

Summer 1973

A Language Arts Curriculum for the Seventh Grade at Morgan Junior High School

Lois A. Fisher

Marianne McAfee

Follow this and additional works at: https://digitalcommons.cwu.edu/graduate_projects



Part of the [Curriculum and Instruction Commons](#), and the [Language and Literacy Education Commons](#)

A LANGUAGE ARTS CURRICULUM FOR THE SEVENTH GRADE
AT MORGAN JUNIOR HIGH SCHOOL

An Education Development Project
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
for the Requirements for the Degree
Master of Education

by

Lois Fisher

Marianne McAfee

August, 1973

APPROVED FOR THE GRADUATE FACULTY

Azella Taylor COMMITTEE CHAIRMAN

Doris E. Jakubek

J. Arthur Keith

CENTRAL WASHINGTON STATE COLLEGE

Graduate School

Final Examination of

Lois Ann Fisher

B.A., Western Washington State College, 1957

for the degree of

Master of Education

Committee in Charge

Dr. Azella Taylor

Mrs. Doris Jakubek

Dr. Arthur Keith

Student Union Building

Room 212

Thursday, August 2, 1973

8:30 ^ap.m.

Courses included in Graduate Study

Please note: Text on this page was redacted due to FERPA concerns.

BIOGRAPHICAL INFORMATION

PROJECT PROPOSAL BY MARIANNE MCAFEE AND LOIS FISHER

- I. Develop techniques to apply to seventh grade Language Arts to meet individual needs and the large numbers of students.
 - A. Use of varied group sizes, large group, small group
 - B. Individualizing
 - C. Track system, low, average, high
 - D. Describe setting, seminar rooms, large area, mid-area, etc.
 - E. Programmed work
 - F. Scheduling
 - G. Time line for team development (how much time for each unit, each type of activity, what will we cover?)
- II. Selection and utilization of materials to facilitate various phases of a seventh grade Language Arts program.
 - A. Use of materials we have now, books, paperbooks, units, records, boxed materials, etc.
 - B. Selection of materials needed
 - C. Sharing of units teachers have developed
 - D. Use of videotape for television shows, student projects (You Are There)
 - E. Use of experts, authors, travelers, artists as speakers
- III. Frequent evaluation of students through standardized tests, teacher made tests and prepared tests (Read magazine, etc.)
 - A. Help students recognize strengths and weaknesses
 - B. Develop a feeling of responsibility for improving their own work

A LANGUAGE ARTS CURRICULUM FOR THE SEVENTH GRADE

AT MORGAN JUNIOR HIGH SCHOOL

The goal of this project is to develop a meaningful program for Seventh Grade Language Arts. The factors to consider are the following: (1) handling large numbers of students, (2) meeting varied interests and abilities, (3) using available materials profitably and efficiently, (4) selecting specific skills and determining the amount of emphasis given the skills, (5) utilizing the physical setting.

Reduction of staff within our building has forced us to assume the responsibility for even more students. Each team is responsible for approximately one hundred forty students. The Language Arts teacher usually meets all of these students four times a week.

The reading level within this group ranges from Grade Three to Grade Twelve. Junior High Students are also characterized by a wide range of mental and physical maturity. Therefore, a wide variety of interests exists as well.

Many texts, workbooks and materials are available, but adequately using all these materials is important.

Another important factor is deciding what skills should be emphasized, when they should be introduced and how often they should be reinforced.

The physical setting of the instructional area lends itself to carrying out the project designed. The setting includes six large classrooms and two small seminar rooms. Two of the classrooms are

separated by a sliding wall to provide for large group.

The project is designed to appeal to each student's interests, provide him with flexibility, yet maintain sufficient structure so he will know what is expected of him.

Setting

The six seventh grade teachers work in a Bloc setting divided into two teams. All six teachers work together to (1) plan course material, (2) plan overall objectives, (3) share materials and ideas, (4) discuss time schedules, and (5) consider how to handle student problems.

The six teachers are divided into two teams. Each team has a Language Arts teacher, a Math teacher and a Social Studies teacher. A bloc consists of 140 students, 70 in the morning and 70 in the afternoon.

The team members meet to discuss obvious matters such as individual students' problems and weekly plans. The great advantage of the team, however, lies in the opportunity to manipulate the bloc schedule and the individual teacher class size. At the same time, teachers in the same subject areas work closely together. For instance, the two Language Arts teachers share materials, plan units, arrange for speakers and films.

Each team member has his own classroom which accommodates approximately 30 students. Larger student groups may be handled by sliding back the partition between two rooms. The library and the auditorium facilities may also be used. Two seminar rooms are available for small group use. Such flexibility in space allows for flexibility in group size.

The large group is used for showing films, listening to guest speakers, and presenting materials on video-tape and receiving instructions. On the other hand, the average group, about thirty, is used for reading, language and writing activities. Small group, ranging in size from two to twenty, allow the students to help each other, pursue matters of mutual interest, prepare for panel discussions, and plan bulletin boards.

The time line for team development is on the chart of skills and units at the beginning of the project. Students will be able to select alternatives and options each six weeks.

Individualizing

The program is individualized in two ways, by level of ability and by interest. Since the selections are on three levels, Easy (1), Average (2), and Difficult (3), the program is geared to allow students to make choices according to their reading ability.

The units and skills for the entire year are written on a separate chart, page 10. The year is divided into six week units some of which contain selections of more than one theme. These multi-theme units are called the Alternate Plan. For example, for the second six weeks on the chart, Superstition/Witchcraft, Mystery, and Science Fiction are offered as alternatives. An Alternate Plan offers students an opportunity to select a theme of their special interest within a unit.

In the other six weeks units, everyone reads selections based on a single theme. The plan is called the Option Plan because students have within the unit the option of selecting materials and activities. For example, "Movin' West" allows the students an opportunity to

concentrate on Indians or pioneers or cowboys.

Interaction Mode

1. Individual - Evaluation conferences with each student to discuss with the teacher their recorded work and scores.
2. Large group - Used for viewing films or listening to guest speakers or panel discussions by the students on various subjects.
3. Regular class size - Used for reading selections, skill activities, listening tapes and records and most teacher presentations.
4. Library periods - Used for checking out books and doing research.
5. Independent - Used for listening, writing and reading.

The team has been quite fortunate in having a variety of texts to use. Most of the texts have good supplemental materials. Discovery by Ginn and Wide, Wide World by Scott, Foresman are our basal readers. Thrust by Scott, Foresman is a supplemental text for reading and vocabulary skills, the SSCD method. Variations by Charles E. Merrill offers literature opportunities. Open Highways by Scott, Foresman is a high interest-low vocabulary text that has been designed for slow students but proves interesting for all levels. We have many personal copies of paperbacks as well as the Scholastic Animals series. A listening station and listening tapes by SRA and Charles E. Merrill will be utilized. A reference text that has proven very helpful is Language and How to Use It by Scott, Foresman. The writing skills are particularly helpful and inventive. Tressler's English 7 is our other text for Language Arts.

In looking for more material, we found Lyons and Carnahan's Young America Series #14 which is new, modern and appealing with a linguistic approach that lends itself nicely to our program. The

Principal has agreed to buy it and the Skillbook.

Most of the listening skills will be covered by a programmed listening activity by Science Research Associates. Some reading skills will be done in another SRA kit, but most activities have been prepared by the authors.

All of the units have been developed by the team either individually or together and then shared. For example, many of the units were collected and developed over a period of years by the authors.

In the unit plans, various ideas for student projects will be developed. For example, student presentations will be video-taped. Films and television shows will be utilized.

Whenever possible, authors will be invited to speak to the students such as adventurers, mountain climbers, travelers, newspapermen, magicians, experts on space, and members of special interest groups.

Evaluation

Examining students' records, observing student activities, and testing informally and formally at the beginning of the year will help us determine the students' strengths and weaknesses. In this program it is vital that the student know these scores and realize where he is in the various skills. Throughout the year it will be his responsibility to keep his records and have conferences with the teacher frequently to see what he has done, how he has progressed, and goals and plans for future work. A chart for each six weeks will be kept by the student and used as the conference instrument for the six weeks grading period.

In addition, periodic quizzes, SRA Skill tests, Scope Reading Tests, completion of work sheets and speed reading tests will help a student and the teacher observe his progress.

RATIONALE

This curriculum project was developed to appeal to the interests of seventh grade students and to make provisions for the various levels of learning ability.

Through past experiences in teaching junior high students, it was apparent to the authors that a structured but flexible program was needed. A systematic approach for the presentation of skills seemed important.

Grouping of students according to ability has been attempted. This approach was found to be unsuccessful and limiting to the interactions of students. Therefore, the idea of individualizing was conceived to develop a curriculum that would offer students choices of interest at their ability level.

Reading is related to the entire Language Arts program and it is essential that it be taught in relation to writing, listening, and speaking. Thus, the reading skills were integrated with the writing, language, listening and speaking programs.

Jeanne Chall (Young America bibliography number 5) states that the junior high school is a period of learning wherein the student continues to improve all reading skills acquired at earlier levels. Along with the improvement of past skills, there is increased emphasis on the ability to read critically—to find implied meanings, to draw inference, to distinguish between fact and opinion, to judge the authority of an author and determine his purpose.

Word study at this level is necessary to increase basic vocabulary, master phonetic analysis, study structural analysis of words and find definitions from context clues. Studies show that most intelligence testing, personnel selection, and aptitude measurement are based almost universally on vocabulary tests. Thus, emphasis on this aspect of Language Arts is essential to a student's future life.

Some of the provisions necessary for a successful reading program, according to Margaret J. Early, include the following points:

1. Continuous instruction in reading skills for all students.
2. Integration of reading skills with other communication skills, writing, speaking, and listening.
3. Cooperative planning by all teachers so skills will not be overlooked or overstressed.
4. Adjusted reading materials for slow, average and superior students.
5. Guidance in free reading.
6. Emphasis on the use of reading as a source of information as an aid to personal and social development, as a means of recreation.
7. Measurement of growth in skills by means of standardized and informal test.
8. Evaluation of the overall Language Arts program.

Guidelines for the development of this program evolved from our own experiences and from research findings previously mentioned. Ultimately, the increased learning of students is our goal in preparing this curriculum project.

T H E M E S K I L L S	'Movin' West'	Superstition Witchcraft Science Fiction Mysteries	Mythology	Sports and Adventure	Animals Authors Biographies	Humor	Newspapers
	1st six weeks	2nd six weeks	3rd six weeks	4th six weeks	5th six weeks	3 weeks of 6th six weeks	3 weeks of 6th six weeks
General Skills	Library orientation	Library card catalogue	Library references	Figures of speech	Explanation of information to cover in a biography	Understanding Humor from experience	General pattern for newspapers
Teacher-directed discussion	Study Skills neatness accuracy responsibility notebooks	Inference Explain Science Fiction Superstition (gossip, illness, ignorance)	Recognizing time- order and cause- effect relation- ship (<u>Thrust</u> p. 300) Explain 'Myth' Setting	Review sequence, inference, details, setting Predicting outcomes Explain 'essay'	Characteristics of biography	Using a thesaurus	Interpreting fact and opinion Political cartoons
Reading Skills	Main idea Sequence of events Details--stress mood, order of importance, plot development	Main idea Details Purpose Inference Comparing and contrasting	Setting Character traits and emotions	Characters Understanding motives and attitudes Comparing and contrasting Setting Author style	Main idea Point of view Author's purpose Character traits Details	Inference Identifying humor characteristics Devices for achieving humor	Fact and opinion Sources of information relevant irrelevant Bias Points of view
Language Skills	Vocabulary Spelling Dictionary Library orientation	Vocabulary Spelling Dictionary Language changes	Identify references to mythology Vocabulary Spelling Dictionary (<u>Young America</u> T.M. p. 54)	Summarizing and notetaking (Kit) Noun phrases Verb phrases (<u>Young America</u> T.M. p. 166)	Noun phrases Verb phrases Synonyms Antonyms Homonyms	Multiple meaning for words Connotation Figurative language	Critical reading Non-verbal symbols Characteristics of newspaper
Writing Skills	Images visual sensory Reports Paragraph writing	Images visual sensory tactual gustatory Detail--mood Paragraph writing Topic sentence	Character descrip- tion traits emotions	Character sketch (<u>Young America</u> Text p. 315) Personal experiences (essay) Figures of speech	Outlining (<u>Young America</u> T.M. p. 197) Description (<u>Lan- guage and How To Use It</u> T.M. p.358)	Parody Humorous exaggera- tion Setting description Personal humorous experience	Writing form for newspaper Summarizing Chronological order
Listening Skills	Main idea Sensory images Taking directions	Listening Kit #2 (sequence) Climax--story structure	Listening Kit #4 (notetaking)	Listening Kit #5 (summarizing) Also <u>Discovery</u> T.M. p. 401 - How to Summarize	Listening Kit #6 (cause-effect)	Recognizing forms of humor through records Also use Kit #9	Listening Kit #10 Fact and opinion (last 3 weeks)

LANGUAGE ARTS CURRICULUM SKILLS

UNITS 1 - 12

UNIT PLAN I

LANGUAGE ARTS CURRICULUM MCAFEE AND FISHER

Movin' West

<u>Reading Skills</u>	<u>Language Skills</u>	<u>Writing Skills</u>	<u>Listening Skills</u>	<u>Discussion Skills</u>
Main idea	Vocabulary	Visual and sensory images	Sensory image	Respect other's opinion
Sequence of events	Spelling	Vivid details	Listening for main idea	Discussion etiquette
Reading for detail	Dictionary skills	Research reports	Learning to take directions through teacher explanation of activity	
	Speech and Dialect p. 22	Paragraph writing p. 105		
	<u>Discovery Workbook</u>	Teacher's <u>Discovery</u>		
	Library orientation	which include main idea sequence detail		

SUPERSTITION AND WITCHCRAFT

<u>Reading Skills</u>	<u>Writing Skills</u>	<u>Language Skills</u>	<u>Listening Skills</u>	<u>Discussion Skills</u>
Inference	Teacher-directed	Vocabulary	Cassettes	Language change
Purpose	sensory images, tactal, gustatory, visual, etc. from	Spelling	The Witches in MacBeth, Act I, Scene 2	Gossip Unexplained illness
Details	<u>Language and How to Use It</u> p. 108	Language Changes Thy-Thine	Call It Courage record	Superstition
Compare and Contrast	Vivid Details Paragraph Writing		Tape Soft- Hearted Ghost	Ignorance

SCIENCE FICTION

Reading Skills

Purpose

Inference

Main Idea

Compare and
Contrast

Writing Skills

Visual
Imagery

Write Own
Science Fiction
Stories

Vivid Details

Sensory Image

Paragraph Writing

Language Skills

Vocabulary

Spelling

"Coining New Words"
(Skillbook p. 29
Young America)

Card Catalogue

Listening Skills

T. Direction

Purpose

Inference

Figurative Language

Coining New Words

Biography

Character Traits

Tapes

A Wrinkle in Time

Poetry

Records

Films

Reports

Speakers

Alan Nourse

MYSTERIES

Reading Skills

Purpose

Inference

Details

Comparing
and
Contrasting

Writing Skills

Minute
Mysteries

Vivid
Details

Visual
Imagery

Sensory
Imagery

Language Skills

Vocabulary

Spelling

Dictionary
Skills

Listening Skills

(Teacher
Direction)

Climax -
Story Structure

Witch Hunt
Discovery

Discussion Skills

(Teacher
Direction)

MYTHOLOGY

General Skills

Library - use of reference books

Recognizing time-order and cause-effect relationships

Understanding Myths

Reading Skills

Setting

Characters
Identifying traits and emotions

Language Skills

Identify references to Mythology

Vocabulary development

Spelling improvement

Dictionary usage

Writing Skills

Character description traits and emotions

Listening Skills

Notetaking improvement

SPORTS AND ADVENTURE

General
SkillsSequence and
inference
reviewDiscuss
predicting
outcomesDiscuss figures
of speechReading
SkillsUnderstanding
characteristics:
motives and
attitudesComparing and
contrasting
(review)

Sequence (review)

Inference (review)

Author style

Details (review)

Setting

Language
SkillsSummarizing and
notetaking

Noun phrases

Verb phrases

Vocabulary
developmentSpelling
improvementDictionary
usageWriting
SkillsPersonal
experiences
(essay)Research
reportsFigures of
speechListening
SkillsListening for
summarizing

AUTHORS/BIOGRAPHY 3 WEEKS

General
Skills

Explanation of
information to
cover for a
biography

Discussion of
biography
inspiration
character-
building

Reading
Skills

Point of view

Character traits

Author's purpose

Main idea

Detail

ANIMALS 3 WEEKS

Language
Skills

Noun phrases
expanding to
use adjectives

Verb phrases

Synonyms

Antonyms

Homonyms

Writing
Skills

Outlining

Description

Listening
Skills

Cause-Effect

AUTHOR/BIOGRAPHY 3 WEEKS

General
Skills

Explanation of
information to
cover for a
biography

Reading
Skills

Identifying
characteristics
of a biography

Detail

Character
traits

Point of
view

Author's purpose

Main idea

Language
Skills

Synonyms

Homonyms

Antonyms

Noun phrase

Verb phrase

Writing
Skills

Outlining

Description

Listening
Skills

Cause-Effect
#6

HUMOR

General Skills

Understanding humor from your own experience

Elements of humor:
exaggeration
slapstick
understatement,
etc.

Using
thesaurus

Reading Skills

Inference

Identifying characteristics of humor

Devices for achieving humor

Language Skills

Multiple meaning of words

Connotation

Figurative language

Writing Skills

Parody

Personal experience

Tall tale

Description

Listening Skills

Listening for elements of humor

Fact and opinion

Additional humor:
meaningful pause
whimsy
simple satire

READING ACTIVITIES NEWSPAPERS

Fact/Opinion

1. Young America
T. p. 97.
2. Young America
p. 41, 44, 45.
3. Discovery p. 182.
4. Open Highways
p. 46-47.

Source of Information

1. Open Highways
Skillbook p. 48-49.
2. Judging sources of
information p. 124
Discovery Workbook.
3. Early Submarines
p. 85-86 Discovery.

Relevant Importance

1. T. p. 75 Wide,
Wide World.
2. T. p. 101 Open
Highways.
3. P. 76 Open
Highways Skillbook.
4. T. p. 140 Open
Highways.
5. Read a Consumer
Report or Consumer
Bulletin. Compare
with ads.

Bias

1. Bias is
being for or
against some-
one or some-
thing that
inhibits
impartial
judgment.
Write a
newspaper
article for
or against
something to
change some-
one's opinion.

Point of View

1. Young America
p. 125, Place of
the Gods. This
story is written
from the point
of view of a
primitive person.
Re-write it in
your point of
view.

MOVIN' WEST

The first unit of our program will be an orientation to the library, to the units themselves, the expectations of neatness, accuracy, responsibility for having materials ready, like pencils, paper, etc. Directions will be given about keeping a notebook, how the spelling sheets will be used, and various study skills.

Writing skills of main idea expressed in the first sentence or topic sentence followed by the supporting ideas will be introduced.

Three or four reading skills only, will be introduced in each unit. They will be reinforced in the Language and Writing activities as well as being stressed in each reading selection.

New dictionaries, American Heritage School edition, with accompanying skill books will be utilized in this unit and most subsequent units.

Listening activities on an individual basis will be available for each student at the listening post.

Various sensory images such as visual will be introduced as additional writing skills.

Movin' West is a general term chosen to cover the various stories about cowboys, Indians, and pioneers. There is a wide variety of stories available for options or choices.

READING SELECTIONS

Discovery

"Squeak of Leather" p. 104

"Will James, Lone Cowboy" p. 98

"Humorist With a Rope" p. 425

Variations

"A New Type of Man" p. 194

"Stampede on Rim Rock" p. 198

"Music to Ride By" p. 204

"As Big As Life" p. 233

Thrust

"Harvey Kendall, Father Who Grew Up" p. 362

Wide, Wide World

"Oklahoma Land Run" p. 147

"Child Pioneer" p. 135

"Buffalo Dance" p. 104

Open Highways

"The Man Who Became a Mustang" p. 142

"Twilight Rider" p. 133

READING ACTIVITIES

Main Idea

"Child Pioneer" p. 136

1. Why was John Sager so determined to reach Oregon?

Sequence of Events

1. Place the following locations in the order in which the Sagers traveled.

- a) Soda Springs
- b) Blue Mountains
- c) Independence, Mo.
- d) Fort Hall
- e) Fort Boise
- f) Green River Rendezvous
- g) Whitman Mission

Detail

1. What happened to the Sager children at Whitman Mission? (plot)

2. How many of the children made the whole trip? (plot)

3. Describe how the Sager children solved problems such as a) river crossings, b) camp sites, c) food for themselves, d) food for the livestock, e) danger from wild animals, f) hostile Indians, g) loss of morale. (research)

"Oklahoma Land Run" p. 147

1. Oklahoma Land Run is a real historic event. Do you think Yancey was real?

- 1. Did Oklahoma Land Run occur before the Revolution?
- 2. Did Oklahoma Land Run happen after World War II?
- 3. What was the date of the Oklahoma Land Run?

1. Do you think any of the people in the Land Run had faults? If so, why? (create a model)

2. In pioneer days, certain work was assigned to women and other work to men.

Divide your paper in two sections, label Men and Women, and list some of the work considered man's work and woman's work. (research)

READING ACTIVITIES

Main Idea

"Buffalo Dance" p. 104

1. Chanuka and Neosho belonged to tribes that were long-lasting enemies. How did these boys happen to become friends?

Sequence of Events

1. Place the following events in the order in which they happened.
a) a moose wounded Neosho
b) Chanuka traveled to the land of the Dakotahs
c) the chief orders Chanuka to go away

Detail

1. Discover details in the story that involved actual Indian life like a) reading signs, b) treating wounds, c) knowing animal ways, d) use of a boat, e) getting food, f) youth and elders.

Open Highways

"The Twilight Rider" p. 133

1. Did the author have any particular reason for writing the story?

1. During what season and in what year did Ed begin working for Brandy?
2. How long did the job last?
3. How much time passed before Bradey and Matthews learned that Ed knew about the ghost dog?
4. In what year had Jacobs come to live in the cabin?
5. What month was it when Jake was caught in the storm?
6. What time of day did Jake die?
7. What time of day did Foxy ride?
8. After his master died, how much time passed before Foxy began his twilight rides?

1. Was Ed a superstitious person? What detail can you find to support your answer? (details to determine character traits)

READING ACTIVITIES

Open Highways

"The Man Who Became a Mustang" p. 142

Main Idea

1. Why is Bob Lemmon considered a legend? What is a legend?

Sequence of Events

1. List, in order, how Bob Lemmon captured the mustangs.

Detail

1. Why were horses more valuable than cattle?
2. Is this detail important to the plot of the story?

Thrust

"Harvey Kendall, Father Who Grew Up" p. 362

1. Explain the title of the story. 1. What makes the boy feel different by the time the story ends?

1. Give at least two reasons why Harvey enters the roping contest.
(create a mood)
2. The boy's feeling about his father changes several times during the story. How does he feel about his father: a) when the story opens; b) after the roping event; c) when Cal Bennett comes looking for Harvey; d) at the end of the story.
(detail for plot)

READING ACTIVITIES

Discovery

"Will James, Lone Cowboy" p. 98

Main Idea

1. How did Will James discover he could draw?

Sequence of Events

1. Place in outline form the following scrambled main ideas and supporting details.
(ditto - T.M. Discovery p. 110)

Detail

1. List some of James early experiences as a cowboy.
(dev. of plot)

"Humorist With a Rope" p. 425

1. How did Will Rogers become a humorist?

1. Why did he feel rope was so important to a cowboy?
(plot)
2. List some of the uses of the word "rope" in a cowboy's language.
(research)

VOCABULARY SPELLING LISTS (5)

(1)

exceed
clannish
fierce
wound
flank
advent
epic
rabble
personal
dire
compass
supple
tomahawk
toboggan
chipmunk
skunk
hickory
factor
hazed
vendor
arena
theater
frequent
drought
lariat
virgin
surrey
gaunt
fracas
blackjack
curdle
mustang
gulch
maze

(2)

cumbersome
prearrangement
preclude
suppressed
supple
absolute
sentiment
monotony
atmosphere
memorize
derelicts
penetratingly
diluted
analyst
exaggerated
disadvantage
reluctant
tenantless
caribou
woodchuck
foundered
indignity
anatomy
wrangler
circulate
odyssey
chaos
herdsman
torment
champion
competition
footlights
catch-rope
footwear

(3)

especially
distinctively
activities
sufficient
encouragement
industrious
picturesque
noticeable
essential
reins
twilight
eventually
fought
vaqueros
tapaderos
chaparejos
conchas
ominous
spectral
precipice
inarticulate
discern
emaciated
rendezvous
pestilence
unsavory
impromptu
humanitarian
prolific
undulating
rhesus
presidio
fusillade
drought

VOCABULARY SPELLING LISTS (5)

(1)

foolhardy
tally to
taut
ranch
cowhand
outfit
hogtie
topnotch
toward
enough
design
native
devices
utensile
legend
stallion
special
contains
reckless
endure
squint
business
rough
realize
runaway
complete

(2)

cowhide
stockyard
knockabout
side-swipe
hard-and-fast
pivoting

(3)

querulous

RESEARCH ACTIVITIES

Chisholm Trail

Historic Cattle Drives

Western Heroes and Villains

Vanishing Wild Horse Herds

Gold Mines

Pony Express

Famous Cowboys

Mountain Men

Oklahoma Land Run

Wild Ponies of Chincoteague

National Cowboy Hall of Fame

Cowboys Wearing Apparel

ON YOUR OWN WRITING ACTIVITIES

1. Draw pictures of cowboys or horses showing costume and equipment. Do further research if necessary.
2. Make a time line of events which brought the cowboy to his present situation.
3. Draw pictures of cowboy's wearing apparel showing stages of change.
4. Collection of western artist's pictures.
5. Pretend you are one of the Sager children. You have just arrived at the Whitman Mission. Describe your first meal.
6. Write about the advantages and disadvantages of western life then and now.
7. Describe the setting of meals for cowboys and what was on their menu.
- * 8. Describe a character from a selection you read after which you would like to pattern your life. Use paragraph form, main idea in the first sentence, and follow through with supporting detail in other sentences.
9. Compare a television cowboy with a real-life cowboy.
10. From selections you have read, recall words that appeal to the senses, then write a description of a scene you know well. Use words that appeal to senses of sight, hearing, taste, smell, touch. Example, crowded school corridor.

11. As you read these selections, describe the visual images you produce in your imagination.

12. What does (or did) a horse mean to a cowboy? Write a paragraph with the main idea in the first sentence and supporting detail following.

Additional creative activities will be directed by the teacher with discussion of paragraph writing. Discussion of main idea expressed in the first sentence, supporting details in the order of importance stated in the rest of the paragraph and the use of first, second, then, third, etc., as connecting words in the paragraph.

LANGUAGE ACTIVITIES MOVIN' WEST

1. Use of Phonetic Key
Discovery Workbook p. 24

2. Guide Words
Dictionary Skills p. 25

3. Syllabication and Accent Marks
Dictionary Skills p. 30

4. Guide Words
American Heritage School Dictionary p. 8-9

5. Accent Marks
American Heritage School Dictionary p. 18-19

6. Evaluation of Dictionary Skills
Test

7. Speech and Dialect
Discovery Workbook p. 22

8. Oral reading and interpretation of
passages for speech and dialect
Discovery, "Squeak of Leather" p. 98

LISTENING SKILLS MOVIN' WEST

1. Listening for the main idea
Recording #3 Listening Skills
Program Intermediate Level II c

2. Sensory Image Listening to tapes
and music that set a mood and create
a setting for a paragraph or story.
Lois' file.

3. Learning to take directions
through teacher explanation of
activity.

4. Oregon Trail Listening for
sensory images. What pictures does
author make you see; what smells;
what sounds?

5. Listening for the main idea
P. 44 T. Discovery. Write main
idea in one sentence. Teacher
directed. Put some on the board
and discuss.

MOVIN' WEST LIBRARY BOOKS

James, Will, Smoky, the Cowhorse
" " Lone Cowboy, My Life Story
" " Horses I Have Known
Henry, Margarite, Misty of Chicoteague
" " Dear Readers and Riders
" " King of the Wind
" " Five O'Clock Charley
Parkham, Francis, Oregon Trail
Ferber, Edna, Cimarron
Grey, Zane, Riders of the Purple Sage
Wyatt, Edgar, Cochise: Apache Warrior and Statesman
Garst, Shannon, Jim Bridger, Greatest of the Mountain Men
Cooper, James Fenimore, The Last of the Mohicans
McMeekin, Isabel, Journey Cake
Sickels, E.M., In Calico and Crinoline
Daugherty, James, Of Courage Undaunted
Warren, W.S., Ride West Into Danger
Person, W.T., Trouble on the Trace

Non-Fiction

Lomax, John A. and Alan, Cowboys Songs and Other Frontier Ballads
Adams, Samuel Hopkins, The Pony Express
Cutler, Samuel, Famous Pioneers
Marriott, Alice, Sequoyah, Leader of the Cherokees
Daugherty, James, Marcus and Narcissa Whitman
Phelps, Netta S., The Valiant Seven
Warner, Ann S., Narcissa Whitman, Pioneer Girl

TEACHER'S INSTRUCTION SUPERSTITION, SCIENCE FICTION, MYSTERIES

This unit is an "Alternate Plan." Students may select one or more of the three themes. As an example, all reading selections in "Superstition" could be read if this is what they would like to do. Or they could select one or two selections from each of the other themes.

All students, regardless of what they read will do the language activities and listening activities. As usual, the writing activities will be selected by the students.

Teacher instructions to the entire group will include identifying science fiction and the many facets involving superstition and witchcraft practices in the past and present.

Mysteries will stress mood. Particular attention will be given to observing details for development of plot also.

Group Discussion will also include a continuation of observing images and paragraph writing with emphasis on topic sentence.

The library work will center around review of the card catalogue usage.

SUPERSTITION AND WITCHCRAFT READING SELECTIONS

Discovery

"Witch Hunt" p. 266

"Mafatu, Stout Heart" p. 88

Wide, Wide World

"Elmer the Worm" p. 240

"Mr. Whitcomb's Genie" p. 217

"The Soft-Hearted Ghost" p. 231

"Ghost of the Lagoon" p. 330

Open Highways

"The Lost Gold of the Superstitions" p. 148

"Nessie and Updating the News" p. 104

"A Night in the Old House" p. 367

Reading Just For Fun

"The Phantoms" p. 158

Young America Series #15

"The Sixth Sense"

"Poem Molly Means"

"Seven Day Terror"

Variations

"The Night the Ghost Got In" p. 242

READING ACTIVITIES SUPERSTITION AND WITCHCRAFT

Thrust

* All students do work in Thrust on inference and purpose p. 109, 137

Discovery

"Witch Hunt"

Main Idea

1. How did the villagers feel about the illness of the young people? the cause? the cure?
2. How did their fear help to explain their attitude toward the old Quaker woman?

Detail

1. List the remedies used to treat the sick people.
2. What religion were the people in the story?

Inference

1. How did religion enter the story?
2. What is a Quaker?
3. What religion were most of the people?

Compare and Contrast

1. Compare the treatment of an illness in Witch Hunt with treatment now. How is the treatment alike? How is it different?

"Mafatu, Stout Heart"

1. Mafatu is called a coward. Why?
2. How does Mafatu prove he is not a coward?
3. In what way do you think superstition played a part in his fear?

1. What were some of the tasks Mafatu had to perform in order to survive on the island?
2. In what 3 ways did Mafatu use bamboo in the story?

1. What did you infer about Mafatu from his decision to face the Sea God?
2. What did you infer about Mafatu from the manner in which he worked on the knife?

1. How is your life like Mafatu's? How is it different?
2. Find superstition and religion in the dictionary. From their definitions, tell how the two words are alike. How are they different?
3. Can a person be superstitious and religions at the same time?

READING ACTIVITIES SUPERSTITION AND WITCHCRAFT

"Elmer, the Worm"

Main Idea

1. There is a very famous theme in this story. Stu made a bargain with a worm. What were the parts of the bargain?
2. Why did Stu decide to withdraw from the bargain?
3. Who got the best deal?

Detail

1. Elmer was a worm but talked like a person. Can you think of other animals in books or stories that acted like people?

Inference

1. What was Elmer trying to do to Stu?
2. Was Elmer successful?

Compare and Contrast

1. Compare Elmer to the Genie. How are they alike? How are they different?

"Mr. Whitcomb's Genie"

1. Why is the Genie so special?
2. What things does he get for the Whitcombs?
3. Why does he leave the Whitcombs?

1. What purpose did the author have in mind when he wrote this story?
2. Do you think the story was humorous? Why?

1. Do the Whitcombs give up the lamp? Why?
2. How do you know Genie is different from other men?

1. List the following things under three titles: "Things to Eat", "Things to Wear", "Tools"
raisins, relics
rubble, harrow,
sandals, scimitar,
turban, pomegranates,
shingles, cider,
cruet, sawhorses,
crowbar, canapes
loincloth, tractor,
caviar

READING ACTIVITIES SUPERSTITION AND WITCHCRAFT

"The Soft-Hearted Ghost"

Main Idea

1. Egbert is the teenager of this ghost family. In what ways are his problems similar to those of most young people today? How are they different?

Detail

1. List Egbert's "failures".
2. In what ways was he different from other ghosts?

Inference

1. What characteristics would father expect in an "outstanding fine young ghost?"
2. How does this compare with what a real father wants for his son?

Compare and Contrast

"Ghost of the Lagoon"

1. What was the purpose of praying to Tupa, Ghost of the Lagoon?

1. Explain the relationship that each of the following has to the death of Tupa:
a) the dog
b) bananas
c) the rock called Tupa
d) Mako's spear
e) strong cord attached to it
f) thirty acres and a sailing canoe

1. What evidence is there in the story to show that Mako was wise in the ways of his kind of life?
2. What is meant by superstition? Is it only in primitive lands?
3. How do superstition and mystery add to the suspense of the story?

1. How does Mako's life differ from yours?

READING ACTIVITIES SUPERSTITION AND WITCHCRAFT

"A Night In the Old House"

Main Idea

Detail

1. List words that set the mood of the story.
Example, most terrifying.

Inference

1. How do elements of nature (rain, wind) help set the mood of the story?

Compare and Contrast

1. Compare Nell's attitude toward Georgie when he came to live with her family with her attitude after the night in the old house.

SPELLING WORDS SUPERSTITION AND WITCHCRAFT

(1)

fever
ghost
villager
sheet
hammerhead
shark
strong
dorsal
impact
foam
palm
stout
sharp
wary
proud
quick
thin
overcome
kind
harmless
relay
rubble
harrow
sandals
turban
relics
sash
sawhorse
crowbar
loincloth
eyelids
shade
gallows
exit

(2)

witchcraft
exhausted
cousin
mysterious
remedy
elder
stricken
imperative
deference
formidable
scruff
bamboo
basalt
fronds
coward
warrior
strength
humble
conquer
courage
tough
loam
legal
surge
raisins
cider
tractor
shingles
butterflies
beard
black-market
shrewd
goblin
specter

(3)

poultice
compelled
consternation
consorting
anguished
serene
infidel
wraithlike
tantalizingly
superstition
colonial
albatross
terror
christened
necessary
lagoon
recognize
companionship
leisurely
gratitude
hostile
deceit
courteous
cautious
prestige
comprehensive
scimitar
pomegranates
cruet
genie
persuade
doubtful
suspicion
priorities

SPELLING WORDS SUPERSTITION AND WITCHCRAFT

(1)

fortune
delight
crooner
scare
skeleton
example

(2)

citron
shadow
sprite

(3)

citizen
swarthy
apparition
phantom
wraith

LANGUAGE ACTIVITIES MYSTERIES - SCIENCE FICTION

1. American Heritage Dictionary Workbook
Guide words activities.

2. Dictionary skills workbook.
Phoenetic spelling. Write the words in true
spelling.

ON YOUR OWN WRITING ACTIVITIES SUPERSTITION

1. Superstitions in the Modern World. List as many as you can. Example, if a black cat crosses your path, it will be bad luck.
2. Why are black cats considered bad luck? Write a paragraph telling why you believe it is true or why you don't.
3. Why are people superstitious? Try to think of some reasons.
4. List some superstitions that sports figures have.
5. Write a paragraph entitled "Why I Never Walk Under Ladders."
6. Write a paragraph about the Most Superstitious Person I Know.
7. Look up either Witches or Witchcraft in the Encyclopedia. Take notes on the information in outline form.
8. Draw a picture of the Dolphin on the river in the fog.
9. Draw a picture of a Puritan man and woman showing the type of costumes that they wore.
10. Think of another ending for the story "Mr. Whitcomb's Genie."
11. Write a paragraph describing the Genie. Use specific language like scimitar for sword.
12. Using the story structure diagram, write the five important parts of Mr. Whitcomb's Genie.
13. Write a paragraph describing the reasons Egbert the Ghost was a failure.
14. Choose one story in this group and make up another ending.
15. Make up another story using the Genie and his Lamp for the Main Character. What would happen if someone used the lamp less wisely?
16. Write a paragraph using Mafatu was a clever workman as the topic sentence. Use skills he had as a basis of supporting sentences. Example, first he was able to make good rope. Then he made strong nets, etc.
17. Write a paragraph on one of the following: how to catch a fish, how to cook a fish, or how to build a lean-to.
18. Make a map of Mafatu's island. Include the barrier reef, the lagoon, the ocean, the village, and physical features of the island like streams, mountains, etc.
19. Choose a superstition and try to find where it came from. Good reference is the book Superstition, Here's Why.

RESEARCH ACTIVITIES SUPERSTITION

1. What is a genie? Where did they come from? Using library books and the encyclopedias, try to find as much information as you can on genies.
2. Make a map of the Polynesian Islands. Refer to Discovery Workbook.
3. What is rationing? How did it effect people during World War II? Interview your parents about rationing, use references and write a report about it.
4. Make a list of as many supernatural types as you can. Example, elf, gnome, etc.
5. Draw a picture of Frightened Town. You may use the book to get ideas. Try to show the mood of fear and distrust.
6. What is an outrigger? Draw a picture of one and label the various parts. List as many groups of people as you can that may use the outrigger.

DISCUSSION TOPICS SUPERSTITION

1. What is superstition?
2. Why do people become superstitious?
3. Can you be superstitious and religious at the same time? Can you think of a group of people who were?
4. What is religion? Do people all over the world have the same religion? Does religion ever include superstition?
5. Can religion overcome superstition?
6. Choose some friends to present a panel discussion on Superstition. Another topic for a panel could be Fears.
 - a) How can fears be faced and conquered?
 - b) How can one gain confidence in overcoming fears?
 - c) Can scientific knowledge help overcome some fears?

POETRY SELECTIONS

Young America

"The Demon of the Gibbet"

"Molly Means"

Discovery

"The Highwayman"

LISTENING ACTIVITIES MYSTERIES - SCIENCE FICTION

1. Listening Kit #2 (sequence)

2. Teacher reads a brief selection to group.
Students then write down the order of the
important happenings as they recall them
occurring in sequence. Class discussion
follows. This will be done once a week.

LIBRARY BOOKS SUPERSTITION, SCIENCE FICTION, MYSTERIES

Speare, Elizabeth George, The Witch of Blackbird Pond
" " " The Witches Bridge
Batchelor, Claudia DeLys, Superstitious? Here's Why
Sperry, Armstrong, Call It Courage
" " Lost Lagoon
" " Hull-Down for Action
Nordhoff and Hall, Mutiny on the Bounty
Stevenson, Robert Louis, Treasure Island
" " " The Bottle Imp
Jones, Louis, Spooks of the Valley
Irving, Washington, The Bold Dragoon and Other Ghostly Tales
Lawson, Marie, Strange Is the Sea
Irving, Washington, Rip Van Winkle
" " Legend of Sleepy Hollow
Embry, Margaret, The Blue Nosed Witch
Scarborough, Dorothy, Famous Modern Ghost Stories
Coles, Manning, Happy Returns
Rhine, Dr. Louisa, ESP
Dorian, Edith, No Moon on Graveyard Head
Doyle, Arthur Conan, The Hound of the Baskervilles
Key, Alexander, Escape to Witch Mountain
MacLeod, Charlotte, The Fat Lady's Ghost
Lewis, Clive S., The Lion, the Witch and the Wardrobe
" " " The Magician's Nephew
" " " The Last Battle
Lawson, Robert, The Fabulous Flight
Grahame, Kenneth, The Wind in the Willows
Carroll, Lewis, Alice's Adventures in Wonderland
Harris, Joel Chandler, The Complete Uncle Remus Stories
Norton, Mary, The Borrowers
Colum, Padraic, The Half-Pint Jinni and Other Stories

LANGUAGE SKILLS

Vocabulary Synonym and Antonym

Discovery Workbook

Spelling Form for choosing words and doing related work

Writing Skills

Teacher Directed

Language and How to Use It p. 108

List sensory images together

visual	gustatory
auditory	thermal
tactual	organic
olfactory	kinesthetic

Breakfast with the Circus People
The Rattler Strikes
Trapped with the Spider
Burned by Molten Silver
True Grit Pit Scene

Reading Skills

Teacher Directed

Story Structure

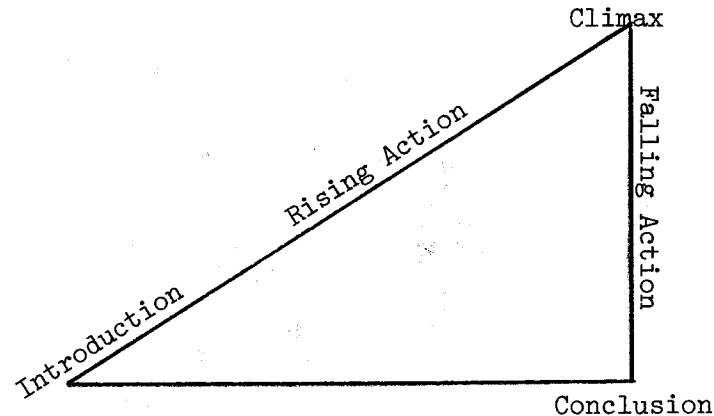
Introduction

Rising Action

Climax

Falling Action

Conclusion



SCIENCE FICTION READING SELECTIONS

Thrust

"All Summer in a Day" p. 14
Purpose p. 109, Inference p. 137

Young America #14

"The Place of the Gods" p. 125

"Life in 1990" p. 138

"Mr. Imagination" p. 205

"Are Flying Saucers Real?" p. 212

"Round the Moon" p. 185

"Time in Thy Flight" p. 223

Open Highways

"The Man Who Invented the Future" and
"A Journey to the Center of the Earth" p. 247

SCIENCE FICTION SKILLS

Thrust

1. (T. Manual Dittoed p. 12) "All Summer In A Day." Did Mr. Bradbury have a purpose other than just writing a "shocker"? What do you feel was his purpose?

2. "Purpose" and "Inference" Sections (Dittoed Material)

Young America

1. "The Place of the Gods" (Dittoed)
a) Setting and Fig. Language (Dittoed)
b) Why could this selection fit in with science fiction?

2. "Life in 1990"
a) What reason would Mr. Asimov have for predicting all the advanced he did in the section?
b) Why would these areas appear to need changing by 1990?
c) Dittoed work p. 145

3. "Mr. Imagination"
a) Jules Verne did not travel or experience a great deal in his life. What does this point out in the story about him as a writer? (His writings dealt mostly with his imagination.) Products of his mind, not his travels.
b) Outlining Main Ideas
Biographers Description of Verne
I. Verne's Early Life
II. Influences on Verne's Life
III. Verne's struggles
IV. Verne's later life

4. "Round the Moon"
a) Comparing and Contrasting (Dittoed)
b) Did Jules Verne have any particular purpose for writing this selection?
c) What facts would you need to know to write a story such as "Round the Moon"? List these facts.
d) Do you have some ideas as to the kind of person Jules Verne was after reading this selection?

5. "Are Flying Saucers Real?"
a) Comparing and Contrasting (Ditto)
b) Details text p. 221
c) Determining Authority text p. 221

6. "Time In Thy Flight"
a) Do you think Mr. Bradbury wants his readers to see a completely different race of human beings? If not, what is he trying to say about the Time Children?
b) How did you feel about the Time Children by the time you finished the story?
c) How many years do you judge that the Time Machine had traveled into the past?
d) What did you notice about the children?
e) What does this tell you about the Time Children's Society?
f) Text questions p. 227

SCIENCE FICTION SKILLS

Open Highways

1. "The Man Who Invented the Future"
2. "A Journey to the Center of the Earth"
 - a) Duplication master-scientific information.
 - b) What is the relationship between these two stories?
 - c) Pages 247-249. Main ideas. What do you think is the purpose of this selection?
DL pages 250-262. Write the details that you think are realistic. Write the details that you think are not possible.

SPELLING WORDS SCIENCE FICTION

(1)

banister
fantastic
polar
Nautilus
remarkably
inspired
reality
aroused
flourished
inactive
theory
enthusiasm
fuse
Stromboli
gravity
extinct
vivid

(2)

compound
concussion
consequence
eruption
octopus
repercussion
resilient
savor
suspend
tatting
tremor
tumultuous
vital
projectile
weightlessness
gravitation
inhabitants
optimistic
congested
conceive
microorganisms
justifiable
fraud
skeptics
rational
unique
accumulate
reluctant

(3)

inquisitive
cumbersome
barbaric
ritual
prohibited
banned
indisputable
envisioned
impudent
intellectual
sneered
delegated
calculated
stability
imperceptible
volition
caprice
disperse
accentuated
inevitable
controversial
unprecedented
alleviate
thermonuclear
desalinizing
coherent
phenomena

ON YOUR OWN WRITING ACTIVITIES SCIENCE FICTION

1. Make a list of predictions that you think will take place in the next 100 years.
2. Sketch some inventions you think might occur for the future.
3. Write your reasons for being a "science fiction bug" in order to convince others to enjoy science fiction stories.
4. Design a book jacket, poster or diorama to advertize a science fiction book you have read.
5. Write your own science fiction stories (remember prediction is imaginative thinking on factual information). Keep in mind topic sentences and complete paragraphs. Watch details that you use--set the mood! Use descriptions that will help the reader see, hear, feel what's taking place.

RESEARCH ACTIVITIES SCIENCE FICTION

1. Compile a list of science fiction authors, films, TV series, and comic books.
2. Write a brief biography of one of the famous science fiction authors. Keep in mind dates of important events, personality characteristics, family background, attitudes, work habits, education, problems, turning points and honors.
3. Write a brief account of some things that have actually occurred or have been invented because of science fiction stories.
4. Write three paragraphs about one of the planets so often used as a setting in science fiction stories. What planets do authors usually use in their settings?
5. Research on Stromboli.

LIBRARY BOOKS SCIENCE FICTION

Elam, Richard, Teen-Age Science Fiction Stories
Verne, Jules, 20,000 Leagues Under the Sea
" " Around the World in Eighty Days
" " Five Weeks in a Balloon
Keith, Donald, Time Machine to the Rescue
Wilson, Hazel, Herbert's Space Ship
L'Engle, Madeline, Wrinkle In Time
Bradbury, Ray, The Martian Chronicles
" " The Golden Apples
Key, Alexander, Escape to Witch Mountain
" " The Golden Enemy
Heinlein, Robert, Rocket Ship Galileo
" " Have Space Suit, Will Travel
Walters, Hugh, The Mohole Menace
Wells, H.G., War of the Worlds
Clarke, Arthur C., Dolphin Island
Silverberg, Robert, Planet of Death
" " Three Survived
" " Masks of Time
Greener, Leslie, Moon Ahead
Correy, Lee, Rocket Man
Winterfield, Henry, Star Girl
Norton, Alice Mary, Time Traders
Cameron, Eleanor, The Wonderful Flight of the Mushroom Planet
Del Ray, Lester, Marooned on Mars
Asimov, Isaac, Fantastic Voyage

MYSTERIES READING SELECTIONS

Thrust

"The Midnight Visitor" p. 46

"The Monsters Are Due on Maple Street" p. 274

Wide, Wide World

"The Mystery of Monsieur Pliny" p. 28

"The Phantom of the Bridge" p. 182

Open Highways

"Frightened Town" p. 213

"The Case of the Missing Fromage" p. 218

"Miss Hinch" p. 222

"A Night in the Old House" p. 367

MYSTERY SKILLS

1. List happenings that lead to the climax.
Use diagram anti-climax ending.
2. What clues were present to help solve the mystery?
3. List most suspenseful parts.
4. Compare character traits of heroes and villains in selections you read.

Thrust

1. "The Monsters Are Due on Maple Street"
Text questions pages 288-289.
2. "The Midnight Visitor"
 - a) What visual images help you to construct this story in your mind?
 - b) Do you think this incident could really happen?
 - c) Text questions p. 51.

Open Highways

1. "A Night In the Old House"
 - a) After studying the picture, what purposes might you have for reading this selection?
 - b) Summarize briefly the plot of the story.
 - c) What key words are used in this story to set the mood?

2. "Frightened Town" (also Dup #43)
 - a) Was the author's purpose in writing this selection to inform you or entertain you?
 - b) How did people react to the old man?
 - c) How did they change their usual pattern or behavior?
 - d) Why did they act that way?
3. "The Case of the Missing Fromage"
 - a) Is attention to details important in this kind of story?
 - b) What details prepare you for the end of the story?
4. "Miss Hinch"
 - a) How does the title, the headings, the illustrations and the first sentence in the story help you understand the author's purpose?
 - b) How did the setting of this story help set the mood?

Wide, Wide World

1. "Mystery of Monsieur Pliny"
Use general skill tasks listed at beginning of skill list.
2. "Phantom of the Bridge"
 - a) Text exercises p. 191 (all)

SPELLING WORDS MYSTERIES

(1)

strummed
 disguise
 steeple
 clergyman
 extraordinary
 stumped
 Broadway
 imitate
 imitations
 wag
 scrawled
 stout
 flickering
 heartless
 rare
 virus
 ailing
 sinister
 slither
 timid
 vivid
 tense
 pelted
 torrents
 brandishing
 distract
 measure
 (for good measure)
 intervals
 muffled
 groggily
 hubbub
 wringing

(2)

carbine
 renegade
 appalling
 caliber
 unerring
 diameter
 implied
 moccasins
 examined
 deliberately
 occasionally
 transparent
 realized
 confidence
 placatingly
 character
 persisted
 exhaustion
 heddeously
 inhospitality
 eerie
 lithe
 caissons
 apertures
 cubicle
 cadmium
 foiled
 distraught
 volition
 eddied
 void
 recessed
 symbol
 cribbing
 pierheads
 plaque

(3)

ajar
 appraise
 casual
 confidentially
 deft
 disillusioned
 espionage
 furtive
 hospitable
 ingenuity
 ironic
 persuasive
 wheeze
 antagonism
 incriminate
 menace
 metamorphosis
 idiosyncrasy
 incisive
 contort
 converge
 prejudice
 revelation
 defiant
 infinity
 interject
 scapegoat
 shroud
 stifle
 transfix

ON YOUR OWN WRITING ACTIVITIES MYSTERIES

1. Write a minute mystery.
2. Make a book poster, book jacket or diarama about the mystery you most enjoyed.
3. Write a mystery story. Be sure to keep your details in mind. Also use images that will help the reader feel, see, and hear what's going on. Decide how you will set the mood in your details.

RESEARCH ACTIVITIES MYSTERIES

1. Compile a list of famous mystery writers.
2. Write a brief account of the life of a famous mystery writer such as Sir Arthur Conan Doyle. Keep in mind your topic sentences and complete paragraphs.
3. Do research on becoming a detective.

FILMS MYSTERIES

Add Something More (Library)

We Discover the Dictionary

Lady or the Tiger

LIBRARY BOOKS MYSTERIES

Arthur, Robert, Spies and More Spies
Arthur, Ruth, The Whistling Boy
Bennett, Joy, Deathman, Do Not Follow Me
Biber, Yehoosh, The Treasure of the Turkish Pasha
Bova, Ben, Out of the Sun
Cavanna, Betty, Mystery at Love's Creek
Clopp, Patricia, Jane-Emily
Corbett, Scott, Diamonds Are Trouble
Dorian, Edith, No Moon on Graveyard
Head, The Twisted Shadow
Doyle, Arthur Conan, Adventures of Sherlock Holmes
Francis, Dorothy, Mystery of the Forgotten Map
Gohman, Fred, Spider Webb Mysteries
Howe, Janet, The Mystery of the Marmalade Cat
Johnson, Annabel and Edgar A., A Golden Touch
Kjelgaard, Jim, Hidden Trail
MacDonald, Zillah, Marcia, Private Secretary
Nelson, Marg., Mystery at Land's End
" " Mystery at Little Squaw River
Pease, Howard, The Jinx Shop
Turngren, Annette, Mystery Wals the Campus
Wehnen, J.D., The Golden Hill Mystery
Wilson, Holly, Snowbound in Hidden Valley

TEACHER'S INSTRUCTION MYTHOLOGY

Teacher-directed discussion will aid the students in clarifying the characteristics of a Myth. It will be necessary to stress the use of glossaries, dictionaries, and encyclopedias in this unit of work as much will be done in the way of research activities.

The reading selections from texts are limited; therefore, outside reading sources, research writing activities and posters will take priority.

This unit will require a great deal of time to develop. Students will use considerable classroom time as many of them will be using resource books from the library.

There are many reference books for the teacher to use to read aloud to the classes and for their own use in discussion. Two excellent texts, of which only one copy is available, are Moments In Literature (Houghton Mifflin) and Projections in Literature (Scott, Foresman). For the teacher's benefit, there is a list of Greek and Roman names for the same god and the particular thing for which that god was noted in the Teacher's Manual of Wide, Wide World, page 228. An additional reference is "The Greek Myths" by Robert Graves.

A unit of work on how ideas are connected is presented in Thrust, page 300. It deals with time-order and cause-effect relationships. This work will be integrated into the six weeks period.

Young America

"Origin of the Seasons" p. 30

"Daedulus" p. 168

"Jason and the Golden Fleece" p. 334

Wide, Wide World

"The Three Golden Apples" p. 440

"The Quest of the Hammer" p. 447

Open Highways

"The Trojan Horse" p. 332

"A Dream That Came True" p. 339 and
"Archeologist's Discovery"

The Greek Gods (paperback)

READING ACTIVITIES MYTHOLOGY

Young America (The activities listed below are for all three selections.)

"Origin of the Seasons" p. 30

"Jason and the Golden Fleece" p. 334

"Daedulus" p. 168

Character Sketch

1. The gods and goddesses had powers which were supernatural. However, their emotions were human. List those traits of the characters in the story which displayed human emotions. Be sure to have the name of the god written down.
2. List the role of the gods and goddesses about which you have read. Example, Zeus - supreme ruler in Greek mythology.
3. Are there any character traits among the gods and goddesses that are alike? Name them.
4. Are there any gods or goddesses that you feel would get along well together? Name them and explain why.

Setting

1. The setting of a story usually involves the place, time, and the conditions or manner in which one lives. Phrases and words are used to make a scene vivid. Use phrases or words from the selections which describe the setting of each story. Write the title of the selection and under this place each of the three words so that you can form columns for your answers. (Further instructions will be given by the teacher).
2. From what you know of the various story settings, would you like to live as the gods did? Explain your answer.

Understanding Myths

1. Compare our modern explanations of natural phenomena with those explanations presented in myths. Some myths also have a moral lesson just as a fable does. Did any of the selections you read have a moral lesson? Name the story and the lesson.

READING ACTIVITIES MYTHOLOGY

Open Highways

"The Trojan Horse" p. 332

Source of Events

1. Cause-effect relationship.
Duplicating Master #60 (part 2). Duplicating Master #61.

Setting

1. Who was Athena? Why did the Trojans think the Greeks built the horse as an offering to her?
2. How did the Trojans explain the deaths of Laocöön and his sons?
3. While the Trojans feasted, why did they leave their city unguarded after they had carefully protected it for ten years?

Interpreting a Map

1. Open Highways
Skillbook p. 124.

Identifying Characters

1. Duplicating Master #60. Names will be in Glossary if not in the reading selection.

"A Dream That Came True" p. 339

Main Ideas

1. Open Highways
Teacher's Manual p. 165 (Teacher Dittoes).

Time Relationships

Teacher's Manual p. 165 (Ditto).

Interpreting a Map

Skillbook p. 126

Decoding a Message

Skillbook p. 127

READING ACTIVITIES MYTHOLOGY

Wide, Wide World

"Three Golden Apples" p. 440

Noting Details

1. Text questions p. 454. Do #3.

Setting

1. In what area or areas does this myth take place?
2. What areas in our country might have been used?

Character Sketch

1. Text questions p. 446. Do #2.

Realism vs. Fantasy

1. Text questions p. 446. Do #3. Also Skillbook p. 99.

"The Quest of the Hammer" p. 447

1. Write a brief paragraph describing the setting of this myth.

1. Text questions p. 454. Do #2.

1. Text questions p. 454. Do #6.

SPELLING WORDS MYTHOLOGY

(1)

pride
vanity
evil
execute
jovial
abundant
famine
feat
tremor
smote
taut
devoured
quaint

(2)

punishment
ingenious
hovered
impulse
avenged
caressed
wrought
centaur
scepter
prow
endued
phial
mettled
masquerade

(3)

phenomena
vengeance
decreed
pomegranate
centaur
prophetic
brazen
phial
covenants
adament
masquerade

ON YOUR OWN WRITING ACTIVITIES MYTHOLOGY

1. Make up a myth of your own. You might like to make up the names of the gods. Also, keep in mind the setting and the character traits you want for your myth. Remember: Myths are stories that explain something about nature or people in terms of the supernatural. A myth can also teach a lesson or moral about life. Also, as in "Jason and the Golden Fleece", the idea that a great hero sets things right against impossible odds, creates a popular mythical story.
2. Draw pictures of the gods or goddesses that represent the characters in your own story.
3. Draw pictures of the gods and mythical characters you have read about.
4. Make up ads, trade names or space ship names that are not already being used.
5. Work up a modern version of one of the Myths that might be suitable for TV.

LANGUAGE ACTIVITIES MYTHOLOGY

1. Dictionary Work. Identifying references to Mythology in words, trade names and advertising, page 54, Young America Teacher's Manual. Also, page 57, using the dictionary for the pronunciation and etymology of a word.

2. Young America Skillbook. Word histories page 7. Classifying folklore page 8. Understanding myths p. 33.

RESEARCH AND WRITING ACTIVITIES MYTHOLOGY

1. Many mythological characters and places are used now as trade names and in advertisements as well as in our space program. List at least five of the names now used.

2. Using an encyclopedia, library book or dictionary, draw pictures of one or more of the gods or goddesses from mythology.

3. Using a reference book, draw a map of the area described in one of the reading selections concerning the setting of the story.

4. Select five gods or goddesses and write down the important information found in a reference book. Be sure to include personal characteristics and emotions.

5. In the Young America text on page 99, there is a story about a present-day boy. The story is called "Antaeus." Read this story then discover why it was entitled as it was. Antaeus was a character in Greek mythology. Compare T.J. and Antaeus. You will need to check in an encyclopedia about Antaeus.

6. Mythology comes from many lands other than Greece. What other countries or peoples have myths? You might enjoy reading some of those as a comparison to those you have read.

7. What is the relation of astrology to Myths? Write up your findings.

8. Write a report about one of the stories of a known constellation.

LISTENING ACTIVITIES MYTHOLOGY

1. Notetaking - Listening Kit #4
2. Reports by Students

SPEAKER MYTHOLOGY

Mr. David Burt - Central Washington State College

FILMS MYTHOLOGY

Orpheus and Eurydice

Life in Ancient Greece: Home and Education

Life in Ancient Greece: Role of the Citizen

Eagle and the Moon

Search for Ulysses (use at end of unit)

LIBRARY BOOKS MYTHOLOGY

Hamilton, Edith, Mythology
Hawthorne, Nathaniel, Wonder Book
" " Tanglewood Tales
Elgin, Kathleen, The First Book of Mythology
" " Norse Legends
Cox, Miriam, The Magic and the Sword
Coolidge, Olivia, Greek Myths
" " Legends of the North
Hosford, Dorothy, Thunder of the Gods
Colum, Padraic, Children of Odin
Undsett, Sigrid, True and Untrue
" " Other Norse Tales
Pyle, Katherine, Heroic Tales from the Norse
Kottmeyer, William, The Trojan War
Selden, George, Heinrich Schliemann: Discoverer of Buried Treasure
Evslin, Bernard, The Adventures of Ulysses
" " Heroes, Gods and Monsters of the Greek Myths
Untermeyer, Louis, The Firebringer and Other Great Stories

TEACHER'S INSTRUCTION SPORTS AND ADVENTURE

The two unit themes offer students alternate choices. They may work in one or the other or both theme areas. The skills vary but have been presented previously or reinforced later on. This unit offers a great variety and lends well to personal experiences, feelings and attitudes. It offers an opportunity for developing and reinforcing positive and worthwhile attitudes and value judgments. Also, the unit provides excellent opportunities for student discussion and interaction.

This is a good time to review inference and sequence as well as discussing prediction of outcomes. Figures of speech are particularly well represented in sport and adventurous settings. The student has the opportunity to observe through his own figures of speech as well as TV and newspaper reports daily.

A good discussion of "setting" is in the Teacher's Manual for Variations page 12. Use of this material will benefit all students.

Figures of speech will be discussed with the students. Identifying similes, metaphors, hyperboles, etc., will be stressed.

READING SELECTIONS SPORTS AND ADVENTURE

Young America

"Art Arfons - Fastest Man on Wheels" p. 354 (1,2,3)

"A Small Victory" p. 402 (1,2,3)

"The West Siders" p. 298 (2,3)
(part of the novel The 23rd Street Crusaders)

Wide, Wide World

"Stretch Makes A Basket" p. 15 (1,2,3)

"Minute Man" p. 50 (1,2,3)

"Jim Thorpe, Greatest of Them All" p. 424 (1,2,3)

Variations

"I Ran and Ran and Ran" p. 31 (2,3)

"The Great Drop Game" p. 65 (1,2,3)

"The Bad Kid" p. 71 (1,2,3)

"No One But The Babe" p. 78 (1,2,3) (bonus reading)

"Joey's Ball" p. 82 (1,2,3)

Open Highways

"Bull Pen Catcher" p. 10 (1,2,3)

"Through The Clubhouse Doors" p. 29 (1,2,3)

Thrust

"Just Try to Forget" p. 149 (2,3)

"The Old Cardinal Spirit" p. 232 (1,2,3)

"Stainless Steele" p. 409 (2,3)

Discovery

"Kid Brother" p. 134 (2,3)

"Skiing In A Nutshell" p. 147 (1,2,3)

"Won By A Hair" p. 158 (2,3)

"The Story of Basketball" p. 178 (2,3)

"Secrets of A Champion Athlete" p. 185 (1,2,3)

READING ACTIVITIES - SPORTS AND ADVENTURE

The following activities are for all three texts, Young America, Variations and Wide, Wide World. At least three selections should be read before activities are given.

Young America

"Art Arfons - Fastest Man on Wheels" p. 354

"A Small Victory" p. 402

"The West Siders" p. 298

Wide, Wide World

"Stretch Makes A Basket" p. 15

"Minute Man" p. 50

"Jim Thorpe, Greatest of Them All" p. 424

Variations

"I Ran and Ran and Ran" p. 31

"The Great Drop Game" p. 65

"The Bad Kid" p. 71

"No One But The Babe" p. 78 (bonus reading)

"Joey's Ball" p. 82

"Shago" p. 91

Character Traits

1. From two selections you read, write down four passages that told you what the main character was feeling. After each passage, write a word or words that describe those feelings. Example, "Jeanie's heart beat so fast, it made a mist come before her eyes." nervousness

Compare and Contrast

1. Compare the human emotions of four persons in your reading selections to those of the gods in the myths. Write their names and tell the emotions they had in common.
2. Which characters from the selections you read showed a growth in their personality? Explain your answer.

Sequence

Do #1 or #2
1. Skillbook p. 65 Young America.
2. Write the title of the selections read. After the title tell whether the story was written (1) in chronological order; that is were the events told in the order in which they happened, or (2) were the events written in the order of their importance, or (3) cause-effect order used. Remember: In this type of sequence, one event may cause another event to occur, which in turn may cause another event to happen.

Inference

Skillbook p. 65, Young America.

Open Highways

"Bull Pen Catcher" p. 10

Character Traits

1. Write down the passage that shows Artie's (1) patience p. 10, first paragraph, (2) team spirit p. 14, third paragraph, (3) perseverance (to keep trying) p. 18, last paragraph.

Compare and Contrast

1. What is the difference between a 'bull pen catcher' and a regular catcher?

Sequence

Open Highways
Skillbook, p. 10.

Inference

"Through Clubhouse Doors" p. 20

1. Open Highways
Skillbook p. 11.

1. Is there any comparison between the main character in "Bull Pen Catcher" and "Through the Clubhouse Doors"? Explain your answer.

1. List the events that happened in Joe's life which helped him reach his goal. Be sure they are in the order in which they happened.

1. How do you think Joe and the other boys felt about the equipment they used?
2. Do you think it was better for Joe that he didn't know he was warming up a famous pitcher? Why?

READING ACTIVITIES SPORTS AND ADVENTURE

Thrust

"Just Try To Forget" p. 149

Character Traits

1. How do you know what is going on in the mind of Mr. Dobson? Describe his feelings.
2. Are you told how Mrs. Dobson feels or what she thinks? Can you describe her feelings?
3. Are you able to tell what Larry thinks and feels? Explain.

Compare and Contrast

1. Compare this story, as it describes a swim meet and a real-life swim meet. Do you think this story is accurate as its description of a regular swim meet? Explain your answer.

Sequence

1. When a series of events are told in the order in which they happened, they are told in time-order. When something makes something else happen, there is a cause that leads to an effect or a result. This, of course, is called cause-effect relationship. Which is this selection? If it has both qualities, it is a combination relationship.

Inference

1. Text questions, p. 154-155. Answer 1b, 2c, 2d, 3c, 4a, and 4b.

"The Old Cardinal Spirit" p. 232

1. What character traits did Mr. Gale have?
2. What was Danny's attitude toward his father?

1. Compare the problems Danny faces with the problems his father faces.

1. List in order the things that happened to Mr. Gale up to his present job as building superintendent.

Text questions, p. 240.

Thrust

"Stainless Steele" p. 409

Character Traits

1. Describe the character traits of Mr. Steele, Stanley, Mr. Riley, and Joe.

Compare and Contrast

1. Text questions p. 417. Do #3 and #5.

Sequence

1. List six incidents that changed Joe's attitude from not caring to caring and becoming involved in Stanley's problem.
2. Text question p. 417. Do #2.

Inference

1. Text question p. 417. Do #3.

Discovery

"Secrets of a Champion Athlete" p. 185

1. Text question p. 190. Do Exercise 2 (part A).

1. Text p. 190, Exercise 2 (part B).

1. Text p. 189-190. Exercise #1.

1. Why do you think Jesse Owens was able to live up to the "three secrets" he described in this story?

Discovery

"Won By A Hair" p. 158

Character Traits

1. Text question p. 170 "Understanding Character". Do #3 and #8.

Compare and Contrast

1. Compare the way Jimmy and Luke treated C.B. in the beginning of the story with the way you have seen new people treated by others or the way you have been treated by others if you were a new person in a group.

Sequence

1. What day did Luke meet C.B.?
2. List the main events that took place from the time Luke met C.B. until the contest was over. You should have five major incidents.

Inference

1. Text questions "Understanding Characters". Do #1, 2, and 5.

"The Story of Basketball" p. 178

1. Write four incidents that show Mr. Naismith was a person who accepted a challenge and solved problems with determination and using his imagination to create new ideas.

1. Text question p. 183. Do Exercise #2.

1. Discovery workbook, pages 40-41.

1. Text question p. 183-184. Exercises #3 and 4.

Discovery

"Kid Brother" p. 134

Character Traits

1. Text questions
p. 146. Do #1-3.

Compare and Contrast

1. Compare the
difference between
Terry's thoughts
and his actions.

Sequence

1. This story follows
a combined time-order
and cause-effect
relationship. In
other words, Terry had
things happen which
caused him to do other
things. Also, the
events follow one
another in order. The
plot follows a pattern
as given below:
a) Terry is introduced.
b) His goal is made
clear.
c) He fights to reach
his goal.
d) He is criticized.
e) He makes a decision.
Recall what happened
for each plot point and
write it down.

Inference

1. Why do you suppose
Terry hadn't thought
about the possibility
of his winning the cup?
2. What comment of
Mac's showed that he,
himself, was a fine
athlete?
3. Why do you think
Terry deserved Mac's
praise?

SPELLING WORDS SPORTS AND ADVENTURE

(1)

skirting
 infraction
 rashly
 guffawed
 disengaged
 indifference
 sarcasm
 lopsided
 curtly
 impact
 sliver
 canopy
 gauntlets
 momentum
 transfixed
 fatal
 converge
 undernourished
 images
 relay
 baton
 exulted
 retort
 quintet
 relieve
 sprint
 staring
 lunge
 bunt
 mechanic
 equipment
 catalogue
 previous
 strained

(2)

wrenched
 jurisdiction
 infraction
 contemptuously
 guffawed
 disengaged
 indifference
 infrequent
 reluctantly
 mimicked
 sarcasm
 deceptive
 scanned
 defiantly
 provoked
 curtly
 crescendoed
 barrage
 undernourished
 transfixed
 coveted
 reverently
 demoralized
 feint
 deflect
 maneuver
 intercepted
 consecutive
 acquired
 strategy
 gymnasium
 liniment
 disinfectant
 punctuated

(3)

defiantly
 infrequent
 sarcasm
 deceptive
 coveted
 reverently
 demoralized
 feint
 acquired
 disinfectant
 transparent
 indistinguishable
 pandemonium
 inadequate
 incredulous
 succession
 extracurricular
 forlorn
 harrowed
 pathetic
 tentative
 wistful
 equably
 envisioned
 retort
 feinted
 ovation
 ricocheted
 quintet
 staves
 slalom
 glowering
 alternate
 bayou

SPELLING WORDS SPORTS AND ADVENTURE

(1)

super
staves
slalom
glowering
overconfident
disqualified
preliminaries
disqualified
preliminaries
assurance
excel
potentials

(2)

transparent
indistinguishable
consoling
futile
commotion
megaphone
disqualified
inadequate
bunt
eligible
hysterics
succession
brood
comical
extracurricular
forlorn
grim
harrowed
obliged
pathetic
ridiculous
tentative
wistful
incredulously
equally
envisioned
retort
fainted
ovation
ricocheted
quintet
alternate
staves
slalom
chafed

(3)

quirk
strain
chafed
receptacle
suspended
sought
reflectively
skirmished
preliminaries
assurance
excel
potentials

SPELLING WORDS SPORTS AND ADVENTURE

(2)

receptacle
suspended
reflectively
skirmished
sought
devise
preliminaries
disqualified
assurance
excel
potentials

ON YOUR OWN EXTENDED ACTIVITIES SPORTS AND ADVENTURE

1. If you have a particular sport you follow or enjoy participating in, write a brief account. You could start an autobiography and include snapshots or original drawings at appropriate points.
2. Write a character sketch of a person who has had a decided influence on your life. Write, in detail, about two or three special traits of this person, giving specific incidents in which the traits are revealed. You may or may not mention the person by name, as you choose. This could be a famous person or someone you know and admire.
3. Write a paragraph in which you describe the sights and sounds and smells of a baseball game, a football game, track event, basketball, etc.
4. Write a few paragraphs about your favorite sport. Entitle it, "What Baseball Means To Me" (if it's football, basketball, etc., change the title to fit the sport. Give specific examples from your own experiences and feelings).
5. Collect newspaper clippings from the sports page for one week and underline figurative language used. Paste or staple clippings to paper to keep in your notebook.
6. Write a brief description of a personal experience you had fishing.
7. Write a "Fish Story". This, of course, is not a true story—just fishy!

LANGUAGE ACTIVITIES SPORTS AND ADVENTURE

1. Summarizing and Notetaking (SRA Kit)
2. Noun and Verb phrases (Young America, p. 166, Teacher's Manual.)
3. Dictionary usage (The American Heritage Dictionary)
4. Choosing the right definition (Activities Book p. 31-32)

-also-

Cross References p. 42

Choosing the right meaning p. 32

Parts of speech p. 34-35

Review p. 44

RESEARCH AND WRITING ACTIVITIES SPORTS AND ADVENTURE

1. Look up speed records for different types of racing: bicycle, boat, car, motorcycle, airplane, etc., covering a period of several years. If you wish, you can chart all the statistics on a graph to show comparative speeds and comparative rates of increase.
2. Do research concerning the history of the four-minute mile and the runners who have run the mile in less than four minutes.
3. Write a brief report on a sports figure you admire. Keep in mind the points covered in a biography. Include these points in your report.
4. Write a report on the history of skiing.
5. Find five similes and metaphors in newspaper articles in the sports section of a newspaper. Cut out the article and underline the similes and metaphors.

LISTENING ACTIVITIES SPORTS AND ADVENTURE

1. Summarizing - Listening Kit #5
2. Teacher-directed discussion on summarizing.
Discovery Teacher's Manual p. 401

LIBRARY BOOKS SPORTS AND ADVENTURE

Fishing

Furman, A.L., Teen-Age Fishing Stories
Kipling, Rudyard, Captains Courageous
Robinson, G., Sign of the Golden Fish
Due, Soe, Sea Roots

Baseball

Tunis, John R., Schoolboy Johnson
Walden, Amelia, Queen of the Courts
Flood, Richard, The Fighting Shortstop
Coombs, Charles, Sleuth at Shortstop

Track

Jackson, Jesse, Anchor Man
Scholz, J.V., Split Seconds: Tales of the Cinder Tracks
Miers, E.S., The Kid Who Beat the Dodgers
Frick, C.H., Patch

Tennis

Carse, Robert, The Winner

Overcoming Handicaps

Boynick, D.K., Champions by Setback
Herman, William, Hearts Courageous
Felsen, Henry, Bertie Comes Through

Skiing

Furman, A.L., Granite Harbor

Football

Archibald, Joe, Touchdown Glory
Dick, Trell L., Tornado Jones
" " " Tornado's Big Year
Van Riper, Guernsey, Jim Thorpe, Indian Athlete
Schoor, Gene, The Jim Thorpe Story
" " Red Grange, Football's Greatest
Halfback

Basketball

Frick, C.H., Five Against the Odds
Emery, R.G., Rebound
Jackson, C.P., Tournament Forward
" " " Stretch Makes A Basket
Hall, E.A., Adventure at Table Mountain

Auto Racing

Clifton, Paul, The Fastest Men on Earth
Summers, James, Heartbreat Hot Rod
O'Connor, Patrick, Mexican Road Race
Harkins, Philip, Road Race
Yates, R.F. and B.W., Sport and Racing Cars

READING SELECTIONS ADVENTURE UNIT

Young America

"Surface at the Pole" p. 176 (2,3)

"The Confirmation" p. 190 (2,3)

"Mary Jane" p. 379 (1,2,3)

"Ready or Not" p. 389 (2,3)

"Teenagers to the Rescue" p. 429 (bonus reading)

Wide, Wide World

"Johnny Noble, Cable Spinner" p. 43 (1,2,3)

"The Shovel Man" p. 170 (1,2,3)

"The Phantom of the Bridge" p. 182 (1,2,3)

"Into the Unknown" p. 197 (1,2,3)

Variations

"Kid At the Stick" p. 15 (1,2,3)

"Kate Shelley - Iowa Heroine" p. 39 (2,3)

"Sudden Certain Death" p. 163 (1,2,3)

"Big Shot" p. 327 (1,2,3)

"How Obie Won His Medal" p. 492 (1,2,3)

"The Challenge of Fujiyama" p. 504

"The Call of the Wild" p. 515 (bonus reading)

"Banner in the Sky" p. 543 (bonus reading)

Open Highways (all 1,2,3 selections)

"Escape by Sea" p. 51

"The Phantom Submarine" p. 96

"That Others May Live" p. 182

"Fire in the Earth" p. 239 and
"Into the Heart of a Volcano" p. 244

"Masai Spearmen" p. 323

"The Wooden Horse" p. 348 (bonus reading)

Thrust

"The Bear Hunt" p. 52 (1,2,3)

"The Way Up" p. 158 (3)

"Beware of the Dog" p. 254 (2,3)

"The \$43,000 Mistake" p. 324 (1,2,3)

"Unexpected Rewards" p. 329 (bonus reading)

"Death of a Tsotsi" p. 352 (3)

"Herbie's Ride" p. 452 (bonus reading)

READING SELECTIONS ADVENTURE UNIT

Discovery

"March on Washington" p. 16 (1,2,3)

"The Sailing Lesson" p. 27 (1,2,3)

"Treasure" p. 68 (1,2,3)

"Tom Sawyer and His Band" p. 80 (1,2,3)

"Climbing Klookman" p. 254 (2,3)

"Escape From the River of the Wolves" p. 285 (2,3)

"Taming der Eiger" p. 302 (2,3)

"Four Boys and a Dog" p. 322 (2,3)

"How a Chutist Feels" p. 336 (3)

"Underwater Spaceship" p. 342 (2,3)

"The Diary of Anne Frank" p. 434 (bonus reading)

"We Cross the Atlantic" p. 462 (1,2,3)

READING ACTIVITIES ADVENTURE

Young America

"Surface at the Pole" p. 176

Noting Details

Text questions 1-4 p. 182

Author Style

1. Find words and phrases that convey impressions of color, time and temperature used by the author.

Setting

1. Where did this story take place? When (date)?

Technical Terms

1. (Teacher directed)
Young America T.M.
p. 124
knot
plotting table
keel
flooding
current
hatch

"The Confirmation" p. 190

1. List the problems Scott Carpenter faced.
2. How did he handle his problems?
3. What mistakes did he make?
4. For what reasons did he make this flight?

1. The author wrote this to give you the feeling that you could understand his experience in space. Write down four passages that gave you this feeling. (Example, his feeling of weightlessness).

1. The setting took place in outer space as we all know. Describe briefly how certain areas looked to him from his location.

1. Aerospace Terms: (Teacher directed. Text p. 240)
2. Read over the terms before selection is read.

Young America

"Mary Jane" p. 379

Noting Details

1. What was the reason for Mary Jane changing schools?
2. How did her family and other adults affect her feelings?
3. What were some of the sad or embarrassing things that happened to Mary Jane?
4. All of her experiences were not bad. Name some of the 'neat' things that happened to her. Could you do this? Explain why or why not.

Author Style

The author presented story to show how little difference can blossom into hatred, discrimination and fear. Integration has been a touchy subject. Do you feel the author was able to give you the feeling of what Mary Jane felt? Explain.

Setting

Where did this story take place? Do you think something like this could happen here? Why or why not?

"Ready or Not" p. 389

1. There are many challenging situations and details in this story. One of the main challenges is that of moving so often. What were the problems the O'Connor family faced?
2. Along with the problems were vivid memories of this family. List these.

1. The author has some excellent descriptive passages in this story. Pick out some that you think are particularly good and write them down. (Example, description of mothers and carriages, etc.)

1. Text questions p. 400 'Understanding Story Setting'. Do #1-3.

Wide, Wide World

"Johnny Noble, Cable Spinner" p. 43

Noting Details

1. Why did Johnny Noble want this particular job?
2. What was so important about the catwalk?
3. What were the workers warned never to do?
4. What were the two wheels called that were used with the wires for the cable?
5. What mistake did Johnny make that caused his accident?
6. What did Johnny learn through his mistake?

Author Style

1. The author was trying to write an account of an unusual kind of job and the type of person it took to do the work. List 5 passages that he used to convey Johnny's attitude and what he felt in working at such a dangerous job.

Setting

1. What particular parts of "Johnny Noble" gave you the feeling of being part of the story? The author's description of the bridge, the height and the weather were important to this reaction.

"The Shovel Man" p. 170

1. Where had Monty acquired his knowledge that he would need in his work?
2. What drowned out Monty's shouts when he tried to warn the operator?
3. As the logs started avalan-
ching down, what did the operator of the steam shovel do?
4. What did Monty accomplish by his manipulation of the giant scoop?

1. Text question p. 173.
Do #3. Stories are usually based on three ingredients. These are experience, imagination, and research. Read p. 173 "From the Author." What ingredients did Mr. Dunnagan use for this selection? Did you think he did a good job?

1. Draw a diagram of the scene using your text to help. Follow this plan: what was at the left, at the right, and at the center?

READING ACTIVITIES ADVENTURE

Wide, Wide World

"The Phantom of the Bridge" p. 182

Noting Details

1. Text question p. 191.
Do #4.

Author Style

1. Many authors write with events happening in order, beginning with the first event and ending the story with the last event. This is not true of Mr. Ware in this story. Read "The Reader's Craft" p. 191 to discover Mr. Ware's style. A term is used to describe this technique. What is it called?
2. Teacher's Manual p. 112. Author's organization of material exercise dittoed for assignment.

Setting

1. The time, the place and the situation were all very important to the interest of this story. Explain what time of day most of the action happened.
2. How does the setting fit with the title?

"Into the Unknown" p. 197

1. Text question p. 200.
Do #2, 3, 4.

1. The author used descriptive passages to make you feel a part of the flight. How did he describe the climb of the XPS as it climbed higher? (p. 198, column 2, para. 4).
2. When the XPS hit the barrier, what description did he use to give you the feeling of the power thrust on the plane? (p. 198, col 2, par 6)
3. What did the author mean by "an invisible shouting passenger"?

1. Since this story was written many new test flights have been made. How long ago do you think this story was written?

READING ACTIVITIES ADVENTURE

Variations

"Kid at the Stick" p. 15

Noting Details

1. "For Understanding" p. 26 of the text.
2. Technical terms p. 11 Teacher's Manual.

Author Style

"A Matter of Technique"
p. 26 of the text.

Setting

1. Where had Frankie and his father been?
 2. Where were they going?
 3. How far away from Tredway was Frankie when he radioed to the airport for help?
-

"Kate Shelley - Iowa Heroine" p. 39

1. Teacher directed characteristics of a news story. Teacher's Manual p. 15.
2. "For Understanding" p. 44 of the text.

1. The author was able to make this a very fast-moving, exciting account. Several descriptions were used for the flooded areas. Find these passages and write them down.

1. When does this story take place?
 2. Where did the story happen?
 3. Give details about Kate's family, and where she lived.
-

"Sudden Certain Death" p. 163

1. Text p. 190

1. How did you feel the author handled this account of his experience? Explain your answer.

1. Text p. 171. "A Matter of Technique"

READING ACTIVITIES ADVENTURE

Variations

"Big Shot" p. 327

Noting Details

1. Text questions p. 170.

Author Style

1. Did you feel the author had much understanding about some boys' behavior toward each other, such as a bully toward a smaller person? Explain your answer.
2. How did the author make you feel toward Robbie?
3. What was the author trying to say?

Setting

1. Give as many details as you can remember about Robbie's home, his mother, his school, and his friends.
2. Would the setting of this story make it suitable for presentation on TV or movie screen? Should it be in color or black and white?

"How Obie Won His Medal" p. 492

1. Text "For Understanding".
Do #1-3, p. 494.

(Journalistic Style)
Teacher-directed. Use text p. 162.
1. Text "A Matter of Technique" p. 494.
2. This is a very brief story. Do you feel the writer was able to give you a complete account of the happenings in so few words? Explain your answer.
3. How does this make you feel about the author's writing ability?

1. Briefly write an account of the happenings as they occurred.
2. How far was Obie from base when the problem occurred?

READING ACTIVITIES ADVENTURE

Variations

"The Challenge of Fujiyama" p. 504

Noting Details

1. Text p. 511, "For Understanding". Do #1-3.

Author Style

1. This was written in first person. Mr. Halliburton tells the account himself. What kind of person does he make himself appear to be? Illustrate each character with evidence from the story.
2. Text p. 511 "A Matter of Technique."

Setting

1. What time of year did Halliburton make his climb?
2. What is the height of Mt. Fuji?
3. How long did the climb take--ascent and descent?

Open Highways

"Escape by Sea" p. 51

1. Skillbook p. 25-26.
Main points.

The author, Alexandre Dumas, built the "mood" of this story by (1) having changes in the weather and (2) giving descriptions of Dante's feelings and thoughts and (3) by introducing unexpected events. Give an example of each of these points.

1. When do you think this story took place?
2. How important are the time and place in which this story is set? Explain your answer.
3. Where did the story take place?

READING ACTIVITIES ADVENTURE

Open Highways

"The Phantom Submarine" p. 96

Noting Details

1. Why would this title be a good one for this story?
2. Did you find anything humorous about this story? What was it, if you did?
3. How would you describe a giant ray? What other name was used in the story for it?

Author Style

1. This story is a collaboration--one person tells a story and the other person writes it down in his words. Why do you think authors might use this arrangement?

Setting

1. Where is Pearl Harbor?
2. When did World War II take place?

"That Others May Live" p. 182

1. Duplicating Master #37 (Duplicating Kit)

1. Did the author choose to write this selection with personal accounts or mainly telling things in a journalistic manner? Why?

1. Where do pararescue people work? (Check the article carefully.)

READING ACTIVITIES ADVENTURE

Open Highways

"Fire In the Earth" and "Into the Heart of a Volcano" p. 239

Noting Details

1. What descriptive passages in both selections helped you see, hear, smell or feel things?
2. How was the volcano made to seem to be alive? (What words were used?)

Author Style

1. The two authors of these two selections had different reasons for their stories. Why do you think Mr. Pough wrote "Fire in the Earth"?
2. What reason was "Into the Heart of a Volcano" written?

Setting

1. How does the setting of the two selections compare?

"Masai Spearmen" p. 322

1. Why are lions such a problem for the Masai people?
2. List the events that take place in the lion hunt.
3. Skillbook p. 119.

1. Did you feel that this article gives the reader a clear picture of a lion hunt? Explain your answer.
2. What qualifications did Mr. Hunter have for writing about a Masai lion hunt?
3. What do you think is suggested about his purpose for writing by the title he chose?
4. The author used a bit of humor. Write down what you think it was.

1. Where do the Masai live?
2. What time of day did the lion hunt begin?

READING ACTIVITIES ADVENTURE

Thrust

"The Bear Hunt" p. 52

Noting Details

1. What are the attitudes of the boys toward each other at the beginning of the story?
2. What events changed the boys' attitudes toward each other?
3. What did Marion do or say to show Wilbur he was not as ignorant about "country knowledge" as Wilbur thought he was?

Author Style

1. Other than entertaining you, what might the author's purpose be in writing this selection?
2. How did the author show the difference between the two boys?

Setting

1. Where did this story take place?
2. Describe the sort of life Marion had because of where he lived.

"The Way Up" p. 158

1. List the problems Jamie could foresee in connection with climbing the watertower.
2. What preparations did Jamie make to overcome each of the problems?
3. How did Jamie use each of the following items?
 - a) aluminum anchor and braided nylon rope
 - b) the hacksaw
 - c) the knife
 - d) the red bandanna
4. What part that Jamie had not counted on did these items play: the billed cap and the flashlight?

1. The author's title of this story referred to several different things in the story. Explain this.
2. What technique did the author use in writing this story? Choose from the following: foreshadowing or flashback. Explain your choice.
3. Was the author able to hold your interest? Why or why not?

1. What does paragraph 1 tell you about the height of the watertower and the shape of the legs?
2. Where do you learn more about the tower? (List page and paragraph and column 'a' or 'b' plus what is said in that passage.)

READING ACTIVITIES ADVENTURE

Thrust

"Beware of the Dog" p. 254

Noting Details

1. The plot of the story means the plan of the story. This selection is made up of about eight major incidents. Find these incidents and list them in the order in which they happened.

Author Style

1. The author was very descriptive in writing this account. Select five passages you felt were well written in this manner.
2. How did the author convey to his readers that the plot was not his normal self?

Setting

1. Explain why the setting is so important to this story.
2. Where was the pilot from? (What country?)
3. Where did he land?
4. What war was being fought?

"The \$43,000 Mistake" p. 324

1. Text questions p. 327.
Do #1, 2, 3.
2. Text p. 328 - Definitions.
Do #1-12.

Text questions p. 327.
Do #4.

1. When did this story take place?
2. Where did it take place?

READING ACTIVITIES ADVENTURE

Thrust

"Death of a Tsotsi" p. 352

Noting Details

1. Text questions p. 358.
Do #1, 2, 3.

Author Style

1. The author has spent many years working to change the racial policies in South Africa. In this selection Mr. Paton refers to the need for change in a round-about way. Is there any part of this story whereby he accomplishes this? Write down the part you feel does accomplish this.
2. Read the article in the text on page 359 concerning the author. Do you feel he was well-qualified to write "Death of a Tsotsi"?

Setting

1. Could this story have taken place in the United States as well as in South Africa? Explain your answer.
2. What particular things would have to be changed if the setting were Seattle, for instance?
3. Would this change or setting affect the basic meaning of the story? Explain your answer.

READING ACTIVITIES ADVENTURE

* Discovery

- * All students will read at least one selection from the Discovery text for this theme.

There are many selections written in Discovery which deal with Adventure of various types. In order to simplify the skills tasks, the following assignment will be given for all reading selections:

Write a paragraph for each of the emphasized skills covering these major questions:

Noting Detail

1. Identify character traits of main character.
2. Recall major incidents. (These will vary from three to possibly eight major events).

Author Style

1. Did the author use a time-order form, cause-effect, or combined? Also, was the author writing from experience, imagination, factual information or a combination of these?
2. Was the author descriptive so you could feel, smell, hear or see things? Give examples.
3. Was the author able to hold your interest? Explain your answer.

Setting

1. Where did the story take place?
2. When did it happen?
3. Brief description of the scenes.

Along with the reading assignment above, the students will work the skillbook page which coincides with their reading selection.

SPELLING WORDS ADVENTURE

(1)

previously
postmarked
compartments
tenants
paused
consulted
impressed
daunted
begrimed
amended
tattered
assemble
alien
realm
theory
intercommunications
hovered
elation
eerie
lithe
caissons
foiled
void
maze
choke
prejudiced
nap
qualm
futile
expire
grisly
tarnished
waif
symbol
catastrophe
monoplane

(2)

despair
uncompromising
self-reliant
uncommunicative
illumination
emerged
conviction
defenseless
cylinder
clarity
intensity
transparent
prism
ascent
intricate
impulse
domain
accomplished
dilemma
ruptured
predetermined
infinite
dispel
stamina
perceptible
constricting
dejected
appalled
taut
maneuvered
fluency
intercommunication
substratosphere
elation
compressed
apertures

(3)

oscillation
laconically
ethereal
translucent
dilemma
undoubtedly
assumption
buoyancy
apparent
apprehension
perceptible
spontaneous
expenditure
iridescent
postrecovery
fluency
precarious
caprice
unsubstantial
insolently
defiant
tremulously
frieze
substratosphere
elation
apertures
cubicles
volition
remonstrance
auxiliary
capricious
obscure
ominously
surmounted
en masse
perceptibly

SPELLING WORDS ADVENTURE

(1)

ceiling
haze
futility
visibility

(2)

cubicle
cadmium
distraught
volition
eddied
recessed
intervals
turbulent
ominous
appraise
render

(3)

equidistant
contemptuously
permeated
prejudiced
affable
simultaneously
furile
turbulent
self-condemnation
daunted
unkempt
contemplated
precipice
eloquent
composite
malicious
stalactites
cul de sac
abyss
ascent
chute
purchase
portages
placid
rivulet
exultantly
essence
distorted
predecessor
askew
anemone
inertial
echo sounders
transpolar
sonarmen
monoplane

ON YOUR OWN EXTENDED ACTIVITIES ADVENTURE

1. Write up some good names that you can think of for submarines in the future.
2. Write a brief essay, poem or story about a first trip on a submarine as you imagine your feelings and experiences to be while submerged.
3. Write a report about a personal adventure you have had.
4. Write about fears you have had and how you overcame them.
5. Collect magazine articles or newspaper articles that tell of some daring, adventurous happening. The article could be an account of a heroic deed or exciting experience. You decide. Underline figures of speech used.

RESEARCH AND WRITING ACTIVITIES ADVENTURE

1. Write a brief report on how submarines are named.
2. Write a brief report about the loss of nuclear submarines such as the "Thresher" or the "Scorpion". (You can find articles in the Reader's Guide to Periodical Literature).
3. Draw a chart of one of the space projects, including project names, astronaut, spacecraft, launching date, revolutions and flight time.
4. Do research on a famous bridge. You might include its height, period of time taken for construction, hazards encountered, care or maintenance of a bridge.
5. Give a written report on cable spinning. Find out if it still is practiced or if newer methods have replaced it.
6. Give a report on Dr. David Barnard Steinman, the foremost bridge builder of his day. One source is "New York Times Magazine" (January 5, 1958). Is he still alive? Is he still considered the foremost bridge builder? If not, who is?
7. Write a brief account of Theodore Waldeck's life, the author of "Sudden Certain Death".
8. Research the life of Richard Halliburton, author of "The Challenge of Fujiyama".
9. Prepare a time line on the history of diving depths for submarines.
10. Find the history of submarines and make a written report or a time line.
11. Compare submarines of World War II with submarines of today. You might want to make drawings to go with the report.
12. Report on one of the following rescue groups: (1) Ski Patrol, (2) Skin Divers Patrol, (3) Local Search and Rescue Group, (4) Motor-cycle Groups, (5) any other group which aids in rescue work.
13. Gather facts concerning training and license requirements for a small plane.
14. Write a report about Mr. Everest or another mountain which is well-known for challenging mountain climbers. Give facts about height, successful climbs, etc.

SPEAKERS ADVENTURE

Mr. Barry Prater

Mr. Lindstrom

Search and Rescue

Mr. Vern Mitchell

FILMS ADVENTURE

Early Settlers of New England

Hunters

Pioneers of the Plains

Volcano

Eruption of Kilauea

Lascaux: Cradle of Man's Art

Mastery of Space

Mountains Don't Care

Skiing

LIBRARY BOOKS ADVENTURE

Armstrong, Richard, The Secret Sea
Dana, Richard H., Two Years Before the Mast
Kipling, Rudyard, Captains Courageous
Levy, Mimi, Corrie and the Yankee
Anderson, William, Nautilus 90° North
" " We Seven
Freedman, Russell, 2000 Years of Space Travel
Sterling, Dorothy, Mary Jane
Stoltz, Mary, Ready or Not
Fenner, Phyllis, Heroes, Heroes
Colby, Carol, Danger Fighters
" " Earth Movers
Coryell, H. and V., Lives of Danger and Daring
Bowman, Waldo, Bulldozers Come First
Meador, Stephen, Bulldozer
Lundgren, William R., Across the High Frontier
Vaeth, Joseph, 200 Miles Up; the Conquest of Upper Air
Honour, Alan, Ten Miles Up, Two Miles Deep
Coombs, Charles, Survival in the Sky
Breckenfield, V., High Trail
Phipson, Joan, Boundary Riders
Waldeck, Theodore, On Safari
Halliburton, Richard, The Glorious Adventure
" " The Flying Carpet
" " Marvels of the Orient
" " Marvels of the Occident
Root, Jonathan, Halliburton
Baudouy, Micher, More than Courage
Corbett, Scott, What Makes A Car Go?
Engle, Eloise, Pararescue
Dumas, Alexandre, The Count of Monte Cristo (adapted by William Kattmeyer)
Halmi, Robert, Visit to a Chief's Son
Barnwell, Robinson, Shadow on the Water
Stevenson, William, The Bushbabies
Talbot, Charlene, Tomas Takes Charge
Catherall, Arthur, Prisoner in the Snow
Leighton, Margaret, The Canyon Castaways
Paton, Alan, Cry the Beloved Country

The Animal unit offers students a good deal of choice so most should enjoy it. In trying to provide something for everyone we've included varied animals, tame and wild. The old argument of 'to hunt or not to hunt' has been included. This should be very interesting to many boys since hunting is a very popular sport in this community. Conservationist versus the hunter should provide very lively discussion.

Another aspect of the Animal unit is taming of wild animals. Do they ever really become trustworthy? Is it fair to take them out of the wild? Discussion again should offer many students opportunities to relate personal experiences and to argue about these issues.

The same skills will be covered with activities related to animals in the unit package.

ANIMALS

READING SELECTIONS

Discovery

"Elsa" p. 306 (1,2,3)

Open Highways

"Gulliver the Great" p. 86 (1)

"The Fast Sooner Hound" p. 170 (1)

Wide, Wide World

"Coaly-Bay, The Outlaw Horse" p. 38 (1,2,3)

"Rikki-tikki-tavi" p. 247 (1,2,3)

"The Dog That Loved Foxes" p. 350 (1,2,3)

Variations

"Simba, the Magnificent" p. 369 (2,3)

"Gunilla" p. 377 (2,3)

"John Bauldauff's Bear" p. 386 (1,2,3)

"The Loon of Walden Pond" p. 398 (2,3)

"The Final Test" p. 401 (1,2,3)

Thrust

"The Raccoon" p. 36 (1,2,3)

"The Old Dog" p. 320 (2,3)

"Orphan Pup" p. 168 (2,3)

Young America Series

"Irish Setter" p. 10 (1,2,3)

Thrust

"The Raccoon" p. 36

Main Idea

1. Which of the following expresses the main idea that is emphasized?
 - a) Raccoons are clever and interesting animals.
 - b) To live happily and safely with a wild animal pet, you must teach it to respect you.
 - c) Wild animals do not make good pets and cannot be trusted.
 - d) People learn a great deal by watching the behavior of wild animals that have been trained.

Detail

1. When did Wayatcha lose his fear of Mannix? (dev. of plot)
2. Why didn't Mannix try to discipline the animal when he was young? (dev. of plot)
3. When did Mannix first try to discipline him? (sequence of ideas)
4. Was he successful? (dev. of plot)

Character Traits

1. List some of the traits of an adult raccoon.
2. What trait did Wayatcha develop that was undesirable?

Author's Purpose

1. When the author says a raccoon is formidable, what is his purpose?
2. What idea about raccoons is he trying to tell you?

READING ACTIVITIES ANIMALS

Thrust

"The Orphan Pup" p. 168

Main Idea

1. This is another story about a person and a pet. How is it different from the others you have read?
2. How does Randy deal with the problem of finding a home for Lonesome?

Detail

1. What need does Lonesome satisfy for Randy?
(mood)
2. How do most young people satisfy this need?
(mood)

Character Traits

1. Does Randy seem sad when parting with Lonesome?
2. Is it selfish to tame a wild animal?
Explain.

Author's Purpose

1. What do you think the author is trying to say about taming wild animals?

Variations

"The Loon of Walden Pond" p. 398

1. What "game" does Thoreau play with the loon?
2. Who won?
3. What is a loon?

1. What are some of the sounds a loon makes?
(mood)
2. Do you think Thoreau could have believed in the "god of the loons" just a little?
(mood)
3. What does "at least ten men to one loon" mean?
(mood)

1. What do you think were some of Thoreau's outstanding character traits?
2. What traits kept him living in a hut for two years in almost complete isolation?

1. What were Thoreau's feelings toward this wild creature?
2. What are clues to the author's purpose in the last paragraph?

Variations

"Joe Bauldauff's Bear p. 386

<u>Main Idea</u>	<u>Detail</u>	<u>Character Traits</u>	<u>Author's Purpose</u>
1. What two problems did Joe have in getting ore out of the mine?	1. What type of rig did Joe use on the bear for carrying the ore? (dev. of plot) 2. What happened when the bear didn't want to work? (dev. of plot)	1. Describe Joe Bauldauff. What type of person is he? 2. Why did he want the bear to do the work?	1. In a tall tale, what is usually the author's purpose?

"Gunilla" p. 377

1. The author feels there is one reason he was not successful with Gunilla. What was the reason?	1. What finally proved to the author that he had been too easy with Gunilla? (dev. of plot) 2. Describe the main events of the flight. (dev. of plot)	1. The author felt he was responsible for the fight. This fixing of responsibility tells much about the author's character. What kind of a person was he?	1. What was the author's reason for ending the story this way? 2. If you were the author, how would you end the story?
--	--	---	---

READING ACTIVITIES ANIMALS

Variations

"Simba the Magnificent" p. 369

Main Idea

1. What was the author doing in Africa?
2. The preparation for photographing the lion had three important parts? What were they? What working connection was there between two of these parts?

Details

1. What is a home? (dev. of plot)
2. Why did the author build one? (dev. of plot)
3. What materials were used to build one? (dev. of plot)

Character Traits

1. Why did the author photograph animals rather than kill or capture them?
2. When he has to shoot the lion, what does his reaction tell you about the author?

Author's Purpose

1. Do you think the author is opposed to killing animals? Why?
2. What one word expresses the author's final judgment on himself about Simba?

"The Final Test" p. 401

1. What did the Adamson's do to help Elsa become independent?
2. How did Elsa behave with the A's and their servants?

1. List some of the animals Elsa killed. (in order)
2. How does Elsa say good-bye to the Adamsons? (mood)

1. Describe some of Elsa's actions. What does such behavior show about her nature?
2. When people do what the A's did for Elsa, what does it tell you about them?

1. Why do the Adamsons tell this story? Are they only entertaining the reader?

READING ACTIVITIES ANIMALS

Thrust

"The Old Dog" p. 320

Main Idea

1. Examine the details in the first paragraph of the story. Which sentence best expresses the main idea?

Detail

1. What details tell you Benny is an old dog? (mood)
2. What details tell you what Benny has been trained to do? (mood)

Character Traits

1. What type of pet had Benny been?
2. Do you think you can tell what characteristics the author had by the way he did away with his pet?

Author's Purpose

1. What was the author's purpose in having Brad kill the dog?
2. How did the author want you to feel about Brad?
3. How did the author want you to feel about Benny?

Open Highways

"Gulliver the Great" p. 86

1. Who was Gulliver?
2. What happened to Gulliver and his friend?
3. What happens to the writer as a result of this experience?

1. What signal did they use to alert the steamer? (dev.)
2. How did the writer rescue Gulliver during the storm? (dev.)
3. What did they have to eat? (dev.)

1. How did this author differ from the other authors in the animal unit?
2. What changed the author's feeling toward dogs?
3. Even though Gulliver was so big, what was his personality like?

1. What purpose did the author have in mind when writing this story?

READING ACTIVITIES ANIMALS

Open Highways

"The Fast Sooner Hound" p. 170

Main Idea

1. Do you think it possible for a dog to outrun a train?
2. Did the story seem believable to you?
3. How did the Sooner hound get his name?

Detail

1. What statements or incidents seem humorous to you?
(create a mood)

Character Traits

1. How do we know what the Boomer's attitude was when he applied for the job?
2. What was the Roadmaster like?
3. Did he think his trains could go faster than the Sooner hound?

Author's Purpose

1. The author has written a tall tale. What are some clues that help you recognize that this is not true?
2. What is the purpose in writing the story?
3. What is the purpose of a tall tale?

Discovery

"Elsa" p. 306

1. Who is Elsa?
2. Where did Mrs. Adamson get her?
3. Why did they go to the trouble of staying out in the wild with her?
4. Did the Adamsons succeed in putting Elsa back in the wild?

1. What were the Adamsons doing in Africa?
(dev.)
2. Is this a true story?
(dev.)
3. Place the following details in order in which they happened. p. 270 T. Dis.
(order of import)

1. What do you find most unusual about Elsa?
2. How do you think the Adamsons feel about animals?

1. Besides using Elsa for an interesting and entertaining story, why do you think Joy Adamson told the world about Elsa?

READING ACTIVITIES ANIMALS

Wide, Wide World

"Coaly-Bay, The Outlaw Horse" p. 38

<u>Main Ideas</u>	<u>Detail</u>	<u>Character Traits</u>	<u>Author's Purpose</u>
1. Why did Coaly-Bay go lame?	1. Do you think all animals have their own personalities? Why?	1. List the various men who came in contact with Coaly-Bay. Include the author. What did each man's actions toward the horse reveal about the man?	1. What was Mr. Seton's reason for writing this story?
2. Who do you think is right in the struggle between Coaly-Bay and his masters?	(mood) 2. Did people who owned Coaly-Bay always tell the truth about him? (dev.)	2. List some of Coaly-Bay's characteristics.	2. Did Mr. Seton really know what happened to Coaly-Bay? If not, how did he make up such a good ending?

Wide, Wide World

Rikki-tikki-tavi" p. 247

Main Idea

1. Who is Rikki-tikki-tavi?
2. What was his job around the home?
3. Who are the villains in the story?
4. Who are the "watchers" in the story?

Detail

1. How did Darzee and his wife differ in the way they faced the problem of the cobras?
(dev.)
2. How was Rikki helped by the wife of Darzee?
(dev.)
3. How did Rikki get his name?
(dev.)
4. Kipling wrote this story during the time he lived in India. Which story details come from his life there?
(mood)
5. Which come from his imagination?
(mood)

Character
Traits

1. All the people and animals praised Rikki for his brave deeds. How did he regard all this praise?
2. Did he show himself to be a true hero in this way?
Explain.

Author's
Purpose

1. Human characteristics are given to animals in this story. Why did the author do this?
2. How does the author show the villain?
(ex. - cold eyes)
3. How does the author show the hero?

READING ACTIVITIES ANIMALS

Wide, Wide World

"The Dog That Loved Foxes" p. 350

Main Idea

1. How had Smoke become interested in foxes?
2. Why were farmers unwise to trap or kill foxes?

Detail

1. What do foxes eat in winter?
(dev.)
2. How did the vixen feel toward Smoke after he defended her babies?
3. What did Smoke want to do with the cubs?

Character Traits

1. Two vicious dogs threatened the foxes' babies. As you read the story, what words would you use to describe the vicious dogs? What words would you use to describe Smoke?
2. What feeling did the author have for his dog? What does this tell you about the author?

Author's Purpose

1. William B. Mowery wrote this story to entertain readers. What other reasons did he have?
2. In most stories a hero overcomes a villain and rescues a weaker character. Is this what happens in this story? How is it different?

SPELLING WORDS ANIMALS

(1)

sage
toll
dawn
tapped
bought
irregularly
distrustful
demon
raft
hacked
respect
tiny
sank
rested
refreshed
loon
game
won
apex
gait
girth
menace
plaintive
prime
spigot
worry
vital

(2)

foal
corral
alert
plaintive
fibers
cobra
vixen
canopy
instantly
maximum
nimum
comparative
lop-eared
stomach
cunningly
ungainly
betray
muzzle
incident
torment
understood
thwart
formidable
potential

(3)

heritage
wrangler
fledglings
providence
masonry
bantam
mongoose
excavated
inarticulate
molest
diminutive
reconstructed
supplanted
eerie
improvise
inquisitive
tolerate
infuriate
humiliation
adversary
invariably
deliberately
intelligence
cauterize
curious
delirious
fantasy
inappropriate
senile
pathetic
instinct
anticipation

ON YOUR OWN WRITING ACTIVITIES ANIMALS

1. In this unit about animals, think about something unusual you've seen animals do, rescue someone, alert a family about a fire, travel a long way to rejoin a family, etc. Write at least one page about it.

2. Now think of something usual that animals do, that you've watched. For example, a spider spinning a web, a mother animal licking and grooming her babies, baby birds learning to fly. Use as much descriptive language as possible.

3. Should wild animals be tamed? Write a paragraph either in favor or against this idea.

4. Write a paragraph telling what happened to Gulliver and his friend after they were rescued.

5. Write a paragraph stating your reasons why or why not we should have hunting of wild animals.

6. Write a tall tale (a big lie, just for fun). Use any setting or characters except classmates or teachers. You may use the Sooner Hound or the Bear as models if you wish.

7. Pretend you are the Bear in Joe Bauldauff's Bear. Write the story from the bear's point of view.

8. Write a description of a "game" with an animal. Try to describe an actual experience with a pet. Try to use transition words like next, then, after. Read page 400, lower left corner of Variations.

9. Write a paragraph discussing what one should do when a pet becomes sick and old.

1. Timed Dictionary Activity
for locating words.

Teacher's Discovery p. 272

2. Look-alike words

Discovery Workbook p. 75

3. Practice Makes Perfect

Discovery Workbook p. 74

4. Exaggeration

Open Highways Skillbook p. 40-41

5. Antonyms p. 58

Synonyms p. 57

Open Highways Teacher's Edition

6. Synonyms and Antonyms

Variations Teacher's p. 111

7. Nouns and Verbs

Young America Skillbook p. 10

8. Noun Phrases Verb Phrases

Language and How to Use It p. 25-31

RESEARCH ACTIVITIES ANIMALS

1. Make a report on wild horses.
You may cover how horses became wild, how and where they live today, the history of the bands, what groups of people used them, and how many may be left.
2. Joy Adamson and her husband live in Africa. On a map of Africa locate the country and the area where they released Elsa.
3. Collect a group of dog pictures.
Encourage the class to think of captions for the pictures.
4. Choose one breed of dog or horse, tell where it came from, what its job is, relative size, coloring, habits, food, etc.
5. Many professions have specialized language, names for tools, abbreviations, initials, etc. Railroading has many of its own. Interview a person who works for the railroad and make a list of the words.
6. You may live on a farm or ranch and recognize that there is special language used there pertaining to equipment, work. Make a list of as many of these types of things as you can.

7. Most of the authors in the "Tamed and the Untamed" section of Variations are noted naturalists. Choose one of the authors and make a one-page report about him.

8. Write to the State Game Department or interview a person here about hunting. Should it be allowed? Is harvesting of animals a valid reason for killing them?

9. List the steps you follow in raising and training a pet.

FILMS ANIMALS

The Hunter in the Forest

Rain Showers

Miss Goodall and the Wild Chimpanzees

LISTENING ACTIVITIES ANIMALS

The Four Little Foxes

Bank 1 Side 2

America Listens to Accompany Wide, Wide World

Fact and Opinion #10

Listening Skills Program Intermediate Level IIC

ANIMAL UNIT LIBRARY BOOKS

Lawson, Robert, Ben and Me
 " " Me and Caleb
 " " Rabbit Hill
 Williams, Garth, Charlotte's Web
 White, E.B., Stuart Little
 " " The Mouse and the Motorcycle
 Sponsel, Heinz, Keeper of the Wild Bulls
 North, Sterling, Thoreau of Walden Pond
 " " Rascal
 Bolton, Sarah K., Famous American Authors
 Farley, Walter, The Black Stallion
 Waldeck, T.J., Lion on the Hunt
 Rawlings, Marjorie Kennan, The Yearling
 Clark, Denis, Black Lightning: The Story of a Leopard
 Terhune, Albert Payson, Collie
 Burnford, Sheila, The Incredible Journey
 Gipson, Frederick, Old Yeller
 George, John L., Vulpes, The Red Fox
 Kjelgaard, Jim, Haunt Fox
 " " Rescue Dog of the High Pass
 " " Irish Red
 George, Jean and Jim, The Hunt
 London, Jack, Call of the Wild
 " " Wild Fang
 O'Brien, Jack, Silver Chief, Dog of the North
 " " Return of Silver Chief
 Johnson, Osa, I Married Adventure
 Adamson, Joy, Lions Are Free
 " " Born Free
 " " Living Free
 Seton, Ernest Thompson, Biography of a Grizzly
 " " " Wild Animals I Have Known
 Lampman, Evelyn S., Shy Stegosaurus

TEACHER'S INSTRUCTION AUTHOR/BIOGRAPHY

The Biography unit has a two-fold purpose. One purpose is to familiarize students with names and deeds of famous persons and to have their activities be an inspiration to young people. Overcoming handicaps and obstacles is common place in most persons' lives, and students need to become aware of the struggle and be prepared for the challenge.

Part of the responsibility of a reading program is offering inspiration for character building.

Along with the biographies listed on the Reading Selection sheet, various skills will be covered in this unit. Discussion should cover the function of a biography which is to give insight to the person's life and an understanding of why he became great or did the thing he did.

Point of view is a very important aspect of this unit to help students realize that there are many ways of looking at a problem.

Reading skills of main idea, detail, character traits and author's purpose will be used again in this unit.

Language skills will stress synonyms, antonyms and homonyms. Working with noun phrases and verb phrases will again be covered in this unit. Expanding the noun phrase and discussion of adjectives will work in conveniently here.

Writing skills will stress outlining again and use of descriptive language. This should also be tied in with adjectives taught in Language skills.

Fact and opinion will be used in listening skills.

Unit V will concentrate on Animals for three weeks and a choice of either Authors or Biographies for the other three weeks. Students will all work on Animals. If they have enough time they may work on both biographies and authors, but it is not required.

READING SELECTIONS BIOGRAPHY

Open Highways

"Road to Freedom" p. 62-67 (1) Harriet Tubman

"Yellowstone" p. 71 (1) John Colter

"Kon-Tiki and I" p. 423 (1,2,3) Eric Hesselberg

Variations

"No One But Babe" p. 78 (1,2,3) Babe Ruth

"The Most Important Day" p. 339 (1,2,3)

"The Bad Kid" p. 71 (1,2) Babe Ruth

Thrust

"Show Business Was My Home" p. 180 (1,2,3) Sammy Davis

"Hunger" p. 403 (2,3) Richard Wright

Young America Series #14

"The Incredible Bronco" p. 411 (2,3) Bronko Nagurski

Discovery

"Printer's Apprentice" p. 194 (1,2,3)

"Marie Curie" p. 204 (2,3)

"David Livingstone" p. 213 (2,3)

"Three Days to See" p. 243 (1,2,3)

"Louis Braille" p. 235 (1,2,3)

Wide, Wide World

"Into the Shakes" p. 128 (1,2,3) Davy Crockett

"Harry Houdini, The Handcuff King" p. 414 (1,2,3)

"Jim Thorpe, Greatest of Them All" p. 424 (1,2,3)

"Michelangelo Buonarroti" p. 388 (2,3)

READING ACTIVITIES BIOGRAPHY

Variations

"The Most Important Day" p. 339

<u>Main Idea</u>	<u>Details</u>	<u>Character Traits</u>	<u>Author's Purpose</u>
1. What was Helen Keller's problem? 2. How did Anne Sullivan help her?	1. How were Anne and Helen able to communicate? 2. How old was Helen when Anne arrived? 3. How did the breaking of the doll reveal Helen's feelings at the time?	1. List some of Helen Keller's character traits. 2. Do you think Anne Sullivan was patient? Why?	1. What was Helen's purpose in writing about her life? 2. What did Helen dedicate her life to?

"No One But Babe" p. 78

1. What special person influenced Babe Ruth's life? 2. Does the author think all boys in America have opportunities?	1. How did Babe come to pitch his first game? (dev. of plot) 2. Babe said he was probably a victim of circumstance. What did he mean? (mood)	1. What special personality traits have helped to make them heroes? 2. What were the character traits of Babe Ruth's heroes?	1. What was Babe Ruth's purpose in telling about Brother Matthias?
---	---	---	--

READING ACTIVITIES BIOGRAPHY

Thrust

"Show Business Was My Home" p. 180

Main Idea

1. What was unusual about Sammy's home-life?
2. Where did he spend most of his time?

Details

1. Who was the person Sammy called Mama?
2. What hardships did Sammy experience that might make you feel sorry for him?
3. Would you say Sammy's early years were happy or unhappy?

Character Traits

1. What traits made Sammy want to be in show business?
2. Besides being very talented, Sammy had to have other traits to be successful. What are they?

Author's Purpose

1. What was the author's purpose in writing about Sammy Davis? Who was the author?
2. Is this a biography or an autobiography?

"Hunger" p. 403

1. Write your own title of the story.
2. What other necessities are missing in this story?
3. Do you think Richard was free from danger after the day in the story? Why?

1. What details does the author use to make you feel how hungry he was?
2. Did Richard's mother do the right thing in forcing him to go to the store?

1. What type of person is Richard's mother?
2. Was Richard a violent boy?
3. Why did he have to fight?
4. Hunger was described like a living thing. Give some examples.

1. What is the author's reason for writing such a sad story?
2. Do you think the author wants to help others? Why?
3. Do you think the author is advocating violence as a way to solve problems?

READING ACTIVITIES BIOGRAPHY

Discovery The following four stories are about unusual people who were successful for some reason.
Use the following questions for all of the stories:

"Printer's Apprentice" p. 194

"Marie Curie" p. 204

"David Livingstone" p. 213

"Louis Braille" p. 235

Main Idea

1. Why was each person famous?
2. In what way was their life a struggle? Discuss their early life as well as their later years.

Details

1. List some of the handicaps or obstacles keeping them from their goals. (dev. of plot)
2. What were the new ideas that each of the persons had?
3. What was each person's greatest achievement? Explain your answer.

Character Traits

1. List character traits that were responsible for each person attaining fame.
2. Name the two you think were most alike. Why?
3. What does self-sacrificing mean? Did each of these people have this characteristic?

Author's Purpose

1. Why does someone write a biography?
2. What do you think inspired the author to write about another person? Do you think they admired the person, wished they had done something unusual or wanted to inform others?

READING ACTIVITIES BIOGRAPHY

Open Highways

"Road to Freedom" p. 62

Main Idea

1. Harriet Tubman was a conductor on the Underground Railroad. What does that mean?
2. Why did Negroes have to sneak out of the South?

Details

1. Why was Harriet called Moses?
(dev. of plot)

Character Traits

1. Why do you think Harriet preferred working in the fields rather than in the house?
2. What traits were revealed by her own escape?
3. Do you think she could have escaped by herself?
4. What made her willing to risk such dangers again and again?

Author's Purpose

1. How do you think the author felt about Harriet?
2. How do you suppose he decided which incidents from her life were important?

"Yellowstone" p. 71

1. How did John Colter happen to discover Yellowstone?
2. What dangers did he face when he went into the are?
3. Why did people doubt Colter's report?

1. Skillbook p. 32. Accomplishments of each man.

1. Is it likely you will find character traits about a person in a dictionary or glossary? Why?
2. List some character traits that all these men had.

1. What was the author's purpose in writing about Colter?

READING ACTIVITIES BIOGRAPHY

Open Highways

"Kon-tiki" p. 423

Main Idea

1. Who was Kon-tiki?
2. Where did the Kon-tiki sail?
3. What was the purpose of the expedition?

Details

1. How many men were on the voyage?
(dev. of plot)
2. Who does "I" refer to in the story?
(dev. of plot)
3. How long did the voyage last?
4. List ways in which the voyage enriched man's knowledge.
(dev. of plot)

Character Traits

1. What type of person might undertake a project in a raft?
2. What character traits did the men show when they saved each other's lives?
3. How did they react when in danger?
4. List traits of a person who would make a trip like this.

Author's Purpose

1. What was the author's reason for all the drawings in the story?
2. What was the author's purpose in going on this trip?

Wide, Wide World

"Into the Shakes" p. 128

"Harry Houdini, The Handcuff King" p. 414

"Jim Thorpe, Greatest of Them All" p. 424

"Michelangelo Buonarroti" p. 388

1. Tell what each of these people is famous for.
2. Are any of them in the same area of interest?

1. List some of the unusual feats accomplished by each of these people.
2. How did these people become experts and remain one?
(dev. of plot)

1. Are any of these people similar? How? Explain.
2. Which one would you like to meet? Why?

1. Why would an author choose to write about these people?
2. Why would you decide to read about them?

SPELLING WORDS BIOGRAPHY

(1)

civil
 slave
 territory
 underground
 railway
 password
 plantation
 crops
 reap
 code
 hull
 choice
 slack
 sodden
 trilled
 trait
 reaction
 infer
 devote
 fulfill
 gold
 zinc
 iron
 lead
 nickel

(2)

medium
 arduous
 endure
 liberty
 cultivate
 trudged
 geyser
 petrified
 erupts
 mammoth
 canyon
 embarked
 culture
 origin
 massage
 tension
 alphabet
 abstract
 panic
 chemical
 element
 radiation
 gratitude
 missionary
 malady
 progress
 comical
 calico

(3)

solitary
 impudent
 plaited
 salvage
 originated
 embarked
 corrugated
 mango
 contraption
 provisions
 gourd
 solder
 unfurled
 uncomprehending
 intelligence
 curiosity
 devious
 hostile
 retaliate
 insistent
 apparatus
 uranium
 pitchblende
 debt
 humanity
 decency
 civilization
 conscience

WRITING ACTIVITIES BIOGRAPHY

1. Describe the personal rewards men received from a trip like Kon-Tiki.

2. Outline the major events in the story of Kon-Tiki.

3. Give a description of what you think a typical day on Kon-Tiki would be.

4. Pretend you are Harriet Tubman. Describe one of your trips as conductor on the Underground Railway.

5. Write about a person who may have influenced your life. Did that person tell you things, show you how to do something, help you with problems, act interested in you, let you do things your parents wouldn't? How did this person affect you?

6. Describe Sammy Davis' early life. Why might some people feel sorry for a child like him?

7. Describe in one paragraph what hunger is like. Use an example of a time when you were really hungry. How did you feel, were you worried about getting food?

8. Describe how an author indicates time period, scenery in a story.

9. Choose one famous person and outline the major events in their life.

10. Write a report about life in Africa today. Use outline form and give it orally to the class.

11. Using the three days as main topics in an outline, fill in what would be included each day that Helen Keller wrote about in "Three Days to See."

12. Language and How to Use It p. 357.

* 13. Description lesson. Language and How to Use It p. 358.

LANGUAGE ACTIVITIES BIOGRAPHY

1. Dictionary Skills

Skillbook Open Highways p. 150-151

2. Homonyms

Skillbook Open Highways p. 149

3. Use of Glossary

Duplicating Master Open Highways #81

4. Using Synonyms

Discovery T. p. 209 Ditto

5. Using Homophones

American Heritage Dictionary Skillbook p. 36

6. Nouns and Verbs

American Heritage Dictionary Skillbook p. 23

7. Sentences for identifying noun and verb phrases

Language and How to Use It p. 25-31

8. Antonyms

Discovery Workbook

9. Working With Words

Young America Workbook p. 40

RESEARCH ACTIVITIES BIOGRAPHY

1. Learn more about the Underground Railway, using two sources. Look up information and write a one-page report.
2. Make a map of Yellowstone Park. Mark important land forms and famous attractions like "Old Faithful".
3. A plantation is a large farm in the South. Find information about them and write a one-page report on them. Include whether they still exist today.
4. Kon-Tiki Duplicating Master p. 154-155.. Labeling parts of Kon-Tiki.
5. Make a list of accomplishments of the Kon-Tiki expedition.
6. Find out more about fish, animals and places mentioned in Kon-Tiki.
7. Read Casey at Bat in Variations p. 80-81. Compare Babe Ruth and Casey.
8. List some of the baseball heroes of today. Why have they become famous?
9. Interview several different people (adults, children, sports fans) about Babe Ruth. Who he was, what he did. Take notes on their answers.
10. Read and report orally on aspects of teaching the blind and the deaf.
11. Benjamin Franklin and David Livingstone were apprentices. What does this mean? Find additional information about the apprentice system. When was it used? Is it still used today?

LISTENING ACTIVITIES BIOGRAPHY

Listening Skills Program
Intermediate Level IIC
Cause-Effect #6

FILMS BIOGRAPHY

The John Glenn Story

Benjamin Franklin

Handel and His Music

Meet Mr. Lincoln

Thomas Jefferson

Tita - Story of Michelangelo

From Kitty Hawk to Paris

Follow the North Star

Kentucky Pioneers

Mahatma Gandhi

FILM STRIPS

Ben Franklin

RECORDS

Wide, Wide World Record America Listens

LIBRARY BOOKS BIOGRAPHY

Berry, Don, Mountain Men
Heyerdahl, Thor, Kon-Tiki: Across the Pacific by Raft
" " Voyage of the RA
Baudouy, Michel-Aime, More Than Courage
Keller, Helen, The Story of My Life
Wright, Richard, Black Boy
Eaton, Jeanett, That Lively Man, Ben Franklin
Meadowcroft, Enid, Ben Franklin
Levinger, Elma, Albert Einstein
North, Sterling, Young Thomas Edison
Thamas, Henry and Dana L., Living Biographies of Great Scientists
Williams and Epstein, The Great Houdini
Wallace, Irving, The Fabulous Showman, The Life and Times of P.T. Barnum
Severn, Bill, Magic and Magicians
Cooke, David C., Tecumseh, Destiny's Warrior
Garst, Shannon, Crazy Horse
Yost, Edna, Women of Modern Science
Peare, Catherine Owens, John James Audubon
Hatch, Alden George, Patton, General in Spurs
McKinney, Roland, Famous Old Masters in Painting
Garst, Shannon and Warren, Ernest Thompson Seton, Naturalist
" " Annie Oakley
Judson, Clara Ingram, Theodore Roosevelt, Fighting Patriot
Boynick, David, Pioneers in Petticoats
Burt, Oliver, Brigham Young
Doorly, Eleanor, Radium Woman
Gollomb, Joseph, Albert Schweitzer, Genius in the Jungle
Wood, Lara N., Louis Pasteur
Curie, Eva, Madam Curie

READING SELECTIONS AUTHORS

Discovery

"Treasure" p. 68 (1,2,3)

"Tom Sawyer and His Band" p. 80

"Poet of New England" p. 111 (2,3)

Two poems p. 109-110

"Rudyard Kipling" p. 122 (1,2,3)

"Diary of Anne Frank" p. 434 (2,3)

Wide, Wide World

"Robert Louis Stevenson" p. 409 (1,2,3)

"Some Adventures of Tom Sawyer" p. 476 (1,2,3)

Thrust

"Introducing Ellery's Mom" p. 28 (2,3)

"Eleanor Rigby"

"Herbie's Ride" p. 452 (2,3)

Young America Series #14 (bonus reading)

"The Man in the Cage" p. 83

"Moti Guj-Mutineer" p. 64

Open Highways (1)

"Tom Sawyer, Pirate" p. 286

To The Student: In this unit you may make a choice of reading about several authors or you may select one long reading either "Herbie's Ride" or "Some Adventures of Tom Sawyer" in the blue Wide, Wide World. Both are written by famous American authors, Mark Twain who lived in Missouri before the Civil War, and Herman Woul who is alive now and writes novels for adults. Both stories use incidents from the author's background.

Discovery

"Diary of Anne Frank" p. 434

Main Idea

1. Who is writing the story?
2. When does the story take place?
3. Why are the people hiding in the attic?

Details

1. What form of writing is this?
(mood)
2. Where does the story take place?
(setting)
3. How old is Anne when she writes the story?
(dev. of plot)
4. Why was this story published?
(mood)
5. What is Hanukkah?
(dev. of plot)

Character Traits

1. Describe Anne. What do you think she was like?
2. Would you like to have her for a friend? Why?
3. Do you think Anne thought about life a lot? Why?

Author's Purpose

1. Why did Anne write this story?
2. Do you think she would ever think it would be published?

"Rudyard Kipling" p. 122

1. How did Kipling's childhood affect his writings?
2. What kinds of books, stories and poems did Kipling write?

1. Why did he like newspaper writing?
2. How did the U.S. influence his writing?
3. Was Kipling English or American?

1. What special traits and abilities helped Kipling to be a good writer?

1. In "Captains Courageous" a spoiled, rich boy is picked up by a fisherman. He soon learns no one will wait on him or allow him to be spoiled. What was Kipling's purpose in writing a story like this?

READING ACTIVITIES AUTHORS

Open Highways

"Tom Sawyer, Pirate" p. 286

Main Idea

1. Why do the boys decide to run away?
2. Why do they want their families to think they are drowned?
3. What do they plan to do after the funeral?
4. Why do they decide to come back?

Details

1. What was Aunt Polly's opinion of Tom at the beginning of the play?
2. At the time of Tom's funeral?
3. At the end of the play?
- (all dev. of plot)

Character Traits

1. Page 147 in Open Highways T. Book. Words that describe each character in the story.
2. How author shows character to his readers. P. 110 Skillbook.

Author's Purpose

1. Where did Mark Twain get his ideas for the events in Tom Sawyer?
2. Did the author have any other purpose than to entertain when he wrote these stories?

Discovery

"Robert Frost, Poet of New England" p. 109

1. Robert Frost is best known for what type of writing?
2. Why do you think Robert Frost was a successful poet?
3. In the Runaway, why was the poet concerned about the colt?
4. If you were to paint the picture of "Stopping By Woods On A Snowy Evening" what would you include?

1. What part of the country is he from?
2. Does this influence his writing?
3. What were some of Frost's early occupations?
4. When did success first come to Frost?

1. At an early age Frost decided to be a poet, in spite of opposition and discouragement, he never changed his decision. What does this tell you about him?
2. What evidence in Frost's poems is there that he liked people?
3. What other character traits are revealed in the selections you read?

1. What does Robert Frost try to show in the poetry? (beauty in nature pleasure and love of conversation with a neighbor, beauty of a quiet life)

READING ACTIVITIES AUTHORS

Wide, Wide World and Discovery

Mark Twain Stories

Main Idea

1. Write the main idea of each of the four episodes.

Character Traits

1. By his actions, in the "Glorious White-washer" had Tom shown he understood people? How?
 2. Why did Tom give medicine to the cat?
 3. Tom enjoyed taking risks. List some of the times he did things even though he might be punished.
 4. Do you think Tom is like boys today? Why or why not?

Details

1. What is white-washing?
 2. Why did Aunt Polly give Tom medicine?

Author's Purpose

1. Do you think all of the incidents in Tom Sawyer happened to Mark Twain?
 2. Do you think Mark Twain was telling it like it was or entertaining when he wrote these stories?

"Robert Louis Stevenson"

1. What was Stevenson's biggest problem?
 2. Was he able to overcome this problem in any way? How?
 3. What was Stevenson's greatest talent?

1. Who did he marry?
 2. Why did Stevenson become a lawyer?
 3. Where did he live during his last years?
 4. List the types of writing that he did. (all dev. of plot)

1. According to the author, Stevenson often said this prayer for himself and his family, "Give us courage, and gaiety, and the quiet mind." How did Stevenson's own life illustrate these qualities?
 2. In what ways does his life inspire us?

1. Stevenson was known as a 'moralist' and a 'romancer'. What does this mean? Can you find examples of these in his stories?

READING ACTIVITIES AUTHORS

Thrust

"Herbie's Ride" p. 452

<u>Main Idea</u>	<u>Character Traits</u>	<u>Details</u>	<u>Author's Purpose</u>
1. Who is the 'hero' of the story?	1. How are Herbie and Lennie different in personality and talents?	1. When Herbie has the plan to take money from his father's safe, do you think he was dishonest? Why or why not?	1. Why did the author take such pleasure in telling this story?
2. Who are the villains?	2. What is the Mardi Gras?	2. What is Mr. Gauss like?	2. Mr. Drabkind name was used by the author to match his personality and appearance. Suggest some other names for some of the characters:
3. What is "Herbie's Ride"?	3. How can you tell Mr. Bookbinder has a good deal of love for his son?	3. Teacher's <u>Thrust</u> p. 219.	Mr. Gauss, Mrs. Bookbinder, Elmer, Mr. Glass, and Lennie.
4. What did Herbie discover when he broke into his father's office?			
5. How did he finally tell his father?			

"Introducing Ellery's Mom" p. 28 (Note: This story is not about a real author, but may give you some insight into how an author can collect material and how they might put it together.)

1. Was a murder committed?	1. What is a motive?	1. Mother is rather different from other mothers. What traits does she have that seem different?	1. Why did the author write about a mystery writer?
2. When mother heard about the incident what did she do?	2. Who is telling the story?	2. List some of the character traits of Ellery. Is he like his mother? How?	2. Do you think this is the way real mystery story authors behave? Why or why not?
	3. What affect does Mom's career have on her children? (dev. of plot)		

SPELLING WORDS AUTHORS

(1)	(2)	(3)
vale	motive	deduction
logic	veto	inspiration
logical	swear	collapsing
harpoon	embarrass	obvious
gloomy	spirit	exaggeration
vision	expose	anthropologist
hostile	humiliate	autopsy
dismal	exalt	confidentially
benefit	luxurious	deceased
symbol	resound	reverie
ebb	esteem	villain
taps	breach	comprehension
vex	anticlimax	aghast
shaky	hilarity	justify
glean	pallid	tragedy
evade	reedy	terrain
bleak	relic	haunt
grim	wary	haggard
poem	metallic	impersonation
poetry	ritual	furtive
desolate	surly	grandiloquent
critic	knack	insatiable
characteristic	havoc	composite
	dignity	stalactites
	publication	unfinished
	recite	disarrange
	rewritten	
	dissatisfied	
	waif	
	catastrophe	
	intense	
	manuscript	
	anthology	
	seclusion	
	absorb	
	cadence	

ON YOUR OWN WRITING ACTIVITIES AUTHORS

1. Early Life of Samuel Clemons, Ditto from Teacher's Discovery p. 86. Write three paragraphs using the three main ideas.
2. Write a paragraph describing the small town of Hannibal, Missouri during Mark Twain's time.
3. Describe Huck, try to use synonyms that are more descriptive and specific.
4. Pretend you are Aunt Polly. Write about Tom from your point of view.
5. Using the topic sentence "Ann was inventive" write a paragraph with supporting details to prove the main idea.
6. After reading the poem "Eleanor Rigby" write a paragraph explaining it. Do you recognize the names of the authors? Where have you heard of them before?
7. Robert Louis Stevenson wrote his own epitaph. What is an epitaph? Try to translate his. It is in the story of his life. It ends by saying, "home is the sailor, home from the sea, And the hunter home from the hill."
8. Imagine you are one of the characters in a story and describe one of the other characters (your point of view of his personality, what he looks like, how he walks and moves, his friends and how he relates to them).
9. Keep a diary for a week. Describe things you see, hear, people, places, smells.
10. Outline the important events in one of the stories.
11. Take the same incident, pretend you are two different people and describe a scene as each might see it (point of view). Example, opposing fans at a basketball game.
12. Write a story with a real villain and hero. Give them names that reveal their character.
13. Write a paragraph about how an author's life influences his writing. You may use the authors we've studied as examples.
14. Using reference books or articles take notes on one of the author's life and work. Make a topic outline, main ideas and supporting ideas.

LANGUAGE ACTIVITIES AUTHORS

1. Using the Dictionary
Ditto. T. Discovery p. 79
2. Make a list of types of
information located in the
dictionary.
3. Noun and Verb Phrases
Language and How to Use It
p. 25-31.
4. Recognizing Homonyms
p. 15 Discovery Workbook
5. Sames and Opposites
p. 19 Discovery Workbook
6. Building Word Power
Synonyms and Antonyms
7. Synonyms and Antonyms
Teacher's Discovery p. 129
8. Dictionary Work
Teacher's Discovery p. 124
Root, Prefix, Suffix
9. Dictionary Work
Teacher's Discovery p. 380
10. Understanding Basic Sentence Parts
Young America Series p. 12
11. Three ways to show character
Open Highways Skillbook p. 110
12. Description
Open Highways Skillbook p. 111
13. Dictionary Skills
Open Highways Skillbook p. 113

RESEARCH ACTIVITIES AUTHORS

1. Choose one author and make a list of the books he wrote.
2. Draw a map of the place where one of the stories happened. Label the objects and locations.
3. Do research on the Mardi Gras. Where is it held? Why? Is this done in other countries or only in the United States? Is there only one Mardi Gras in the United States?
4. Find information about Hannibal, Missouri. What unusual statues do they have there? Compare life there today with how it was when Mark Twain was a boy.
5. Find where the name Mark Twain came from. The word Cooper is obsolete (no longer in use). Find out what a cooper did. See if you can find other words. Try Smith.
6. Find the duties of a river pilot. Why did Mark Twain think he would like that job?
7. As a boy, what different kinds of fun did Mark Twain have in a small town on the banks of the Mississippi River? Are there any similarities?
8. Choose an author of a book you have read. Write to him in care of his publisher. Ask him how he got started writing.
9. Robert Louis Stevenson. Read three of his poems. They are marked in the Arbuthnott Anthology. List the ones you read and tell what they are about.

FILMS . AUTHORS

Washington Irving

Louisa Mae Alcott

Adventures of Huckleberry Finn

James Fennimore Cooper

John Greenleaf Whittier

Lively Art of Picture Books

Making Books

Story of a Book - Pagoo

Poetry by Kipling

RECORDS

Wide, Wide World, America Listens

Jungle Book

FILM STRIPS

Washington Irving

Louisa Mae Alcott

Mark Twain

The Glorious Whitewasher

LIBRARY BOOKS AUTHORS

Stevenson, Robert L., Kidnapped
" " " The Strange Case of Dr. Jekyll and Mr. Hyde
" " " A Child's Garden of Verse
Twain, Mark, A Connecticut Yankee in King Arthur's Court
" " Huckleberry Finn
" " The Adventures of Tom Sawyer
" " The Prince and the Pauper
Christie, Agatha, Thirteen for Luck
Bond, Raymond T., Father Brown Mysteries
Wouk, Herman, City Boy
Tarkington, Booth, Seventeen
Clark, Billy C., Riverboy: The Story of Mark Twain
Norman, Charles, To A Different Drum (Henry David Thoreau)
Kipling, Rudyard, Captains Courageous
" " Jungle Book
" " Plain Tales from the Hills
" " Just So Stories
Frank, Anne, A Diary of a Young Girl
Bishop, Richard W., From Kite to Kitty Hawk
Douglas, William O., Of Men and Mountains
Frank, Anne, The Works of Anne Frank
Frost, Robert, Complete Poems of Robert Frost

TEACHER INSTRUCTIONS HUMOR UNIT

The humor unit is perhaps the most entertaining of those included in this curriculum. The unit will run for three weeks and be followed by the final unit, newspapers. The unit will include discussion of the elements of humor with illustrations of them in pictures and use of recordings of comedians like Bill Cosby, Alan Sherman, etc. The elements of humor we will discuss are exaggeration, slapstick, incongruous, unexpected, whimsy, and understatement.

Identifying the elements as reading skills will also be stressed and the devices used to attain humor. The reading skill inference is another very necessary aspect of appreciating humor.

In Language study, multiple meaning of words will be made entertaining by sharing puns and inventing some of our own. Using the thesaurus to find multiple synonyms will also be a part of this unit.

Connotation relates to humor since one must identify the word meaning intended in order to appreciate a joke.

Writing skills will involve relating personal humorous stories, making up tall tales, listening to parodies and writing their own.

Many listening experiences will be provided in this unit identifying whimsy, the meaningful pause, some simple satire (poking fun at some institutions).

Everyone will make a humor poster containing the various forms of humor, joke, pun, cartoon, parody, limerick, humorous poem, humorous story. These may be copied or original compositions.

Discovery

"Ransom of Red Chief" p. 380 (2,3)

Thrust

"G. Trueheart, Man's Best Friend" p. 20 (1,2,3)

"Thirteen" p. 145 (1,2,3)

Variations

"Dogs That Have Known Me" p. 110 (1,2,3)

"Necktie Party" p. 276 (2,3)

"The Glorious Whitewasher" p. 281 (2,3)

"Equal Voice" p. 285 (2,3)

"Charles" p. 290 (1)

Young America Series #14

"Sea Fever" p. 62 (1,2,3)

"Sea Chill" p. 63 parody

"A Loud Sneer for Our Feathered Friends" p. 23 (1,2,3)

"A Holiday With Father" p. 252 (2,3)

"The Pirate Crew" p. 288 (2,3)

"Paul Bunyon, Northwoods Lumberman" p. 442 (1,2,3)

"Alligators in the Sewer" p. 110 (1,2,3)

READING ACTIVITIES HUMOR

Young America Series

"Alligators in the Sewer" p. 110

Characteristics of Humor

1. Horses in a sewer is incongruous, an element of humor. Do you think alligators were incongruous too? Why?
2. When Art Carney was told about the swift current in the sewer and to watch his step, his answer was what element of humor? (understatement)

Devices for Achieving Humor

1. Which incident seemed most humorous to you? Why?
2. List the unusual things that have been found in New York sewers.

Inference

1. What does klondike mean?
2. Can you infer the meaning of reklondike?

"A Loud Sneer for Our Feathered Friends" p. 23

1. The author used words like loathsome, exiled, dismal in the first paragraph to express her feelings about camp. Do you think this story would be humorous without exaggeration? List other examples of exaggeration in the story.
2. There are also examples of the unexpected in this story. List them.

1. Do you think the exaggerated account of life at camp is funnier than the realistic form. Try to write this story from the point of view of the counselor. How is it different?

1. In paragraph two, the author says "all the other little campers loved Camp Hi-Wah, which shows you what kind of people they were." What does that sentence mean?

READING ACTIVITIES HUMOR

Young America Series #14

"The Pirate Crew Set Sail" p. 288

Characteristics of Humor

1. Young America p. 294
Understanding Humor

Devices for Achieving Humor

1. Mark Twain shows you two levels of a character. One we view the scene through the mind of the character, and then we get an objective description of the scene. The difference between the two is what is funny. Find some examples of this in the story.

Inference

Young America p. 295
Questions #1, 2, 7, 8

"Sir Brian Botany" p. 296

Read aloud to the group as an example of whimsical humor.

"A Holiday With Father" p. 252

1. Did you chuckle at certain parts of the story? What were some of the types of humor used? exaggeration? unexpected? (Give examples)

1. What struck you funny? The characters? The situation? The author's language?
2. Did you recall similar things that have happened to you so they were even funnier?

1. From what you learned about Mr. Day in the story, what kind of an adult do you think he hoped his son would become?
2. Considering how other people reacted to Mr. Day, what was he like?

Young America Series #14

"Paul Bunyon"

Characteristics of Humor

1. The author writes about Paul's inventions as if they were real. Which "facts" about these inventions tell you this is fiction? Why are they funny?

Devices for Achieving Humor

1. What did Babe do to the crooked road?
2. How does this feat add to the humor of the last line?
3. Paul Bunyon is a tall tale, humorous and extremely exaggerated. What inventions and situations are used in Paul Bunyon to make it funny? List them.

Inference

1. What human characteristic did Babe have?
2. How did his actions reveal this characteristic?

Thrust

"G. Trueheart, Man's Best Friend" p. 20

1. Understatement is a type of humor used in this story. How would this action ordinarily be expressed?
a) When Genevieve first sees the cougar, the author says, "There can be no doubt that she was surprised."
b) When G. realizes the cougar is an enemy the author describes her reaction, "She made noises that had never been heard. She didn't use any of her old noises."

1. Figures of speech can also be used to achieve humor. Similies are often used. She was like . . .
Metaphor: She had the soft muscles of a jellyfish.
List some examples.

1. Although you are not told directly, it is clear Genevieve has her opinions, too. How does she feel about Tom? About the other dogs?
2. When Genevieve is brought home, why doesn't Tom tell what really happened?

READING ACTIVITIES HUMOR

Thrust

"Thirteen" p. 145

Characteristics of Humor

1. At times Bill is treated like a baby, and at other times like an adult. He is never quite sure how he will be treated, so he doesn't know how to act. This does not seem like a funny situation, but the author uses a method similar to Mark Twain in helping the reader see the objective side, too; and the difference between the two is humorous. Find some examples of this in the story.

Devices for Achieving Humor

1. In order for something to be funny to you, it must be within your experience. (You've heard something similar, you've experienced it, you understand the setting or situation, etc.) Just reading the title and the headnote, do you think this story may be funny to you? Why or why not?

Inference

1. In part 3, Bill discovers that his five-year-old cousin, Walter, looks upon him as a hero. What inference can you make about how his discovery affects Bill's opinion of himself?
2. In what way does it change his opinion of Walter?

Variations

"Equal Voice" p. 285

1. How many types of humor like understatement, exaggeration are used in this story? Give examples.

1. What makes this story humorous?
2. Did the story end the way you expected?
3. What does the title tell you about the story?

1. Was father really democratic? Give reasons for your opinion.
2. Will future meetings be more or less democratic?
3. How did "equal voice" backfire on father?

Variations

"The Glorious White Washer" p. 281

Characteristics of Humor

1. One type of humor that was used by Twain when the boys asked to whitewash is _____?
2. How did Tom manage to get the boys to want to do work when they could have been playing?

Devices for Achieving Humor

1. Use of words often is used to make something funny. "Tom planned the slaughter of more innocents." What does this mean? Did Tom really kill someone? (Multiple use of words)

Inference

1. What did Tom learn about human nature?
2. What past experience with Tom made the other boys willing to listen to him?

"The Necktie Party" p. 276

1. List the types of humor used in this story.

1. Death is a very serious matter, but the authors handle it very humorously. List as many incidents as you can where the author pokes fun at death.
2. The story is written in dialect. Is this also a humorous device? Why or why not?

1. What was the first clue to Shawnee Sam's remarkable ability at fast talking?
2. What does the story suggest about the kinds of people and things that Texans are supposed to admire?

Variations

"Dogs That Have Known Me" p. 110

Characteristics of Humor

1. Exaggeration is used a good deal in this story. List some examples.

Devices for Achieving Humor

1. The title and the first paragraph are used to set the spirit of the story. Who owns whom according to the author?
2. Metaphor is used as a humor device. The author says, ". . . as a gourmet, he was a washout." What does it mean?

Inference

1. Is it possible to tell from this selection whether or not the author likes dogs? Give reasons for your opinion.

"Charles" p. 290

1. Give some examples of exaggeration in the story.
2. What type of humor is the ending of this story?

1. What device did the author use in Charles' humor?
2. Would you consider this a surprise ending? Why?

1. Who is telling this story?
2. Did you recognize that Charles was Laurie? Find places where the reader is diverted from recognizing that Charles was made up by Laurie.
3. At school, which child was actually behaving like Charles?

Discovery

"Ransom of Red Chief" p. 380

Characteristics of Humor

1. One particular element of humor is used often. What is it?
2. An important part of understanding a story is sensing the attitude of the author. When did you first discover that O. Henry's attitude toward kidnapping was not serious? What early clues did he give you?

Devices for Achieving Humor

1. One of Henry's devices for humor was use of elaborate phrases by the kidnappers. In your own words, write the meanings of these phrases. Check your meanings in the glossary.
 - a) Philogropgentiveness ...is strong in semi-rural communities.
 - b) I ran my eye over the contiguous vicinity.
 - c) There was a sylvan attitude of sommolent sleepiness.
 - d) ...The wolves have borne away the tender lambkin from the fold.
 - e) ...to decry the celebrated moral aspect of parental affection.
 - f) I'm a grown person with masculine proclivities and habits of self-defense.

Inference

1. When the kidnappers signed the ransom note "Two Desperate Men" what did they intend to imply? In what way were they actually desperate?
2. Why did Sam and Bill need the \$2000 ransom? In what ways were they "shady" characters? What other inferences can you make about them?

SPELLING WORDS HUMOR

(1)

flagpole
small
quickly
happiness
forward
doled
spree
dense
acquire
pygmy
waddle
waggle
wheeze
hostess
discussion
motion
casual
address
puzzle
certainly
restless
progress
approval
general
discussion
regard
slamming
crayons
matron
adjust

(2)

sheriff
exiled
impounded
engrossing
apex
tenements
unwieldy
comparatively
perturbed
outlandish
conceded
dauntless
cougar
traveler
druggist
musician
librarian
pollster
cashier
engineer
employer
caucus
insolently
official
prisoner
thirty
forty
sober
covet
hoarse
recognize
exercises
apologize
anxious
comprehend

(3)

abscond
precociously
whimsical
interminable
duplicity
contemptuous
immaculate
contraption
hospitable
transpired
conspicuous
conceded
imminent
adviser
meteorologist
creditor
psychologist
reverie
abstain
appropriate
renounced
plausible
voracious
ability
discouraged
melancholy
insignificant
multiply
absorbed
poverty
decanter
parliamentary
procedure
apportion
characterization

(3)

democratic
illustrations
reassure
ecstatic
harassed
beseeched
befuddled
ingratiating

ON YOUR OWN WRITING ACTIVITIES HUMOR

1. Write about a humorous happening at camp. Try to use one of the humor types like exaggeration or the unexpected.
2. Choose a poem and write a parody for it.
3. Write a limerick.
4. Try to make up a pun. Use Punny Dates in History as a model.
5. Page 92, Stretching Tall Tales
Young America Series Workbook
6. Page 93, Stretching Fact into Fiction
Young America Series Workbook
7. Write a paragraph about one dog you know or own. Include two or three examples of the dog's behavior to show his special qualities.
8. Write one page about the meaning of the following phrase "...in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain." Try to use a true example.
9. Write a short piece supporting the statement, "I think young people my age should help make family decisions."
10. Make It Funny ditto. I was late to school today because...
11. Bring a favorite joke, riddle, pun, etc. Illustrate it if you wish to put together a class book.
- * 12. Make a poster containing a pun, joke, riddle, limerick, nonsense poem, humorous story, and a cartoon. You may make up your own or copy them from other material.

LANGUAGE ACTIVITIES HUMOR

1. Ditto from Open Highways T. p. 136
Play on Words.
2. Rhyming Ditto Open Highways
fat cat - obese rodent
3. Symbols for Words Story Behind the
Word p. 32 Open Highways
4. Figurative Language types
Language and How to Use It.
5. Using the thesaurus, rewrite this
sentence using synonyms for as many
words as possible. The beautiful
child walked along the colorless lake.
T. p. 159 Young America
6. Appreciating Figurative Language
p. 48 Young America Workbook
7. Understanding Humor p. 64
Young America Workbook
8. Make up last lines for the
following limericks
T. Thrust p. 18. Others p. 27
9. Open Highways Skillbook p. 62-63
Metaphor
10. Multiple meaning of words
Teacher directed. The number of
meanings for the word run. Look up
others work sheet.
11. Connotation. Discuss connotation.
Each student gives an interpretation of a
word. Make a list of student suggestions.
12. Multiple meanings
T. Discovery p. 401
13. What Makes You Laugh
p. 95-96 Discovery Workbook
14. Phoebe B. Beebe
p. 106 Discovery Workbook

RESEARCH ACTIVITIES HUMOR

1. In the Days of Life With Father, life was much different in other ways as well as dress, etc. Working conditions, women's rights, welfare were very different. Write a one-page report on some aspect of life in the 1880's. Could women vote, what was the length of a working day, what were the fashions, what did you do if you didn't have a job, how long did children go to school in those days, etc?

2. Write a report about the place where either of your parents work. Do you think your mother would have worked outside the home in 1880?

3. If you missed the humor in A Holiday With Father, try to contrast their life with ours. Why was it humorous that the clerk smoked as soon as Father left or Mr. Day's description of the life of a cowboy?

4. Where is Vancouver Island? Have you been there? If so, tell about your trip. What type of transportation do you need? Draw a map and show the relationship of neighboring places.

5. Find Mark Twain in an encyclopedia. Make a short report about his boyhood and life in Hannibal, Missouri.

6. Paul Bunyon is one tall tale hero. Find the names of some others and list the feats they performed.

7. Study the humor pictures on the bulletin board. In magazines try to find pictures that represent the elements of humor, incongruous, unexpected, context, slapstick, exaggeration, etc.

LISTENING ACTIVITIES HUMOR

1. Listening Exercise #9
Fact and Opinion

2. Bill Cosby Record
Babies, Tonsils
Listen for exaggeration

3. Alan Sherman parody
Camp Granada

4. Jack Benny
Meaningful pause and understatement

5. Winnie-the Pooh
Whimsy

6. Ogden Nash Poetry
Humorous Poems

7. James Thurber
His folk tales and
The Night the Bed Fell

FILMS HUMOR

Charlie Chaplin, Laughing Gas
" " Easy Street

TEACHER'S INSTRUCTION NEWSPAPERS

This unit will serve as a culmination of the year's work. A great deal of the time will be spent summarizing stories and putting together a newspaper of their own. They must choose at least four stories and write them in newspaper style. In addition, we will study what information is available in a newspaper and follow through by having other things such as want ads, Dear Abby, horoscope, comics, cartoons, weather, sports, stock report, etc.

We plan to see three films showing the reporting, printing and editorializing of a newspaper.

Various newspapers serve a specific purpose. For example, many organizations publish their own newspapers for their members. Small towns offer a weekly publication of folksy local items. The New York Times has a specific purpose and is read by people wanting more national and international news. Examples of various types will be shown and discussed.

Recognizing the difference between news reporting and editor or columnist comment will be another aspect to be discussed.

Practice writing articles in the particular style of most important fact, first, followed by less important details in order of their importance will be provided.

READING SELECTIONS NEWSPAPERS

Young America Series #14

"Are Flying Saucers Real?" p. 212

Open Highways

"Can You Believe Your Eyes?" p. 363

"What Is Your Horsepower" p. 168

"Nessie and Updating the News" p. 104

SPELLING WORDS NEWSPAPERS

(1)	(2)	(3)
fact	opinion	flirtatious
point	against	relevant
view	bias	relevancy
her	source	interview
terror	information	column
craft	version	editor
cluse	compare	editorial
mood	judge	example
various	reference	narrative
compositions	heroine	version
newspaper	article	concise
beginning	inscription	paragraph
lead	courageous	literary
unorganized	fearless	sequence
organized	abstract	significance
decided	signature	assignment
understood	biography	designate
signal	phonograph	insignia
thoughtful	exciting	resign
unhappy	inspiring	seismograph
unlike	entertaining	graphite
televis	trotted	stationary
telegram	trudged	skirmish
chafed	tiptoed	devised
adopt	knack	sincere
shaky	telepathy	malicious
ebb	dislodged	peevish
esteem	ingenuity	frivolous
gait	prohibit	ambitious
rack	reflectively	abandon
pleasant	generate	perilous
flattering		edict
clever		emotional
delicious		humble

SPELLING WORDS NEWSPAPERS

(1)

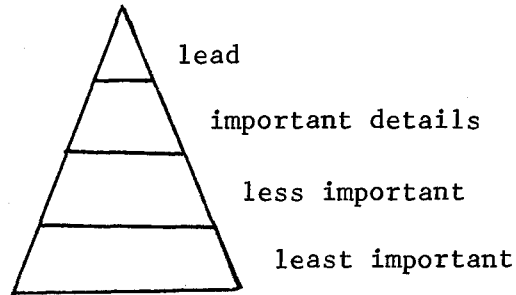
comfortable
mentioned
shouted
whispered

(3)

corrected
announced
whispered
incident
possessive
gallant
aggressive
boastful
parallel
agreeable
adventure

ON YOUR OWN WRITING ACTIVITIES NEWSPAPERS

1. Imagine a triangle as the symbol for a newspaper article. The most important information is called the lead and it is the top of the triangle. The next most important information follows the lead, then lesser important, and then the least important.



9. Summarizing, Open Highways, Duplicating Masters p. 130-131.

2. Teacher-directed ditto of elements of a summary. Discovery Teacher's Manual p. 401.

3. Read one of the reading selections and write up as a newspaper article.

4. Sports Headlines, Discovery Teacher's Manual, p. 32.

5. Newspaper Writing Discovery Teacher's Manual, p. 149.

6. Place events in chronological order. Open Highways Teacher's Manual p. 64.

7. Gullible people, Duplicating master about advertising 88-89. Open Highways.

8. Summarizing Open Highways Teacher's p. 172-173.

LANGUAGE ACTIVITIES NEWSPAPERS

1. Discussion of information available in newspapers. New, international, national and local, sports, comics, horoscope, ads, want ads, stock market report, lists of entertainment, crossword puzzle, recipes, pictures, travel, etc.

2. Types of newspapers, show examples.
Each fulfills a need within a community or throughout the country.

Daily Record

Weekly Newspapers

New York Times

Seattle P-I

Yakima Herald

Christian Science Monitor

Inquirer

3. Interpreting Advertisements, Open
Highways Teacher's Manual p. 175.

4. Non-verbal symbols. Using the new chart from the Department of Motor Vehicles, identify all the signs and what they stand for.

5. Teach yourself some symbols used by the deaf to communicate.

6. Find examples of how Braille is used by the blind.

7. Write a paragraph designed to convince someone that written language is superior to the quipu (see Variations p. 347).

8. List the advantages of using sign language for international communication.

9. Observe people very closely for a day or two and then write a description of the most effective sign language or hand signals they use.

RESEARCH ACTIVITIES NEWSPAPERS

1. Interview students and teachers to determine what improvements should be made in our school. Write the results as a newspaper article.
2. Make a newspaper of your own. Choose your own theme, animals, sports, motor-bikes, science fiction, future, past. Try to use at least four stories that you have read this year for articles. The rest of the newspaper is your own, ads, want ads, cartoons, comics, Dear Abby, horoscope, etc.
3. Get a group of your friends together and do some research on the Loch Ness Monster, Abominable Snowman, Big Foot, Unidentified Flying Objects. Present your findings to the group.
4. What qualifications must one have to become a newspaper reporter? Interview someone who worked for a paper or read about it in Careers in the library.
5. What do primitive people use for long distance communication? It is said American Indians used smoke signals. Find more information.

FILMS NEWSPAPERS

Newspaper Serves Its Community

Newspaper Story

Tiger's Tale

SPEAKERS NEWSPAPERS

Mr. John Ludtka - Daily Record

Mr. Bill Lipsky - Central Washington State College

Mr. John Foster - Central Washington State College

LIBRARY BOOKS NEWSPAPERS

Baumann, Hans, Caves of Great Hunters
Foster, G. Alan, The Eyes and Ears of the Civil War
Hofsinde, Robert, Indian Picture Writing
" " Indian Sign Language
Laffin, John, Codes and Ciphers, Secret Writing Through the Ages
Zim, Herbert S., Codes and Secret Writing
Sandoz, Mari, The Story Catcher
O'Dell, Scott, Island of the Blue Dolphins
" " The Black Pearl
" " The King's Fifth
McCracken, Harold, The Flaming Bear
Ullman, James, Banner in the Sky
Lawson, Robert, The Great Wheel
Breckenfield, Vidian Gurney, High Trail
Jackson, Jesse, Call Me Charlie
Forbes, Esther, Johnny Tremain
Phipson, Joan, Boundary Riders
Galt, Thomas F., Peter Zenger, Fighter for Freedom
Milne, Ruth, TV Girl Friday
Korn, Terry and Elizabeth, Trailblazers to Television
Denman, F., Television, the Magic Window
Tompkins, Walker, SOS at Midnight
Wier, Ester, The Barrel
" " The Loner

BIBLIOGRAPHY

1. Amelio, Ralph J., Film in the Classroom, Why Use It, How to Use It, Cincinnati: Standard Publishing, 1971. 181 pp.
2. Anderson, Paul S., Language Skills in Elementary Education, New York: The MacMillan Company, 1968. 447 pp.
3. _____, Language Skills in Elementary Education, New York: The MacMillan Company, 1972. 517 pp.
4. Dunning, Stephen, Teaching Literature to Adolescents, Glenview: Scott, Foresman and Company, 1968. 161 pp.
5. Fay, Les; Coulter, Myron L. and Lloyd, Bruce, The Young America Basic Reading Program #14, Chicago: Lyon and Carnahan, 1972. 528 pp.
6. Goldswieg, Beryl, Reading Skills, New York: Scholastic Book Services, 1969. 94 pp.
7. Graves, Robert, The Greek Myths, Baltimore: Penguin Books, Inc., 1971. 370 pp.
8. Gunn, Mary A.; Snedaker, Mabel and Russell, David H., Discovery Through Reading, Boston: Ginn and Company, 1963. 510 pp.
9. Hanna, Paul R., et.al., Words In Your Language, Boston: Houghton Mifflin Company, 1967. 255 pp.
10. Harris, Albert J., How to Increase Reading Ability, New York: David McKay Company, 1962. 624 pp.
11. Jacobs, Leland B. and Root, Shelton L. Jr., Variations, Columbus: Charles E. Merrill Books, Inc., 1966. 576 pp.
12. Jensen, Oliver (ed.), The American Heritage School Dictionary, Boston: Houghton Mifflin Company, 1972. 992 pp.
13. Kegler, Stanley B. (ed.), Animals, New York: Scholastic Book Services, 1967. 184 pp.
14. Kitzhaber, Albert R., Literature I, New York: Holt, Rinehart and Winston, Inc., 1968. 512 pp.
15. Lee, Dorris M. and Allen, R.V., Learning to Read Through Experience, New York: Appleton Century-Crofts, 1963. 146 pp.

16. McFarland, Philip, et.al., Moments in Literature, Boston: Houghton Mifflin Company, 1972. 606 pp.
17. Moffett, James, The Student-Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers, Boston: Houghton Mifflin Company, 1968. 503 pp.
18. Monroe, Marion; Aaron, Ira and Shiller, Andrew, Spelling Our Language, Glenview: Scott, Foresman and Company, 1969. 176 pp.
19. Niles, Olive Stafford, Thrust, Glenview: Scott, Foresman and Company, 1970. 546 pp.
20. Pooley, Robert C., et.al., Projection in Literature, Glenview: Scott, Foresman and Company, 1967. 594 pp.
21. _____, et.al., Wide, Wide World, Chicago: Scott, Foresman and Company. 1959. 528 pp.
22. Robinson, Helen M., et.al., Open Highways, Glenview: Scott, Foresman and Company, 1967. 527 pp.
23. Rogers, Don C.; Ort, Lorrene L. and Serra, Mary C., Spelling 7, Chicago: Lyons and Carnahan, 1970. 152 pp.
24. Schiller, Andrew, et.al., Language And How To Use It, Glenview: Scott, Foresman and Company, 1972. 384 pp.
25. Strang, Ruth; McCullough, Constance M. and Traxler, Arthur E., The Improvement of Reading, New York: McGraw-Hill Book Company, 1967. 564 pp.
26. Thoburn, Dr. Tina and Thoburn, Terry, The American Heritage School Dictionary Activities Book, Boston: Houghton Mifflin Company, 1972. 96 pp.
27. Tressler, J.C., et.al., Junior English in Action, Book I, Boston: D.C. Heath and Company, 1960. 466 pp.
28. Wood, Evelyn Nielson and Barrows, Marjorie Wescott, Reading Skills New York: Holt, Rinehart and Winston, 1958. 244 pp.