



MIDDLE+HIGH SCHOOL SUBJECT OVERVIEW

Literature



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OUR VISION

To develop discerning, lifelong readers and creative communicators through the analysis and evaluation of historical and contemporary literature in a variety of genres.

GOALS

- Develop vocabulary acquisition through context and domain-specific instruction
- Help students interact with literary texts by modeling reading strategies and literary skills
- Offer a broad range of reading opportunities using novel studies and engaging selections from classic and contemporary literature
- Guide students in using visual analysis to interpret and evaluate images and relate them to literary texts
- Develop cultural and historical literacy that will illuminate the study of literature and informational texts
- Lead students to exercise discernment and formulate biblical responses to issues raised in reading by asking real-world questions from a biblical worldview
- Provide opportunities for individual and collaborative communication by drawing on textual models and technology skills

PROGRAM APPROACH

BJU Press's middle and high school literature program helps students go beyond just reading literature. Students learn how to interact with and appreciate it. This program uses the reading process to help students complete close readings of each selection. Units are arranged thematically to encourage students to ask and engage with worldview shaping questions that help them to recognize different perspectives in literature. By studying literature, students expand their own understanding of and learn to take delight in excellent writing. By examining texts from different cultures, diverse authors and genres, and a range of time periods, students learn about differing cultures and worldviews and how to communicate with them. In turn, the students learn to analyze and evaluate literature through the lens of a biblical worldview. It is through the analysis and evaluation of historical and contemporary literature that students become discerning, lifelong readers and creative communicators. We strive to reach these seven goals to accomplish that vision.

Build Vocabulary

Central to reading comprehension is simply knowing what the words in a text mean. To help students acquire new vocabulary, BJU Press literature courses don't just give definitions for students to memorize, although listed definitions and vocabulary lists will also be available. We give teachers the tools to help students use what they already know as well as learn how to extract the meaning of a word from its natural context.

Prior to reading the text, the teacher instructs students about each literary work, introducing new vocabulary words and encouraging students to predict what the words mean. The teacher will often have sample sentences to read to the students to aid the students in determining meaning from context. Other times, the teacher encourages students to break words apart into their prefixes, roots, and suffixes to allow students to decode words based on prior knowledge. In group activities, students will collaborate to predict what words might mean, determine the meaning, and practice using new words correctly.

During reading, margin notes will provide quick definitions for new vocabulary words so that students can keep reading without being distracted by an unfamiliar word.

Model Reading Strategies and Literary Skills

To teach students how to interact with literary texts, the teacher will find modeling sections throughout the teacher edition. These sections identify opportunities to model new concepts, including reading strategies. The teacher will model analyzing illustrations, finding examples of literary terms, creating and using graphic organizers, and much more.





Give a Range of Reading Opportunities

Students develop a rich cultural understanding by interacting with selections from a variety of authors, genres, and time periods. Literature 6, 7, and 8 include opportunities for novel studies. Literature 9 and 10 include a complete play in each course. *American Literature* (11) and *British Literature* (12) offer a comprehensive overview of the development of literature from early to contemporary writings.

	Novel Study Included
Literature 6: Perspectives in Literature	<i>The Book of Three, A Single Shard, Island of the Blue Dolphins</i>
Literature 7: Exploring Themes in Literature	<i>The Last Battle</i>
Literature 8: Making Connections in Literature	<i>Across Five Aprils</i>
Literature 9: Fundamentals of Literature	<i>Cyrano De Bergerac</i>
Literature 10: Elements of Literature	<i>Romeo and Juliet</i>

In addition to the novel studies and excerpts of other longer works, the student anthologies include a variety of grade-appropriate, relevant selections that have been chosen to engage students. Selections include the following:

- Informational texts
- Biographies
- Autobiographies
- Poetry
- Television and theater dramas
- Memoirs
- Newspaper, magazine, or internet articles



Interpret and Evaluate Images

Students continue to practice and develop visual analysis skills throughout the BJU Press middle and high school literature program. Units begin with a two-page spread that the teacher uses to lead a discussion about visual analysis and art appreciation. The teacher editions include additional opportunities for visual analysis in single-page illustrations and cartoons. Activities for students include a variety of visual analysis activities that allow the teacher to guide students through a more detailed analysis.

Develop Cultural and Historical Literacy

Literary works do not emerge from a vacuum. Every writer imprints a part of himself or herself on his or her writing, which is heavily influenced by family history, cultural history, travel experience, historical events of the time period, or major life events. In the BJU Press literature line, we encourage students to read with an awareness of who the writer is or was, the major events that occurred in the author's lifetime, and the writer's view of his or her society or culture. To do that, we provide the teacher with the tools to frame a piece of literature in its cultural or historical context for the students before they begin reading the selection. The teacher may lead a classroom activity that explores relevant information from the author's background or simply inform students of those details. The teacher may also choose to lead a discussion concerning how the selection intersects with current events. This part of the reading process impresses upon students the importance of doing historical or cultural research as a reading strategy that enables them to better understand and engage with what they are reading.



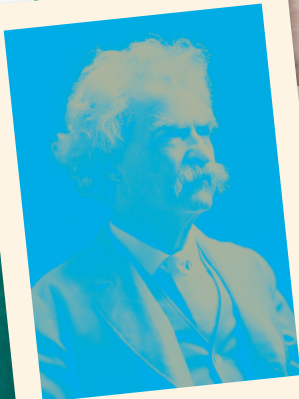
Teach Literary Discernment and Biblical Responses

Literature studies allow students to engage with different cultures, perspectives, and worldviews from the safety of the classroom, where the study can be guided and the teacher can use worldview shaping questions to encourage students to think through the implications of literary perspectives. Students can learn how their peers think, which worldviews they hold, and then respond to alternate perspectives from a biblical worldview. As students engage with each selection, the teacher can regularly lead discussions, activities, and brief writing assignments that help students work through biblical worldview shaping objectives. Unit questions encourage students to think about literary themes while engaging a biblical worldview.

Include Individual and Collaborative Communication Practice

Suggested activities in the BJU Press middle and high school literature program help the teacher motivate students to practice verbal and written communication skills and incorporate technology skills. Students will regularly have opportunities to participate in Think-Pair-Share activities, complete Quick Write activities, longer writing activities, and oral presentations.

Suggestions for enrichment and additional engagement will also encourage students to do their own research to find additional background details about the selections they have been reading.



MATERIALS



Student Edition

Each student edition includes colorful photos and illustrations, grade-appropriate selections, and questions that promote deep comprehension, technical analysis, and critical evaluation. Students will improve their close reading skills through technical analysis and fortify their faith through critical evaluation from a biblical worldview. Selections are drawn from various genres and time periods and represent varying styles, themes, and cultures.



Teacher Edition

The teacher edition contains a lesson plan overview to help with lesson planning and full-color, reduced student pages for ease of reference. Each lesson plan includes lesson objectives, numerous teaching strategies, answers to discussion questions, and ideas for enrichment activities.

Unit Objectives

- Apply a reader's craft to comprehending a text related to the theme of knowledge.
- Analyze a text for its purpose, structure, style, and literary elements.
- Identify key elements of text now given as a reading information provided in the text.
- Collaborate with peers to investigate and discuss related texts.
- Provide a text's form based on textual teaching about knowledge.
- Write a personal response to the Unit 2 Questions based on textual teaching about knowledge.

In this unit I will...

- Read the text of an important literary work.
- Discuss with my classmates and myself the text's purpose, structure, style, and literary elements.
- Write a personal response to the text's purpose, structure, style, and literary elements.

Unit 2

How does God want me to use knowledge?

LESSON 28

Objectives

- Locate the context on the Unit 2 reading page.
- Identify what Katherine developed her moral abilities.
- Identify the author's purpose in the text.
- Identify the author's style.

Teacher Resources

• *Unit 2 Reading Information*

• *Unit 2 Reading Information*

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• *Unit 2 Reading Information*

Synopsis

In the novel *Southerner*, Katherine develops her moral abilities as she grows up in a small town in the South. She is a young woman who is very religious and is very kind to everyone. She is a young woman who is very religious and is very kind to everyone. She is a young woman who is very religious and is very kind to everyone.

Lesson	Student Pages
28	96-107
29	98-105

Reader's Craft

Identifying the Theme

Read the text of the Unit 2 reading page. Identify the theme of the text. Write a personal response to the text's purpose, structure, style, and literary elements.

What is the author's purpose in the text?

What is the author's style?

During Reading

Identifying the Theme

Read the text of the Unit 2 reading page. Identify the theme of the text. Write a personal response to the text's purpose, structure, style, and literary elements.

SHORT ANSWER

Write the word or phrase that best answers the question or defines the term.

- What is the central conflict in "Amigo Brothers"?
- What is the reason for the conflict between the two sides in "The Buffalo Dance"?
- In "The Buffalo Dance" after Chuska is dressed in the horse costume, what detail does Neacho notice that could have revealed the presence of an enemy in the camp?
- What is the internal conflict Mr. Peters has in "The Third Wish"?
- In "The Precious and the True" what is the author's purpose in the story?
- What is a prose line stanza called?
- Why is "How One United World" called a "prose line stanza"?
- According to "How One United World" what is the author's purpose in the story?
- In "The Scenic Place" what is the author's purpose in the story?

MULTIPLE CHOICE

Circle the best answer from the choices.

- Which of the following is a prose line stanza?
 - A. The Red Rover
 - B. The Red Rover
 - C. The Red Rover
 - D. The Red Rover
- Which of the following is a prose line stanza?
 - A. The Red Rover
 - B. The Red Rover
 - C. The Red Rover
 - D. The Red Rover

TEST 1: Unit 1, Love

NAME _____

Read the excerpt from "The Precious and the True" and answer the questions that follow.

- In "The Precious and the True," both sides had really enjoyed the idea and swapped arms between their two villages.
- In "The Buffalo Dance," during the years when there had been no fighting between the two sides, both sides had really enjoyed the idea and swapped arms between their two villages.
- In "The Buffalo Dance," during the years when there had been no fighting between the two sides, both sides had really enjoyed the idea and swapped arms between their two villages.
- An example of direct characterization in "Wonders of God" is when the rich old woman is described as "greedy."
- "The Precious" is considered a fable because it includes a moral.
- The author in "The Precious and the True" has had both courage and a heroism to a legacy to her daughter.
- In the excerpt from "The Precious and the True," the author portrays some of the passengers as being selfish, but kinder.
- In the excerpt from "Wonders of God," Sumner originally believes in God because he was asked to do so by his father.
- According to "How One United World" what is the author's purpose in writing "Southerner" is to encourage citizens to develop better relations with people with facial deformations.
- At the beginning of "Love Story, Street of" Tom plans to visit his grandmother for only a few minutes.

MATCHING

Match each of the items from the column on the left with the corresponding item in the column on the right.

11. Items of poetry that end with a central phrase indicated by punctuation	A. objective flow
12. A grouping of verse lines within a poem	B. cross
13. A grouping of verse lines within a poem	C. end-stopped line
14. Providing the characters' actions or words but leaving the reader to infer their truth	D. enjambement
15. The final outcome of a story and the last element of the plot	E. internal conflict
16. The major turning point for the main character, something that affects the outcome of the story	F. characterization
17. A struggle between two characters or between a character and an outside force such as nature	G. resolution
18. Poetic lines that flow past the end of one verse line and into the next with no punctuation at the end of the line or verse line	H. climax

Assessments and Assessments Key

Assessments and assessments keys are available for separate purchase. They include chapter tests, midterms, and final exams.

MATERIALS

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THE FEATURES *Page Examples*

THE BUFFALO DANCE Before Reading

Lessons 4–5

THE BIG QUESTION Who is my neighbor?

GENRE Short Story

AUTHOR'S CRAFT
Point of view is the perspective or angle from which a story is told. In **third-person point of view**, the narrator remains outside the story and refers to the characters with pronouns such as *he*, *she*, or *they*. The third-person point of view may be **limited** (the narrator knows the thoughts and feelings of only one character) or **omniscient** (the narrator knows all of the thoughts and feelings of each character).

You already know that a story can have both external and internal conflicts (p. 3). You also know that each character can have a different motivation (p. 3) for his actions. As you read “The Buffalo Dance,” ask yourself why Chanuka makes the choices that he does. Think about the problems Chanuka faces. Consider whether the main conflict is within his mind or with an outside source. Determine the resolution (p. 3) of the main conflict. Think about whether you find the resolution satisfying.

Also as you read, determine the point of view in this story, whether it is limited or omniscient.

Cultural context includes the beliefs, customs, and thoughts that are characteristic of the time and place in which a work of literature is created. Sometimes the cultural context of the story contributes to the conflict. Think about the setting, including the time and place. Think about the characters’ traditions, values, and actions. Consider which values and actions are influenced by cultural context. Examine how cultural context leads to conflict in “The Buffalo Dance.”

the two boys of enemy tribes as Chanuka tends to the physical needs of Neosho. Months later, Neosho generously repays Chanuka for his help, and though the two

spare the life of the other.
On page 18, the term red men is used to refer to Native Americans.

—BEFORE READING—

ENGAGE

The Big Question

- Direct the students to read the Big Question: “Who is my neighbor?”
- ASK** Do you know the names of your neighbors? Have you ever helped them out when they needed something? Do you mow the lawn for your neighbors or feed their cat when they are away? Is it possible

VOCABULARY

abate	domain	intermittently	provision
blundering	expedition	misshapen	reluctant
brooding	gait	myriad	reprimand
countenance	goring	onslaught	
dire	inert	plunder	

THE BUFFALO DANCE
Cornelia Meigs

Objectives

- Identify the conflicts in the story.
- Explain how the cultural context relates to the conflicts of the story.
- Determine the main conflict.
- Explain the resolution to the main conflict.
- Evaluate the main character’s motivation and actions. **BWS**
- Define *third-person limited point of view*.
- Cite textual evidence to support third-person limited point of view.

Teacher Resources

- Quiz 2 “The Buffalo Dance”

Instructional Aid 3: “The Buffalo Dance” Vocabulary Practice

Word List 1

- A map to identify areas where the Dakota (Sioux) and the Ojibway (Chippewa) lived
- A photograph of Ojibway Indians
- A photograph of a bison

Materials

- A pair of scissors

Summary

When Chanuka, a Native American boy of the Ojibway tribe, goes exploring one day, he comes upon Neosho, also a young Native American boy but from the Dakota tribe, who has been injured by a moose. An unlikely and silent friendship begins between

Collaboration

- Divide the class into small groups to discuss the Big Question, and then invite volunteers to give their responses.

INSTRUCT

GENRE

- Review with the students the elements of a short story.

AUTHOR'S CRAFT

- Direct attention to the Author’s Craft.

Point of View

- Point out the definitions of *third-person point of view*, including *third-person limited* and *third-person omniscient*.

Third-Person Limited Modeling

- Identify third-person **limited** point of view with the following anecdote.

The girl could not get her locker to open and thought she had forgotten her locker combination. When she asked her friend for

Motivates students and activates background knowledge in the teaching cycle process.

Offers teaching strategies to help equip students to achieve educational objectives.

Teacher Resources cite Instructional Aids, Word Lists, quizzes, test practices, or web links available for the lesson.

Lesson Objectives state observable skills students will accomplish by a lesson’s end.

Highlighted Terms explain highlighted text on the reduced student page.

Lesson 55

Assonance

Consonance

Alliteration

DR 1 The boy is trying to escape loneliness.

DR 2 Escaping loneliness is a victory.

—DURING READING—

APPLY

Independent Learning

- Instruct the students to read pages 191–94 and complete Instructional Aid 29.

—AFTER READING—

The Big Question

The students will address the Big Question as they complete Instructional Aid 29 and compose a poem about dealing with loneliness biblically.

ASSESS

Performance

- Listen to the students individually perform an oral reading of “The Rider.” Use Instructional Aid 28 to assess the reading.
- Give the students the option of recording their performance of the poem instead of giving a live oral presentation.
- The rubric has suggested point values based on oral reading fluency. A suggested grading scale for the total points is below.

A 11–12 B 9–10 C 7–8 D 5–6 F 4

THE RIDER

Author Naomi Shihab Nye

Illustrator Carl Pearce

1. Why is the boy roller-skating?

A boy told me if he roller-skated fast enough his loneliness couldn't catch up to him. □

5 the best reason I ever heard for trying to be a champion.

What I wonder tonight pedaling hard down King William Street is if it translates to bicycles.

translate: to carry over, to transfer

2. What does victory mean in this poem?

10 A victory! To leave your loneliness panting behind you on some street corner while you float free into a cloud of sudden azaleas, pink petals that have never felt loneliness, no matter how slowly they fell. □



Provides the students with the opportunity to practice the skills they have been taught.

Uses a variety of tools to systematically evaluate students' knowledge, skills, attitudes, and beliefs.

Before Reading prepares the students by building background knowledge, setting reading purposes, and introducing new vocabulary.

THE DOG, EARLY IN THE MORNING, THE COURAGE THAT MY MOTHER HAD, THOSE WINTER SUNDAYS Before Reading

THE BIG QUESTION

How do you love your family?

The Big Question challenges students to consider important ideas related to a selection.

GENRE

Poetry is artfully compressed thought resulting in the elevated expression of ideas. Just as prose is composed of sentences organized into paragraphs, so poetry is composed of lines organized into stanzas. Structure, imagery, and figurative language are all important elements of poetry.

AUTHOR'S CRAFT

As you examine four short poems, you will note poetic elements as well as theme.

- An **end-stopped line** is a line of poetry, or verse line, that ends with a natural pause indicated by punctuation, such as a comma or a period.
- **Enjambment** describes a poetic line that flows past the end of one verse line into the next in order to continue the thought. There is no punctuation at the end of the first line.
- A **stanza** is a grouping of verse lines within a poem. In print, stanzas are usually set apart from each other. Each stanza expresses one main thought or feeling.
- A **quatrain** is a four-line stanza.
- **Imagery** consists of descriptive words or phrases used to create an impression that appeals to one of the five senses.
- A **simile**, one type of figurative language, is a comparison of two unlike things using *like* or *as*. For example, the night sky was like black velvet.
- A **metaphor**, another type of figurative language, is an expression of one thing in terms of another. For example, your teacher might say the classroom is a zoo.
- Unlike an explicit theme (p. 43), an **implicit theme** is not stated outright but must be inferred from the details that the author includes.

READER'S CRAFT

To infer theme, you need to look for clues the author provides. As you read a poem, ask yourself the following questions (p. 3): What does the title mean? Who is the speaker? What does the imagery tell you about how things look, sound, taste, smell, or feel? What is the setting? What are the events? How does the speaker feel about the topic? Connect those details to what you know about life in order to determine the theme.

VOCABULARY

austere	brooch	kempt
banked	chronic	quarry

Vocabulary previews some of the challenging words in the literature.

U1

The Dog, Early in the Morning, The courage that my mother had, Those Winter Sundays • 49

During Reading Questions draw attention to material related to emphases from the Before Reading section.



still believing that she held the salt. At last poor Annabelle succeeded in breaking away and they helped her over the fence. But, when she was safe on the other side, everybody stopped and looked at her in amazement. The eight and eighty sparkling jet buttons had disappeared from her beautiful frock.¹² The sheep had eaten them!

“Oh! my buttons!” cried Annabelle. “There were eight and eighty of them—six more than Bessie Beasley had! And where is my sun hat?”

Across the fence in the milling crowd of sheep, the wicked Woodlawns beheld with glee Annabelle’s beautiful sun hat **rakishly** dangling from the left horn of a fat old ram.

FATHER SPEAKS

If Annabelle had rushed home crying and told Mother, the Woodlawn children would not have been greatly surprised. But there seemed to be more in Annabelle than met the eye.

“What a quaint experience!” she said. “They’ll hardly believe it when I tell them about it in Boston.” Her voice was a **trifle** shaky, but just as polite as ever, and she

went right upstairs, without speaking to Clara or Mother, and changed to another dress. That evening she was more quiet than she had been the night before and she had almost nothing to say about the superiority of her native city over the rest of the uncivilized world. Caddie noticed with **remorse** that Annabelle walked a little stiffly, and she **surmised** that the ground had not been very soft at the place where Pete had scraped her off. **6**

“I wish I hadn’t promised Tom to play that next trick on her,” Caddie thought to herself. “Maybe he’ll let me off.”

But Tom said, no, it was a good trick and Annabelle had asked for it, and Caddie had promised to do her part, and she had better go through with it.

“All right,” said Caddie.

After all, it was a good trick and Annabelle **had** asked for it. **7**

“Let’s see,” said Tom the next day. “You wanted to turn somersaults in the hay-mow, didn’t you, Cousin Annabelle?”

6. What does Annabelle’s response indicate about her character?

remorse: the anguish caused by a sense of guilt; pity or sympathy
surmise: to suppose, to guess

rakishly: having a saucy appearance

7. Why does Caddie continue to prank Annabelle even though Caddie feels sorry for her?

trifle: a small amount

12. *frock*: a gown

Vocabulary is shown in bold and reviewed in context.

Grade 7 Literature Student Edition

Footnotes provide definitions or helpful explanations of difficult or unfamiliar terms.

Technology Resources

Teacher Tools Online®

TeacherToolsOnline.com

Deepen your student's reading comprehension with extra resources that you can use to encourage engagement and add opportunities to your lessons.

- Short video segments introduce new authors, literary terms or concepts, activities, and assignments.
- Editable PowerPoints may include reviews, vocabulary, new lesson concepts, and discussion questions to help students engage in the Reading Process Approach, guiding them through Before Reading, During Reading, and After Reading activities.
- To analyze literary works as a class, access eTextbooks to project selections.
- **ExamView** allows you to create customized quizzes and tests using a bank of questions that correlate with each unit. You can edit questions and answers and instantly create multiple versions of tests to prevent cheating.



TextbookHub™

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