

# Lesson Plan Overview

## Fundamentals of Literature, 3<sup>rd</sup> Edition

### Unit 1: ENDURANCE, CONFLICT

AR additional resources    IA Instructional Aid    G/E game/enrichment    PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>Lesson 1 Unit Opener</b>			
2–4	1.1 Analyze visual media for tone, theme, meaning, and technique. 1.2 Create a word web related to the Essential Question. 1.3 Write an initial response to the Essential Question. <b>BWS</b> Endurance (formulate)	<b>Teacher Edition</b> • IA 1: Word Web <b>BJU Press Trove*</b> • PPT pres.: Lesson 001 • AR: Word Web Fillable PDF	<b>Teacher Edition</b> • Preassessment: quick write (p. 4)
<b>Lessons 2–4 “The Most Dangerous Game”</b>			
5–24	2–4.1 Identify elements of a short story. 2–4.2 Determine the protagonist and the antagonist. 2–4.3 Infer character traits and motivations. 2–4.4 Identify the central conflict and its resolution. 2–4.5 Analyze the foreshadowing and suspense. 2–4.6 Define <i>atmosphere</i> . 2–4.7 Evaluate the author’s use of atmosphere. 2–4.8 Evaluate the protagonist’s and the antagonist’s worldviews and whether they change. <b>BWS</b> Endurance (evaluate)	<b>Teacher Edition</b> • IA 2: “The Most Dangerous Game” Vocabulary Practice • IA 3: Response Journal • IA 4: Conflict and Resolution <b>BJU Press Trove</b> • Link: “The Bells” Poem • Link: Darkened Cave Scene • AR: Response Journal Fillable PDF • PPT pres.: Lessons 002–004	<b>Student Edition</b> • Think & Discuss (p. 24) <b>Assessments</b> • Word List 1 • Quiz 1
<b>Lessons 5–6 “Unusual Normality”</b>			
25–34	5–6.1 Explain the historical and cultural contexts. 5–6.2 Identify elements of a personal essay. 5–6.3 Identify the conflicts and their resolutions. 5–6.4 Determine the author’s purpose and perspective. 5–6.5 Determine the tone. 5–6.6 Analyze the tone. 5–6.7 Define <i>oxymoron</i> . 5–6.8 Explain the significance of the title. <b>BWS</b> Endurance (explain) 5–6.9 Create a journal entry explaining how hard experiences can be used to help others. <b>BWS</b> Endurance (formulate)	<b>Teacher Edition</b> • IA 3: Response Journal • IA 4: Conflict and Resolution <b>BJU Press Trove</b> • Link: Tone • Link: Ishmael Beah’s Story • Link: Sierra Leone’s Civil War • Link: Africa Map Showing Sierra Leone • AR: Response Journal Fillable PDF • PPT pres.: Lessons 005–006	<b>Student Edition</b> • Think & Discuss (p. 34) <b>Assessments</b> • Word List 1 • Quiz 2

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>Lesson 7 “The Journey”</b>			
35–38	7.1 Identify elements of poetry. 7.2 Identify the figurative language. 7.3 Analyze the effects of enjambment. 7.4 Determine the meaning of the poem. 7.5 Analyze how the structure supports the meaning. 7.6 Analyze the conflict and resolution from a biblical worldview. <u>BWS</u> Endurance (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Shakespeare’s “Sonnet 116”</li> <li>• Link: Robert Frost’s “The Road Not Taken”</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lesson 007</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 38)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Quiz 3</li> </ul>
<b>Lessons 8–12 from <i>The Odyssey</i></b>			
39–56	8–12.1 Define <i>archetypal character</i> , in medias res, <i>Homeric epithet</i> , and <i>epic simile</i> . 8–12.2 Analyze the historical and cultural contexts. 8–12.3 Identify characteristics of an epic poem. 8–12.4 Infer character traits and motivations. 8–12.5 Analyze the conflicts in each section. <u>BWS</u> Endurance (explain) 8–12.6 Analyze the central conflict and its resolution. <u>BWS</u> Endurance (evaluate) 8–12.7 Analyze the figurative language and imagery. 8–12.8 Analyze the foreshadowing and suspense. 8–12.9 Justify Odysseus as an archetypal hero. 8–12.10 Evaluate character traits and motivations. <u>BWS</u> Endurance (formulate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 5: Excerpts from <i>The Odyssey</i> Vocabulary Practice</li> <li>• IA 6: Excerpts from <i>The Odyssey</i> Chunking Organizer</li> <li>• IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Ancient Greece”</li> <li>• Link: Photograph of Grecian Urn</li> <li>• Link: Context for <i>The Odyssey</i></li> <li>• Link: Scylla and Charybdis: Idioms</li> <li>• Link: <i>Ulysses and the Sirens</i> by John William Waterhouse</li> <li>• Link: Map of Odysseus’s Journey</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 008–012</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 56)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 1</li> <li>• Quiz 4</li> </ul>
<b>Lesson 13 “Penelope,” “An Ancient Gesture”</b>			
57–62	13.1 Identify examples of alliteration. 13.2 Define <i>anaphora</i> and <i>lyric poem</i> . 13.3 Identify examples of anaphora in the poem “Penelope.” 13.4 Evaluate the significance of the allusions to <i>The Odyssey</i> . 13.5 Compare and contrast Penelope and Odysseus. <u>BWS</u> Endurance (evaluate) 13.6 Make text-to-self connections. <u>BWS</u> Endurance (apply)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 7: Frayer Model</li> <li>• IA 3: Response Journal</li> <li>• IA 8: Exit Ticket</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: “An Ancient Gesture”</li> <li>• AR: Frayer Model Fillable PDF</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lesson 013</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 62)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 1</li> <li>• Quiz 5</li> <li>• Vocabulary Standardized Test Practice 1</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lessons 14–15 from <i>Endurance: An Epic of Polar Adventure</i></b>			
63–80	<p>14–15.1 Identify elements of narrative nonfiction.</p> <p>14–15.2 Explain the historical context.</p> <p>14–15.3 Identify the central conflict and its resolution.</p> <p>14–15.4 Analyze the suspense.</p> <p>14–15.5 Analyze the author’s use of atmosphere.</p> <p>14–15.6 Evaluate the author’s use of imagery and figurative language.</p> <p>14–15.7 Evaluate character traits and motivations. <b>BWS</b> Endurance (evaluate)</p> <p>14–15.8 Compare and contrast the excerpt with the images.</p> <p>14–15.9 Apply the collaborative process in an analysis of the selection.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 9: Small-Group Guidelines</li> <li>• IA 10: Exit Ticket: Collaboration</li> <li>• IA 11: Photograph Collection Visual Analysis</li> <li>• IA 12: Text-to-Photograph Comparison</li> <li>• IA 13: Multimedia Presentation Rubric</li> <li>• IA 3: Response Journal</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “Small-Group Strategies”</li> <li>• Link: Dorothea Lange’s <i>Pledge of Allegiance</i></li> <li>• Link: <i>Endurance</i> Attempting to Sail through Ice</li> <li>• Link: The <i>Endurance</i> Discovered</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 014–015</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 80)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Word List 2</li> <li>• Quiz 6</li> </ul>
<b>Lessons 16–18 Your Turn: Multimedia Presentation</b>			
81–82	<p>16–18.1 Organize procedures for a group multimedia presentation.</p> <p>16–18.2 Plan a group multimedia presentation.</p> <p>16–18.3 Draft a group multimedia presentation.</p> <p>16–18.4 Apply oral communication skills in a presentation.</p> <p>16–18.5 Demonstrate appropriate audience etiquette.</p> <p>16–18.6 Evaluate his or her personal contribution to the project.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 9: Small-Group Guidelines</li> <li>• IA 10: Exit Ticket: Collaboration</li> <li>• IA 11: Photograph Collection Visual Analysis</li> <li>• IA 12: Text-to-Photograph Comparison</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Lessons 016–018</li> </ul>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 13: Multimedia Presentation Rubric</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Reading Standardized Test Practice 1</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lessons 19–20 from <i>Up from Slavery</i></b>			
83–94	19–20.1 Identify elements of autobiography. 19–20.2 Explain the historical context. 19–20.3 Determine the author’s purpose and perspective. 19–20.4 Analyze the biblical allusion. 19–20.5 Analyze the conflict and its resolution. <b>BWS</b> Endurance (explain) 19–20.6 Evaluate the text’s effectiveness in communicating the author’s message. 19–20.7 Make text-to-self connections. <b>BWS</b> Endurance (apply)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 14: FQR Chart</li> <li>• IA 15: Excerpt from <i>Up from Slavery</i> Vocabulary Practice</li> <li>• IA 3: Response Journal</li> <li>• IA 4: Conflict and Resolution</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Booker T. Washington”</li> <li>• Link: Holidays</li> <li>• AR: FQR Chart Fillable PDF</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 019–020</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 94)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 2</li> <li>• Quiz 7</li> </ul>
<b>Lessons 21–22 “Of Mr. Booker T. Washington and Others”</b>			
95–100	21–22.1 Identify elements of persuasive essay. 21–22.2 Define <i>argument</i> , <i>claim</i> , and <i>connotative language</i> . 21–22.3 Determine the author’s purpose. 21–22.4 Analyze the argument. <b>BWS</b> Endurance (evaluate) 21–22.5 Evaluate the author’s use of connotative language. 21–22.6 Make text-to-text connections with the excerpt from Washington’s autobiography.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 16: Entrance Ticket</li> <li>• IA 17: “Of Mr. Booker T. Washington and Others” Vocabulary Practice</li> <li>• IA 3: Response Journal</li> <li>• IA 18: Analyzing Words for Argument</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Woodrow Wilson’s War Message to Congress</li> <li>• Link: Audio Recording of Washington’s “Atlanta Compromise”</li> <li>• Link: Differing Views of Booker T. Washington and W. E. B Du Bois</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 021–022</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 100)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 2</li> <li>• Quiz 8</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lessons 23–24 “An Unfailing Faith”</b>			
101–6	23–24.1 Identify elements of persuasion. 23–24.2 Identify the call to action. 23–24.3 Analyze the call to action. <u>BWS</u> Endurance (explain) 23–24.4 Evaluate the effectiveness of the sermon in fulfilling the author’s purpose. <u>BWS</u> Endurance (evaluate) 23–24.5 Summarize the selection. 23–24.6 Make text-to-self connections to evaluate the importance of endurance. <u>BWS</u> Endurance (apply)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “The Hall of Faith”</li> <li>• G/E: “An Unfailing Faith” Vocabulary Practice Questions</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 023–024</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 106)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 2</li> <li>• Quiz 9</li> <li>• Vocabulary Standardized Test Practice 2</li> </ul>
<b>Lessons 25–26 “Soldiers of Christ, Aries” (with Hymn History)   Independent Learning Options</b>			
107–10	25–26.1 Develop strategies for independent learning. 25–26.2 Identify the genre of the text selection. 25–26.3 Define unfamiliar vocabulary. 25–26.4 Analyze the central conflict and resolution in the text selection. 25–26.5 Relate the text selection to the unit Essential Question. 25–26.6 Evaluate the resolution to the conflict from a biblical view of endurance. <u>BWS</u> Endurance (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 19: Independent Learning Strategies</li> <li>• IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Independent Learning Strategies”</li> <li>• Video: “Unit 1 Independent Learning Options”</li> <li>• Link: “What Went Wrong with Apollo 13?”</li> <li>• Link: “50 Years Ago: Apollo 13 Crew Returns Safely to Earth”</li> <li>• Link: “The White Snake”</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 025–026</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 110)</li> </ul>
<b>Lessons 27–28 Unit 1 Writing Reflection</b>			
111–12	27–28.1 Formulate biblical reasons for endurance according to biblical teaching. <u>BWS</u> Endurance (formulate) 27–28.2 Write a thesis statement expressing biblical reasons for endurance. <u>BWS</u> Endurance (formulate) 27–28.3 Describe how three characters from this unit exhibit biblical endurance. 27–28.4 Cite textual evidence from the selections to support your choices. 27–28.5 Apply the five-step writing process to the written reflection.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 20: Unit 1 Writing Reflection Template</li> <li>• IA 21: Unit 1 Writing Reflection Planning Sheet</li> <li>• IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• AR: Unit 1 Writing Reflection Planning Sheet Fillable PDF</li> <li>• PPT pres.: Lessons 027–028</li> </ul>	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 22: Unit 1 Writing Reflection Rubric</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 29 Unit 1 Review</b>			
113–15	29.1 Recall concepts and terms from Unit 1.		<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Unit 1 Review (pp. 113–15)</li> </ul>
<b>Lesson 30 Unit 1 Test</b>			
	30.1 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>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Unit 1 test bank</li> </ul>

## Unit 2: DISCERNMENT, CHARACTER

AR additional resources

IA Instructional Aid

G/E game/enrichment

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>Lesson 31 Unit Opener</b>			
116–18	31.1 Analyze visual media for tone, theme, meaning, and technique. 31.2 Create a word web related to the Essential Question. 31.3 Write an initial response to the Essential Question. <b>BWS</b> Discernment (formulate)	<b>Teacher Edition</b> • IA 1: Word Web <b>BJU Press Trove*</b> • AR: Word Web Fillable PDF • PPT pres.: Lesson 031	<b>Teacher Edition</b> • Preassessment: quick write (p. 118)
<b>Lessons 32–33 “The Gift of the Magi”</b>			
119–26	32–33.1 Identify examples of direct characterization and indirect characterization. 32–33.2 Predict the ending of the story. 32–33.3 Explain the plot twist. 32–33.4 Analyze the situational irony. 32–33.5 Analyze the allusion. 32–33.6 Evaluate the main characters’ character traits and motivations. <b>BWS</b> Discernment (evaluate) 32–33.7 Create an image of a gift that the student gave or should have given. <b>BWS</b> Discernment (formulate)	<b>Teacher Edition</b> • IA 23.1: STEAL Graphic Organizer • IA 24: “The Gift of the Magi” Vocabulary Practice • IA 3: Response Journal <b>BJU Press Trove</b> • Video: “The Gift of the Magi” • Link: Burning Fire Hydrant Meme • Link: “Nothing Is Written in Stone” Meme • Link: “Okay, I’m Pretty Sure I Lost Him” Meme • Link: Situational Irony • Link: “Gifts for Madge and Guy” Audio Recording • AR: Response Journal Fillable PDF • AR: STEAL Graphic Organizer Fillable PDF • PPT pres.: Lessons 032–033	<b>Student Edition</b> • Think & Discuss (p. 126) <b>Assessments</b> • Word List 3 • Quiz 10

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Pages	Objectives	Resources	Assessments
<b>Lessons 34–35 “Phaëthon”</b>			
127–32	34–35.1 Identify elements of a myth. 34–35.2 Describe the flat characters and the round characters. 34–35.3 Analyze Phaëthon’s character flaws. 34–35.4 Analyze the purpose of this myth. 34–35.5 Evaluate the characters from their actions and dialogue. <u>BWS</u> Discernment (evaluate) 34–35.6 Compare and contrast humans’ created deities with the true God. <u>BWS</u> Discernment (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 3: Response Journal</li> <li>• IA 23.2: STEAL Graphic Organizer</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Image of Taurus, the Bull</li> <li>• Link: Image of Leo, the Lion</li> <li>• Link: Image of Scorpio, the Scorpion</li> <li>• Link: Image of Cancer, the Crab</li> <li>• G/E: Roman Mythology Review Questions</li> <li>• AR: Response Journal Fillable PDF</li> <li>• AR: STEAL Graphic Organizer Fillable PDF</li> <li>• PPT pres.: Lessons 034–035</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 132)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 3</li> <li>• Quiz 11</li> </ul>
<b>Lessons 36–37 from <i>The Giver</i></b>			
133–40	36–37.1 Define <i>dystopia</i> . 36–37.2 Identify elements of dystopian fiction. 36–37.3 Determine which characters are static and which are dynamic. 36–37.4 Analyze the figurative language. 36–37.5 Infer character traits and motivations. 36–37.6 Analyze how dialogue reveals character traits and motivations. 36–37.7 Evaluate the actions of the characters from a biblical worldview. <u>BWS</u> Discernment (evaluate) 36–37.8 Formulate a biblical view of abortion. <u>BWS</u> Discernment (formulate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 16: Entrance Ticket</li> <li>• IA 25: Anticipation Guide: Dystopian Literature</li> <li>• IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Chapter 19 of <i>The Giver</i></li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 036–037</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 140)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 3</li> <li>• Quiz 12</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lessons 38–39 “A Retrieved Reformation”</b>			
141–50	38–39.1 Define <i>moral dilemma</i> . 38–39.2 Relate the idea of moral dilemma to the story. 38–39.3 Classify the characters as sympathetic or unsympathetic. 38–39.4 Analyze the direct characterization and indirect characterization. 38–39.5 Explain how characterization contributes to the plot twist. 38–39.6 Evaluate whether the characters are heroes or villains. <u>BWS</u> Discernment (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 26: “A Retrieved Reformation” Vocabulary Practice</li> <li>• IA 3: Response Journal</li> <li>• IA 8: Exit Ticket</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Illustration of Jimmy Valentine Cracking a Safe</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 038–039</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 150)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 3</li> <li>• Quiz 13</li> </ul>
<b>Lessons 40–41 “The Seventh Man”</b>			
151–64	40–41.1 Define <i>frame story</i> . 40–41.2 Identify the frame narrative and the inner story. 40–41.3 Identify the flat characters and the round characters. 40–41.4 Justify the protagonist as a static or dynamic character. 40–41.5 Analyze how figurative language and sensory words contribute to the mood. 40–41.6 Analyze the symbolism of the wave and the watercolors. 40–41.7 Compare and contrast the setting at the beginning of the inner narrative and at the end of the inner narrative. 40–41.8 Evaluate the author’s message. <u>BWS</u> Discernment (evaluate) 40–41.9 Evaluate the effectiveness of the frame story in conveying the author’s message.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Frame Story Introduction</li> <li>• Link: Poison Symbol</li> <li>• Link: Dove Symbol</li> <li>• Link: “The Seventh Man” Audio Recording</li> <li>• Link: Typhoon Koinu in Taiwan</li> <li>• G/E: “The Seventh Man” Vocabulary Practice Questions</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 040–041</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 164)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 3</li> <li>• Quiz 14</li> <li>• Vocabulary Standardized Test Practice 3</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lessons 42–43 from <i>Art in the New Land: Stories of Some American Artists and Their Work</i></b>			
165–72	<p>42–43.1 Identify the historical and cultural contexts.</p> <p>42–43.2 Classify the characters as sympathetic or unsympathetic.</p> <p>42–43.3 Analyze how imagery and sensory words contribute to the setting.</p> <p>42–43.4 Create a timeline of the selection’s events.</p> <p>42–43.5 Trace the main character’s development.</p> <p>42–43.6 Evaluate the characters’ motivations and actions.</p> <p><b>BWS</b> Discernment (evaluate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 9: Small-Group Guidelines</li> <li>• IA 10: Exit Ticket: Collaboration</li> <li>• IA 27: Collage and Artist Statement Rubric</li> <li>• IA 28: Artwork Visual Analysis</li> <li>• IA 3: Response Journal</li> <li>• IA 29: Main Character Development</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Link: John Steuart Curry’s <i>Tornado Over Kansas</i></li> <li>• Link: Grant Wood’s <i>American Gothic</i></li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 042–043</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 172)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Quiz 15</li> </ul>
<b>Lessons 44–45 Your Turn: Collage and Artist Statement</b>			
173–74	<p>44–45.1 Organize procedures for a group multimedia presentation.</p> <p>44–45.2 Plan a group multimedia presentation.</p> <p>44–45.3 Draft a group multimedia presentation.</p> <p>44–45.4 Recreate <i>American Gothic</i> to represent an understanding of what is true, good, and beautiful.</p> <p><b>BWS</b> Discernment (apply)</p> <p>44–45.5 Compose an artist statement explaining his or her re-creation of <i>American Gothic</i>.</p> <p>44–45.6 Apply oral communication skills in a presentation.</p> <p>44–45.7 Demonstrate appropriate audience etiquette.</p> <p>44–45.8 Evaluate his or her personal contribution to the project.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 9: Small-Group Guidelines</li> <li>• IA 28: Artwork Visual Analysis</li> <li>• IA 10: Exit Ticket: Collaboration</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Lessons 044–045</li> </ul>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 27: Collage and Artist Statement Rubric</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Reading Standardized Test Practice 2</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lessons 46–47 “My Last Duchess”</b>			
175–78	46–47.1 Define <i>villain protagonist</i> . 46–47.2 Infer character traits and motivations. 46–47.3 Evaluate character traits and motivations. 46–47.4 Identify the characters as flat or round. 46–47.5 Analyze character development. 46–47.6 Explain the significance of the title. 46–47.7 Write a personal response about the speaker from the perspective of another character. <u>BWS</u> Discernment (formulate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 3: Response Journal</li> <li>• IA 30: “My Last Duchess” Annotation</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “My Last Duchess”</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 046–047</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 178)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 4</li> <li>• Quiz 16</li> </ul>
<b>Lessons 48–49 from <i>David Copperfield</i></b>			
179–96	48–49.1 Classify the characters as flat or round. 48–49.2 Justify the characters as static or dynamic. 48–49.3 Infer character traits and motivations. 48–49.4 Analyze the positive and negative character traits. 48–49.5 Compare and contrast character traits and motivations. 48–49.6 Evaluate characters through description, action, and dialogue. <u>BWS</u> Discernment (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 31: Excerpts from <i>David Copperfield</i> Vocabulary Practice</li> <li>• IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Excerpt from <i>David Copperfield</i>”</li> <li>• Link: Marriage Advice from Children</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 048–049</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 196)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 4</li> <li>• Quiz 17</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lessons 50–52 from <i>The Complete Don Quixote</i>, from <i>Don Quixote</i></b>			
197–220	50–52.1 Identify characteristics of a graphic novel. 50–52.2 Compare and contrast the graphic novel with the novel excerpt. 50–52.3 Define <i>foil character</i> , <i>parody</i> , and <i>farce</i> . 50–52.4 Identify the foil character. 50–52.5 Explain how the foil character functions in relation to the story’s protagonist. 50–52.6 Classify characters as sympathetic or unsympathetic. 50–52.7 Critique the excerpts as a parody of chivalry. <u>BWS</u> Discernment (evaluate) 50–52.8 Justify <i>Don Quixote</i> as a farce.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 32: Excerpts from <i>Don Quixote</i> Vocabulary Practice</li> <li>• IA 3: Response Journal</li> <li>• IA 33: Graphic Novel Excerpt and Novel Excerpt Compare and Contrast</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Miguel de Cervantes”</li> <li>• Link: <i>American Gothic</i> Parodies</li> <li>• Link: Medieval Knights</li> <li>• Link: “The Impossible Dream”</li> <li>• Link: Don Quixote and Sancho Panza Sculptures</li> <li>• AR: Blank Comic Strip Fillable PDF</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 050–052</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 220)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 4</li> <li>• Quiz 18</li> </ul>
<b>Lessons 53–54 “In Praise of Wisdom”</b>			
221–26	53–54.1 Identify elements of biblical poetry. 53–54.2 Explain the elements of developing wise character. 53–54.3 Analyze the effective use of personification. 53–54.4 Relate the observation of creation to the acquisition of wisdom. <u>BWS</u> Discernment (explain) 53–54.5 Make text-to-self connections. <u>BWS</u> Discernment (apply)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 34: Parallelism in Biblical Poetry</li> <li>• IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Wisdom in Proverbs 1:1–7”</li> <li>• Video: “Wisdom in Proverbs 8”</li> <li>• Link: Parallel Structure</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 053–054</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 226)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 4</li> <li>• Quiz 19</li> <li>• Vocabulary Standardized Test Practice 4</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lessons 55–56 from <i>Augustine: Confessions</i>   Independent Learning Options</b>			
227–30	55–56.1 Develop strategies for independent learning. 55–56.2 Identify the genre of the text selection. 55–56.3 Define unfamiliar vocabulary. 55–56.4 Classify each character according to the following categories: flat or round, static or dynamic, and sympathetic or unsympathetic. 55–56.5 Infer character traits and motivations. 55–56.6 Analyze the central conflict and resolution in the text selection. 55–56.7 Relate the text selection to the unit Essential Question. <u>BWS</u> Discernment (explain)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 19: Independent Learning Strategies</li> <li>IA 3: Response Journal</li> <li>IA 16: Entrance Ticket</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Unit 2 Independent Learning Options”</li> <li>Link: “A Mad Tea-Party”</li> <li>Link: “The Glove and the Lions”</li> <li>AR: Response Journal Fillable PDF</li> <li>PPT pres.: Lessons 055–056</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Think &amp; Discuss (p. 230)</li> </ul>
<b>Lessons 57–58 Unit 2 Writing Reflection</b>			
231–32	57–58.1 Formulate a definition of <i>discernment</i> according to biblical teaching. <u>BWS</u> Discernment (formulate) 57–58.2 Apply biblical discernment in evaluation of literary characters. 57–58.3 Justify the presence or absence of biblical discernment in three selections from this unit. <u>BWS</u> Discernment (apply) 57–58.4 Cite textual evidence from unit selections to support the analysis. 57–58.5 Apply the five-step writing process to the written reflection.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 35: Unit 2 Writing Reflection Template</li> <li>IA 36: Unit 2 Writing Reflection Planning Sheet</li> <li>IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>AR: Unit 2 Writing Reflection Planning Sheet Fillable PDF</li> <li>PPT pres.: Lessons 057–058</li> </ul>	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 37: Unit 2 Writing Reflection Rubric</li> </ul>
<b>Lesson 59 Unit 2 Review</b>			
233–35	59.1 Recall concepts and terms from Unit 2.		<b>Student Edition</b> <ul style="list-style-type: none"> <li>Unit 2 Review (pp. 233–35)</li> </ul>
<b>Lesson 60 Unit 2 Test</b>			
	60.1 Demonstrate knowledge of concepts from Unit 2 by taking the Unit 2 Test.		<b>Assessments</b> <ul style="list-style-type: none"> <li>Unit 2 Test</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Unit 2 test bank</li> </ul>

## Unit 3: HOPE, THEME

AR additional resources    IA Instructional Aid    G/E game/enrichment    PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>Lesson 61 Unit Opener</b>			
236–38	61.1 Analyze visual media for tone, theme, meaning, and technique. 61.2 Create a word web related to the Essential Question. 61.3 Write an initial response to the Essential Question. <u>BWS</u> Hope (formulate)	<b>Teacher Edition</b> • IA 1: Word Web <b>BJU Press Trove*</b> • AR: Word Web Fillable PDF • PPT pres.: Lesson 061	<b>Teacher Edition</b> • Preassessment: quick write (p. 238)
<b>Lessons 62–63 “The Mice That Set Elephants Free”</b>			
239–42	62–63.1 Define <i>oral tradition</i> . 62–63.2 Relate the elements of fable to this selection. 62–63.3 Explain the historical and cultural contexts. 62–63.4 Analyze the irony in the fable. 62–63.5 Classify the theme as explicit or implicit. 62–63.6 Analyze the theme.	<b>Teacher Edition</b> • IA 3: Response Journal <b>BJU Press Trove</b> • Video: “The <i>Panchatantra</i> ” • Video: “The Mice That Set Elephants Free” • G/E: Introduction to Indian Culture Trivia Questions • AR: Response Journal Fillable PDF • PPT pres.: Lessons 062–063	<b>Student Edition</b> • Think & Discuss (p. 242) <b>Assessments</b> • Word List 5 • Quiz 20
<b>Lessons 64–65 “Beauty and the Beast”</b>			
243–58	64–65.1 Define <i>allegory</i> . 64–65.2 Explain the allegorical elements of the story. 64–65.3 Relate the elements of fairy tale to this selection. 64–65.4 Interpret the symbolism. 64–65.5 Analyze the main theme of the story. 64–65.6 Classify the main theme as explicit or implicit. 64–65.7 Explain why the main theme qualifies as a universal theme. 64–65.8 Analyze how characterization contributes to theme. 64–65.9 Evaluate the story’s main theme from a scriptural worldview. <u>BWS</u> Hope (evaluate)	<b>Teacher Edition</b> • IA 38: Sketching Your Way through the Text • IA 3: Response Journal <b>BJU Press Trove</b> • Video: “Beauty and the Beast” • Link: <i>Allegory</i> Defined • AR: Response Journal Fillable PDF • PPT pres.: Lessons 064–065	<b>Student Edition</b> • Think & Discuss (p. 258) <b>Assessments</b> • Word List 5 • Quiz 21

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>Lessons 66–67 “Dr. Heidegger’s Experiment”</b>			
259–70	66–67.1 Identify instances of foreshadowing in the story. 66–67.2 Define <i>normative character</i> . 66–67.3 Identify the normative character. 66–67.4 Infer character traits and motivations. 66–67.5 Analyze the central conflict and conflict resolution. 66–67.6 Analyze the author’s revelation of implicit themes. 66–67.7 Explain how the themes connect to each other. 66–67.8 Interpret the symbolism. 66–67.9 Evaluate the author’s observations in light of Scripture. <u>BWS</u> Hope (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 39: “Dr. Heidegger’s Experiment” Vocabulary Practice</li> <li>• IA 3: Response Journal</li> <li>• IA 4: Conflict and Resolution</li> <li>• IA 8: Exit Ticket</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 066–067</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 270)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 5</li> <li>• Quiz 22</li> </ul>
<b>Lesson 68 “When You Are Old”</b>			
271–74	68.1 Analyze the poem’s two characters. 68.2 Infer the universal themes implicit in the poem. 68.3 Analyze how figurative language and imagery enhance the theme. 68.4 Evaluate the poet’s message according to a biblical worldview. <u>BWS</u> Hope (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: “When You Are Old”</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lesson 068</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 274)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Quiz 23</li> </ul>
<b>Lessons 69–70 from <i>My Hero: Extraordinary People on the Heroes Who Inspire Them</i></b>			
275–80	69–70.1 Determine the theme of this selection and how it relates to hope. 69–70.2 Justify the inclusion of Dennis Smith’s essay in a book about heroes. 69–70.3 Explain how the actions of others affected the author’s view of heroism. 69–70.4 Infer motivations of heroic characters. 69–70.5 Evaluate the author’s observations about heroism from a biblical worldview. <u>BWS</u> Hope (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 9: Small-Group Guidelines</li> <li>• IA 10: Exit Ticket: Collaboration</li> <li>• IA 40: Roundtable Podcast Rubric</li> <li>• IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Working Together Quote</li> <li>• Link: My Hero Project</li> <li>• Link: History of Firefighters</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 069–070</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 280)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 5</li> <li>• Quiz 24</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lessons 71–73 Your Turn: Roundtable Podcast</b>			
281–82	71–73.1 Organize procedures for a group multimedia presentation. 71–73.2 Plan a group multimedia presentation. 71–73.3 Draft a group multimedia presentation. 71–73.4 Contribute to a roundtable podcast describing people who have demonstrated heroism. 71–73.5 Compose a paragraph explaining how his or her hero specifically made an impact. 71–73.6 Apply oral communication skills in a presentation. 71–73.7 Evaluate his or her personal contribution to the project.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 9: Small-Group Guidelines</li> <li>IA 10: Exit Ticket: Collaboration</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Link: Podcast Tips for Interviews</li> <li>PPT pres.: Lessons 071–073</li> </ul>	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 40: Roundtable Podcast Rubric</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Reading Standardized Test Practice 3</li> </ul>
<b>Lesson 74 “To be of use”</b>			
283–86	74.1 Determine whether the theme is explicit or implicit. 74.2 Identify sound devices. 74.3 Explain how the poet uses anaphora and enjambment to communicate the message. 74.4 Analyze how figurative language and imagery enhance the theme. 74.5 Evaluate the effectiveness of the text in communicating the poet’s message. 74.6 Make text-to-text connections with the excerpt from <i>My Hero</i> .	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 3: Response Journal</li> <li>IA 8: Exit Ticket</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Link: “To be of use”</li> <li>AR: Response Journal Fillable PDF</li> <li>PPT pres.: Lesson 074</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Think &amp; Discuss (p. 286)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 5</li> <li>Quiz 25</li> </ul>
<b>Lesson 75 “Letter from a Soldier”</b>			
287–92	75.1 Explain the historical context. 75.2 Infer character traits and motivations. 75.3 Analyze the figurative language. 75.4 Justify the theme as explicit or implicit. 75.5 Evaluate the author’s motivations. 75.6 Relate the author’s observations about sacrifice to his or her own hopes. <u>BWS</u> Hope (formulate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Link: Excerpt from Ballou’s Letter</li> <li>AR: Response Journal Fillable PDF</li> <li>PPT pres.: Lesson 075</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Think &amp; Discuss (p. 292)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 5</li> <li>Quiz 26</li> <li>Vocabulary Standardized Test Practice 5</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lessons 76–78 “Louis Zamperini: Trouble, Torment and Forgiveness”</b>			
293–308	<p>76–78.1 Infer character traits and motivations.</p> <p>76–78.2 Analyze how the characters’ outlooks impact their survival.</p> <p>76–78.3 Analyze how imagery and figurative language help the reader to identify with the protagonist.</p> <p>76–78.4 Infer the author’s perspective on the protagonist’s circumstances.</p> <p>76–78.5 Infer the implicit theme regarding hope.</p> <p>76–78.6 Create a blog post encouraging peers going through a difficult situation similar to one the student has experienced. <b>BWS</b> Hope (apply)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 3: Response Journal</li> <li>IA 41: “Louis Zamperini: Trouble, Torment and Forgiveness” Vocabulary Practice</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Jesse Owens</li> <li>Link: Zamperini’s Survival</li> <li>Link: Zamperini’s Advice</li> <li>AR: Response Journal Fillable PDF</li> <li>PPT pres.: Lessons 076–078</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Think &amp; Discuss (p. 308)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Word List 6</li> <li>Quiz 27</li> </ul>
<b>Lesson 79 “My heart leaps up”</b>			
309–12	<p>79.1 Explain the use of anaphora and enjambment to communicate the poet’s message.</p> <p>79.2 Analyze the author’s use of the rainbow as a symbol.</p> <p>79.3 Explain the meaning of the metaphor.</p> <p>79.4 Infer the theme.</p> <p>79.5 Evaluate the poet’s message according to a biblical worldview. <b>BWS</b> Hope (evaluate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 16: Entrance Ticket</li> <li>IA 42: Vocabulary Concept Cube</li> <li>IA 3: Response Journal</li> <li>IA 43: “My heart leaps up” Annotation</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: “My heart leaps up”</li> <li>AR: Response Journal Fillable PDF</li> <li>PPT pres.: Lesson 079</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Think &amp; Discuss (p. 312)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Word List 6</li> <li>Quiz 28</li> </ul>
<b>Lessons 80–81 “Four Freedoms”</b>			
313–20	<p>80–81.1 Analyze the influence of the historical context on the content of the speech and the paintings.</p> <p>80–81.2 Define <i>rhetoric</i> and <i>rhetorical device</i>.</p> <p>80–81.3 Analyze the rhetorical devices in the speech.</p> <p>80–81.4 Compare the written text with the audio version of Roosevelt’s speech.</p> <p>80–81.5 Analyze the effectiveness of the speech in communicating hope.</p> <p>80–81.6 Analyze the message of each of Rockwell’s <i>Four Freedoms</i> paintings.</p> <p>80–81.7 Evaluate the effectiveness of the paintings in fulfilling the artist’s purpose.</p> <p>80–81.8 Evaluate Roosevelt’s ideas about the four freedoms. <b>BWS</b> Hope (evaluate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 3: Response Journal</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Video: “Norman Rockwell”</li> <li>Link: Excerpt from “Four Freedoms”</li> <li>Link: Norman Rockwell’s <i>Four Freedoms</i></li> <li>AR: Response Journal Fillable PDF</li> <li>PPT pres.: Lessons 080–081</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Think &amp; Discuss (p. 320)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Word List 6</li> <li>Quiz 29</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 82 “Sympathy”</b>			
321–24	82.1 Infer the main theme. 82.2 Explain how the author uses symbolism to express the main theme. 82.3 Analyze the imagery and figurative language. 82.4 Make text-to-text connections with the “Four Freedoms” speech. 82.5 Evaluate the message of the poem for alignment with biblical teaching. <u>BWS</u> Hope (explain)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 3: Response Journal</li> <li>IA 44: “Sympathy” Annotation</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Paul Laurence Dunbar”</li> <li>Link: “Sympathy”</li> <li>AR: Response Journal Fillable PDF</li> <li>PPT pres.: Lesson 082</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Think &amp; Discuss (p. 324)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 6</li> <li>Quiz 30</li> <li>Vocabulary Standardized Test Practice 6</li> </ul>
<b>Lessons 83–84 “Hope in God”</b>			
325–28	83–84.1 Infer character traits of the speaker. 83–84.2 Analyze the repeated language in the poem. 83–84.3 Relate the repeated language to the poem’s theme. <u>BWS</u> Hope (explain) 83–84.4 Compare and contrast the theme of a previous selection in this unit with the theme of these psalms. 83–84.5 Relate the message of “Sympathy” to these psalms’ teaching on a biblical perspective of hope. <u>BWS</u> Hope (formulate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 3: Response Journal</li> <li>IA 45: Character Progression in Poetry</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Hope in God”</li> <li>Link: Map of Mount Hermon and Jerusalem</li> <li>AR: Response Journal Fillable PDF</li> <li>PPT pres.: Lessons 083–084</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Think &amp; Discuss (p. 328)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Quiz 31</li> </ul>
<b>Lessons 85–86 “My Hope Is Built on Nothing Less” (with Hymn History)   Independent Learning Options</b>			
329–32	85–86.1 Refine strategies for independent learning. 85–86.2 Identify the genre of the text selection. 85–86.3 Define unfamiliar vocabulary. 85–86.4 Infer the main theme. 85–86.5 Relate the text selection to the unit Essential Question. <u>BWS</u> Hope (explain) 85–86.6 Evaluate the theme from a biblical view of hope. <u>BWS</u> Hope (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 19: Independent Learning Strategies</li> <li>IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Unit 3 Independent Learning Options”</li> <li>Link: “The Sower”</li> <li>Link: “A Black Man Talks of Reaping”</li> <li>AR: Response Journal Fillable PDF</li> <li>PPT pres.: Lessons 085–086</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Think &amp; Discuss (p. 332)</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lessons 87–88 Unit 3 Writing Reflection</b>			
333–34	87–88.1 Formulate a definition of <i>hope</i> according to biblical teaching. <u>BWS</u> Hope (formulate) 87–88.2 Write a thesis statement expressing a biblical definition of <i>hope</i> . <u>BWS</u> Hope (formulate) 87–88.3 Compare and contrast portrayals of hope in three different selections. 87–88.4 Cite textual evidence from unit selections to support the analysis. 87–88.5 Apply the five-step writing process to the written reflection.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 46: Unit 3 Writing Reflection Template</li> <li>• IA 47: Unit 3 Writing Reflection Planning Sheet</li> <li>• IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• AR: Unit 3 Writing Reflection Planning Sheet Fillable PDF</li> <li>• PPT pres.: Lessons 087–088</li> </ul>	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 48: Unit 3 Writing Reflection Rubric</li> </ul>
<b>Lesson 89 Unit 3 Review</b>			
335–37	89.1 Recall concepts and terms from Unit 3.		<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Unit 3 Review (pp. 335–37)</li> </ul>
<b>Lesson 90 Unit 3 Test</b>			
	90.1 Demonstrate knowledge of concepts from Unit 3 by taking the Unit 3 Test.		<b>Assessments</b> <ul style="list-style-type: none"> <li>• Unit 3 Test</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Unit 3 test bank</li> </ul>

## Unit 4: INFLUENCE, POINT OF VIEW

AR additional resources

IA Instructional Aid

G/E game/enrichment

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>Lesson 91 Unit Opener</b>			
338–40	91.1 Analyze visual media for tone, theme, meaning, and technique. 91.2 Create a word web related to the Essential Question. 91.3 Write an initial response to the Essential Question. <u>BWS</u> Influence (formulate)	<b>Teacher Edition</b> • IA 1: Word Web <b>BJU Press Trove*</b> • AR: Word Web Fillable PDF • PPT pres.: Lesson 091	<b>Teacher Edition</b> • Preassessment: quick write (p. 340)
<b>Lessons 92–93 “Letter to My Younger Self”</b>			
341–46	92–93.1 Explain the cultural context. 92–93.2 Identify the point of view. 92–93.3 Determine the author’s purpose. 92–93.4 Analyze how the author’s parents have influenced his life. 92–93.5 Explain how allusion and hyperbole contribute to the author’s message. 92–93.6 Analyze how figurative language enhances the author’s message. 92–93.7 Evaluate the author’s message from a biblical worldview. <u>BWS</u> Influence (evaluate) 92–93.8 Interview an older person for the counsel he would give his younger self. <u>BWS</u> Influence (apply)	<b>Teacher Edition</b> • IA 3: Response Journal • IA 49: Figurative Language and Author’s Message • IA 50: Planning Sheet: Interview <b>BJU Press Trove</b> • Link: Interview with James Brown • AR: Response Journal Fillable PDF • PPT pres.: Lessons 092–093	<b>Student Edition</b> • Think & Discuss (p. 346) <b>Assessments</b> • Word List 7 • Quiz 32
<b>Lesson 94 “Old Man”</b>			
347–50	94.1 Explain the historical and cultural contexts. 94.2 Identify the point of view. 94.3 Explain how the poet uses repetition and imagery to demonstrate the old man’s influence. 94.4 Evaluate the author’s message from a biblical worldview. <u>BWS</u> Influence (evaluate) 94.5 Compose a poem describing a person of influence. <u>BWS</u> Influence (formulate)	<b>Teacher Edition</b> • IA 3: Response Journal <b>BJU Press Trove</b> • AR: Response Journal Fillable PDF • PPT pres.: Lesson 094	<b>Student Edition</b> • Think & Discuss (p. 350) <b>Assessments</b> • Word List 7 • Quiz 33

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>Lessons 95–96 from <i>Condoleezza Rice: A Memoir of My Extraordinary, Ordinary Family and Me</i></b>			
351–58	95–96.1 Identify the characteristics of memoir. 95–96.2 Explain the historical and cultural contexts. 95–96.3 Infer character traits. 95–96.4 Analyze how point of view contributes to characterization. 95–96.5 Infer the theme. 95–96.6 Determine the author’s purpose. <u><b>BWS</b></u> Influence (explain) 95–96.7 Evaluate the effectiveness of the author’s use of point of view.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 51: What Is a Memoir?</li> <li>• IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Condoleezza Rice”</li> <li>• Link: Civil Rights Movement 1963 Timeline</li> <li>• Link: Civil Rights Witnesses</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 095–096</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 358)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 7</li> <li>• Quiz 34</li> </ul>
<b>Lesson 97 “Ballad of Birmingham”</b>			
359–62	97.1 Define <i>ballad stanza</i> . 97.2 Identify the point of view. 97.3 Identify the speakers. 97.4 Analyze how situational irony, symbolism, and imagery enhance the author’s purpose. 97.5 Explain the importance of the historical and cultural contexts. <u><b>BWS</b></u> Influence (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 3: Response Journal</li> <li>• IA 52: Reflective Reading</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Arrest of Child Protesters</li> <li>• Link: Dudley Randall Reading “Ballad of Birmingham”</li> <li>• Link: “Ballad of Birmingham” Set to Music</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lesson 097</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 362)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Quiz 35</li> </ul>
<b>Lessons 98–99 “From the Archive, 16 September 1963: Black Church Bombed in Birmingham, Alabama”</b>			
363–66	98–99.1 Identify the characteristics of news articles. 98–99.2 Determine the point of view. 98–99.3 Analyze how the text and graphic features contribute to the effect of the point of view. 98–99.4 Explain the importance of the historical and cultural contexts. <u><b>BWS</b></u> Influence (evaluate) 98–99.5 Analyze cause and effect in the narrative’s events. 98–99.6 Compare and contrast the news article to the memoir and the ballad. 98–99.7 Evaluate each author’s word choice in response to the bombing.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 3: Response Journal</li> <li>• IA 53: Memoir, Ballad, and News Article Compare and Contrast</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Telegram to President Kennedy</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 098–099</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 366)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 7</li> <li>• Quiz 36</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lessons 100–101 “Traveling”</b>			
367–72	<p>100–101.1 Justify the selection as a memoir.</p> <p>100–101.2 Determine the historical context.</p> <p>100–101.3 Infer the theme.</p> <p>100–101.4 Explain how the historical context contributes to the theme.</p> <p>100–101.5 Analyze the connection between the author’s grandchild and the child on the bus.</p> <p>100–101.6 Evaluate the influence of the mother’s character on her children. <b>BWS</b> Influence (evaluate)</p> <p>100–101.7 Evaluate the text’s effectiveness in communicating the author’s message.</p> <p>100–101.8 Create a journal entry about how to respond when faced with the choice to either do right or to yield to pressure to do wrong. <b>BWS</b> Influence (apply)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 9: Small-Group Guidelines</li> <li>• IA 10: Exit Ticket: Collaboration</li> <li>• IA 54: Double-Entry Journal</li> <li>• IA 55: Collaborative Blog Post Rubric</li> <li>• IA 3: Response Journal</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 100–101</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 372)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Word List 7</li> <li>• Quiz 37</li> <li>• Vocabulary Standardized Test Practice 7</li> </ul>
<b>Lessons 102–4 Your Turn: Collaborative Blog Post</b>			
373–74	<p>102–4.1 Organize procedures for a group multimedia project.</p> <p>102–4.2 Plan a group multimedia project.</p> <p>102–4.3 Draft a group multimedia project.</p> <p>102–4.4 Create a collaborative blog post outlining steps to bring about change in a community. <b>BWS</b> Influence (apply)</p> <p>102–4.5 Create personal responses to other groups’ collaborative blogs.</p> <p>102–4.6 Evaluate his or her personal contribution to the project.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 9: Small-Group Guidelines</li> <li>• IA 10: Exit Ticket: Collaboration</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• PPT pres.: Lessons 102–104</li> </ul>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 55: Collaborative Blog Post Rubric</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Reading Standardized Test Practice 4</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 105 "The Universe"</b>			
375–78	105.1 Determine the significance of repeated words in the poem. 105.2 Analyze how repetition contributes to the effect of the point of view. 105.3 Explain how the shape of the poem contributes to its meaning. 105.4 Evaluate the poet's message. <u>BWS</u> Influence (evaluate)	<b>Teacher Edition</b> • IA 3: Response Journal  <b>BJU Press Trove</b> • Link: Lewis Carroll's "The Mouse's Tale" • AR: Response Journal Fillable PDF • PPT pres.: Lesson 105	<b>Student Edition</b> • Think & Discuss (p. 378)  <b>Assessments</b> • Quiz 38
<b>Lesson 106 "O what is that sound?"</b>			
379–82	106.1 Identify the two speakers. 106.2 Perform a choral reading of the poem. 106.3 Analyze how the elements of traditional ballad effectively communicate themes. 106.4 Analyze the author's use of imagery to create atmosphere. 106.5 Analyze the author's use of irony to reveal themes. 106.6 Analyze the author's purpose. 106.7 Evaluate the speakers' relationship in light of biblical teaching about marriage. <u>BWS</u> Influence (evaluate)	<b>Teacher Edition</b> • IA 3: Response Journal  <b>BJU Press Trove</b> • Video: "O what is that sound?" • Link: Dog Barking • Link: Baby Laughing • AR: Response Journal Fillable PDF • PPT pres.: Lesson 106	<b>Student Edition</b> • Think & Discuss (p. 382)  <b>Assessments</b> • Quiz 39

Pages	Objectives	Resources	Assessments
<b>Lessons 107–9 from <i>Radium Girls: Women and Industrial Health Reform, 1910–1935</i></b>			
383–400	<p>107–9.1 Identify the point of view.</p> <p>107–9.2 Infer character traits and motivations.</p> <p>107–9.3 Compare and contrast attitudes toward radium from earlier in the excerpts with those from later in the excerpts.</p> <p>107–9.4 Compare and contrast attitudes toward radium in other primary sources.</p> <p>107–9.5 Evaluate the radium companies' response to the girls' illness and deaths. <b>BWS</b> Influence (evaluate)</p> <p>107–9.6 Evaluate the impact the radium girls have had on society today. <b>BWS</b> Influence (evaluate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 56: Futures Wheel</li> <li>• IA 57: KWL Chart</li> <li>• IA 58: Excerpts from <i>Radium Girls: Women and Industrial Health Reform, 1910–1935</i> Vocabulary Practice</li> <li>• IA 3: Response Journal</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Link: What Is Radium?</li> <li>• Link: Radium Hand Cleaner</li> <li>• Link: Radium Spray</li> <li>• Link: Radium for Pain Relief</li> <li>• Link: Radium Commercial</li> <li>• Link: Radioactive Eyeglasses</li> <li>• Link: Radium Water Jar</li> <li>• Link: Radium Girl Statue</li> <li>• Link: US Bureau of Labor Statistics Calculator</li> <li>• Link: Radium and Cosmetics</li> <li>• Link: Radium in Households</li> <li>• Link: Radium in Drinks</li> <li>• Link: Radium for the Blind</li> <li>• Link: Radium Girls' Influence Today</li> <li>• G/E: Excerpts from <i>Radium Girls: Women and Industrial Health Reform, 1910–1935</i> Vocabulary Practice Questions</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 107–109</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 400)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Word List 8</li> <li>• Quiz 40</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lessons 110–11 from <i>Quiet: The Power of Introverts in a World That Can't Stop Talking</i></b>			
401–10	110–11.1 Identify the argument. 110–11.2 Evaluate the effectiveness of the author's argument. 110–11.3 Analyze the author's perspective. <u>BWS</u> Influence (evaluate) 110–11.4 Analyze the motivations of Dale Carnegie. 110–11.5 Compare and contrast the two cultures described in the chapter. <u>BWS</u> Influence (explain) 110–11.6 Evaluate the author's claim in light of biblical teaching regarding influence. <u>BWS</u> Influence (evaluate) 110–11.7 Summarize the selection.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 59: TAMKO: Summarizing Nonfiction</li> <li>• IA 60: Vocabulary Learning Menu</li> <li>• IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• G/E: Introvert and Extrovert Misconceptions</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 110–111</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 410)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 8</li> <li>• Quiz 41</li> </ul>
<b>Lesson 112 "Woman with Flower"</b>			
411–14	112.1 Identify the figurative language. 112.2 Explain the analogy. 112.3 Analyze how analogy contributes to the theme. 112.4 Evaluate the message of the poem. <u>BWS</u> Influence (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Audio Recording of "Woman with Flower"</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lesson 112</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 414)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Quiz 42</li> </ul>
<b>Lessons 113–14 "The Teacher Who Changed My Life"</b>			
415–20	113–14.1 Relate the elements of memoir to this selection. 113–14.2 Infer character traits and motivations. 113–14.3 Explain how the historical context impacted the author's life. 113–14.4 Analyze the role the teacher played in the author's life. 113–14.5 Evaluate the influence of the teacher according to biblical teaching. <u>BWS</u> Influence (evaluate) 113–14.6 Create a digital image communicating the importance and rewards of teaching.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 51: What Is a Memoir?</li> <li>• IA 61: Setting a Purpose for Reading</li> <li>• IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Gage's Escape from Greece</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 113–114</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 420)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 8</li> <li>• Quiz 43</li> <li>• Vocabulary Standardized Test Practice 8</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lessons 115–16 from <i>No Greater Love</i>   Independent Learning Options</b>			
421–28	115–16.1 Refine strategies for independent learning. 115–16.2 Identify the genre of the text selection. 115–16.3 Define unfamiliar vocabulary. 115–16.4 Infer character traits and motivations. 115–16.5 Analyze the influence a character or an event had on the protagonist. 115–16.6 Relate the text selection to the unit Essential Question. <b>BWS</b> Influence (explain)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 19: Independent Learning Strategies</li> <li>IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Unit 4 Independent Learning Options”</li> <li>Link: “The Open Window”</li> <li>AR: Response Journal Fillable PDF</li> <li>PPT pres.: Lessons 115–116</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Think &amp; Discuss (p. 428)</li> </ul>
<b>Lessons 117–18 Unit 4 Writing Reflection</b>			
429–30	117–18.1 Formulate a view of the importance of influence according to biblical teaching. <b>BWS</b> Influence (formulate) 117–18.2 Write a thesis statement expressing a biblical view of the importance of influence. <b>BWS</b> Influence (evaluate) 117–18.3 Analyze three characters from this unit who exert a powerful influence. 117–18.4 Cite textual evidence from unit selections to support the analysis. 117–18.5 Apply the five-step writing process to the written reflection.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 62: Unit 4 Writing Reflection Template</li> <li>IA 63: Unit 4 Writing Reflection Planning Sheet</li> <li>IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>AR: Unit 4 Writing Reflection Planning Sheet Fillable PDF</li> <li>PPT pres.: Lessons 117–118</li> </ul>	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 64: Unit 4 Writing Reflection Rubric</li> </ul>
<b>Lesson 119 Unit 4 Review</b>			
431–33	119.1 Recall concepts and terms from Unit 4.		<b>Student Edition</b> <ul style="list-style-type: none"> <li>Unit 4 Review (pp. 431–33)</li> </ul>
<b>Lesson 120 Unit 4 Test</b>			
	120.1 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>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Unit 4 test bank</li> </ul>

## Unit 5: IDENTITY, STRUCTURE

AR additional resources    IA Instructional Aid    G/E game/enrichment    PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>Lesson 121 Unit Opener</b>			
434–36	121.1 Analyze visual media for tone, theme, meaning, and technique. 121.2 Create a word web related to the Essential Question. 121.3 Write an initial response to the Essential Question. <u>BWS</u> Identity (formulate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 1: Word Web</li> </ul> <b>BJU Press Trove*</b> <ul style="list-style-type: none"> <li>AR: Word Web Fillable PDF</li> <li>PPT pres.: Lesson 121</li> </ul>	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>Preassessment: quick write (p. 436)</li> </ul>
<b>Lessons 122–23 “The Healing of a Blind Man”</b>			
437–40	122–23.1 Define <i>denouement</i> . 122–23.2 Explain the primary metaphors of the narrative. 122–23.3 Identify the paradox in the narrative. <u>BWS</u> Identity (explain) 122–23.4 Diagram the plot structure of the narrative. 122–23.5 Analyze the interaction of the narrative’s structure with its theme. 122–23.6 Evaluate the characters’ perceptions of identity according to biblical teaching. <u>BWS</u> Identity (evaluate) 122–23.7 Create a journal entry reflecting on his or her own response to Jesus in light of this narrative. <u>BWS</u> Identity (apply)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 65.1: Plot Diagram</li> <li>IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “The Healing of a Blind Man”</li> <li>Link: Cruel to Be Kind Quote</li> <li>AR: Response Journal Fillable PDF</li> <li>PPT pres.: Lessons 122–123</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Think &amp; Discuss (p. 440)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 9</li> <li>Quiz 44</li> </ul>
<b>Lessons 124–25 “The Necklace”</b>			
441–50	124–25.1 Analyze the plot structure of the story. 124–25.2 Infer character traits and motivations. 124–25.3 Analyze the character flaws. 124–25.4 Explain the situational irony. 124–25.5 Analyze the contribution of plot structure to the revelation of the theme. 124–25.6 Evaluate the theme in light of biblical teaching. <u>BWS</u> Identity (evaluate) 124–25.7 Relate the theme of this story to his or her social media use. <u>BWS</u> Identity (formulate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 66: Vocabulary Planning Sheet</li> <li>IA 3: Response Journal</li> <li>IA 65.1: Plot Diagram</li> <li>IA 67: Character Flaws</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Guy de Maupassant”</li> <li>Video: “The Necklace”</li> <li>AR: Response Journal Fillable PDF</li> <li>PPT pres.: Lessons 124–125</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Think &amp; Discuss (p. 450)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Word List 9</li> <li>Quiz 45</li> </ul>

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>Lessons 126–27 “The Possibility of Evil”</b>			
451–60	<p>126–27.1 Analyze the plot structure of the story.</p> <p>126–27.2 Infer character traits and motivations.</p> <p>126–27.3 Analyze the foreshadowing and suspense.</p> <p>126–27.4 Determine the theme.</p> <p>126–27.5 Explain how symbolism and irony contribute to the theme.</p> <p>126–27.6 Evaluate how Miss Strangeworth identifies herself in comparison with biblical principles from the book of James. <b>BWS</b> Identity (evaluate)</p> <p>126–27.7 Relate the student’s view of his or her own identity to the teachings found in Scripture. <b>BWS</b> Identity (formulate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 68: Dramatic Irony</li> <li>• IA 3: Response Journal</li> <li>• IA 65.2: Plot Diagram</li> <li>• IA 69: Biblical View of Identity</li> <li>• IA 8: Exit Ticket</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “Shirley Jackson”</li> <li>• G/E: “The Possibility of Evil” Vocabulary Practice Questions</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 126–127</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 460)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Word List 9</li> <li>• Quiz 46</li> <li>• Vocabulary Standardized Test Practice 9</li> </ul>
<b>Lessons 128–29 from <i>Amy Carmichael of Dohnavur</i></b>			
461–68	<p>128–29.1 Determine Amy Carmichael’s purpose for her letter.</p> <p>128–29.2 Analyze how imagery and figurative language enhance the message.</p> <p>128–29.3 Analyze the use of repetition in both letters.</p> <p>128–29.4 Justify Amy’s letter as persuasive nonfiction.</p> <p>128–29.5 Evaluate Amy’s message from a biblical worldview.</p> <p>128–29.6 Evaluate the response of Amy’s mother according to biblical teaching on identity. <b>BWS</b> Identity (formulate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 3: Response Journal</li> <li>• IA 70: Biblical Allusions and Argument</li> <li>• IA 8: Exit Ticket</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Link: Ken Ham’s Argument for Six Literal Days of Creation</li> <li>• Link: Ann Judson Portrait</li> <li>• Link: Gladys Aylward Photo</li> <li>• Link: “He Will Lead” Hymn</li> <li>• Link: Amy Carmichael and Dohnavur Fellowship</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 128–129</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 468)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Quiz 47</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lessons 130–31 “Work—A Gift or a Curse?”; “Matthew Diffie Cartoon”</b>			
469–78	<p>130–31.1 Identify the text features in the magazine article.</p> <p>130–31.2 Analyze the author’s purpose in the article.</p> <p>130–31.3 Evaluate the main idea of the article according to biblical teaching regarding work. <b>BWS</b> Identity (evaluate)</p> <p>130–31.4 Evaluate the concept of finding one’s identity in one’s work according to biblical teaching. <b>BWS</b> Identity (evaluate)</p> <p>130–31.5 Identify the features of the cartoon.</p> <p>130–31.6 Analyze the message of the cartoon.</p> <p>130–31.7 Evaluate the message of the cartoon according to biblical teaching. <b>BWS</b> Identity (evaluate)</p> <p>130–31.8 Relate the message of the cartoon to that of the magazine article.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 71: 3-2-1 Strategy</li> <li>• IA 3: Response Journal</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Link: Pull Quote Example</li> <li>• Link: James Baldwin’s Identity Quote</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 130–131</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 478)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Word List 10</li> <li>• Quiz 48</li> </ul>
<b>Lesson 132 “Futility”</b>			
479–82	<p>132.1 Identify the types of rhyme.</p> <p>132.2 Determine which type of rhyme the poem uses.</p> <p>132.3 Analyze how sound devices contribute to imagery.</p> <p>132.4 Evaluate the author’s message from a biblical perspective of identity. <b>BWS</b> Identity (evaluate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 72: Types of Rhyme</li> <li>• IA 3: Response Journal</li> <li>• IA 73: Annotating Poetry</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “Wilfred Owen”</li> <li>• Link: “Futility”</li> <li>• Link: David Brainerd</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lesson 132</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 482)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Quiz 49</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lessons 133–35 “The Charge of the Light Brigade,” “The Destruction of Sennacherib”</b>			
483–88	<p>133–35.1 Define the following literary terms: <i>scansion, poetic foot, iambic pentameter.</i></p> <p>133–35.2 Identify the metrical pattern in a line of poetry.</p> <p>133–35.3 Analyze the influence of the metrical pattern on the tone of a poem.</p> <p>133–35.4 Explain the historical context.</p> <p>133–35.5 Analyze how anaphora and sound devices convey meaning.</p> <p>133–35.6 Analyze the author’s use of imagery and figurative language to convey meaning.</p> <p>133–35.7 Explain the biblical allusion in “The Charge of the Light Brigade.”</p> <p>133–35.8 Compare and contrast “The Destruction of Sennacherib” with 2 Kings 19.</p> <p>133–35.9 Evaluate Sennacherib’s estimation of his personal value with scriptural teaching on a person’s value. <u>BWS</u> Identity (evaluate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 74: Meter</li> <li>• IA 7: Frayer Model</li> <li>• IA 3: Response Journal</li> <li>• IA 75: “The Charge of the Light Brigade” Annotation</li> <li>• IA 16: Entrance Ticket</li> <li>• IA 76: “The Destruction of Sennacherib” Annotation</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “The Charge of the Light Brigade”</li> <li>• Link: “The Destruction of Sennacherib”</li> <li>• AR: Frayer Model Fillable PDF</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 133–135</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 488)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Word List 10</li> <li>• Quiz 50</li> </ul>
<b>Lessons 136–37 “Envy,” from <i>Julius Caesar</i>, “Metaphor”</b>			
489–94	<p>136–37.1 Define <i>rhymed verse, blank verse, and free verse.</i></p> <p>136–37.2 Identify elements of each type of verse in its representative poem.</p> <p>136–37.3 Evaluate the author’s message in “Envy” from the perspective of Psalm 139:14. <u>BWS</u> Identity (evaluate)</p> <p>136–37.4 Evaluate the speaker’s view of death in the excerpt from <i>Julius Caesar</i> according to a biblical worldview. <u>BWS</u> Identity (evaluate)</p> <p>136–37.5 Analyze the contribution of the extended metaphor to the theme of “Metaphor.”</p> <p>136–37.6 Evaluate the author’s message in “Metaphor” according to biblical teaching about new beginnings. <u>BWS</u> Identity (evaluate)</p> <p>136–37.7 Craft a personal response to one of the poems in the same verse form as the poem selected. <u>BWS</u> Identity (formulate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 16: Entrance Ticket</li> <li>• IA 76: “The Destruction of Sennacherib” Annotation</li> <li>• IA 3: Response Journal</li> <li>• IA 77: “Envy,” Excerpt from <i>Julius Caesar</i> Annotation</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Link: William Shakespeare</li> <li>• Link: Julius Caesar</li> <li>• Link: Excerpt from <i>Julius Caesar</i></li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 136–137</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 494)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Quiz 51</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 138 “Bonnie George Campbell”</b>			
495–98	138.1 Relate the elements of a traditional ballad to this selection. 138.2 Label the rhyme scheme. 138.3 Explain the importance of the historical and cultural contexts. 138.4 Analyze how the ballad form frames the message. 138.5 Compare the effectiveness of the written ballad to a musical version in communicating atmosphere. 138.6 Explain how the protagonist’s identities affect those left behind after his death.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 16: Entrance Ticket</li> <li>• IA 3: Response Journal</li> <li>• IA 78: “Bonnie George Campbell” Annotation</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: Campbell Clan History</li> <li>• Link: “Bonnie George Campbell”</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lesson 138</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 498)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Quiz 52</li> </ul>
<b>Lesson 139 “Holy Sonnet 10,” “Sonnet 29”</b>			
499–502	139.1 Define <i>apostrophe</i> , <i>chiasmus</i> , <i>English sonnet</i> , and <i>Italian sonnet</i> . 139.2 Identify the apostrophe in “Holy Sonnet 10” and chiasmus in “Sonnet 29.” 139.3 Analyze the figurative language and sound devices in both sonnets. 139.4 Classify each sonnet as either Italian or English. 139.5 Evaluate how the structure frames the meaning. 139.6 Evaluate the worldview of the speaker in each sonnet. <u>BWS</u> Identity (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 16: Entrance Ticket</li> <li>• IA 3: Response Journal</li> <li>• IA 79: Sonnet Annotation</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Sonnet 29”</li> <li>• Link: English and Italian Sonnets</li> <li>• Link: “Holy Sonnet 10”</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lesson 139</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 502)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Word List 10</li> <li>• Quiz 53</li> <li>• Vocabulary Standardized Test Practice 10</li> </ul>
<b>Lesson 140 “Haiku”</b>			
503–6	140.1 Analyze the figurative language and sound devices. 140.2 Relate the elements of haiku to the two selections. 140.3 Analyze how the structure frames the message. 140.4 Analyze how the historical, cultural, and biographical contexts contribute to each selection’s message. 140.5 Create a haiku based on his or her journey through school.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Video: “Matsuo Bashō”</li> <li>• Link: Haiku</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lesson 140</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 506)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Quiz 54</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 141 “Amaze”</b>			
507–10	141.1 Relate the elements of cinquain to the text selection. 141.2 Analyze how the author adapted the traditional Japanese structure and content of haiku to create the English structure and content of cinquain. 141.3 Explain how the biographical context impacts the content. 141.4 Explain the significance of the title. 141.5 Compare and contrast two common interpretations of the poem. 141.6 Infer the meaning of the poem. <u>BWS</u> Identity (explain)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 9: Small-Group Guidelines</li> <li>• IA 10: Exit Ticket: Collaboration</li> <li>• IA 3: Response Journal</li> <li>• IA 80: Illustrated Cinquain Digital Presentation Rubric</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: “Amaze”</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lesson 141</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 510)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Quiz 55</li> </ul>
<b>Lessons 142–43 Your Turn: Illustrated Cinquain Digital Presentation</b>			
511–12	142–43.1 Organize procedures for a group digital project. 142–43.2 Plan a group digital project. 142–43.3 Draft a group digital project. 142–43.4 Create a series of illustrated cinquains that relate to each student’s personal identity in Christ. <u>BWS</u> Identity (formulate) 142–43.5 Create personal responses to other groups’ collaborative poem projects. 142–43.6 Evaluate his or her personal contribution to the project.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 9: Small-Group Guidelines</li> <li>• IA 10: Exit Ticket: Collaboration</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• PPT pres.: Lessons 142–143</li> </ul>	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 80: Illustrated Cinquain Digital Presentation Rubric</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Reading Standardized Test Practice 5</li> </ul>
<b>Lesson 144 “The Altar”</b>			
513–16	144.1 Label the rhyme scheme. 144.2 Identify the different types of meter. 144.3 Analyze the author’s use of metaphor, biblical allusion, and alliteration. 144.4 Infer the theme of the poem. <u>BWS</u> Identity (explain) 144.5 Explain how the structure of the poem contributes to its meaning. 144.6 Analyze the speaker’s motivation. 144.7 Create a journal entry reflecting on his or her own response to the gospel. <u>BWS</u> Identity (apply)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• IA 3: Response Journal</li> <li>• IA 81: “The Altar” Annotation</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>• Link: “The Altar”</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lesson 144</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 516)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>• Quiz 56</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lessons 145–46 “The Church’s One Foundation” (with Hymn History)   Independent Learning Options</b>			
517–22	145–46.1 Refine strategies for independent learning. 145–46.2 Identify the genre of the text selection. 145–46.3 Define unfamiliar vocabulary. 145–46.4 Identify rhyme and meter. 145–46.5 Relate the text selection to the unit Essential Question. <u>BWS</u> Identity (explain)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 19: Independent Learning Strategies</li> <li>IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Unit 5 Independent Learning Options”</li> <li>Link: “We Real Cool”</li> <li>Link: “Barter”</li> <li>Link: Gwendolyn Brooks Reading “We Real Cool”</li> <li>AR: Response Journal Fillable PDF</li> <li>PPT pres.: Lessons 145–146</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Think &amp; Discuss (p. 522)</li> </ul>
<b>Lessons 147–48 Unit 5 Writing Reflection</b>			
523–24	147–48.1 Formulate a view of the importance of identity according to biblical teaching. <u>BWS</u> Identity (formulate) 147–48.2 Write a thesis statement expressing a biblical view of identity. 147–48.3 Justify the presence or absence of a biblical view of identity in three selections from this unit. <u>BWS</u> Identity (evaluate) 147–48.4 Cite textual evidence from unit selections to support the analysis. 147–48.5 Apply the five-step writing process to the written reflection.	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 82: Unit 5 Writing Reflection Template</li> <li>IA 83: Unit 5 Writing Reflection Planning Sheet</li> <li>IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>AR: Unit 5 Writing Reflection Planning Sheet Fillable PDF</li> <li>PPT pres.: Lessons 147–148</li> </ul>	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 84: Unit 5 Writing Reflection Rubric</li> </ul>
<b>Lesson 149 Unit 5 Review</b>			
525–27	149.1 Recall concepts and terms from Unit 5.		<b>Student Edition</b> <ul style="list-style-type: none"> <li>Unit 5 Review (pp. 525–27)</li> </ul>
<b>Lesson 150 Unit 5 Test</b>			
	150.1 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>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Unit 5 test bank</li> </ul>

## Unit 6: DEATH & THE END, TONE

AR additional resources

IA Instructional Aid

G/E game/enrichment

PPT pres. PowerPoint presentation

Pages	Objectives	Resources	Assessments
<b>Lesson 151 Unit Opener</b>			
528–30	151.1 Analyze visual media for tone, theme, meaning, and technique. 151.2 Create a word web related to the Essential Question. 151.3 Write an initial response to the Essential Question. <b>BWS</b> The End (formulate)	<b>Teacher Edition</b> • IA 1: Word Web <b>BJU Press Trove*</b> • AR: Word Web Fillable PDF • PPT pres.: Lesson 151	<b>Teacher Edition</b> • Preassessment: quick write (p. 530)
<b>Lessons 152–53 “By the Waters of Babylon”</b>			
531–44	152–53.1 Determine the tone. 152–53.2 Infer character traits and motivations. 152–53.3 Analyze how the point of view and tone contribute to suspense. 152–53.4 Explain the symbolism. 152–53.5 Analyze the theme. 152–53.6 Evaluate the view of human nature and knowledge in light of biblical teaching. <b>BWS</b> The End (evaluate) 152–53.7 Relate the author’s view of religion to modern ideas of religion. <b>BWS</b> The End (formulate)	<b>Teacher Edition</b> • IA 85: DIDLS Graphic Organizer • IA 3: Response Journal <b>BJU Press Trove</b> • Link: Science Fiction • Link: DIDLS Organizer Explained • Link: Subtreasury • Link: Grand Central Station • AR: Response Journal Fillable PDF • PPT pres.: Lessons 152–153	<b>Student Edition</b> • Think & Discuss (p. 544) <b>Assessments</b> • Quiz 57
<b>Lessons 154–55 “The Seven Ages of Man,” “Admonition to Remember God”</b>			
545–50	154–55.1 Explain the effectiveness of the extended metaphor in “The Seven Ages of Man.” 154–55.2 Analyze the figurative language in “The Seven Ages of Man.” 154–55.3 Determine the theme of each poem. 154–55.4 Analyze the imagery in “Admonition to Remember God.” 154–55.5 Compare the tone of “The Seven Ages of Man” to that of “Admonition to Remember God.” 154–55.6 Evaluate the viewpoint regarding aging and death in both poems. <b>BWS</b> The End (evaluate)	<b>Teacher Edition</b> • IA 3: Response Journal • IA 86: DIDLS Graphic Organizer: Poetry <b>BJU Press Trove</b> • Video: “Admonition to Remember God” • AR: Response Journal Fillable PDF • PPT pres.: Lessons 154–155	<b>Student Edition</b> • Think & Discuss (p. 550) <b>Assessments</b> • Quiz 58

\*Digital resources for homeschool users are available on Homeschool Hub.

Pages	Objectives	Resources	Assessments
<b>Lesson 156 “Go Down Death,” “Do not go gentle into that good night”</b>			
551–58	156.1 Analyze the themes of the poems. 156.2 Compare and contrast the worldview found in each presentation of the topic. 156.3 Identify the authorial intent for each poem. 156.4 Relate the oral reading of a poem to the expression of the poem’s tone. 156.5 Analyze each author’s use of figurative language to develop theme. 156.6 Evaluate both presentations of the topic from a biblical worldview. <b>BWS</b> The End (evaluate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 16: Entrance Ticket</li> <li>IA 3: Response Journal</li> <li>IA 87: Authorial Intent</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Link: Longfellow’s “Nature”</li> <li>Link: “Do not go gentle into that good night”</li> <li>AR: Response Journal Fillable PDF</li> <li>PPT pres.: Lesson 156</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Think &amp; Discuss (p. 558)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Quiz 59</li> </ul>
<b>Lessons 157–58 “The Final Judgment and New Creation”</b>			
559–66	157–58.1 Relate elements of biblical prophecy to the selection. 157–58.2 Identify the figurative language, sound devices, and imagery. 157–58.3 Analyze how the figurative language, sound devices, and imagery contribute to the tone of each section. 157–58.4 Analyze the change in tone in the final section. 157–58.5 Relate these passages to the overall storyline of the Bible: Creation, Fall, Redemption. <b>BWS</b> The End (formulate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 3: Response Journal</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “The New Creation”</li> <li>AR: Response Journal Fillable PDF</li> <li>PPT pres.: Lessons 157–158</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Think &amp; Discuss (p. 566)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Quiz 60</li> </ul>
<b>Lesson 159 “Abide with Me” (with Hymn History)</b>			
567–72	159.1 Define unfamiliar vocabulary. 159.2 Analyze the contribution of the figurative language and sound devices to the tone. 159.3 Explain the attributes of God named or implied in the hymn. 159.4 Relate the text selection to the unit Essential Question. <b>BWS</b> The End (explain) 159.5 Respond to the hymn with a written prayer. <b>BWS</b> The End (formulate)	<b>Teacher Edition</b> <ul style="list-style-type: none"> <li>IA 19: Independent Learning Strategies</li> <li>IA 3: Response Journal</li> <li>IA 8: Exit Ticket</li> </ul> <b>BJU Press Trove</b> <ul style="list-style-type: none"> <li>Video: “Abide with Me”</li> <li>AR: Response Journal Fillable PDF</li> <li>PPT pres.: Lesson 159</li> </ul>	<b>Student Edition</b> <ul style="list-style-type: none"> <li>Think &amp; Discuss (p. 572)</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>Reading Standardized Test Practice 6</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lesson 160 <i>Cyrano de Bergerac</i> Preface</b>			
	<p><b><i>Cyrano de Bergerac</i> Objectives</b></p> <ul style="list-style-type: none"> <li>• Explain how the historical and cultural contexts influence the plot.</li> <li>• Analyze the author's tone toward characters by evaluating their words and actions.</li> <li>• Evaluate the key conflicts in the drama and the author's tone toward those conflicts.</li> <li>• Analyze key themes for alignment with a biblical worldview.</li> <li>• Evaluate the author's moral tone.</li> <li>• Explain how literary devices contribute to theme and tone.</li> <li>• Create a collaborative presentation and an individual project using technology.</li> </ul>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 88: Ragueneau's Bakery Planning Sheet</li> <li>• IA 89: Ragueneau's Bakery Rubric</li> <li>• IA 90: Pronunciation Guide for <i>Cyrano</i></li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: "Cyrano's Seventeenth-Century France"</li> <li>• Link: BJU play, <i>Cyrano de Bergerac</i></li> <li>• Link: Illustration of Cyrano</li> <li>• Link: Louis XIII</li> <li>• Link: Cardinal Richelieu</li> <li>• Link: Louis XIV</li> <li>• Link: Gascony and the Cadets</li> <li>• AR: Ragueneau's Bakery Planning Sheet Fillable PDF</li> <li>• PPT pres.: Lesson 160</li> </ul>	
<b>Lessons 161–62 <i>Cyrano de Bergerac</i>, Act 1</b>			
573–604	<p>161–62.1 Relate the elements of drama to this selection.</p> <p>161–62.2 Define <i>tragedy</i> and <i>comedy</i>.</p> <p>161–62.3 Explain the historical and cultural contexts.</p> <p>161–62.4 Determine how the external conflict in Scenes 2–4 provides characterization.</p> <p>161–62.5 Infer character traits and motivations of Cyrano, Le Bret, Ragueneau, de Guiche, and the Viscount.</p> <p>161–62.6 Compare and contrast Cyrano and Le Bret.</p> <p>161–62.7 Contrast the playwright's tone toward Cyrano with his tone toward the other characters.</p> <p>161–62.8 Analyze how both situational and verbal irony contribute to characterization and tone.</p> <p>161–62.9 Evaluate the motivations of Cyrano for alignment with a biblical worldview. <b>BWS</b> Discernment (evaluate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 91.1: TICCT Graphic Organizer</li> <li>• IA 92: <i>Cyrano</i> Cast List by Acts and Scenes</li> <li>• IA 90: Pronunciation Guide for <i>Cyrano</i></li> <li>• IA 3: Response Journal</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Link: Illustration of Panache Headgear</li> <li>• Link: Depictions of the Hôtel de Bourgogne</li> <li>• Link: The French Academy</li> <li>• G/E: <i>Cyrano</i>, Act 1, Vocabulary Practice Questions</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 161–162</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 604)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Word List 11</li> <li>• Quiz 61</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lessons 163–64 <i>Cyrano de Bergerac</i>, Act 2</b>			
605–30	<p>163–64.1 Identify the cultural context.</p> <p>163–64.2 Infer character traits and motivations of Cyrano, Ragueneau, Roxane, Le Bret, de Guiche, and Christian.</p> <p>163–64.3 Analyze how the central conflict reinforces irony.</p> <p>163–64.4 Identify the three tests that Cyrano faces in Scenes 6, 7, and 9.</p> <p>163–64.5 Explain how the three tests contribute to the central conflict.</p> <p>163–64.6 Compare and contrast Cyrano and Christian.</p> <p>163–64.7 Analyze how irony enhances the theme of appearance versus reality.</p> <p>163–64.8 Evaluate the playwright’s moral tone in Scene 10 for alignment with a biblical worldview. <b>BWS</b> Identity (evaluate)</p> <p>163–64.9 Relate the theme of love versus selfish desires to his or her own relationships. <b>BWS</b> Hope (apply)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 3: Response Journal</li> <li>• IA 91.2: TICCT Graphic Organizer</li> <li>• IA 90: Pronunciation Guide for <i>Cyrano</i></li> <li>• IA 92: <i>Cyrano</i> Cast List by Acts and Scenes</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 163–164</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 630)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Word List 11</li> <li>• Quiz 62</li> </ul>
<b>Lessons 165–67 <i>Cyrano de Bergerac</i>, Act 3</b>			
631–58	<p>165–67.1 Analyze the conflicts revealed in Act 3.</p> <p>165–67.2 Infer the playwright’s tone toward characters from textual evidence.</p> <p>165–67.3 Infer themes of Act 3.</p> <p>165–67.4 Infer character traits and motivations of Cyrano, Roxane, Christian, the friar, and de Guiche.</p> <p>165–67.5 Evaluate the elements of characterization, theme, and plot for moral tone.</p> <p>165–67.6 Identify the playwright’s use of irony in Act 3.</p> <p>165–67.7 Analyze how characterization, plot, and irony support theme.</p> <p>165–67.8 Evaluate how irony in various scenes affects the overall tone of Act 3. <b>BWS</b> Influence (evaluate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 16: Entrance Ticket</li> <li>• IA 93: <i>Cyrano</i>, Act 3, Vocabulary Practice</li> <li>• IA 91.3: TICCT Graphic Organizer</li> <li>• IA 90: Pronunciation Guide for <i>Cyrano</i></li> <li>• IA 92: <i>Cyrano</i> Cast List by Acts and Scenes</li> <li>• IA 3: Response Journal</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: “Excerpt from <i>Cyrano de Bergerac</i>”</li> <li>• Link: Balcony Scene from <i>Romeo and Juliet</i></li> <li>• Link: Franciscan Monk Religious Habit</li> <li>• Link: Ursa Major and Minor</li> <li>• Link: Libra Constellation</li> <li>• AR: Response Journal Fillable PDF</li> <li>• PPT pres.: Lessons 165–167</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Think &amp; Discuss (p. 658)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Word List 11</li> <li>• Quiz 63</li> <li>• Vocabulary Standardized Test Practice 11</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lessons 168–71 <i>Cyrano de Bergerac</i>, Act 4</b>			
659–88	<p>168–71.1 Explain how the historical context affects the plot.</p> <p>168–71.2 Infer character traits and motivations of Cyrano, de Guiche, Christian, and Roxane.</p> <p>168–71.3 Explain how symbolism contributes to characterization, conflict, and theme.</p> <p>168–71.4 Determine the change of tone in Scene 3.</p> <p>168–71.5 Infer the playwright's tone toward Cyrano, de Guiche, and Roxane from textual evidence.</p> <p>168–71.6 Analyze the character development of Roxane and de Guiche.</p> <p>168–71.7 Analyze how conflict, characterization, and irony support theme.</p> <p>168–71.8 Identify the climax.</p> <p>168–71.9 Evaluate the playwright's moral tone toward Cyrano in Scene 8. <b>BWS</b> Hope (evaluate)</p> <p>168–71.10 Evaluate the themes for alignment with a biblical worldview. <b>BWS</b> Identity (evaluate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 94: <i>Cyrano</i>, Act 4, Vocabulary Practice</li> <li>IA 91.4: TICCT Graphic Organizer</li> <li>IA 90: Pronunciation Guide for <i>Cyrano</i></li> <li>IA 92: <i>Cyrano</i> Cast List by Acts and Scenes</li> <li>IA 3: Response Journal</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Siege of Arras</li> <li>Link: Map of Gascony</li> <li>Link: Henry IV with White Plume</li> <li>Link: Gascon Music</li> <li>Link: Arras Tapestry</li> <li>AR: Response Journal Fillable PDF</li> <li>PPT pres.: Lessons 168–171</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Think &amp; Discuss (p. 688)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Word List 12</li> <li>Quiz 64</li> </ul>
<b>Lessons 172–74 <i>Cyrano de Bergerac</i>, Act 5</b>			
689–704	<p>172–74.1 Explain the historical and cultural contexts.</p> <p>172–74.2 Identify the symbolism and foreshadowing.</p> <p>172–74.3 Interpret the symbolism.</p> <p>172–74.4 Infer character traits and motivations.</p> <p>172–74.5 Contrast the overall tone of Act 5 with those of the previous acts.</p> <p>172–74.6 Analyze the plot structure of <i>Cyrano</i>.</p> <p>172–74.7 Evaluate the playwright's moral tone for alignment with a biblical worldview. <b>BWS</b> The End (evaluate)</p> <p>172–74.8 Classify <i>Cyrano</i> as either a tragedy or comedy.</p> <p>172–74.9 Evaluate the themes for alignment with a biblical worldview. <b>BWS</b> The End (evaluate)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>IA 95: <i>Cyrano</i>, Act 5, Vocabulary Practice</li> <li>IA 91.5: TICCT Graphic Organizer</li> <li>IA 90: Pronunciation Guide for <i>Cyrano</i></li> <li>IA 92: <i>Cyrano</i> Cast List by Acts and Scenes</li> <li>IA 3: Response Journal</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>Link: Famous Last Words</li> <li>Link: Le Bret</li> <li>Link: Madeleine Robineau</li> <li>Link: De Guiche</li> <li>Link: Cyrano's Moon Obsession</li> <li>Link: Cyrano Biography</li> <li>Link: <i>A Voyage to the Moon</i></li> <li>AR: Response Journal Fillable PDF</li> <li>PPT pres.: Lessons 172–174</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>Think &amp; Discuss (p. 704)</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Word List 12</li> <li>Quiz 65</li> <li>Vocabulary Standardized Test Practice 12</li> </ul>

Pages	Objectives	Resources	Assessments
<b>Lessons 175–76 Final Project: Ragueneau’s Bakery</b>			
705–7	175–76.1 Create a literary analysis addressing how <i>Cyrano</i> exemplifies three of the six unit themes. 175–76.2 Create a collaborative multimedia presentation. 175–76.3 Create an individual project using technology.	<b>BJU Press Trove</b> • PPT pres.: Lessons 175–176	<b>Teacher Edition</b> • IA 89: Ragueneau’s Bakery Rubric
<b>Lesson 177 Unit 6 Review</b>			
708–10	177.1 Recall concepts and terms from Unit 6.		<b>Student Edition</b> • Unit 6 Review (pp. 708–10)
<b>Lesson 178 Unit 6 Test</b>			
	178.1 Demonstrate knowledge of concepts from Unit 6 by taking the Unit 6 Test.		<b>Assessments</b> • Unit 6 Test  <b>BJU Press Trove</b> • Unit 6 test bank
<b>Lesson 179 Final Exam Review</b>			
711–13	179.1 Recall concepts and terms from Units 1–6.		<b>Student Edition</b> • Final Exam Review (pp. 711–13)
<b>Lesson 180 Final Exam</b>			
	180.1 Demonstrate knowledge of concepts from Units 1–6 by taking the Final Exam.		<b>Assessments</b> • Final Exam  <b>BJU Press Trove</b> • Test bank (all units)