88	<p>74–75.1 Formulate a definition of <i>wisdom</i> based on biblical teachings. <b>BWS</b> Wisdom (formulate)</p> <p>74–75.2 Write a thesis statement expressing a biblical definition of <i>wisdom</i>. <b>BWS</b> Wisdom (apply)</p> <p>74–75.3 Justify the presence or absence of biblical wisdom in three selections from this unit. <b>BWS</b> Wisdom (evaluate)</p> <p>74–75.4 Cite textual evidence from unit selections to support the analysis.</p> <p>74–75.5 Apply the five-step writing process to the written reflection.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 43: Unit 2 Writing Reflection Template</li> <li>• IA 44: Unit 2 Writing Reflection Planning Sheet</li> <li>• IA 45: Unit 2 Writing Reflection Rubric</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>• Video: Wisdom Reflection</li> <li>• IA 43: Unit 2 Writing Reflection Template</li> <li>• IA 44: Unit 2 Writing Reflection Planning Sheet</li> <li>• IA 45: Unit 2 Writing Reflection Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• IA 45: Unit 2 Writing Reflection Rubric</li> </ul>
<b>Lesson 76 UNIT 2 REVIEW</b>				
289–91	76.1 Recall concepts and terms from Unit 2.			<ul style="list-style-type: none"> <li>• Unit 2 Review</li> </ul>
<b>Lesson 77 UNIT 2 TEST</b>				
	77.1 Demonstrate knowledge of concepts from Unit 2 by taking the Unit 2 Test.	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Unit 2 Test</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>• EV: Unit 2 test bank</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2 Test</li> </ul>

## UNIT 3: GENEROSITY

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 78 UNIT OPENER</b>				
292–94	78.1 Analyze the message of the art. 78.2 Create a word web related to the Essential Question. 78.3 Write an initial response to the Essential Question. <u>BWS</u> Generosity (formulate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 1: Word Web</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 1: Word Web</li> </ul>	
<b>Lessons 79–80 YOUR TURN: INFORMATIVE PARAGRAPH ACTIVITY</b>				
295–96	79–80.1 Explain the historical context of the drama. 79–80.2 Apply the five-step writing process. 79–80.3 Create an informational paragraph.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 46: Informative Paragraph Planning Sheet</li> <li>IA 47: Informative Paragraph Rubric</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>Video: Informative Paragraph Activity</li> <li>IA 46: Informative Paragraph Planning Sheet</li> <li>IA 47: Informative Paragraph Rubric</li> </ul>	<ul style="list-style-type: none"> <li>IA 47: Informative Paragraph Rubric</li> </ul>
<b>Lessons 81–85 A CHRISTMAS CAROL: SCROOGE AND MARLEY, ACT 1</b>				
297–320	81–85.1 Define <i>scene</i> and <i>playwright</i> . 81–85.2 Identify the elements of drama. 81–85.3 Analyze the direct and indirect characterization. 81–85.4 Identify examples of simile and metaphor. 81–85.5 Identify the conflicts. 81–85.6 Determine the mood. 81–85.7 Identify examples of situational irony and verbal irony. 81–85.8 Analyze the symbolism. 81–85.9 Identify the flat characters and the round characters. 81–85.10 Compare and contrast character traits and motivations. 81–85.11 Evaluate character traits and motivations. <u>BWS</u> Generosity (evaluate) 81–85.12 Compare and contrast the original text with the drama adaptation. 81–85.13 Compare and contrast a film adaptation with the drama.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 48: <i>A Christmas Carol: Scrooge and Marley, Act 1</i>, Vocabulary Practice</li> <li>IA 49: Stage Areas</li> <li>IA 50: Caption This! Marley’s Ghost</li> <li>IA 51: <i>A Christmas Carol: Scrooge and Marley</i> Compare and Contrast</li> <li>IA 52: Text and Film Comparison</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 5</li> <li>Quiz 29</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A film version of <i>A Christmas Carol</i></li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>Video: Charles Dickens</li> <li>Video: <i>A Christmas Carol, Act 1</i></li> <li>IA 48: <i>A Christmas Carol: Scrooge and Marley, Act 1</i>, Vocabulary Practice</li> <li>IA 49: Stage Areas</li> <li>IA 50: Caption This! Marley’s Ghost</li> <li>IA 51: <i>A Christmas Carol: Scrooge and Marley</i> Compare and Contrast</li> <li>IA 52: Text and Film Comparison</li> <li>WL: Guaraldi’s “Linus and Lucy”</li> <li>WL: The <i>William Tell</i> Overture Finale</li> <li>WL: “Clair de lune”</li> <li>WL: Mussorgsky’s “Night on Bald Mountain”</li> <li>WL: First Edition of <i>A Christmas Carol</i></li> </ul>	<ul style="list-style-type: none"> <li>Quiz 29</li> <li>Think &amp; Discuss</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lessons 86–90 A CHRISTMAS CAROL: SCROOGE AND MARLEY, ACT 2</b>				
321–44	<p>86–90.1 Analyze the direct and indirect characterization.</p> <p>86–90.2 Identify the flat characters and the round characters.</p> <p>86–90.3 Identify the changes in mood.</p> <p>86–90.4 Analyze the foreshadowing and suspense.</p> <p>86–90.5 Analyze the symbolism.</p> <p>86–90.6 Analyze the conflicts and their resolutions.</p> <p>86–90.7 Determine which characters are static and which are developing.</p> <p>86–90.8 Trace the development of the protagonist. <u>BWS</u> Generosity (explain)</p> <p>86–90.9 Analyze the plot structure. <u>BWS</u> Generosity (formulate)</p> <p>86–90.10 Infer the theme.</p> <p>86–90.11 Evaluate the theme. <u>BWS</u> Generosity (evaluate)</p> <p>86–90.12 Compare and contrast a film adaptation with the drama.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 4: Small-Group Guidelines</li> <li>• IA 53: <i>A Christmas Carol: Scrooge and Marley, Act 2</i>, Character List</li> <li>• IA 54: Caption This! The Cratchits' Christmas Dinner</li> <li>• IA 55: <i>A Christmas Carol: Scrooge and Marley</i> Plot Chart and Theme</li> <li>• IA 52: Text and Film Comparison</li> <li>• IA 5: Exit Ticket: Collaboration</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Word List 5</li> <li>• Quiz 30</li> <li>• Vocabulary Standardized Test Practice 5</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Note cards with Word List 5 vocabulary words</li> <li>• A film version of <i>A Christmas Carol</i></li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>• Video: <i>A Christmas Carol, Act 2</i></li> <li>• IA 4: Small-Group Guidelines</li> <li>• IA 53: <i>A Christmas Carol: Scrooge and Marley, Act 2</i>, Character List</li> <li>• IA 54: Caption This! The Cratchits' Christmas Dinner</li> <li>• IA 55: <i>A Christmas Carol: Scrooge and Marley</i> Plot Chart and Theme</li> <li>• IA 52: Text and Film Comparison</li> <li>• IA 5: Exit Ticket: Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 30</li> <li>• Vocabulary Standardized Test Practice 5</li> <li>• Think &amp; Discuss</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lessons 91–93 CLARA BARTON, BATTLEFIELD NURSE; "CLARA BARTON IN HER OWN WORDS"</b>				
345–60	<p>91–93.1 Identify the elements of drama.</p> <p>91–93.2 Explain the historical context.</p> <p>91–93.3 Analyze the indirect characterization.</p> <p>91–93.4 Analyze the conflict and its resolution. <u>BWS</u> Generosity (evaluate)</p> <p>91–93.5 Evaluate the character traits and theme. <u>BWS</u> Generosity (evaluate)</p> <p>91–93.6 Make text-to-text connections between the drama and Clara Barton’s narrative.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 56: <i>Clara Barton, Battlefield Nurse</i>; “Clara Barton in Her Own Words”</li> <li>Vocabulary Practice</li> <li>IA 26: Exit Ticket</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Word List 6</li> <li>Quiz 31</li> <li>Reading Standardized Test Practice 5</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Prepackaged crackers</li> <li>Rolls of toilet paper</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 56: <i>Clara Barton, Battlefield Nurse</i>; “Clara Barton in Her Own Words”</li> <li>Vocabulary Practice</li> <li>IA 26: Exit Ticket</li> <li>WL: Advancements in Medical Treatment during the Civil War</li> <li>WL: Women’s Work during the Civil War</li> <li>WL: The Union Defeat at Fredericksburg</li> <li>WL: The Battle of the Wilderness</li> <li>WL: Clara Barton in the Battle of Fredericksburg</li> <li>WL: Journal Entry of Clara Barton’s Neighbor</li> <li>WL: Clara Barton’s Search for Missing Soldiers</li> <li>WL: Henry Wilson Biography</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 31</li> <li>Reading Standardized Test Practice 5</li> <li>Think &amp; Discuss</li> </ul>
<b>Lesson 94 SELECTIONS FROM PROVERBS, FROM <i>VERSOS SENCILLOS</i></b>				
361–64	<p>94.1 Analyze the parallelism in the selections. <u>BWS</u> Generosity (explain)</p> <p>94.2 Identify the end rhyme and the rhyme scheme.</p> <p>94.3 Analyze the effects of enjambment and end-stopped lines on the meaning of the poem.</p> <p>94.4 Infer the theme of the poem. <u>BWS</u> Generosity (explain)</p>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Word List 6</li> <li>Quiz 32</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Several white roses</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>Video: “XXXIX” from <i>Versos Sencillos</i></li> <li>WL: “XXXIX” from <i>Versos Sencillos</i> in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 32</li> <li>Think &amp; Discuss</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lessons 95–97 FROM <i>LITTLE WOMEN</i></b>				
365–80	<p>95–97.1 Identify examples of dialect.</p> <p>95–97.2 Analyze the direct and indirect characterization.</p> <p>95–97.3 Compare and contrast the character traits and motivations.</p> <p>95–97.4 Trace the development of the characters.</p> <p>95–97.5 Evaluate the character traits and motivations. <u>BWS</u> Generosity (explain)</p> <p>95–97.6 Make text-to-text connections to the Proverbs selections. <u>BWS</u> Generosity (explain)</p> <p>95–97.7 Compare and contrast the film adaptation with the written text.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 57: Likert Scale Questionnaire</li> <li>• IA 58: Excerpt from <i>Little Women</i> Compare and Contrast</li> <li>• IA 52: Text and Film Comparison</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Word List 6</li> <li>• Quiz 33</li> <li>• Vocabulary Standardized Test Practice 6</li> <li>• Reading Standardized Test Practice 6</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A film version of <i>Little Women</i></li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>• IA 57: Likert Scale Questionnaire</li> <li>• IA 58: Excerpt from <i>Little Women</i> Compare and Contrast</li> <li>• IA 52: Text and Film Comparison</li> <li>• WL: The Writing of <i>Little Women</i></li> <li>• WL: Orchard House Image</li> <li>• WL: Orchard House Video</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 33</li> <li>• Vocabulary Standardized Test Practice 6</li> <li>• Reading Standardized Test Practice 6</li> <li>• Think &amp; Discuss</li> </ul>
<b>Lessons 98–99 UNIT 3 WRITING REFLECTION</b>				
381–82	<p>98–99.1 Formulate a definition of <i>generosity</i> based on biblical teaching. <u>BWS</u> Generosity (formulate)</p> <p>98–99.2 Write a thesis statement expressing a biblical definition of <i>generosity</i>. <u>BWS</u> Generosity (apply)</p> <p>98–99.3 Describe how three characters from this unit portray biblical generosity. <u>BWS</u> Generosity (apply)</p> <p>98–99.4 Cite textual evidence from unit selections to support the choices.</p> <p>98–99.5 Apply the five-step writing process to the written reflection.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 59: Unit 3 Writing Reflection Planning Sheet</li> <li>• IA 60: Unit 3 Writing Reflection Rubric</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>• Video: Generosity Reflection</li> <li>• IA 59: Unit 3 Writing Reflection Planning Sheet</li> <li>• IA 60: Unit 3 Writing Reflection Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• IA 60: Unit 3 Writing Reflection Rubric</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 100 UNIT 3 REVIEW</b>				
383–85	100.1 Recall concepts and terms from Unit 3.			• Unit 3 Review
<b>Lesson 101 UNIT 3 TEST</b>				
	101.1 Demonstrate knowledge of concepts from Unit 3 by taking the Unit 3 Test.	<b>Assessments</b> • Unit 3 Test	<b>Teacher Tools Online</b> • EV: Unit 3 test bank	• Unit 3 Test

## UNIT 4: FREEDOM

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 102 UNIT OPENER</b>				
386–88	102.1 Analyze the message of the art. 102.2 Create a word web related to the unit theme. 102.3 Write an initial response to the Essential Question. <u>BWS</u> Freedom (formulate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 1: Word Web</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 1: Word Web</li> </ul>	
<b>Lessons 103–5 FROM <i>THE LAST SEVEN MONTHS OF ANNE FRANK</i>, FROM <i>ANNE FRANK REMEMBERED</i></b>				
389–404	103–5.1 Explain how the primary sources provide context and meaning. 103–5.2 Justify the two selections as memoirs. 103–5.3 Explain the historical and cultural contexts. <u>BWS</u> Freedom (explain) 103–5.4 Determine the authors’ purposes. 103–5.5 Analyze the tone. 103–5.6 Draw a timeline of the selections’ events. 103–5.7 Evaluate the effectiveness of the two memoirs in communicating their messages. <u>BWS</u> Freedom (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 61: Excerpts from <i>The Last Seven Months of Anne Frank</i> and <i>Anne Frank Remembered</i></li> <li>Vocabulary Practice</li> <li>IA 14: FQR Chart</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 7</li> <li>Quiz 34</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>A copy of <i>The Diary of a Young Girl</i> by Anne Frank</li> <li>Materials for a Museum Walk</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>Video: Miep Gies</li> <li>IA 61: Excerpts from <i>The Last Seven Months of Anne Frank</i> and <i>Anne Frank Remembered</i></li> <li>Vocabulary Practice</li> <li>IA 14: FQR Chart</li> <li>WL: Kristallnacht</li> <li>WL: Sign Forbidding Jewish People</li> <li>WL: Jewish People with the Yellow Star</li> <li>WL: Life and Hiding of Anne Frank</li> <li>WL: Secret Annex Room</li> <li>WL: Secret Annex Typical Day</li> <li>WL: Secret Annex Arrest</li> <li>WL: Possible Betrayal</li> <li>WL: Counter-Investigation</li> <li>WL: Timeline</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 34</li> <li>Think &amp; Discuss</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lessons 106–8 FROM RED SCARF GIRL</b>				
405–14	106–8.1 Explain how the primary source provides context and meaning. 106–8.2 Justify the selection as a memoir. 106–8.3 Explain the historical and cultural contexts. <u>BWS</u> Freedom (explain) 106–8.4 Determine the author’s purpose. 106–8.5 Analyze the tone. 106–8.6 Evaluate the effectiveness of the author’s message. <u>BWS</u> Freedom (apply)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 4: Small-Group Guidelines</li> <li>IA 14: FQR Chart</li> <li>IA 5: Exit Ticket: Collaboration</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 7</li> <li>Quiz 35</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Items with sentimental value, such as a book or blanket</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 4: Small-Group Guidelines</li> <li>IA 14: FQR Chart</li> <li>IA 5: Exit Ticket: Collaboration</li> <li>WL: Mao Zedong’s Cultural Revolution</li> <li>WL: Chinese Propaganda Poster</li> <li>WL: Red Guards with Mao’s Writings</li> <li>WL: Red Guard Interview</li> <li>GE: Spreadsheet: <i>Red Scarf Girl</i> Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 35</li> <li>Think &amp; Discuss</li> </ul>
<b>Lessons 109–10 FROM THROUGH MY EYES</b>				
415–24	109–10.1 Explain how the primary source provides context and meaning. 109–10.2 Justify the selection as a memoir. 109–10.3 Explain the historical and cultural contexts. <u>BWS</u> Freedom (explain) 109–10.4 Determine the author’s purpose. 109–10.5 Analyze the tone. <u>BWS</u> Freedom (evaluate) 109–10.6 Make text-to-world connections between this selection and current events. <u>BWS</u> Freedom (apply)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 14: FQR Chart</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 7</li> <li>Quiz 36</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li><i>Ruby Bridges</i> Film</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>Video: Excerpts from <i>Through My Eyes</i></li> <li>IA 14: FQR Chart</li> <li>WL: Little Rock Nine School Integration</li> <li>WL: Ruby Bridges with President Obama and Her Norman Rockwell Portrait</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 36</li> <li>Think &amp; Discuss</li> </ul>
<b>Lessons 111–13 YOUR TURN: INTERVIEW AND ANECDOTE ACTIVITY</b>				
425–26	111–13.1 Define <i>anecdote</i> . 111–13.2 Interview someone who has fought for, protected, lost, or gained freedom. 111–13.3 Create a brief anecdote taken from the interview. <u>BWS</u> Freedom (apply) 111–13.4 Apply the five-step writing process.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 62: Planning Sheet: Interview Subject and Questions</li> <li>IA 63: Interview Etiquette</li> <li>IA 64: Interview and Anecdote Rubric</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>Video: Interview and Anecdote Activity</li> <li>IA 62: Planning Sheet: Interview Subject and Questions</li> <li>IA 63: Interview Etiquette</li> <li>IA 64: Interview and Anecdote Rubric</li> <li>WL: World War II Veteran Interview</li> </ul>	<ul style="list-style-type: none"> <li>IA 64: Interview and Anecdote Rubric</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lessons 114–15 FROM <i>IN SEARCH OF HONOR</i></b>				
427–42	<p>114–15.1 Explain the historical and cultural contexts.</p> <p>114–15.2 Analyze the elements of historical fiction.</p> <p>114–15.3 Identify examples of idiom.</p> <p>114–15.4 Identify the character flaws. <b>BWS</b> Freedom (explain)</p> <p>114–15.5 Analyze the foreshadowing and suspense.</p> <p>114–15.6 Compare and contrast character traits and actions.</p> <p>114–15.7 Evaluate the character traits and actions. <b>BWS</b> Freedom (evaluate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 65: Excerpt from <i>In Search of Honor</i> Vocabulary Practice</li> <li>IA 66: Excerpt from <i>In Search of Honor</i> Compare and Contrast</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Word List 7</li> <li>Quiz 37</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>A large sheet of paper or a whiteboard</li> <li><i>In Search of Honor</i> by Donnalynn Hess (available from JourneyForth Books, a division of BJU Press, at <a href="http://bjupress.com">bjupress.com</a>)</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 65: Excerpt from <i>In Search of Honor</i> Vocabulary Practice</li> <li>IA 66: Excerpt from <i>In Search of Honor</i> Compare and Contrast</li> <li>WL: Background about the French Revolution</li> <li>WL: Wax Figure of Sleeping Beauty</li> <li>WL: Facial Reconstruction of Robespierre</li> <li>WL: Wax Figure of Madame Tussaud</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 37</li> <li>Think &amp; Discuss</li> </ul>
<b>Lessons 116–18 FROM <i>HARRIET TUBMAN: CONDUCTOR ON THE UNDERGROUND RAILROAD, "LETTER FROM FREDERICK DOUGLASS"</i></b>				
443–56	<p>116–18.1 Identify the characteristics of narrative nonfiction.</p> <p>116–18.2 Explain the historical context. <b>BWS</b> Freedom (evaluate)</p> <p>116–18.3 Identify the authors' purposes.</p> <p>116–18.4 Analyze the mood and tone of the biography.</p> <p>116–18.5 Explain how the primary source provides context and meaning for the nonfiction narrative.</p> <p>116–18.6 Infer character traits. <b>BWS</b> Freedom (evaluate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 67: Frayer Model</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Word List 7</li> <li>Quiz 38</li> <li>Reading Standardized Test Practice 7</li> <li>Vocabulary Standardized Test Practice 7</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>Video: "Go Down, Moses"</li> <li>IA 67: Frayer Model</li> <li>WL: Fugitive Slave Act of 1850</li> <li>WL: Harriet Tubman's Journey to Freedom</li> <li>WL: Myths and Facts about Harriet Tubman</li> <li>WL: Brief Biographies of American Abolitionists</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 38</li> <li>Reading Standardized Test Practice 7</li> <li>Vocabulary Standardized Test Practice 7</li> <li>Think &amp; Discuss</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lessons 119–21 “WHAT TO THE SLAVE IS THE FOURTH OF JULY?”</b>				
457–68	119–21.1 Define <i>counterclaim</i> and <i>rhetorical question</i> . 119–21.2 Determine the author’s purpose for the speech. 119–21.3 Analyze the argument. <b>BWS</b> Freedom (explain) 119–21.4 Identify elements of persuasion. 119–21.5 Identify the biblical allusions and the historical allusions. 119–21.6 Evaluate the argument. <b>BWS</b> Freedom (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 68: Persuasive Devices Practice</li> <li>IA 69: “What to the Slave Is the Fourth of July?” Vocabulary Practice</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 8</li> <li>Quiz 39</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>Colored sticky tabs</li> <li>A large sheet of paper or a whiteboard</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>Video: Excerpt from “What to the Slave Is the Fourth of July?”</li> <li>IA 68: Persuasive Devices Practice</li> <li>IA 69: “What to the Slave Is the Fourth of July?” Vocabulary Practice</li> <li>WL: Frederick Douglass’s Escape from Slavery</li> <li>WL: Harriet Tubman’s Journey to Freedom</li> <li>WL: The Constitution of the United States</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 39</li> <li>Think &amp; Discuss</li> </ul>
<b>Lesson 122 “FREEDOM IN CHRIST”</b>				
469–72	122.1 Identify elements of persuasion. 122.2 Paraphrase the selection. 122.3 Compare and contrast a popular view of freedom with biblical freedom. <b>BWS</b> Freedom (formulate) 122.4 Make text-to-self connections to their own spiritual freedom. <b>BWS</b> Freedom (apply)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 26: Exit Ticket</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 8</li> <li>Quiz 40</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>Video: “Freedom in Christ”</li> <li>IA 26: Exit Ticket</li> <li>WL: Blood Donation Organization</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 40</li> <li>Think &amp; Discuss</li> </ul>
<b>Lessons 123–25 FROM FOLLOW THE RABBIT-PROOF FENCE</b>				
473–92	123–25.1 Explain the historical and cultural contexts. 123–25.2 Determine the author’s purpose. 123–25.3 Analyze the imagery. 123–25.4 Analyze the suspense. 123–25.5 Evaluate the validity of the Aboriginal assimilation policy. <b>BWS</b> Freedom (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 70: Sample Double-Entry Journal</li> <li>IA 71: Excerpts from <i>Follow the Rabbit-Proof Fence</i> Vocabulary Practice</li> <li>IA 72: Double-Entry Journal</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 8</li> <li>Quiz 41</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>IA 70: Sample Double-Entry Journal</li> <li>IA 71: Excerpts from <i>Follow the Rabbit-Proof Fence</i> Vocabulary Practice</li> <li>IA 72: Double-Entry Journal</li> <li>WL: Australian Aboriginal Didgeridoo Music</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 41</li> <li>Think &amp; Discuss</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lessons 126–27 “HOW TWO FAMILIES FLED COMMUNIST OPPRESSION IN EAST GERMANY IN A HOMEMADE HOT AIR BALLOON”</b>				
493–500	<p>126–27.1 Identify text features of the selection.</p> <p>126–27.2 Explain how the historical context drives the conflict.</p> <p>126–27.3 Analyze the resolution to the conflict.</p> <p>126–27.4 Determine the author’s purpose.</p> <p>126–27.5 Evaluate the motivations of the historical figures. <b>BWS</b> Freedom (evaluate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 73: Sample 3-2-1 Strategy Sheet</li> <li>• IA 74: “How Two Families Fled Communist Oppression in East Germany in a Homemade Hot Air Balloon” Vocabulary Practice</li> <li>• IA 75: 3-2-1 Strategy Sheet</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Word List 8</li> <li>• Quiz 42</li> <li>• Vocabulary Standardized Test Practice 8</li> <li>• Reading Standardized Test Practice 8</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>• Video: “How Two Families Fled Communist Oppression in East Germany in a Homemade Hot Air Balloon”</li> <li>• IA 73: Sample 3-2-1 Strategy Sheet</li> <li>• IA 74: “How Two Families Fled Communist Oppression in East Germany in a Homemade Hot Air Balloon” Vocabulary Practice</li> <li>• IA 75: 3-2-1 Strategy Sheet</li> <li>• WL: <i>Night Crossing</i> Promotional Video</li> <li>• WL: The Berlin Wall</li> <li>• WL: Albuquerque Balloon Festival</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 42</li> <li>• Vocabulary Standardized Test Practice 8</li> <li>• Reading Standardized Test Practice 8</li> <li>• Think &amp; Discuss</li> </ul>
<b>Lessons 128–29 Unit 4 WRITING REFLECTION</b>				
501–2	<p>128–29.1 Formulate a definition of <i>freedom</i> based on biblical teachings. <b>BWS</b> Freedom (formulate)</p> <p>128–29.2 Write a thesis statement expressing a biblical definition of <i>freedom</i>.</p> <p>128–29.3 Explain how three selections from this unit illustrate the value of biblical freedom. <b>BWS</b> Freedom (formulate)</p> <p>128–29.4 Cite textual evidence from selections to support the choices.</p> <p>128–29.5 Apply the five-step writing process to the written reflection.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 76: Unit 4 Writing Reflection Planning Sheet</li> <li>• IA 77: Unit 4 Writing Reflection Rubric</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>• Video: Freedom Reflection</li> <li>• IA 76: Unit 4 Writing Reflection Planning Sheet</li> <li>• IA 77: Unit 4 Writing Reflection Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• IA 77: Unit 4 Writing Reflection Rubric</li> </ul>
<b>Lesson 130 Unit 4 REVIEW</b>				
503–5	130.1 Recall concepts and terms from Unit 4.			<ul style="list-style-type: none"> <li>• Unit 4 Review</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 131 Unit 4 TEST</b>				
	131.1 Demonstrate knowledge of concepts from Unit 4 by taking the Unit 4 Test.	<b>Assessments</b> <ul style="list-style-type: none"> <li>• Unit 4 Test</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• EV: Unit 4 test bank</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4 Test</li> </ul>

## UNIT 5: NATURE

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 132 UNIT OPENER</b>				
506–8	132.1 Analyze the message of the art. 132.2 Create a word web related to the unit theme. 132.3 Write an initial response to the Essential Question. <u>BWS</u> Nature (formulate)	<b>Teacher Edition</b> • IA 1: Word Web	<b>Teacher Tools Online</b> • IA 1: Word Web	
<b>LESSONS 133–34 “A HILLSIDE THAW”</b>				
509–12	133–34.1 Identify the examples of sound devices. 133–34.2 Define <i>extended metaphor</i> . 133–34.3 Analyze the figurative language. 133–34.4 Label the rhyme scheme. 133–34.5 Label the stressed and unstressed syllables. 133–34.6 Analyze how the structure supports the meaning. 133–34.7 Evaluate the effectiveness of figurative language, sound devices, and structure. <u>BWS</u> Nature (formulate) 133–34.8 Create an extended metaphor for a different season. <u>BWS</u> Nature (apply)	<b>Teacher Edition</b> • IA 78: Annotating Poetry • IA 79: Sound Devices and Figurative Language in Poetry <b>Assessments</b> • Word List 9 • Quiz 43 <b>Materials</b> • Sticky tabs	<b>Teacher Tools Online</b> • Video: Robert Frost • IA 78: Annotating Poetry • IA 79: Sound Devices and Figurative Language in Poetry • WL: Nature Scene • WL: Emily Dickinson Poem	• Quiz 43 • Think & Discuss
<b>LESSONS 135–36 “THE SLOTH,” “PRETTY WORDS”</b>				
513–18	135–36.1 Identify the examples of sound devices. 135–36.2 Label the rhyme schemes. 135–36.3 Analyze the figurative language. 135–36.4 Analyze how the structure supports the meaning. 135–36.5 Evaluate the effectiveness of figurative language, sound devices, and structure. 135–36.6 Perform the sonnet with appropriate oral interpretation.	<b>Teacher Edition</b> • IA 4: Small-Group Guidelines • IA 78: Annotating Poetry • IA 79: Sound Devices and Figurative Language in Poetry • IA 80: Oral Reading of Poetry Rubric • IA 5: Exit Ticket: Collaboration <b>Assessments</b> • Word List 9 • Quiz 44 <b>Materials</b> • Sticky tabs	<b>Teacher Tools Online</b> • IA 4: Small-Group Guidelines • IA 78: Annotating Poetry • IA 79: Sound Devices and Figurative Language in Poetry • IA 80: Oral Reading of Poetry Rubric • IA 5: Exit Ticket: Collaboration • WL: Theodore Roethke’s Reading of “The Sloth” • WL: “Pretty Words” Audio Recording • WL: Sloths	• Quiz 44 • Think & Discuss

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>LESSONS 137–38 “THE WAY OF THE WATER-HYACINTH,” “SIMILE: WILLOW AND GINKGO”</b>				
519–24	<p>137–38.1 Identify the examples of sound devices.</p> <p>137–38.2 Label the rhyme scheme.</p> <p>137–38.3 Analyze the figurative language.</p> <p>137–38.4 Infer the themes. <b>BWS</b> Nature (explain)</p> <p>137–38.5 Analyze how the structure supports the meaning.</p> <p>137–38.6 Evaluate the effectiveness of figurative language, sound devices, and structure.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 67: Frayer Model</li> <li>IA 78: Annotating Poetry</li> <li>IA 79: Sound Devices and Figurative Language in Poetry</li> <li>IA 26: Exit Ticket</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Word List 9</li> <li>Quiz 45</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Sticky tabs</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 67: Frayer Model</li> <li>IA 78: Annotating Poetry</li> <li>IA 79: Sound Devices and Figurative Language in Poetry</li> <li>IA 26: Exit Ticket</li> <li>WL: “The Way of the Water-Hyacinth”</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 45</li> <li>Think &amp; Discuss</li> </ul>
<b>LESSONS 139–41 YOUR TURN: POETRY CAFÉ ACTIVITY</b>				
525–26	<p>139–41.1 Create a poem with a minimum of three stanzas based on the theme of nature. <b>BWS</b> Nature (apply)</p> <p>139–41.2 Incorporate sound devices and figurative language within appropriate structure.</p> <p>139–41.3 Perform an oral presentation of the original nature poem.</p> <p>139–41.4 Apply the five-step writing process.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 81: Planning Sheet: Poem</li> <li>IA 82: Poetry Café Rubric</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>Video: Poetry Café Activity</li> <li>IA 81: Planning Sheet: Poem</li> <li>IA 82: Poetry Café Rubric</li> <li>WL: Poetry Review Game Template</li> </ul>	<ul style="list-style-type: none"> <li>IA 82: Poetry Café Rubric</li> </ul>
<b>LESSONS 142–44 “LOO-WIT, THE FIRE-KEEPER”; “VOLCANOES SHAPED OUR PLANET”</b>				
527–38	<p>142–44.1 Analyze the conflicts and their resolutions in the first selection.</p> <p>142–44.2 Justify the first selection as a myth.</p> <p>142–44.3 Infer the theme of the myth.</p> <p>142–44.4 Compare and contrast the theme of the myth with biblical teaching. <b>BWS</b> Nature (evaluate)</p> <p>142–44.5 Identify the text and graphic features of the informational text.</p> <p>142–44.6 Identify the figurative language in the informational text.</p> <p>142–44.7 Analyze the style of the informational text.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 15: Entrance Ticket</li> <li>IA 83: KWL Chart</li> <li>IA 84: “Volcanoes Shaped Our Planet” Vocabulary Practice</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Word List 9</li> <li>Quiz 46</li> <li>Reading Standardized Test Practice 9</li> <li>Vocabulary Standardized Test Practice 9</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 15: Entrance Ticket</li> <li>IA 83: KWL Chart</li> <li>IA 84: “Volcanoes Shaped Our Planet” Vocabulary Practice</li> <li>WL: 1980 Eruption of Mount St. Helens</li> <li>WL: Recent Volcanic Eruptions</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 46</li> <li>Reading Standardized Test Practice 9</li> <li>Vocabulary Standardized Test Practice 9</li> <li>Think &amp; Discuss</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>LESSONS 145–46 PSALM 104, “FAIREST LORD JESUS”</b>				
539–46	<p>145–46.1 Identify examples of sound devices and figurative language in both selections.</p> <p>145–46.2 Identify the parallelism in both selections.</p> <p>145–46.3 Infer the theme of each selection. <b>BWS</b> Nature (evaluate)</p> <p>145–46.4 Analyze how the figurative language and sound devices enhance the themes.</p> <p>145–46.5 Compare the themes of the psalm and hymn.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 79: Sound Devices and Figurative Language in Poetry</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Word List 10</li> <li>Quiz 47</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>Video: “Fairest Lord Jesus”</li> <li>IA 79: Sound Devices and Figurative Language in Poetry</li> <li>WL: Rock Hyrax</li> <li>WL: Psalm 104</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 47</li> <li>Think &amp; Discuss</li> </ul>
<b>LESSONS 147–48 “AMAZING DISCOVERY: BIRD WING HAS ‘LEADING EDGE’ TECHNOLOGY!”</b>				
547–50	<p>147–48.1 Identify the text features and the graphic features.</p> <p>147–48.2 Determine the author’s purpose.</p> <p>147–48.3 Make text-to-world connections with another example of nature influencing technology. <b>BWS</b> Nature (explain)</p> <p>147–48.4 Evaluate the evidence presented in the informational text.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 67: Frayer Model</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Word List 10</li> <li>Quiz 48</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 67: Frayer Model</li> <li>WL: Wing Flap in Eagle Landing</li> <li>WL: Biomimicry</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 48</li> <li>Think &amp; Discuss</li> </ul>
<b>LESSONS 149–50 FROM <i>OUT OF THE DUST</i></b>				
551–62	<p>149–50.1 Explain the historical context. <b>BWS</b> Nature (explain)</p> <p>149–50.2 Analyze how the structure supports the meaning.</p> <p>149–50.3 Evaluate the effectiveness of the figurative language and sensory words.</p> <p>149–50.4 Justify the selection as free verse poetry.</p> <p>149–50.5 Infer the theme. <b>BWS</b> Nature (evaluate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 79: Sound Devices and Figurative Language in Poetry</li> <li>IA 26: Exit Ticket</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Word List 10</li> <li>Quiz 49</li> <li>Reading Standardized Test Practice 10</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>Video: Karen Hesse</li> <li>IA 79: Sound Devices and Figurative Language in Poetry</li> <li>IA 26: Exit Ticket</li> <li>WL: Poem from The Pilgrim’s Progress</li> <li>WL: The Dust Bowl</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 49</li> <li>Reading Standardized Test Practice 10</li> <li>Think &amp; Discuss</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 151 “BLOW, BLOW, THOU WINTER WIND”; “SYMBOLS”</b>				
563–68	<p>151.1 Identify the personification in the poems.</p> <p>151.2 Evaluate the effective use of personification in the poems.</p> <p>151.3 Analyze how the analogies communicate the messages of the poems. <b>BWS</b> Nature (formulate)</p> <p>151.4 Label the rhyme schemes.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 85: “Blow, Blow, Thou Winter Wind” Annotation</li> <li>IA 86: “Symbols” Annotation</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Word List 10</li> <li>Quiz 50</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>Video: Christina Rossetti</li> <li>Video: “Blow, Blow, Thou Winter Wind”</li> <li>IA 85: “Blow, Blow, Thou Winter Wind” Annotation</li> <li>IA 86: “Symbols” Annotation</li> <li>WL: “Blow, Blow, Thou Winter Wind” Choral Setting</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 50</li> <li>Think &amp; Discuss</li> </ul>
<b>LESSONS 152–54 “HALLUCINATION”</b>				
569–88	<p>152–54.1 Identify the elements of science fiction.</p> <p>152–54.2 Explain how the setting contributes to the plot.</p> <p>152–54.3 Label the plot elements.</p> <p>152–54.4 Analyze how foreshadowing contributes to suspense.</p> <p>152–54.5 Evaluate the effective use of third-person limited point of view.</p> <p>152–54.6 Infer the themes.</p> <p>152–54.7 Evaluate the themes. <b>BWS</b> Nature (evaluate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 87: “Hallucination” Vocabulary Practice</li> <li>IA 3: Plot Chart</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Word List 10</li> <li>Quiz 51</li> <li>Vocabulary Standardized Test Practice 10</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 87: “Hallucination” Vocabulary Practice</li> <li>IA 3: Plot Chart</li> <li>WL: My Wife and My Mother-in-Law</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 51</li> <li>Vocabulary Standardized Test Practice 10</li> <li>Think &amp; Discuss</li> </ul>
<b>LESSONS 155–56 UNIT 5 WRITING REFLECTION</b>				
589–90	<p>155–56.1 Create a reflection answering the Essential Question. <b>BWS</b> Nature (apply)</p> <p>155–56.2 Support the reflection with details from a selection from the unit.</p> <p>155–56.3 Apply the five-step writing process.</p> <p>155–56.4 Apply oral communication skills in a presentation.</p> <p>155–56.5 Publish the reflection as a podcast.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 88: Unit 5 Writing Reflection Planning Sheet</li> <li>IA 89: Unit 5 Writing Reflection Rubric</li> <li>IA 90: Podcast Rubric</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>Video: Nature Reflection</li> <li>IA 88: Unit 5 Writing Reflection Planning Sheet</li> <li>IA 89: Unit 5 Writing Reflection Rubric</li> <li>IA 90: Podcast Rubric</li> </ul>	<ul style="list-style-type: none"> <li>IA 89: Unit 5 Writing Reflection Rubric</li> <li>IA 90: Podcast Rubric</li> </ul>
<b>Lesson 157 UNIT 5 REVIEW</b>				
591–93	<p>157.1 Recall concepts and terms from Unit 5.</p>			<ul style="list-style-type: none"> <li>Unit 5 Review</li> </ul>

Pages	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 158 UNIT 5 TEST</b>				
	158.1 Demonstrate knowledge of concepts from Unit 5 by taking the Unit 5 Test.	<b>Assessments</b> <ul style="list-style-type: none"> <li>• Unit 5 Test</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• EV: Unit 5 test bank</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5 Test</li> </ul>

# NOVEL STUDY: ACROSS FIVE APRILS

Pages (Teacher Edition Only)	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 159 NOVEL STUDY INTRODUCTION</b>				
594–97	<p><b>Across Five Aprils Objectives</b></p> <ul style="list-style-type: none"> <li>Analyze the themes and characters in the novel.</li> <li>Explain how the historical context influences the plot of the novel.</li> <li>Evaluate the themes for alignment with a biblical worldview.</li> <li>Explain how literary devices enhance the interest of the reader.</li> <li>Create a project showing how the novel exemplifies three of the five unit themes.</li> </ul>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 91: Tic-Tac-Toe Board</li> <li>IA 92: Tic-Tac-Toe Board Rubric</li> <li>IA 93: Chapter 1</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Audiobook of <i>Across Five Aprils</i></li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 91: Tic-Tac-Toe Board</li> <li>IA 92: Tic-Tac-Toe Board Rubric</li> <li>IA 93: Chapter 1</li> <li>WL: Southern Illinois County Map</li> <li>WL: Civil War Overview</li> <li>WL: Young Soldier</li> </ul>	
<b>LESSONS 160–61 CHAPTER 1</b>				
598–601	<p>160–61.1 Explain the historical context of the chapter.</p> <p>160–61.2 Identify the exposition.</p> <p>160–61.3 Determine the point of view.</p> <p>160–61.4 Identify the idioms and examples of dialect.</p> <p>160–61.5 Infer character traits. <b>BWS</b> Maturity (explain)</p> <p>160–61.6 Analyze how imagery and sensory details enhance the setting. <b>BWS</b> Nature (explain)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 93: Chapter 1</li> <li>IA 94: Sensory Details</li> <li>IA 12: Textual Evidence for Character Traits and Motivations</li> <li>IA 95: Instructions for Literature Circle: Leader</li> <li>IA 96: Instructions for Literature Circle: Artist</li> <li>IA 97: Instructions for Literature Circle: Connector</li> <li>IA 98: Instructions for Literature Circle: Word Master</li> <li>IA 99: Instructions for Literature Circle: Tester</li> <li>IA 100: Instructions for Literature Circle: Summarizer</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Word List 11</li> <li>Quiz 52</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 93: Chapter 1</li> <li>IA 94: Sensory Details</li> <li>IA 12: Textual Evidence for Character Traits and Motivations</li> <li>IA 95: Instructions for Literature Circle: Leader</li> <li>IA 96: Instructions for Literature Circle: Artist</li> <li>IA 97: Instructions for Literature Circle: Connector</li> <li>IA 98: Instructions for Literature Circle: Word Master</li> <li>IA 99: Instructions for Literature Circle: Tester</li> <li>IA 100: Instructions for Literature Circle: Summarizer</li> <li>WL: United States Dialect Map</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 52</li> <li>Think &amp; Discuss</li> </ul>

Pages (Teacher Edition Only)	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 162 CHAPTER 2</b>				
602–3	<p>162.1 Explain the historical context of the chapter.</p> <p>162.2 Identify the conflicts. <u>BWS</u> Wisdom (explain)</p> <p>162.3 Identify the inciting incident.</p> <p>162.4 Evaluate how the geographical setting contributes to the conflict.</p> <p>162.5 Analyze the direct and indirect characterization.</p> <p>162.6 Compare and contrast primary sources that differ in viewpoints of the war. <u>BWS</u> Wisdom (formulate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 95: Instructions for Literature Circle: Leader</li> <li>• IA 96: Instructions for Literature Circle: Artist</li> <li>• IA 97: Instructions for Literature Circle: Connector</li> <li>• IA 98: Instructions for Literature Circle: Word Master</li> <li>• IA 99: Instructions for Literature Circle: Tester</li> <li>• IA 100: Instructions for Literature Circle: Summarizer</li> <li>• IA 101: Chapter 3</li> <li>• IA 5: Exit Ticket: Collaboration</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Quiz 53</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>• IA 95: Instructions for Literature Circle: Leader</li> <li>• IA 96: Instructions for Literature Circle: Artist</li> <li>• IA 97: Instructions for Literature Circle: Connector</li> <li>• IA 98: Instructions for Literature Circle: Word Master</li> <li>• IA 99: Instructions for Literature Circle: Tester</li> <li>• IA 100: Instructions for Literature Circle: Summarizer</li> <li>• IA 101: Chapter 3</li> <li>• IA 5: Exit Ticket: Collaboration</li> <li>• WL: Northern Perspective on the Firing on Fort Sumter</li> <li>• WL: Southern Perspective on the Firing on Fort Sumter</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 53</li> </ul>
<b>Lesson 163 CHAPTER 3</b>				
604–5	<p>163.1 Identify key historical figures, places, and events.</p> <p>163.2 Identify character traits and motivations.</p> <p>163.3 Analyze the conflicts and their resolutions.</p> <p>163.4 Compare and contrast Bill’s and John’s character traits. <u>BWS</u> Wisdom (evaluate)</p> <p>163.5 Evaluate Bill’s and John’s actions during the fight. <u>BWS</u> Generosity (evaluate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 101: Chapter 3</li> <li>• IA 12: Textual Evidence for Character Traits and Motivations</li> <li>• IA 102: Chapter 4</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Word List 11</li> <li>• Quiz 54</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>• IA 101: Chapter 3</li> <li>• IA 12: Textual Evidence for Character Traits and Motivations</li> <li>• IA 102: Chapter 4</li> <li>• WL: Veterans of the War of 1812</li> <li>• WL: Georgia Secession</li> <li>• WL: Mississippi Secession</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 54</li> <li>• Think &amp; Discuss</li> </ul>

Pages (Teacher Edition Only)	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 164 CHAPTER 4</b>				
606–7	164.1 Identify key historical figures, places, and events. 164.2 Infer character traits. <u>BWS</u> Wisdom (explain) 164.3 Identify examples of imagery and figurative language. 164.4 Analyze the use of sensory words. 164.5 Make predictions about what will happen to Shadrach.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 102: Chapter 4</li> <li>• IA 94: Sensory Details</li> <li>• IA 26: Exit Ticket</li> <li>• IA 103: Chapter 5</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 11</li> <li>• Quiz 55</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• IA 102: Chapter 4</li> <li>• IA 94: Sensory Details</li> <li>• IA 26: Exit Ticket</li> <li>• IA 103: Chapter 5</li> <li>• WL: Fort Donelson</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 55</li> <li>• Think &amp; Discuss</li> </ul>
<b>Lesson 165 CHAPTER 5</b>				
608–9	165.1 Determine the main conflict. 165.2 Infer character traits. <u>BWS</u> Wisdom (explain) 165.3 Analyze how the use of idiom enhances the dialogue. 165.4 Evaluate the effectiveness of the author’s use of suspense. 165.5 Explain how the situational irony provides the resolution to the conflict. <u>BWS</u> Generosity (explain)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 103: Chapter 5</li> <li>• IA 104: Chapter 6</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 11</li> <li>• Quiz 56</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• IA 103: Chapter 5</li> <li>• IA 104: Chapter 6</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 56</li> <li>• Think &amp; Discuss</li> </ul>
<b>Lesson 166 CHAPTER 6</b>				
610–11	166.1 Trace the development of the protagonist. <u>BWS</u> Maturity (explain) 166.2 Analyze the impact of the historical context on the characters. 166.3 Analyze the external conflict. 166.4 Identify the symbols. 166.5 Explain the significance of the metaphor as it relates to the conflict.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 104: Chapter 6</li> <li>• IA 24: Development of the Protagonist</li> <li>• IA 105: Chapter 7</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 11</li> <li>• Quiz 57</li> <li>• Vocabulary Standardized Test Practice 11</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• IA 104: Chapter 6</li> <li>• IA 24: Development of the Protagonist</li> <li>• IA 105: Chapter 7</li> <li>• WL: The Battle of Pea Ridge</li> <li>• WL: The Battle of Shiloh</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 57</li> <li>• Vocabulary Standardized Test Practice 11</li> <li>• Think &amp; Discuss</li> </ul>

Pages (Teacher Edition Only)	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 167 CHAPTER 7</b>				
612–13	<p>167.1 Identify the historical elements.</p> <p>167.2 Explain the resolution to the conflict in the previous chapter.</p> <p>167.3 Analyze the dramatic irony and poetic justice.</p> <p>167.4 Identify examples of sensory details and figurative language.</p> <p>167.5 Analyze how the imagery contributes to the mood.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 105: Chapter 7</li> <li>• IA 94: Sensory Details</li> <li>• IA 95: Instructions for Literature Circle: Leader</li> <li>• IA 96: Instructions for Literature Circle: Artist</li> <li>• IA 97: Instructions for Literature Circle: Connector</li> <li>• IA 98: Instructions for Literature Circle: Word Master</li> <li>• IA 99: Instructions for Literature Circle: Tester</li> <li>• IA 100: Instructions for Literature Circle: Summarizer</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Word List 12</li> <li>• Quiz 58</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>• IA 105: Chapter 7</li> <li>• IA 94: Sensory Details</li> <li>• IA 95: Instructions for Literature Circle: Leader</li> <li>• IA 96: Instructions for Literature Circle: Artist</li> <li>• IA 97: Instructions for Literature Circle: Connector</li> <li>• IA 98: Instructions for Literature Circle: Word Master</li> <li>• IA 99: Instructions for Literature Circle: Tester</li> <li>• IA 100: Instructions for Literature Circle: Summarizer</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 58</li> <li>• Think &amp; Discuss</li> </ul>

Pages (Teacher Edition Only)	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 168 CHAPTER 8</b>				
614–15	<p>168.1 Explain how the foreshadowing in Chapter 7 anticipates the historical events.</p> <p>168.2 Identify examples of idiom.</p> <p>168.3 Analyze the sensory details.</p> <p>168.4 Infer character traits.</p> <p>168.5 Evaluate character traits and actions. <b>BWS</b> Generosity (evaluate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 95: Instructions for Literature Circle: Leader</li> <li>• IA 96: Instructions for Literature Circle: Artist</li> <li>• IA 97: Instructions for Literature Circle: Connector</li> <li>• IA 98: Instructions for Literature Circle: Word Master</li> <li>• IA 99: Instructions for Literature Circle: Tester</li> <li>• IA 100: Instructions for Literature Circle: Summarizer</li> <li>• IA 106: Chapter 9</li> <li>• IA 5: Exit Ticket: Collaboration</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Quiz 59</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>• IA 95: Instructions for Literature Circle: Leader</li> <li>• IA 96: Instructions for Literature Circle: Artist</li> <li>• IA 97: Instructions for Literature Circle: Connector</li> <li>• IA 98: Instructions for Literature Circle: Word Master</li> <li>• IA 99: Instructions for Literature Circle: Tester</li> <li>• IA 100: Instructions for Literature Circle: Summarizer</li> <li>• IA 106: Chapter 9</li> <li>• IA 5: Exit Ticket: Collaboration</li> <li>• WL: The Battle of Antietam</li> <li>• WL: The Battle of Fredericksburg</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 59</li> </ul>
<b>Lesson 169 CHAPTER 9</b>				
616–17	<p>169.1 Analyze how the historical context contributes to the conflict.</p> <p>169.2 Explain how the historical figure is fictionalized.</p> <p>169.3 Analyze the suspense.</p> <p>169.4 Determine the main conflict and its resolution.</p> <p>169.5 Evaluate the protagonist's actions. <b>BWS</b> Wisdom (evaluate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 106: Chapter 9</li> <li>• IA 107: Chapter 10</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Word List 12</li> <li>• Quiz 60</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Signs for a Four Corners activity</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>• IA 106: Chapter 9</li> <li>• IA 107: Chapter 10</li> <li>• WL: Civil War and the Draft</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 60</li> <li>• Think &amp; Discuss</li> </ul>

Pages (Teacher Edition Only)	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lesson 170 CHAPTER 10</b>				
618–19	<p>170.1 Explain how the historical context contributes to the foreshadowing of the resolution.</p> <p>170.2 Identify the changes in mood.</p> <p>170.3 Analyze how the imagery and figurative language contribute to the mood.</p> <p>170.4 Justify this book as a coming-of-age story. <u>BWS</u> Maturity (explain)</p> <p>170.5 Explain how dialect contributes to characterization.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 107: Chapter 10</li> <li>IA 108: Chapter 11</li> </ul> <p><b>Assessments</b></p> <p><b>Word List 12</b></p> <ul style="list-style-type: none"> <li>Quiz 61</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 107: Chapter 10</li> <li>IA 108: Chapter 11</li> <li>WL: The Battle of Gettysburg</li> <li>WL: The Battle of Vicksburg</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 61</li> <li>Think &amp; Discuss</li> </ul>
<b>Lesson 171 CHAPTER 11</b>				
620–21	<p>171.1 Identify the historical elements.</p> <p>171.2 Compare and contrast the generals mentioned.</p> <p>171.3 Evaluate the effectiveness of the author’s style.</p> <p>171.4 Compose a letter from one character to another character in response to John’s letter about Bill. <u>BWS</u> Generosity (explain)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 108: Chapter 11</li> <li>IA 109: Chapter 12</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Word List 12</li> <li>Quiz 62</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>A large sheet of paper or a whiteboard</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 108: Chapter 11</li> <li>IA 109: Chapter 12</li> <li>WL: The Battle of Chickamauga</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 62</li> <li>Think &amp; Discuss</li> </ul>
<b>Lessons 172–73 CHAPTER 12</b>				
622–24	<p>172–73.1 Explain the historical context in this chapter.</p> <p>172–73.2 Analyze the use of symbolism in the novel. <u>BWS</u> Nature (evaluate)</p> <p>172–73.3 Label the plot points.</p> <p>172–73.4 Infer the themes of the novel. <u>BWS</u> Generosity (evaluate)</p> <p>172–73.5 Compose a personal reflection describing the impact of the novel. <u>BWS</u> Maturity (apply)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 109: Chapter 12</li> <li>IA 110: Symbolism</li> <li>IA 3: Plot Chart</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Word List 12</li> <li>Quiz 63</li> <li>Vocabulary Standardized Test Practice 12</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>A large sheet of paper or a whiteboard</li> </ul>	<p><b>Teacher Tools Online</b></p> <ul style="list-style-type: none"> <li>IA 109: Chapter 12</li> <li>IA 110: Symbolism</li> <li>IA 3: Plot Chart</li> <li>WL: Ron Hamilton’s Testimony</li> <li>WL: The Final Days of the Civil War</li> <li>WL: “Goober Peas”</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 63</li> <li>Vocabulary Standardized Test Practice 12</li> <li>Think &amp; Discuss</li> </ul>

Pages (Teacher Edition Only)	Objectives	Printed Resources & Materials	Digital Resources	Assessments
<b>Lessons 174–76 TIC-TAC-TOE BOARD</b>				
625	174–76.1 Depict the historical or literary elements of the novel. 174–76.2 Create a collaborative oral presentation. 174–76.3 Create an essay showing how the novel exemplifies three of the five unit themes. <u>BWS</u> Maturity, Wisdom, Generosity, Freedom, Nature (formulate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 91: Tic-Tac-Toe Board</li> <li>• IA 92: Tic-Tac-Toe Board Rubric</li> <li>• IA 111: Tic-Tac-Toe Board Planning Sheet</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• IA 91: Tic-Tac-Toe Board</li> <li>• IA 92: Tic-Tac-Toe Board Rubric</li> <li>• IA 111: Tic-Tac-Toe Board Planning Sheet</li> </ul>	<ul style="list-style-type: none"> <li>• IA 92: Tic-Tac-Toe Board Rubric</li> </ul>
<b>Lesson 177 NOVEL STUDY REVIEW</b>				
626	177.1 Recall concepts and terms from the novel study.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 112: Novel Study Review</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• IA 112: Novel Study Review</li> </ul>	<ul style="list-style-type: none"> <li>• IA 112: Novel Study Review</li> </ul>
<b>Lesson 178 NOVEL STUDY TEST</b>				
	178.1 Demonstrate knowledge of concepts from the novel study by taking the Novel Study Test.	<b>Assessments</b> <ul style="list-style-type: none"> <li>• Novel Study Test: <i>Across Five Aprils</i></li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• EV: Novel Study test bank</li> </ul>	<ul style="list-style-type: none"> <li>• Novel Study Test: <i>Across Five Aprils</i></li> </ul>
<b>Lesson 179 FINAL EXAM REVIEW</b>				
627	179.1 Recall concepts and terms from Units 1–5.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 113: Final Exam Review</li> </ul>	<b>Teacher Tools Online</b> <ul style="list-style-type: none"> <li>• IA 113: Final Exam Review</li> </ul>	<ul style="list-style-type: none"> <li>• IA 113: Final Exam Review</li> </ul>
<b>Lesson 180 FINAL EXAM</b>				
	180.1 Demonstrate knowledge of concepts from Units 1–5 by taking the Final Exam.	<b>Assessments</b> <ul style="list-style-type: none"> <li>• Final Exam</li> </ul>		<ul style="list-style-type: none"> <li>• Final Exam</li> </ul>