





TEACHER GUIDE

James P. Stobaugh

Junior High
2 Credits – Grammar
and Writing

-  Includes: Answer Keys
-  Instruction Guide
-  Daily Concept Builders
-  Daily Assignments

Skills for LANGUAGE Arts



First printing: April 2015

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Master Books®, P.O. Box 726, Green Forest, AR 72638
Master Books® is a division of the New Leaf Publishing Group, Inc.

ISBN: 978-0-89051-860-1
ISBN: 978-1-61458-445-2 (ebook)

Cover design by Diana Bogardus.
Interior design by Terry White.

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Printed in the United States of America

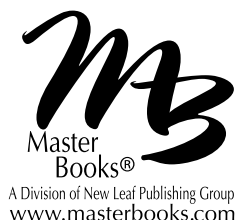
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Acknowledgments

I thank my four children and my distance-learning students who so graciously allowed me to use their essays. Over the last 15 years it has been my great honor to teach some of the best writers in America. Finally, and most of all, I want to thank my best friend and lifelong editor, my wife, Karen. I also want to thank the students who have contributed to this book as well: J.B. Rutlemann, Joseph Stahl, Emily Miller, Benjamin Cobb, Rebecca Holscher, Sheridan Swathmore, Catelyn Mast, Ian Elliott Smith, Hannah Huynh, Daphnide McDermet, John Micah Braswell, Faith Baumann, Bethany Rishell, Anna Grace Knudsten, Stacia Hiramine, Megan Norman, Austin Allen, James Grinalds, Daniel Greenidge, Claire Atwood, Jaime Schimmer, Chris Loyd, Alouette Greenidge, and Josiah Keiter.

Everything is from God, who . . . gave us the ministry of reconciliation (2 Corinthians 5:18).



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Using Your Teacher Guide

How this course has been developed:

1. **Chapters:** This course has 34 chapters (representing 34 weeks of study).
2. **Lessons:** Each chapter has five instructive lessons, taking approximately 45 to 60 minutes each, with an exam due on Friday.
3. **Grading:** Depending on the grading option chosen, the parent/educator will grade the daily concept builders, and the weekly tests and/or essays, as well as the final project (novella).
4. **Course credit:** If a student has satisfactorily completed all assignments for this course, it is equivalent to one credit of writing and one credit of literature.

Throughout this course, you will find the following:

1. **Chapter learning objectives:** Always read the “First Thoughts” and “Chapter Learning Objectives” to comprehend the scope of the material to be covered in a particular week.
2. **Concept builders:** Students should complete a daily concept builder Monday through Friday. These activities take 15 minutes or less and emphasize a particular concept that is vital to that particular chapter topic. These will relate to a subject covered in the chapter, though not necessarily in that day’s lesson. Answers are available in this teacher guide with each lesson.
3. **Weekly tests:** Students have weekly evaluations. These are available to remove and give to the student at the back of this teacher guide, with the answers at the end of each chapter.
4. **Daily prayer journal:** Students are encouraged to write in a prayer journal every day. A parent/educator may include this in the overall grade. If so, it is encouraged that the grade be based on participation rather than on the content, since this is a deeply personal expression of a student’s walk with God.
5. **Novella:** Students will write a novella over the course of the year.
6. **Warm-ups:** Daily warm up exercises will start each lesson, setting the tone of thought for the day. These are not meant to be graded.

Grading Record Options (See chart on following page.)

This course has been developed to allow two grading options for a parent/educator. This allows one the flexibility to adjust the usage of the course content to individual situations and varying requirements. For ease of grading, **Option A** includes the grading of the weekly test and novella. **Option B** includes the grading of the weekly test, novella, and concept builders. Dividing the total score at the end of the course by 35 will provide a percentage grade for the student. You may use the standard system (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, below 60 = F), or you may use your own personal grading system. An additional option includes additional credit for the student’s prayer journal, which can be done at the educator’s discretion and be added into the overall score of Option A or Option B. An additional 10 percent bonus can be awarded for the prayer journal, in the extra credit column. **Novella** When grading the novella at the end of the course, we suggest awarding: 25 points for creativity and ability to engage reader interest; 25 points for structure of the story, including paragraphs and sentences that are coherent and well-written; 25 points for neatness and any additional research that the student may have done to make the novella’s subject more realistic; and 25 points for factors like well-reasoned dialogue, use of vocabulary words learned during the course, and work done to create a well-described setting or points of storyline interest. Or if you choose, you may consider the completion of the novella worth 100 points and deduct 2 points for any spelling or structural problems that are found.

week	Option A	Option B	
	Weekly Test (100 points each)	Weekly Test (100 points each)	CB (25 points)
1			
2			
3			
4			
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28			
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30			
31			
32			
33			
34			
Subtotal			
Novella (200 points)			
Extra Credit (optional)	Divide by 36 for grade	Divide by 34 for grade	
Final Grade			

Preface

This course will teach you how to read well. Good readers read with a pen. One does not read unless one is marking up the text. Competent readers ask pertinent questions and predict as they read. For instance, when they read *The Yearling*, they will predict the ending. This skill will enhance comprehension. Furthermore, good readers look for the author's purpose, the intended audience, the development and support of the main idea, and the structure/coherence of the work. Finally, good readers read a lot.

This course will teach you how to write well. Great writers are always great readers. Writing is never easy. It is very difficult to do well. It takes planning, courage, and energy. I know this to be true—writing is my vocation. I am occasionally inspired when I write, and inspiration does make writing more pleasant, but it does not make it any easier to do. Writing is, and will always be, difficult for you to do well.

This book will teach you how to write. It will show you how to write with competency and inspiration. It will show you how to connect with your audience. Writing is not about making friends with your audience. Its main purpose is to communicate. Most of the writing you will be doing will be literary analysis. Literary analysis is literary criticism. They are the same.

What is literary criticism? Literary criticism is talking and writing about literature. Any literature, at any age. In that sense, literary analysis is a critical discussion of literature. To be “critical” is not necessarily to be “negative.” It is to be intentional in one's evaluation of literature. Indeed, “evaluation” is the highest form of thoughtful analysis.

When children growing up read Margaret Wise Brown's *Runaway Bunny* and ask, “Do I like this book?” and “Why?” they are, in effect, analyzing the literary piece. They are doing literary criticism. As they get more adept, students ask, “Who are the central characters? What conflict do they face? Where is the climax? Is there a theme?” But further sophistication and advanced

metacognition in no way diminishes the intentional, informed opinions of the most unsophisticated readers.

You will learn how to do all these things. Literary critics, no matter what their age, use a special “language” to talk about literature. For example, in *The Runaway Bunny* the protagonist (the main character), a little runaway bunny, is pursued by his loving mother, a mother bunny, an important foil (a character who develops the main character). The protagonist experiences several layers of internal conflict as he tries to escape his mother. Along the way, the author, Margaret Wise Brown, uses several setting changes to develop her characters. And so forth. Now readers have a way to discuss this literary work.

As you read great literature, you will find they share similar themes and plot patterns. For instance, as the mother bunny pursues her runaway, likewise God pursues Jonah (Book of Jonah). Different characters. Similar theme. Similar plot.

Finally, young people, learning to read and to write well is critical to the future. Literary analysis or criticism is the first cousin of Christian apologetics. Christian apologetics is the considered defense of Christian dogma, Scripture, and worldview. Learning to evaluate literature, literary analysis, prepares readers to be Christian apologists. After all, it is no coincidence that the greatest apologists are not theologians: they are English teachers! C. S. Lewis did not teach systematic theology: he taught literature.

Besides, literary analysis helps readers to evaluate and to reclaim the “metaphor.” What I mean by metaphor is “a comparison between something completely different from something else.” In literature, a metaphor enables readers to understand very difficult things by illustrating those things with other simple things more familiar to the audience. Christians desperately need to reclaim the metaphor! Again, a metaphor is a literary concept where the author compares a dissimilar thing to a similar thing so that readers will

grasp the meaning and importance of the dissimilar thing. Jesus calls himself the “Good Shepherd.” If readers and listeners grasp the importance and meaning of “Good Shepherd,” they will be on the way to understanding the role of Jesus Christ. When Jesus spoke these metaphors, he knew that he was using images and concepts that were familiar to his agrarian, pastoral audience.

What we Christians need to do is to take age-old Christian dogmas of “faith,” “love,” “forgiveness,” and especially “hope” and find contemporary metaphors to make these concepts come alive in our post-Christian, sorry world.

Fundamentally, literary criticism, then, will help readers reclaim the metaphor in their psyche, language, and writing. This will presage laudable outcomes in the kingdom of God. My goodness, it will presage laudable

outcomes in the kingdom of man!

Therefore, amid so many competing media options, you must learn to analyze, to evaluate, to appreciate great literature. The propagation of the gospel will not be enhanced by how quickly we can appreciate and text messages to one another; however, it will be enhanced by how well we grasp the critical nuances of Bible stories. We cannot suppose that our unsaved world will grasp concepts like “love” and “faith” unless we have words, rhetoric, to tell them what these things are. If we learn how to do literary analysis well, we will be better able to create and to share vital truths to future generations.

Reading 1

“Elijah Confronts the Baals”

Chapter 1

First Thoughts

Communication is a very important part of every Christian’s life. We need to do it well. We should write well, speak well, and read well. This first chapter introduces all these components.

Chapter Learning Objectives

In chapter 1 we will . . .

1. Understand and use nouns properly in sentences.
2. Compare spoken language to written language.
3. Implement reading strategies that will help you read better.
4. Analyze the characters in “Elijah Confronts the Baals.”
5. Begin writing a novella.
6. List the characters in your novella.

Look Ahead for Friday

- Turn in all assignments.
- List and describe the characters in your novella.

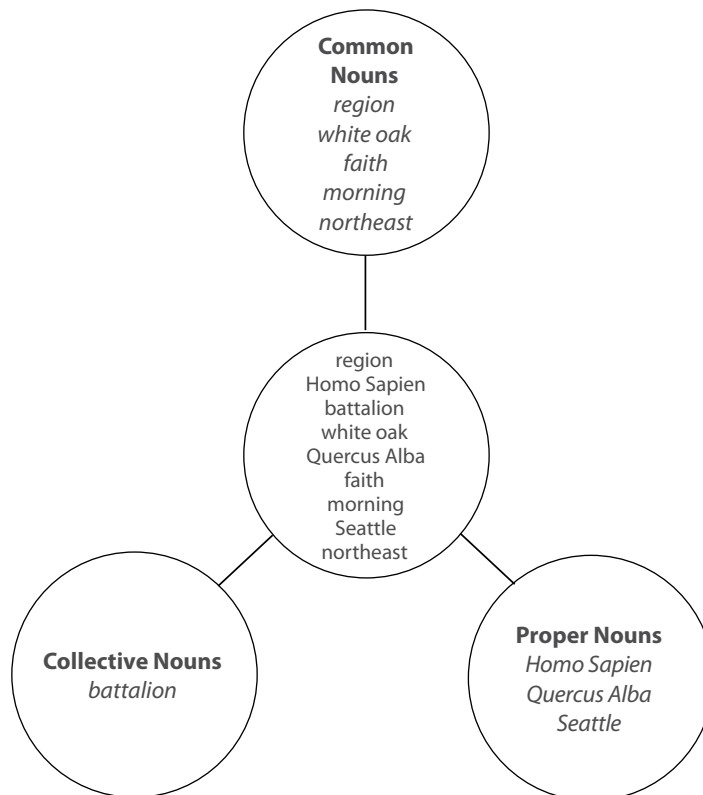
Daily Assignment

- Warm-up: Pretend that you are King Ahab's advisor. What would you say? Use at least two proper nouns, two common nouns, and two collective nouns. (Read 1 Kings 18 if you need a refresher of the account.)
- Students will complete Concept Builder 1-A.
- Prayer journal: students are encouraged to write in their prayer journal every day.
- Finish the next book you have been assigned.
- Students should systematically review their vocabulary words daily.

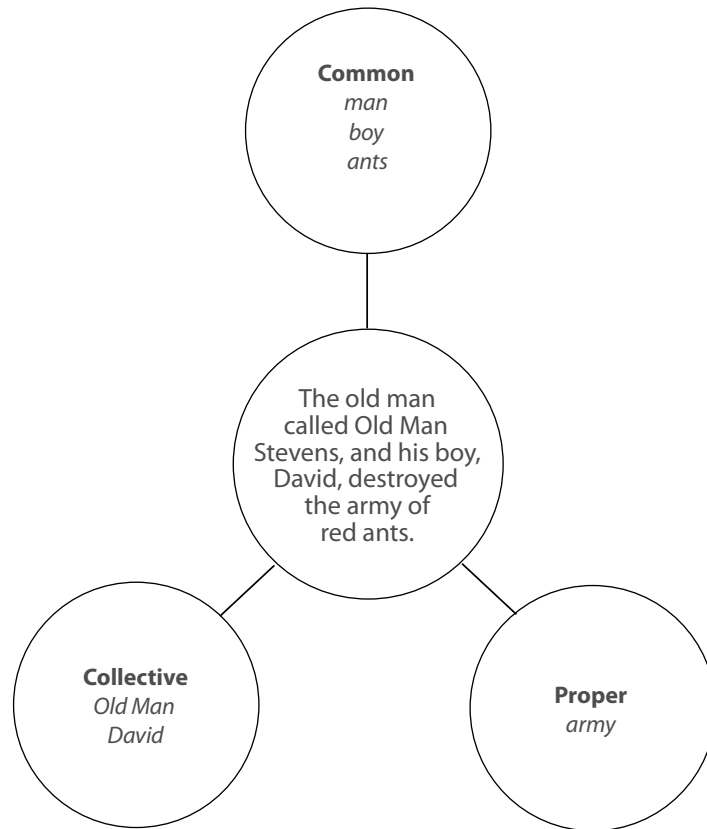
CONCEPT BUILDER 1-A

Nouns

Label each noun according to its type.




Identify examples of common, proper, and collective nouns in the sentence below.



Writing Skills: Spoken Language vs. Word Language

Daily Assignment

- Warm-up: Using written language, define “happiness.”
- Students will complete Concept Builder 1-B.
- Prayer journal
- Finish the next book you have been assigned.
- Students should systematically review their vocabulary words daily.



CONCEPT
BUILDER
1-B

Nouns

Using different means of communication, define forgiveness.

Written Language

Understanding clemency

Picture

Answers will vary.

Lesson 3

Writing Skills: Reading Basics

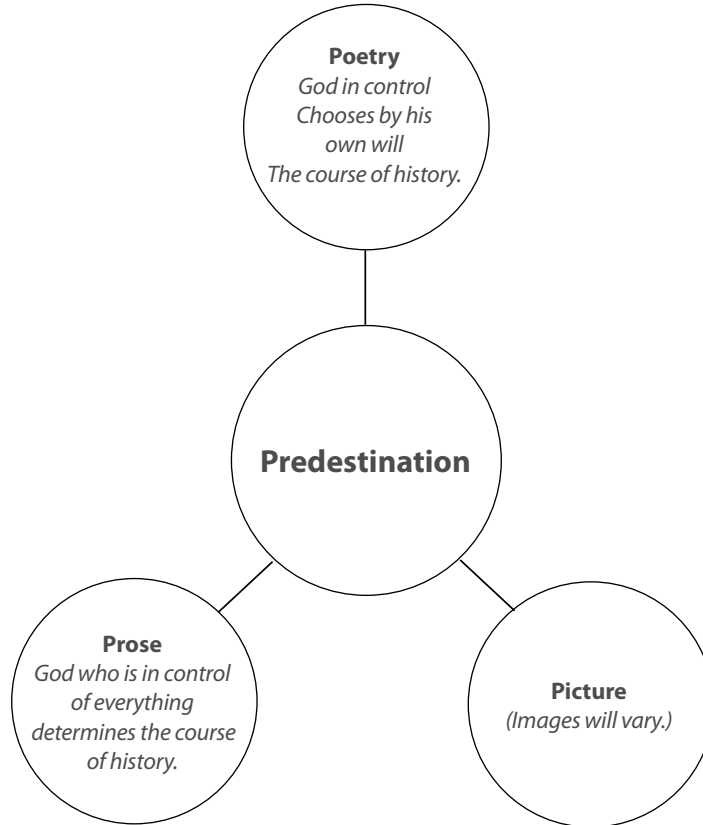
Daily Assignment

- Warm-up: What is your favorite book? Why?
- Students will complete Concept Builder 1-C.
- Prayer journal: students are encouraged to write in their prayer journal every day.
- Finish the next book you have been assigned.
- Students should systematically review their vocabulary words daily.

CONCEPT
BUILDER
1-C

Nouns

Describe Predestination to a five-year-old child in three ways:



Paraphrase this passage.

Surrounded by leviathan whales, ship crews will throw out a tub in order to divert the attention of their behemoth sentinels. The whales amuse themselves by tossing the tub into the air, as children do with a soccer ball. While their attention is diverted, the formerly endangered ships sail away. Hence, "Throwing a tub to the whales!" (James P. Stobaugh, *Growing Up White* (NY:Harvard Square Editions, 2014).

The author is describing how he distracts people from bigger problems he has by revealing to them smaller problems.

Lesson 4

Writing a Novella: Characters in “Elijah Confronts the Baals” (1 Kings 18)

Daily Assignment

- Warm-up: Imagine you are King Ahab. Re-write the same story from his perspective.
- Students will complete Concept Builder 1-D.
- Prayer journal: students are encouraged to write in their prayer journal every day.
- Finish the next book you have been assigned.
- Students should systematically review their vocabulary words daily.



CONCEPT
BUILDER
1-D

Reading Well

See passage in student book.

K What I KNOW	W What I WANT to Know	L What I LEARNED
<p><i>This passage is about a group of people eating dinner together. In fact, the central theme is about the Last Supper.</i></p>	<p><i>There is some tension here. Why? What will happen next?</i></p>	<p><i>Jesus is celebrating a common ritual meal — Passover — but adding a lot of new twists. These plot changes (e.g., washing the disciples’ feet) are important symbolic gestures of Jesus’ ministry now and in the future.</i></p>

Lesson 5

Book Study: Active Reading (1 Kings 18)

Daily Assignment

- Warm-up: The climax is the turning point in every story. If you had to identify a climax in your life, where and what would that climax be?
- Students will complete Concept Builder 1-E.
- Prayer journal: students are encouraged to write in their prayer journal every day.
- Finish the next book you have been assigned.
- Students should systematically review their vocabulary words daily.

How does the author increase suspense?

Elijah is going to his arch enemy to tell him that rain will fall!

How does he develop the main character Elijah?

We see that Elijah is a man who will not be thwarted by personal relationships or dangerous obstacles.

Discuss the relationship between Elijah and Ahab.

Ahab, while being reprehensible, is presented in a more sympathetic light than Jezebel.

How does the author increase the action and tension anticipating the climax?

So they shouted louder and slashed themselves with swords and spears, as was their custom, until their blood flowed.

Predict what will happen next.

Answers will vary.



CONCEPT BUILDER 1-E

Illustrated Book Review

Create an illustrated booklet using three of the most important scenes from 1 Samuel 18. Skim through the chapter to select the three most important scenes. Illustrate each by drawing, painting, or using magazine or computer pictures. On each page write a paragraph explaining why this is one of the most significant scenes in the account.

Answers will vary.

Chapter 1 Review Questions

Writing a Novella

You should decide upon which characters you will develop in your novella. Choose four or five. Identify the protagonist, one antagonist, and several foils. Write a brief description about each one.

Literary Analysis

Describe Obadiah's role in this biblical narrative.

Obadiah is a foil. His role is to develop Elijah. As Elijah comes, Obadiah disappears from history.

Biblical Application

Pretend that you are writing a sermon on 1 Kings 18. What theological points will you develop?

Answers will vary. Suggestions: Discuss the faithfulness and omnipotence of God.

Chapter 1 Test

Discussion Question (100 points)

Compare these two Bible passages to the Elijah passage (1 Kings 18).

Exodus 7:8–13


The LORD said to Moses and Aaron, “When Pharaoh says to you, ‘Perform a miracle,’ then say to Aaron, ‘Take your staff and throw it down before Pharaoh,’ and it will become a snake.” So Moses and Aaron went to Pharaoh and did just as the LORD commanded. Aaron threw his staff down in front of Pharaoh and his officials, and it became a snake. Pharaoh then summoned wise men and sorcerers, and the Egyptian magicians also did the same things by their secret arts: Each one threw down his staff and it became a snake. But Aaron’s staff swallowed up their staffs. Yet Pharaoh’s heart became hard and he would not listen to them, just as the LORD had said.

1 Samuel 17:45–50

David said to the Philistine, “You come against me with sword and spear and javelin, but I come against you in the name of the LORD Almighty, the God of the armies of Israel, whom you have defied. This day the LORD will deliver you into my hands, and I’ll strike you down and cut off your head. This very day I will give the carcasses of the Philistine army to the birds and the wild animals, and the whole world will know that there is a God in Israel. All those gathered here will know that it is not by sword or spear that the LORD saves; for the battle is the LORD’s, and he will give all of you into our hands.” As the Philistine moved closer to attack him, David ran quickly toward the battle line to meet him. Reaching into his bag and taking out a stone, he slung it and struck the Philistine on the forehead. The stone sank into his forehead, and he fell facedown on the ground. So David triumphed over the Philistine with a sling and a stone; without a sword in his hand he struck down the Philistine and killed him.

	Plot (Story)	Theme(s)	Setting
1 Kings 18	A moody prophet reveals the apostasy of Israel.		
Exodus 17	Moses confronts Pharaoh and God frees the people.		
1 Samuel 17	A young, unspectacular boy kills Israel’s opponent and saves the nation.		

Chapter 1 Test Answer Sample

	Plot (Story)	Theme(s)	Setting
1 Kings 18	A moody prophet reveals the apostasy of Israel.	<i>All passages exhibit a courageous man of God facing a much more powerful opponent. God intervenes and helps the hero win.</i>	<i>Elijah faces the Baals and King Ahab in the divided Kingdom.</i>
Exodus 17	Moses confronts Pharaoh and God frees the people.		<i>Moses frees the Israelites from captivity under Pharaoh.</i>
1 Samuel 17	A young, unspectacular boy kills Israel's opponent and saves the nation.	<i>All three passages offer a didactic lesson that God is powerful and good and that He will deliver His people.</i>	<i>This passage occurs during the reign of King Saul.</i>