

Grade 7

English

Second Edition

Coursebook



Oak Meadow

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Introduction

Literature is a window into how humans think and act. Stories let us reflect on what motivates and moves people, and how relationships are built and destroyed. By reading quality literature, we learn about ourselves and how we relate to the world. In this course, you will have many opportunities to analyze and reflect on literature, and to express yourself clearly and powerfully in writing.

Course Materials

This course includes the following materials:

Grade 7 English Coursebook

English Manual for Middle School

A Single Shard by Linda Sue Park

Catherine, Called Birdy by Karen Cushman

Esperanza Rising by Pam Muñoz Ryan

Counting on Grace by Elizabeth Winthrop

Out of the Dust by Karen Hesse

Code Talker by Joseph Bruchac

Aleutian Sparrow by Karen Hesse

The Diary of a Young Girl by Anne Frank

Brown Girl Dreaming by Jaqueline Woodson

Shelf Life, Gary Paulsen, editor

blank journal

This coursebook is your primary resource for completing the course. It includes all the instructions for a full year of lessons. The accompanying English Manual can be used as a reference in all your courses. The grammar sections appearing in the English Manual are also included in the text of each grammar lesson.

It is often helpful to seek out additional sources to help you better understand a topic. On the Oak Meadow website, you will find a Curriculum Resource Links page for this course at www.oakmeadow.com/curriculum-links. If you have access to the internet, take a few minutes to look it over and then bookmark the page for future reference.

How the Course Is Set Up

This course is divided into 36 lessons, and each lesson is designed to take about one week to complete.

In the lessons, you will find the following sections (not every section will be found in every lesson):

An **Assignment Summary** is included at the beginning of each lesson; you can see at a glance what is required and check off assignments as you complete each one. Assignments are fully explained in the lesson.

Learning Objectives outline the main goals of the lesson and give you an idea of what to expect.

Reading assignments outline the literature you will be reading in each lesson. Chapter numbers or titles are used instead of page numbers; this eliminates confusion as page numbers vary from one edition to the next, but the chapter numbers and titles will always remain the same.

Vocabulary exercises give you multiple ways to expand your vocabulary and become comfortable using unfamiliar words.

Grammar Reading and **Grammar Exercises** help you refresh and increase your knowledge of the mechanics of writing. You will be expected to demonstrate your mastery of grammar topics by incorporating the principles into your writing as the course progresses.

Think About It: Reflection and **Talk About It: Discussion** provide ways to reflect on topics related to the lessons and discuss your ideas with others. You do not need to write anything down for these. These opportunities are optional and designed to further your understanding.

Literature Assignments are designed to help you understand key concepts and apply your knowledge. These will often include a “choice assignment” where you can choose the one that sounds most interesting to you.

Up for a Challenge? activities offer additional ways to explore the topics you are studying. You can choose any that interest you (all are optional).

Learning Checklists are included to help you keep track of your progress and the skills that still need work. These can be filled out by you or by an adult who is supervising your work.

A section **For Enrolled Students** provides reminders and information for students who are enrolled in Oak Meadow School and submitting work to their Oak Meadow teacher.

The **Reader's Journal** prompts encourage you to write down your thoughts about what you are reading. In your journal, you can add thoughts, feelings, questions, predictions, and ideas about the current book you are reading, while keeping track of characters and events based on the plot. Keep this journal close to you when you are reading. Underlining passages in your books is a good way of noting places that you might want to write about in your journal after you finish reading a segment. You can also use your journal to write vocabulary words that are new to you.

This course is designed for independent learning, so hopefully you will find it easy to navigate. However, it is assumed you will have an adult supervising your work and providing support and feedback. If you have a question about your work, please ask for help!

When you begin each lesson, scan the entire lesson first. Take a quick look at the number of assignments and amount of reading. Having a sense of the whole lesson before you begin will help you manage your time effectively.

For Students Enrolled in Oak Meadow School

If you are enrolled in Oak Meadow School, you will submit work to your Oak Meadow teacher on a regular basis. Continue working on your next lesson while you are waiting for your teacher to send lesson comments. After you have submitted the first 18 lessons, you will receive a first-semester evaluation and grade. At the end of 36 lessons, you will receive a final evaluation and grade.

Follow the instructions in your teacher's welcome letter about how and when to submit work. Your teacher may also provide information on alternate assignments, and can help you adapt the lesson material or workload, if necessary. Students and parents or home teachers should look carefully at the week's assignments across all subjects and determine which assignments best fit the student's individual needs or the time constraints. Contact your Oak Meadow teacher whenever you have a question, and notify your teacher if you are making any alterations to the assignments or workload.

You are expected to submit original work, writing in your own words. When you use other sources, cite them accurately following the guidelines in the English Manual. Plagiarism, whether accidental or intentional, is a serious matter.

The appendix of this coursebook includes complete details on Oak Meadow's academic expectations and original work guidelines. It is your responsibility to make sure you understand these academic expectations and abide by them.

Please remember to stay in touch with your Oak Meadow teacher and share your comments, ideas, questions, and challenges. Your teacher is eager to help you!

Books: A Window to the World

The books in this course cover many different eras of human history, and take place on different continents. We hope you enjoy the adventure!



Unit I: Stories of Long Ago

We begin the course with two stories from long ago:

A Single Shard by Linda Sue Park

Catherine, Called Birdy by Karen Cushman



Celadon pottery from Korea, twelfth century (Image credit: Wikimedia Commons)

A Single Shard is set in Korea in the twelfth century, and tells the story of a boy who dreams of learning the delicate art of pottery. During his apprenticeship to a master potter, he faces physical and emotional obstacles that he must overcome.

The second book, *Catherine, Called Birdy*, is set in medieval England during the thirteenth century. Written in journal form, we get a realistic glimpse into the life of a girl who feels her circumstances are limited by the rules placed on her behavior.



Woman watching over a baby while spinning, from an illuminated manuscript produced around 1170 (Image credit: Wikimedia Commons)

Lesson

1

A Single Shard: The Relationships between Characters

Learning Objectives

In this lesson, you will:

- Identify synonyms and antonyms.
- Analyze the development of character relationships.
- Provide text-based evidence to support your ideas.

Reading

Begin reading *A Single Shard* by Linda Sue Park. You will have three weeks during which to read the book. This week, please read chapters 1–4.

Look over the vocabulary and assignments in this lesson before you begin reading *A Single Shard*. That will help you get a complete picture of what you will be doing this week and organize your time efficiently.

Vocabulary

Select five to eight words from your literature reading. Try to choose words that are the most unfamiliar to you. Based on the context, guess what each word might mean before you look it up. Write down each word in a notebook—this will become your personal dictionary. Include the definition of the word and part of speech. (You can use the same notebook as the one for your reader's journal.)

Each week, you can decide how you would like to practice with your vocabulary words. Choose one activity from the list below to use with your vocabulary words this week.

ASSIGNMENT SUMMARY

- ☐ Read chapters 1–4 in *A Single Shard*.
- ☐ Select vocabulary words to define and use in context.
- ☐ Read the grammar sections.
- ☐ Complete the grammar exercises.
- ☐ Describe the relationship between characters.
- ☐ Choose a creative assignment.
- ☐ Fill out the writing reflection.

- Use your words in your writing for other assignments this week. Underline or highlight the words that you use.
- Write a short story or paragraph that uses all the words on your vocabulary list. The paragraph has to make sense!
- Write a song that uses the words in a creative way. Be sure it makes sense, even if it is silly.
- Create your own visual interpretation of each word. This could be done through drawing, painting, sculpture, photography, or collage. Be sure the meaning of the word is clearly expressed.
- Use the words in a paragraph describing a specific scene from the book you are reading.
- Write a poem, journal entry, or letter using all your words. The words should be used in context rather than just listed with their definitions.
- Record a short film, speech, or imaginary newscast where you use all the words correctly.
- Write a scene of dialogue between two people. The scene and characters can be based on the book you are reading or can be completely from your imagination. Use each vocabulary word in context in the dialogue.
- Make a foursquare as shown here. Divide the page into four sections. Write the definition in one section, a sentence in one section, a picture that demonstrates the meaning of the word in one section, and a synonym or antonym in the final section.

definition (could be “official” or in student words)	use it in a sentence
synonym or antonym	picture

Grammar Reading

Each grammar section will include selections from the English Manual that you received with your coursebook, and assignments designed to give you practice with the topics. Even if you think you know the topic very well, read each section to refresh your memory and pick up new tips that will strengthen your writing.

This week, please read the following sections:

- Synonyms and Antonyms
- The Writing Process
- Writing Styles

Synonyms and Antonyms

Synonyms are words that are similar in meaning. Synonyms help make your writing more interesting, help you develop a larger vocabulary, and give you more options when expressing yourself.

Antonyms are words that are opposite in meaning. Antonyms and synonyms are opposites!

Word	Synonym	Antonym
joyful	ecstatic	depressed
lively	energetic	lethargic
grief	sorrow	joy
shout	bellow	whisper
worried	anxious	calm

The Writing Process

Writing is a process that follows specific steps:

- Brainstorm ideas and create an outline (in your head or on paper) to organize your ideas.
- Write a rough draft that includes all the points you want to include, in the right order.
- Revise your paper to make additions, delete or reword passages that are unclear or off topic, rearrange text, and refine your wording so you are happy with it.
- Edit your revised draft to correct errors in punctuation, spelling, capitalization, and grammar.
- Proofread your writing to catch any errors in the final version.

Each of these steps are important, so let's look at each one separately.

The writing process begins when a writer **brainstorms** ideas to write about, and organizes the ideas into logical order. These ideas are expanded into sentences and paragraphs, and a **rough draft** is

created. When your rough draft is finished, you know that most of what you want to say is there in roughly the right order.

Try not to think of a rough draft as “more work,” but rather as the easy, effortless stage where you have the freedom of capturing your thoughts on paper without worrying about spelling or grammar. Many people enjoy cooking and leave the cleanup for afterward. Consider your rough draft to be the cooking stage (revising and editing are the cleanup phase). Just as you wouldn’t want to let your cooking burn because you were washing dishes, you don’t want to lose good thoughts because you stop along the way to clean up spelling and punctuation.

The next step is to read what you have written to make sure it says what you want it to. Writing requires **revising** your rough draft. Read your paper aloud. This will help you hear how your words are fitting together. Does your paper express your ideas clearly? Does it stay focused on the topic? Have you accidentally left words out or written something in a way that is confusing or awkward? Revising lets you add more information and rearrange paragraphs (or sentences within a paragraph) so that the information flows in a more logical way. Revising your rough draft creates a much smoother version of your paper.

After revising comes **editing**. This is when you go over your work to correct mistakes. Check that all sentences and proper nouns begin with a capital letter. Notice whether you’ve used a variety of sentence lengths. Check your spelling. Is your paper one long paragraph, or have you broken it down so that each paragraph discusses just one main idea? It can help to read your writing aloud to a friend, family member, or even a pet. Your ears can help catch mistakes that your eyes didn’t find. You might have to read your paper more than once to find and repair everything. Take your time with it!

After you are satisfied that you have done your best editing job, rewrite your rough draft into its final version, making all the corrections. If you are writing by hand, use your best handwriting. Finally, **proofread** your final version to check for any last corrections that need to be made.

If you think that it sounds like you’ll have to read your paper over and over before it is finished, you are right. Writers understand that reading what they have written is the only way to improve their work. Writing, reading, revising, reading, editing, reading, and proofing—this is the writing process!

Writing Styles

Writing is a craft, not unlike playing a musical instrument. It can be learned by anyone with a sincere willingness and a desire to invest time and energy.

Just as people dress appropriately to make a good impression in different social settings, so should you gear your style of writing to your audience and situation. You wouldn’t go to a rodeo and a wedding dressed the same way, and neither should you use the same style of writing for a letter to a friend and a research paper.

Formal writing is polite, impersonal, and conventional. Most academic, professional, and business writing is formal. In this kind of writing, you must use traditional punctuation, correct spelling, and

formal terminology and language. If you are writing an essay that is not specified as a creative writing assignment, it's best to stick with formal writing.

Informal writing is casual and personal. Informal writing is still quite conventional in grammar and usage, though it uses contractions more often and vocabulary that seems more consistent with everyday speech. Many speeches, sermons, newspapers, and magazines employ informal writing.

Casual writing tends to be very light. Its goal is to draw readers in and make them feel relaxed. Personal pronouns, contractions, slang, and language you'd use in everyday conversation is commonly used. Notes to friends, personal journal entries, and some newspaper and magazine columns utilize casual writing. Creative story or poetry writing may be casual if the author is attempting to set a particular tone or mood, or creating a character through colloquial use of language.

Books use all the above styles, depending on the subject, audience, and the author's intent. Your style of writing in a particular piece should be determined by the same factors: the subject matter, who will be reading it, and what you are trying to accomplish.

Grammar Exercises

1. List one synonym for each of the following words.

small	grief	happy
worried	sick	tired
purchase	answer	kind
courteous	aid	beautiful
short	close	hungry

2. List one antonym for each of the following words.

long	early	cold
ugly	difficult	young
false	light	small
many	slow	cruel
rough	lose	lazy



Talk About It: Discussion

You can learn about different places and time periods by reading historical fiction. Discuss with a friend or family member some things you have learned about the time period and place where Min lives.



Reader’s Journal

In this course, you will keep a journal about what you are reading. Some of the lessons will include journal assignments. You can also use your journal for keeping track of daily thoughts, notes, brainstorming, and sketches. Journal writing is less formal, so you don’t have to worry about editing and proofreading, and you can use a more casual voice.

Write down your first impressions of *A Single Shard*. Is there something that you like about it (or don’t like about it) so far?

Literature Assignments

Complete the following assignments after you have read this week’s chapters.

- 1. Describe the relationship between Crane-man and Tree-ear. Who takes care of whom? Provide specific examples from the story to support your opinion.
- 2. Choose one of the following assignments.
 - a. Draw a picture of a scene that you enjoyed from the first four chapters. Choose a scene with a lot of visual details. When you are finished with your drawing, write a caption that explains what is happening in the scene. Use color and do your drawing on unlined paper.
 - b. Min treats Tree-ear very differently than his wife does. Imagine that you could eavesdrop on a conversation between Min and his wife about whether Tree-ear should be allowed to continue working after his nine days are up. Write the dialogue as you imagine it between these two characters. Don’t forget to use proper dialogue punctuation.

Writing Reflection

Take a few minutes to reflect on your current skills as a writer. Consider each question carefully and then circle the answer that best describes your feelings. Be honest in your answers—you won’t be graded on this. This is an exercise to help you recognize ways in which you are improving as a writer. You will repeat this exercise at the end of each semester.

I can express myself clearly in writing.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I like the creative process of writing stories.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I enjoy doing research and writing about what I've learned.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

I follow the writing process of revising, editing, and proofreading my writing to make it stronger.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

I'm good at finding and correcting my mistakes during the editing and proofreading processes.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Afterward, write down one or two things you'd like to work on as you develop your writing skills.

Learning Checklist

Use this learning checklist to keep track of how your skills are progressing. Include notes about what you need to work on. You will be developing these skills throughout the year.

SKILLS	Developing	Consistent	Competent	Notes
Use vocabulary words correctly in context				
Identify synonyms				
Identify antonyms				
Analyze the development of character relationships				
Provide text-based evidence to support ideas				

FOR ENROLLED STUDENTS

When you have completed this lesson, continue to lesson 2. You will share your work with your Oak Meadow teacher at the end of lesson 2. If you have any questions in the meantime, please let your teacher know.

Lesson

2

A Single Shard: Values and Ethics

Learning Objectives

In this lesson, you will:

- Use vocabulary words correctly in context.
- Use story details to identify underlying community values.
- Draw parallels between the story and personal experience.

Reading

Continue reading *A Single Shard*, completing chapters 5–9 this week.

Glance over the list of vocabulary words below and try to spot them in your reading. You may also want to read the assignments before you begin your reading; this will help you pay attention to specific elements of the story.

Vocabulary

Here is this week's list of vocabulary words, which are taken from the story you are reading.

- | | | |
|---------------|-------------|---------------|
| • translucent | • tithe | • commiserate |
| • garb | • tunic | • feigned |
| • arduous | • makeshift | |

Write down each word in your personal dictionary. Include the definition of the word and part of speech.

ASSIGNMENT SUMMARY

- ☐ Read chapters 5–9 in *A Single Shard*.
- ☐ Define vocabulary words and use them in context.
- ☐ Identify community values based on story clues.
- ☐ Examine an ethical question from different perspectives.
- ☐ Choose a project based on celadon pottery.

Use the vocabulary words in context by choosing one activity from the list below (or choose any one of the activities listed in lesson 1).

- Use the words in a paragraph describing a specific scene from the book you are reading.
- Write a poem, journal entry, or letter using all your words. The words should be used in context rather than just listed with their definitions.
- Make a foursquare. Write the definition in one section, a sentence in one section, a picture that demonstrates the meaning of the word in one section, and a synonym or antonym in the final section.

Assignments

Complete the following assignments after you have read this week's chapters.

1. Tree-ear and Crane-man live very differently than the other villagers. They are also treated differently because of their status. Based on Tree-ear's interactions with the other characters in the book, what can you figure out about the values of the people in their small village? Provide examples.
2. In Chapter 6, Crane-man and Tree-ear have a discussion about stealing. Crane-man says that if an idea is taken by "stealth or by trickery," then it is stealing. What do you think? Do you agree? If Tree-ear had told Min about what he saw Kang working on, would you consider that stealing? Use examples from your own life to support your opinion.
3. Choose one of the following assignments to complete.
 - a. Based on what you've read so far, describe the process of making a pot using the methods described in the book. You can do this in writing or by drawing out the different steps and labeling them.
 - b. Make a vase using clay that you can bake in your home oven. Decorate the vase with images from the story.
 - c. Research Korean celadon pottery from the historical time period of *A Single Shard* (you can find more information in the Author's Note at the end of the novel). Create a collage of images you find or draw some yourself and provide captions explaining what each image is.



Up for a Challenge?

Research other unique types of pottery or pottery from other countries. Visit a museum or a pottery artist to learn more about this art form.

Learning Checklist

Use this learning checklist to keep track of how your skills are progressing. Include notes about what you need to work on. You will be developing these skills throughout the year.

SKILLS	Developing	Consistent	Competent	Notes
Use vocabulary words correctly in context				
Provide text-based evidence to support ideas				
Use story details to identify underlying community values				
Draw parallels between the story and personal experience				

FOR ENROLLED STUDENTS

When you have completed this lesson, share your work from lessons 1 and 2 with your Oak Meadow teacher. If you have questions about how to submit your work, see the Parent Handbook and your teacher's welcome letter.

Lesson

6

Catherine, Called Birdy: Emotions and Predictions

Learning Objectives

In this lesson, you will:

- Demonstrate writing from the point of view of a story character.
- Predict future story events based on plot details.
- Demonstrate the artistic style of illuminated manuscripts from the Middle Ages.

Reading

Continue reading *Catherine, Called Birdy*. This week, please read the following sections: January, February, March, and April.

Vocabulary

Select five to eight words from your literature reading for your vocabulary list this week. Choose words that you don't know and try to guess the meaning based on the context before you look them up. Write down the definitions in your personal dictionary. Finally, choose one vocabulary practice activity from the list below or from the list in lesson 1, and use each word in context.

- Write a scene of dialogue between two people. The scene and characters can be based on the book you are reading or completely from your imagination. Use each vocabulary word in context in the dialogue.
- Make a foursquare. Write the definition in one section, a sentence in one section, a picture that demonstrates the meaning of the word in one section, and a synonym or antonym in the final section.
- Create your own visual interpretation of each word. This could be done through drawing, painting, sculpture, photography, or collage. Be sure the meaning of the word is clearly expressed.

ASSIGNMENT SUMMARY

- ☐ Continue reading *Catherine, Called Birdy*.
- ☐ Choose vocabulary words and use them in context.
- ☐ Write in journal form from one character's point of view.
- ☐ Make a prediction about what will happen in the story.
- ☐ Draw in the style of an illuminated manuscript.

**Think About It: Reflection**

Our emotions are often connected with our physical health and can also be affected by physical ailments we are experiencing. Think about some examples from the story where the emotional and physical health of the characters is related or combined. Think about a time that your emotions were affected by your physical health or when your physical health was affected by your emotions. How were you able to help yourself feel better?

**Talk About It: Discussion**

Birdy enjoyed writing in her journal. She found that it was an important outlet for her feelings and a way to reflect on the events of her life. Ask five people you know if they write in a journal or if they ever have. What reasons do people give for keeping a journal or not keeping a journal?

**Reader's Journal**

Reread Birdy's journal entry for February 3. In it, Birdy rejects someone based on their physical appearance. Do you think this is fair? Should she have gotten to know more about him first? Write in your journal about a time that you were judged by your physical appearance or a time that you may have done this to someone else.

Literature Assignments

1. On February 21, Birdy writes about Madame Joana's fortune. Write about what you think her predictions mean. Write your answer in journal form as though you were one of the characters in the story. Use the first-person point of view. Make sure to specify which character is writing the journal.
2. Make your own prediction about what will happen to Birdy, what will come next in the story, or how the story will end. Give a brief explanation of what makes you think this will happen.

3. In the Middle Ages, illuminated manuscripts were drawn with impressive care and patience, using brilliant colors and intricate designs. You might want to find several photos of illuminated manuscripts to get a better idea of this art form. Create a new book jacket for *Catherine, Called Birdy*, or write a favorite phrase from the book or your initials in decorative script with full color borders in the style of medieval manuscripts.



This page from a book of hours shows the floral decoration typical of illuminated manuscripts from the Middle Ages. (Image credit: National Library NZ)



Up for a Challenge?

The characters in this story display many types of prejudice. In what ways have you seen the issue of prejudice appear in other books and films? Choose a book or film that features prejudice in some form, and write a description of how this attitude is expressed. What role does it play in the plot or in the motivation of the characters? Compare this to *Catherine, Called Birdy*.

Learning Checklist

Use this learning checklist to track how your skills are developing over time and identify skills that need more work.

SKILLS	Developing	Consistent	Competent	Notes
Use vocabulary words in context				
Demonstrate journal writing from the point of view of a story character				
Predict future story events based on plot details				
Demonstrate knowledge of the artistic style of illuminated manuscripts from the Middle Ages				

FOR ENROLLED STUDENTS

Please share your work from lessons 5 and 6 with your Oak Meadow teacher. Contact your teacher whenever you have questions about the assignments or what to submit.

Lesson 17/ 18

Poetry and Short Stories

Learning Objectives

In this lesson, you will:

- Demonstrate poetic devices in verse form.
- Demonstrate skills in revising, editing, and proofreading.
- Reflect on the development of your writing skills.

Reading

For the next two weeks, you will be reading short stories and poetry.

From *Shelf Life*, choose one short story to read. Remember to look for the reference to a book in the story.

Choose two of the poems below to read. (Alternatively, you can choose a poem not on the list; if you do, please include a link or copy of the poem when you share your work with your teacher.)

You can find the poems below by searching online. Several can be found at Poetry Foundation (www.poetryfoundation.org) or Library of Congress's Poetry 180 Project (www.loc.gov/programs/poetry-and-literature/poet-laureate/poet-laureate-projects/poetry-180/all-poems).

- “The Hill We Climb” by Amanda Gorman
- “Eating Poetry” by Mark Strand
- “Introduction to Poetry” by Billy Collins
- “Crossing” by Jericho Brown
- “The Young Poets of Winnipeg” by Naomi Shihab Nye
- “Instructions” by Neil Gaiman

ASSIGNMENT SUMMARY

- ☐ Choose one short story to read from *Shelf Life*.
- ☐ Choose two poems to read and analyze.
- ☐ Give your thoughts about a short story.
- ☐ Identify poetic devices in two poems.
- ☐ Write an original poem.
- ☐ Revise and polish one substantial writing project from the first semester.
- ☐ Complete the writing reflection.

Grammar Reading

Read the following section:

- Poetic Devices
 - Metaphor and Simile

Metaphor and Simile

You may have noticed that in poetry, writers are often trying to convey a feeling or message without explicitly saying what it is. Rather than writing “Juliet is pretty,” Shakespeare chose to describe Romeo’s reaction to seeing her standing at her window by writing, “it is the East, and Juliet is the sun.” What a powerful way to describe someone! Metaphors and similes are used to share something in a creative, descriptive way and offer more detail about it than a regular sentence would.

Similes compare one thing to another, typically using the words *like* or *as*. You have probably heard many famous similes, such as “I’m as cool as a cucumber,” “it’s as light as a feather,” or “I slept like a baby.” In the excerpt below, Langston Hughes describes what happens to a dream that is deferred or put on hold.

excerpt from “Harlem” by Langston Hughes

Does it dry up
like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?
Or crust and sugar over—
like a syrupy sweet?

Metaphors also compare things, presenting the subject as something else. As mentioned above, Shakespeare doesn’t say that Juliet *looks like* the sun—he says Juliet *is* the sun. This is an even more powerful way to make a comparison. In the excerpt below, poet Emily Dickinson compares the idea of hope to a bird.

excerpt from “‘Hope’ is the thing with feathers” by Emily Dickinson

“Hope” is the thing with feathers —
That perches in the soul —
And sings the tune without the words —
And never stops — at all

Literature Assignments

1. List the title and author of the short story you read. Write one or two sentences with your impressions or opinion of it, citing details that explain your response.
2. Include a reflection on each poem that you read, sharing your impressions of the poem. (What did you like or dislike? What did the poem make you wonder?) Also include your observations of any poetic devices you noticed in the poem. Be specific and note where you observed each technique.
3. Try writing your own poem, or a few lines of a poem, using one or two of the devices from this lesson. Try using metaphors and/or similes to describe a moment, event, or object that has meaning for you.
4. Choose one of the following major writing assignments from this semester to carefully revise, edit, and proofread.
 - Lesson 3: *A Single Shard*, three-paragraph literary analysis
 - Lesson 8: *Catherine, Called Birdy*, essay on women's rights
 - Lesson 9/10: short story
 - Lesson 12: one- to two-page page report on farm workers' rights and labor unions or the treatment of immigrants and refugees
 - Lesson 13: *Esperanza Rising* reflection on the changing roles and relationship of Miguel and Esperanza (three- to five-paragraph essay)

This is your chance to create a strong, polished piece of writing. A polished piece of writing is one that has been reworked until the writing is concise, technically accurate, and expresses the writer's ideas clearly.

Begin by saving a new copy of the writing as your rough draft. Then, you can make the changes but will still have the original essay to compare and see the changes that you've made.

Next, read your whole essay once to yourself, and then read it once aloud. You can read it to another person, into an audio recorder, or even to your pet. The important thing is to hear your writing aloud because ears are great for picking up errors and awkward spots.

After you read your essay, go through the following checklist to see what revisions you will use to improve your essay.

- Were any sentences too long or wordy? Were any confusing?
- Were there places that needed more explanation or detail?
- Did you use a variety of sentence lengths? Did you use simple, compound, and complex sentences to vary the text?

- Is there a consistent verb tense and point of view?
- Is there agreement with the subjects and verbs in each sentence?
- Is there a logical sequence of ideas or events? Are the paragraphs in the best order?
- Is everything spelled correctly? (Don't rely solely on a spell checker!)
- Does each sentence and proper noun begin with a capital letter? Is the punctuation correct for each sentence and quotation?

Writing Reflection

Take a few minutes to reflect on your current skills as a writer. Consider each question carefully and then circle the answer that best describes your feelings. Be honest in your answers—you won't be graded on this. This is just an exercise to help you recognize ways in which you are improving as a writer.

I can express myself clearly in writing.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I like the creative process of writing stories.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I enjoy doing research and writing about what I've learned.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I follow the writing process of revising, editing, and proofreading my writing to make it stronger.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I'm good at finding and correcting my mistakes during the editing and proofreading processes.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Afterward, write down one or two things you'd like to work on as you develop your writing skills.

Compare your answers to the writing reflection in lesson 1.

Learning Checklist

Use this learning checklist to track how your skills are developing over time and identify skills that need more work.

SKILLS	Developing	Consistent	Competent	Notes
Demonstrate skills in revising, editing, and proofreading				
Use a variety of sentence lengths and types				
Maintain consistency in tense				
Maintain consistency in perspective (first-person or third-person)				
Present ideas or events in a logical sequence				
Use accurate spelling				
Use correct punctuation				
Identify different types of literary devices				
Demonstrate the use of literary devices				

FOR ENROLLED STUDENTS

When you have completed your assignments, share them with your Oak Meadow teacher. If you would like feedback on your writing project before you begin revisions, let your teacher know.

Congratulations on completing the first semester of this course! Your teacher will review your work and write a semester evaluation. This will be posted on the Oak Meadow Gateway when it is complete. In the meantime, please continue to lesson 19.

Lesson

23

Code Talker or Aleutian Sparrow: Leaving Home

Learning Objectives

In this lesson, you will:

- Demonstrate first-person and third-person writing.
- Identify and correct shifts in verb tense.
- Analyze text to make inferences and predictions.

Reading

For the next three lessons, you have a choice between two literature selections:

- *Code Talker* by Joseph Bruchac
- *Aleutian Sparrow* by Karen Hesse

Choose one book to read, and then follow the assignments for that book.

- If you are reading *Code Talker*, this week read chapters 1–10 (“Boot Camp”).
- If you are reading *Aleutian Sparrow*, this week read the first half of the book.

Grammar Reading

Read the following sections:

- Shifts in Tense and Person
- Direct and Indirect Quotations

ASSIGNMENT SUMMARY: CODE TALKER

- ☐ Begin reading *Code Talker*.
- ☐ Read the grammar sections.
- ☐ Complete the grammar exercises.
- ☐ Answer questions related to the reading.

ASSIGNMENT SUMMARY: ALEUTIAN SPARROW

- ☐ Begin reading *Aleutian Sparrow*.
- ☐ Read the grammar sections.
- ☐ Complete the grammar exercises.
- ☐ Make predictions based on story events.
- ☐ Describe in visual form the relocation journey of the Aleuts.

Shifts in Tense and Person

When you write, it's important to keep the verb tenses consistent. Your readers will be confused if you shift randomly between past, present, and future. Read the following passage:

John was surprised when Professor Smith summons him to her office. He takes an anthropology class from her last year. He did not do well and never expects to see her again. She will smile when John walked in.

Can you feel how the frequent shifts in time make it confusing? Here's the same passage with the verb tenses in agreement:

John was surprised when Professor Smith summoned him to her office. He had taken an anthropology class from her last year. He had not done well and never expected to see her again. She smiled when John walked in.

In addition to shifts in time (verb tense), you want to be careful with shifting between different **points of view**. You probably know how to write in first, second, or third person. First-person perspective refers to your own point of view, and uses personal pronouns such as *I*, *we*, *our*, and *mine*; first person is often used for letter writing, memoirs, opinion papers, and other personal writing. Second person is used to refer to another person directly, and uses personal pronouns such as *you* and *yours*; second person is often used for giving directions or instructions. Third-person writing uses a point of view that refers to people and objects as *he*, *she*, or *it*, as though looking at the situation objectively from the outside; this is the most common form to use in fiction and expository (informational) writing.

First person: I wandered down the dusty road.

Second person: You take the first right when you get to the stop sign.

Third person: She put the cookies on the picnic table and looked around the park.

When writing, you need to be aware of the point of view (which “person” you are using to write) so you don't shift from one person to another. The following sentences show what happens when you have a shift in person.

I love to cook and keep a well-ordered kitchen; otherwise you may not be able to find all the necessary items. A cook needs a tidy kitchen.

The first sentence starts in first person and shifts to second person, and then the third person is used in the final sentence. It all feels disjointed. Sometimes writers try to avoid awkward gender references by shifting person, but that just creates more problems, as seen here:

A student should be alert in class so you won't miss something important.

This sentence starts in third person and shifts to second person. There are several ways to fix this:

A student should be alert in class so he or she won't miss something important.

Students should be alert in class so they won't miss something important.

A student should remain alert in class to avoid missing something important.

Unless you are doing creative writing in which you are attempting to set a particular tone, do not use *you* unless you are referring directly to the reader.

You could tell it was going to rain.

The sentence above does not actually refer to the reader, so it shouldn't use the second person perspective. Here's how the information might be conveyed using first and third person:

I could tell it was going to rain.

It was obvious it was going to rain.

Whatever tense or perspective you use, keep it consistent throughout your writing.

Direct and Indirect Quotations

A **direct quotation** is a group of words that are the exact words said by someone. One form of direct quotation is found in dialogue. An **indirect quotation** gives information about what someone said without directly quoting their exact words. Look at these examples:

John said, "I'm not going." (direct quotation)

John said he wasn't going. (indirect quotation)

Macie complained, "I feel awful." (direct quotation)

Macie told me she was sick. (indirect quotation)

Always capitalize the first word of a direct quotation. Enclose the words of a direct quotation in quotation marks. The ending punctuation mark goes inside the quotation marks.

In writing conversation or dialogue, make a new paragraph each time there is a different speaker. It's also important to make it clear who is speaking. Most of the time, you can use variations of *he said/she said*, but there are many other ways to identify the speaker:

Jane complained, "My foot still hurts."

"Time to leave!" yelled Mom.

Kit replied, "I'll go now!"

Jake thought a moment. "Yes, I think that's true."

You'll notice that the last example doesn't actually say that Jake is the one speaking, but it is clearly implied.

Grammar Exercises

1. Rewrite the following sentence using first person: *One should always be very careful not to shift from the first to second person when you are writing a paper.*
2. Rewrite the following sentence using third person: *When I write a paper, you should always check for shifts in person to make sure your writing is clear.*
3. The following paragraph is confusing because it constantly shifts in time. Place all the verb tenses in agreement. You can decide if you will write it in present tense, past tense, or another tense.

Randy wakes up excited. It will be the day of the big parade in town, which will happen once a year. He was marching in the parade. He will be riding his beautiful palomino horse. He waved, his horse prances, and the crowd is cheering. What a fun day it would have been!

4. Rewrite the following sentences to add correct punctuation and capitalization for the direct quotations.
 - a. I'm ready to go said Susan.
 - b. Mother asked where have you been all day?
 - c. The crowd chanted encore, encore!
 - d. Help me he pleaded please help me.
5. Write three sentences that include indirect quotations.

Literature Assignments: *Code Talker*

1. Answer the following questions after completing the reading for this lesson.
 - a. In chapter 1, Uncle tells Kii Yazhi the reason he has to go to the mission school is “not for yourself, but for your family, for our people, for our sacred land” (10). Have you ever done something “not for yourself”? What was it? Why did you do it?
 - b. Speculate—form a theory based on what you know—about why there is no word for *goodbye* in Navajo.
 - c. In chapter 5, the teacher compares Ned, who is an excellent student, to an “average white student.” How does this comparison feel to you?
 - d. Explain how boot camp was a little easier for the Navajos to endure than the white recruits.
 - e. At the end of chapter 10, Ned learns an important thing: “In many of the most important ways, white men are no different from Navajos.” What does he mean?

Literature Assignments: *Aleutian Sparrow*

1. After you complete the first half of the story, what predictions can you make about the rest of the book? Explain your predictions based on events that have already occurred or the actions or feelings of characters in the story.
2. Find maps that show the relocation of Aleut people during World War II. Create a visual depiction of the journey that the Aleut people endured during the relocation process, and where they ended up living. You might draw your own set of maps or create a picture story of what the journey might have been like. You can draw or collect photos of the differences between the landscape of their home and where they were moved. It is up to you how you communicate this information in a visual form.



Up for a Challenge?

Another book that tells about people having to leave their homes is *Echo* by Pam Muñoz Ryan. If you would like an extra challenge, read the book or listen to the audiobook. Look for similarities and differences in the situations faced by Native Americans, Aleuts, and Jews in Europe during World War II.

Learning Checklist

Use this learning checklist to track how your skills are developing over time and identify skills that need more work.

SKILLS	Developing	Consistent	Competent	Notes
Differentiate between and demonstrate first-person and third-person writing				
Identify and correct shifts in verb tense				
Identify and correct errors in punctuation and capitalization of quotations				
Analyze text to make inferences and predictions				



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