

# Language Arts 707

## LightUnit Overview

**Penmanship:** *There are no Penmanship activities in this LightUnit.*

**Spelling:** Focus for the spelling word lists:

Section 1 - words from Chapters 1-12 of *But Not Forsaken*

Section 2 - words from Chapters 13-22 of *But Not Forsaken*

Section 3 - words from Chapters 23-30 of *But Not Forsaken*

**Theme:** This LightUnit is a study guide for the book *But Not Forsaken*. See page 49 of this guidebook for the student introduction to the book.

### LightUnit Contents

#### Section 1

1. Introduction
2. Life in Krauter
3. Separation
4. Disappointment; Characterization
5. A Plan Goes Awry
6. Review and Quiz 1

#### Section 2

7. Facing the Formidable
8. Safe at Last
9. Crossing the Border “Black”
10. Life in the MCC Camp; Analyzing Characters
11. Review and Quiz 2

#### Section 3

12. An Unpleasant Choice
  13. New Hope, New Problems
  14. A Happy Ending
  15. Self Check
- Review for the Test

Language Arts 707 has no extra activity sheet.

## Introduction to *But Not Forsaken*

### **From pages 1 and 2 of the LightUnit.**

This LightUnit will be much different from the normal one. You will be reading the book *But Not Forsaken*.

*But Not Forsaken* is historical fiction. Historical fiction uses a real setting and many true events. Even some characters in historical fiction may be real people—that's why it's *historical*. But some characters and events are made up to create the story—and that's why it's *fiction*.

*But Not Forsaken* tells the fictional, but historically accurate, story of a Russian Mennonite family, the Penners, in East Germany after World War II.

### **Refugees**

World War II tore millions of people from their homes. By the end of the war, more than 10 million Europeans had no place to live. Some were orphans; some had been prisoners of war; some had been in concentration camps; some were forced out of their home countries because of border changes. Many had fled their homes in eastern Europe and did not want to return to live under communism.

### **Russian Mennonites**

Some of these millions of refugees were Mennonites from Russia. Ancestors of these Mennonites had fled Holland years before because of persecution. Eventually, after more persecution, they had settled in Russia, where they had lived comfortably for many years. But when communism came, more suffering came with it.

When Germany invaded Russia during World War II, the Russian Mennonites, who still spoke a German dialect, considered the Germans their saviors. They followed the retreating German army out of Russia.

### **Post-War Germany**

But the Mennonites found their state was no better in Germany. After the war, Germany was split into four military zones. Great Britain, France, and the United States controlled three of these zones. The fourth zone was controlled by Russia and was communist.

Most of the Mennonites found themselves in the Soviet zone. Not only were they refugees far from home, but they now lived under the control of the Soviets they had tried to escape. They lived in constant fear lest the Soviets should discover who they really were and send them back to the USSR and exile.

### ***But Not Forsaken***

*But Not Forsaken* is the story of one Mennonite refugee family. The author, Helen Good Brenneman, served at a refugee camp in Germany after the war. There she learned of the experiences of Russian Mennonites during their flight from communist Russia. Although *But Not Forsaken* is fiction, it relates many real-life incidents.

### ***Suggested Reading***

You may want to have some of these books available for your students to read. Or if you read books to your students, you could choose one to read to them as a class. Those marked with an asterisk are available from Christian Light Publications.

**\*A Home at Last, Marilyn Friesen**

After Stalin's soldiers take Daddy in 1943, Mamma and the children flee to Germany and find refuge with a kind farmer. All too soon they are captured and returned to Russia. Little Suzanna and Menno Paul, put in an orphanage, wonder if they will ever have a home again.

**\*The Earth Is Round, Margaret Epp**

Experience with Cornelia the joys and sorrows of homesteading when an entire colony of Russian Mennonites move to Canada. This is a story of spiritual erosion, God's faithfulness, and restoration and hope. It reminds us that our times of peace and prosperity could quickly change.

**\*From Wealth to Faith, Mollie Zook**

Learn from the suffering in Russia that material wealth is fleeting and uncertain. True security is found in God.

**\*Henry's Red Sea, Barbara Classen Smucker**

This is a story of Russian Mennonite refugees who fled the terrors of communism in the Ukraine. Only a miracle could bring them through seemingly impossible barriers to safety.

**\*Shadow of Death, Lilli Schultze**

In this true story, travel with the author's family through the fears, uncertainties, and horrors of World War II. Notice the triumphant note of victory and peace through trust in God.

**The Endless Steppe, Esther Hautzig**

Follow the struggles and trials of the Hautzigs, a Jewish family from Poland, as they are arrested by the Russians and exiled into Siberia.

**Up from the Rubble, Peter and Elfrieda Dyck**

Enjoy this account of God's leading and intervening in the lives of refugees during World War II. Join the Dycks in a faith-building experience, and affirm with them that "deliverance belongs to the Lord."

## 707 – SECTION 1

**Section 1 Spelling Words: words from Chapters 1-12 of But Not Forsaken**

This list appears on page 2 of Lesson 1 in the LightUnit.

<i>methodical</i>	<i>melancholy</i>	<i>repatriate</i>
<i>indefinite</i>	<i>technique</i>	<i>nuisance</i>
<i>adjacent</i>	<i>heirloom</i>	<i>optimistic</i>
<i>dilapidated</i>	<i>consequences</i>	<i>expediency</i>
<i>refugee</i>	<i>hypothetical</i>	<i>intuition</i>

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**Lesson 1****Introduction***(Pages 1-3)*

**Objective:** to read and answer questions about the Preface and Introduction to the book



The time frame of the book *But Not Forsaken* is postwar Germany. It is an account of a refugee family fleeing communist Russia. The author, Helen Good Brenneman, who served with the Mennonite Central Committee in Germany, heard the stories of many refugees. She wrote *But Not Forsaken* so that others could know the struggles, hardships, faith, and joys of the Russian Mennonite refugees.



Have students find information about organizations that helped the millions of displaced persons after World War II. Have them find information about current organizations that provide aid and relief for those in need.

**Spelling:** writing spelling words for pronunciations

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**Lesson 2****Life in Krauter***(Pages 4-8)*

**Objectives:** to read and answer questions about Chapters 1-3; to recognize foreshadowing and flashback



Have students imagine always being on the lookout for someone who wishes to harm them. What would their life be like? During the war, Jews, Poles, and others who Hitler deemed unfit for society were never really at ease. In this story, the refugees were constantly on the run from Russian soldiers who would send them back to the very things from which they were fleeing or kill them on the spot.

**Spelling:** writing spelling words for definitions

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**Lesson 3****Separation***(Pages 8-12)*

**Objective:** to read and answer questions about Chapters 4-6



Have students find more information about Russia and Siberia, especially the landforms, climate, and labor camps in Siberia.

**Spelling:** writing spelling words to complete sentences

**Lesson 4****Disappointment***(Pages 12-16)*

**Objective:** to read and answer questions about Chapters 7-10; to read about rationing in wartime



Have students imagine they are Frau Schmidt. Have them write how she felt when she opened the door and saw Maria and the children standing there.



Have students try to find someone who remembers rationing during World War II or some other period. He should write a report about his findings.

**Characterization**

**Objective:** to understand how authors use description, dialogue, and actions to develop their characters.

**Spelling:** writing spelling words according to parts of speech

**Lesson 5****A Plan Goes Awry***(Pages 16-19)*

**Objective:** to read and answer questions about Chapters 11 and 12



Have students find and interview someone who was a refugee, or who survived the horrors of war or left his homeland for other reasons. Students should use discretion, as some are sensitive about telling their stories. Many wish to forget the scenes they saw, the conditions they lived in, or the fear they felt.

**Spelling:** writing the spelling words correctly

**Lesson 6****Review and Quiz 1***(Pages 19; 57, 58)***Spelling Quiz for Section 1**

- |                        |                       |                         |
|------------------------|-----------------------|-------------------------|
| 1. <i>refugee</i>      | 6. <i>expediency</i>  | 11. <i>repatriate</i>   |
| 2. <i>indefinite</i>   | 7. <i>methodical</i>  | 12. <i>adjacent</i>     |
| 3. <i>nuisance</i>     | 8. <i>optimistic</i>  | 13. <i>intuition</i>    |
| 4. <i>hypothetical</i> | 9. <i>dilapidated</i> | 14. <i>consequences</i> |
| 5. <i>technique</i>    | 10. <i>heirloom</i>   | 15. <i>melancholy</i>   |

## 707 – SECTION 2

### **Section 2 Spelling Words: words from Chapters 13-22 of But Not Forsaken**

This list appears on page 24 of Lesson 7 in the LightUnit.

<i>nonchalant</i>	<i>privation</i>	<i>meticulous</i>
<i>demeanor</i>	<i>cache</i>	<i>alternative</i>
<i>procrastinate</i>	<i>apprehension</i>	<i>diabolical</i>
<i>ingenuity</i>	<i>officious</i>	<i>naive</i>
<i>formidable</i>	<i>audacity</i>	<i>pessimistic</i>

### **Lesson 7**

### **Facing the Formidable**

*(Pages 20-24)*

**Objectives:** *to read and answer questions about Chapters 13 and 14; to identify the turning point of the story; to define allusion*



In Chapter 14, page 114, Hansie uses bad language and says that “all the fellows on their street use it” to excuse himself. Maria tells him that his reasoning doesn’t make it right. Have students write an explanation. They should include Scripture.

**Spelling:** *writing spelling words for pronunciations*

### **Lesson 8**

### **Safe at Last**

*(Pages 24-27)*

**Objective:** *to read and answer questions about Chapters 15-17; to learn about Hitler’s SS*



Have students find out more about the Mennonite Central Committee and what the organization does. MCC today has taken the way of liberal Mennonite churches, becoming involved in politics and protests in un-Scriptural ways. Depending what your students find, you may want to discuss some of these current activities in light of the Scripture.



The German SS was responsible for rounding up the “undesirables” during Hitler’s regime. They also guarded and operated the concentration and death camps. Have the student find and read books about the experiences of those who survived the awful horrors. Or maybe students know of survivors or descendents of survivors who will tell their stories.

**Spelling:** *writing spelling words for definitions*

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**Lesson 9** **Crossing the Border “Black”** (Pages 28-33)

**Objectives:** to read and answer questions about Chapters 18-20; to distinguish between main events and minor details.



You will need to read some directions to the students for No. 1 in the LightUnit. Read them distinctly, not extra slowly or extra fast. Students are to listen carefully; then see if they can write them correctly: *Go down Bahnhofstrasse past the depot for five blocks. Turn off on Panoramaweg and follow that street for one kilometer. Meet you at the clump of trees.*



Have students summarize Hans’s escape. Have them imagine they are Hans’s seat-mate, then tell how they felt as they heard Hans’s fake story.

**Spelling:** writing spelling words to replace synonyms

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**Lesson 10** **Life in the MCC Camp** (Pages 34-37)

**Objective:** to read and answer questions about Chapters 21 and 22



Have the student find more information about immigration standards for those attempting to enter the United States or Canada.



Have the student find more information about Paraguay.

### Analyzing Characters

**Objectives:** to learn how to analyze characters; to write a description of a character; to write an evaluation of a character

**Spelling:** writing spelling words to complete sentences

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**Lesson 11** **Review and Quiz 2** (Pages 37; 59, 60)

#### Spelling Quiz for Section 2

- |               |                 |                   |
|---------------|-----------------|-------------------|
| 1. privation  | 6. meticulous   | 11. formidable    |
| 2. officious  | 7. apprehension | 12. pessimistic   |
| 3. nonchalant | 8. naive        | 13. cache         |
| 4. diabolical | 9. demeanor     | 14. procrastinate |
| 5. ingenuity  | 10. audacity    | 15. alternative   |

## 707 – SECTION 3

### **Section 3 Spelling Words: words from Chapters 23-30 of But Not Forsaken**

This list appears on page 40 of Lesson 12 in the LightUnit.

<i>barracks</i>	<i>vivacious</i>	<i>correspondence</i>
<i>ostracize</i>	<i>formulate</i>	<i>effrontery</i>
<i>absurd</i>	<i>insignificant</i>	<i>representative</i>
<i>integrity</i>	<i>chagrin</i>	<i>travesty</i>
<i>skeptical</i>	<i>vengeance</i>	<i>dormitory</i>

### **Lesson 12**

### **An Unpleasant Choice**

*(Pages 38-41)*

**Objective:** to read and answer questions about Chapters 23-25



Have students ever felt ostracized? Have them write about the experience.

**Spelling:** writing spelling word to replace pronunciations

### **Lesson 13**

### **New Hope, New Problems**

*(Pages 42-44)*

**Objective:** to read and answer questions about Chapters 26-28



Have students write an explanation for the sentence “Children have good forgetters” (Chapter 28, page 221).



Not all Christians believe drama is wrong. And there may be other things in this story that some people would object to. For example, the refugees in camp had Christmas trees set up. Many Christians believe that things such as lights and trees detract from the true meaning of Jesus’ birth.

At the time of this story, the Mennonite Central Committee was involved in helping many people both spiritually and materially, even as the story demonstrates. Recently, however, this organization has focused, in some cases, on material aid alone.

Furthermore, some aid has been given to groups whose cause is questionable (groups involved in political “liberation” or rebellion). Conservative Mennonites today realize that MCC is not what it was at the time of this story.

Have students talk to a parent, teacher, or pastor about each of the following matters: drama, Christmas decorations, and aid to people. Ask them to explain to you what the Bible teaches about each one. For each item, students should include at least one Bible verse.

**Spelling:** writing the spelling words for definitions

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## Lesson 14

## A Happy Ending

(Pages 44-49)

**Objectives:** to read and answer questions about Chapters 29 and 30; to learn several purposes of authors' writings; to identify Brennehan's purpose



Have students write a different ending to the story. Not all refugee stories had happy endings. Many women went to Paraguay without knowing if their husbands were dead or alive. Some discovered that their husbands were alive but that Russia refused to allow them to leave. Some families were reunited many years after resettling in Paraguay. Have students imagine they are one of the Penners, and that they had to go on to Paraguay without Hans.

**Spelling:** correcting misspelled spelling words

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## Lesson 15

## Self Check

(Pages 50-52)

**Objective:** to test students' retention and comprehension of the material in the LightUnit

### Spelling Quiz for Section 3

- |                  |                   |                    |
|------------------|-------------------|--------------------|
| 1. integrity     | 6. correspondence | 11. representative |
| 2. vivacious     | 7. effrontery     | 12. absurd         |
| 3. insignificant | 8. barracks       | 13. chagrin        |
| 4. ostracize     | 9. vengeance      | 14. formulate      |
| 5. dormitory     | 10. skeptical     | 15. travesty       |

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## LightUnit Test 707

### Spelling words for LightUnit Test 707

- |               |                  |                    |                 |                |
|---------------|------------------|--------------------|-----------------|----------------|
| 1. nonchalant | 7. intuition     | 13. insignificant  | 19. refugee     | 25. ingenuity  |
| 2. integrity  | 8. meticulous    | 14. heirloom       | 20. chagrin     | 26. absurd     |
| 3. naive      | 9. demeanor      | 15. effrontery     | 21. indefinite  | 27. diabolical |
| 4. technique  | 10. repatriate   | 16. procrastinate  | 22. alternative | 28. methodical |
| 5. vivacious  | 11. vengeance    | 17. adjacent       | 23. ostracize   | 29. skeptical  |
| 6. formidable | 12. hypothetical | 18. correspondence | 24. expediency  | 30. audacity   |

If a student needs to retake the test, you may copy Alternate LightUnit Test 707 from Appendix D. This covers the same concepts as the regular LightUnit Test.

# LightUnit 708

## LightUnit Overview

**Penmanship:** *copying the states in order of admission, the year they were admitted, and the nickname of each*

**Spelling:** Focus for the spelling word lists:

Section 1 - occupations

Section 2 - words with silent letters

Section 3 - eupyms—words that come from names

**Theme:** Many of the sentences used in exercises have to do with the Westward movement of settlers and pioneers in what is now the United States.

### Section 1

1. Clause Review
2. Clauses With Modifiers and Phrases;  
Adjective Clauses
3. Adverb Clauses
4. Diagramming Adverb Clauses
5. Review and Quiz 1

### Section 2

6. Punctuating Quotations
7. Clauses—Adjective or Adverb
8. Diagramming Review
9. Unnecessary Prepositions;  
More About Clauses
10. Review and Quiz 2

### Section 3

11. Verb Tense
12. Verbs—Active and Passive
13. Eight Parts of Speech
14. Self Check  
Review for the Test

See Appendix F for extra activities about the fifty states.

## 708 – SECTION 1

### Section 1 Spelling Words: occupations

This list appears on page 4 of Lesson 1 in the LightUnit.

<i>dermatologist</i>	<i>contractor</i>	<i>auctioneer</i>	<i>telemarketer</i>
<i>politician</i>	<i>pharmacist</i>	<i>journalist</i>	<i>navigator</i>
<i>apprentice</i>	<i>archaeologist</i>	<i>photographer</i>	<i>attorney</i>
<i>optometrist</i>	<i>draftsman</i>	<i>orthodontist</i>	<i>librarian</i>
<i>superintendent</i>	<i>scientist</i>	<i>electrician</i>	<i>caterer</i>

### Lesson 1

### Clause Review (75-79)

*(Pages 1-4)*

**Objectives:** *to review the difference between phrases and clauses; to review relative pronouns and subordinating conjunctions; to review dependent and independent clauses; to review simple, compound, and complex sentences*



Remind the student to look for the introductory words of clauses.



Have students find clauses that begin with subordinating conjunctions in a short story or article.

**Penmanship:** *writing the spelling words for Section 1*

**Spelling:** *writing spelling words for descriptions*

### Lesson 2      Clauses With Modifiers and Phrases (75-80)

*(Pages 5-9)*

**Objective:** *to learn that clauses may contain modifiers, complements, and phrases*



Do these with students:

1. It is hard for us to imagine the courage [that sustained these pioneers].  
**do**
2. The hardships [which plagued them along the way] robbed them of many treasures.  
**do prep. phrase**

### Adjective Clauses (76, 77)

**Objectives:** *to review adjective clauses; to review correct placement of adjective clauses in sentences*



Correct these together:

1. Audrey bought an umbrella at the store that had polka dots all over it.  
(At the store, Audrey bought...)
2. Anita wore a blue dress to the wedding that her mother had just made.  
(Anita wore a blue dress that her Mother had just made to the wedding.)
3. Dad bought a puppy from the man that had long floppy ears.  
(Dad bought a puppy with long floppy ears from the man.)



Have students find adjective clauses in a short story or article. Any modifiers, complements, and phrases should be identified as well.

**Penmanship:** copying six states admitted to the Union, the date of admission, and the nickname of each

**Spelling:** writing spelling words to complete sentences

### Lesson 3

### Adverb Clauses (77-79)

(Pages 9-12)

**Objective:** to define and identify adverb clauses



This lesson teaches that adverb clauses modify verbs, adjectives, and other adverbs.

However, students will be working only with adverb clauses that modify verbs. Do these together:

1. Mom likes to do her garden work [before it gets very hot.]
2. [Because she gets up early,] she usually goes to bed around nine.
3. Sometimes we get up [when she does.]

**Penmanship:** copying six states admitted to the Union, the date of admission, and the nickname of each

**Spelling:** writing the spelling word for the clue

### Lesson 4

### Diagramming Adverb Clauses (78, 79)

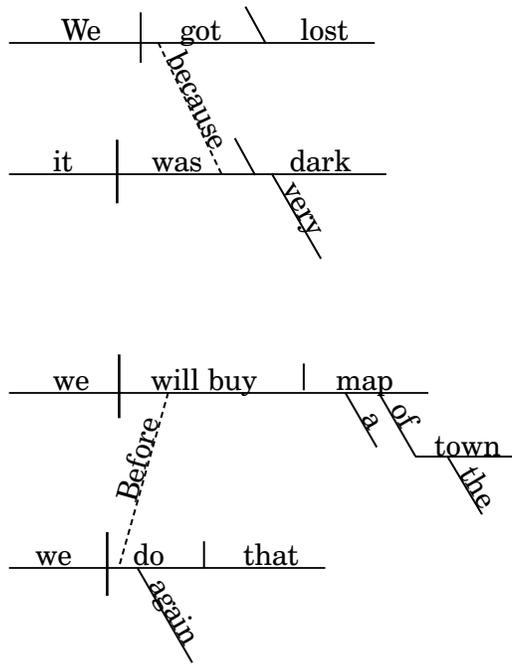
(Pages 12-16)

**Objective:** to diagram adverb clauses that modify verbs



Diagram these sentences on the board with students.

1. We got lost because it was very dark.
2. Before we do that again, we'll buy a map of the town.



**Penmanship:** copying six states admitted to the Union, the date of admission, and the nickname of each

**Spelling:** correcting misspelled spelling words

## Lesson 5

## Review and Quiz 1

(Pages 16; 57, 58)

### Spelling Quiz for Section 1

- |                   |                 |                  |                   |
|-------------------|-----------------|------------------|-------------------|
| 1. archaeologist  | 6. caterer      | 11. photographer | 16. optometrist   |
| 2. attorney       | 7. telemarketer | 12. orthodontist | 17. electrician   |
| 3. journalist     | 8. politician   | 13. navigator    | 18. dermatologist |
| 4. superintendent | 9. contractor   | 14. pharmacist   | 19. librarian     |
| 5. scientist      | 10. apprentice  | 15. draftsman    | 20. auctioneer    |

## 708 – SECTION 2

### Section 2 Spelling Words: words with silent letters

This list appears on page 19 of Lesson 6 in the LightUnit.

- |            |           |          |           |
|------------|-----------|----------|-----------|
| harangue   | asthma    | mnemonic | knack     |
| trestle    | gnaw      | wrangle  | exhaust   |
| euphemism  | pseudonym | gnu      | pneumonia |
| malign     | hasten    | condemn  | writhe    |
| throughout | exhibit   | scenery  | gnash     |

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**Lesson 6**                      **Punctuating Quotations** (140, 141)                      **(Pages 16-20)**

**Objective:** to review placement of quotation marks in quotations that end with a question mark or an exclamation point

**Penmanship:** writing the spelling words for Section 2

**Spelling:** writing spelling words for definitions

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**Lesson 7**                      **Clauses—Adjective or Adverb?** (75-79)                      **(Pages 20-24)**

**Objective:** to identify clauses as adjective or adverb clauses



Remind students that adjective clauses always come after the word they modify, but adverb clauses can be anywhere.

1. [When the bell sounded] all the students came in. (*adv*)
2. The house [that has new windows] has new siding also. (*adj*)



Emphasize the importance of seeing how the clause functions. Teach them to look at the introductory word of the clause and see if it's a relative pronoun (adjective phrase) or a subordinating conjunction (adverb phrase).

**Penmanship:** copying six states admitted to the Union, the date of admission, and the nickname of each

**Spelling:** completing sentences by replacing pronunciations with spelling words

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**Lesson 8**                      **Diagramming Review** (7, 64, 67, 69, 77, 79)                      **(Pages 24-30)**

**Objectives:** to review diagramming adjective clauses; adverb clauses that modify verbs; participles; participial phrases with modifiers, complements, and prepositional phrases; appositives; appositive phrases; and gerunds



Go over the diagrams very thoroughly and make sure students understand this. Do some together.

**Penmanship:** copying six states admitted to the Union, the date of admission, and the nickname of each

**Spelling:** writing the spelling words in alphabetical order and then identifying the silent letters

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**Lesson 9**                      **Unnecessary Prepositions** (123, 124)                      *(Pages 30-34)*

**Objective:** to correctly use the prepositions inside, outside, and where



Require correct usage in your classroom.

**More About Clauses** (88, 89, 180)

**Objective:** to learn to connect ideas in separate sentences by using adjective and adverb clauses



Use these examples to show students how to put the sentences together two ways:

1. The book is lying on the table. It is one of my favorites.

A book that is one of my favorites is lying on the table.

The book that is lying on the table is one of my favorites.

2. We had chores to do. We came home early.

Because we had chores to do, we came home early.

We came home early because we had chores to do.

We had chores to do, so we came home early.

**Penmanship:** copying seven states admitted to the Union, the date of admission, and the nickname of each

**Spelling:** correcting misspelled spelling words

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**Lesson 10**                      **Review and Quiz 2**                      *(Pages 34; 59, 60)*

**Spelling Quiz for Section 2**

- |              |               |               |               |
|--------------|---------------|---------------|---------------|
| 1. scenery   | 6. throughout | 11. gnaw      | 16. asthma    |
| 2. hasten    | 7. condemn    | 12. trestle   | 17. gnu       |
| 3. euphemism | 8. harangue   | 13. exhibit   | 18. malign    |
| 4. wrangle   | 9. mnemonic   | 14. gnash     | 19. pseudonym |
| 5. exhaust   | 10. writhe    | 15. pneumonia | 20. knack     |
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## 708 – SECTION 3

### Section 3 Spelling Words: *eponyms—words that come from names*

This list appears on page 38 of Lesson 11 in the Light Unit.

names of people		names of places	
<i>pasteurize</i>	<i>sandwich</i>	<i>marathon</i>	<i>artesian</i>
<i>braille</i>	<i>boycott</i>	<i>tawdry</i>	<i>tangerine</i>
<i>silhouette</i>	<i>tantalize</i>	<i>bantam</i>	<i>bedlam</i>
<i>jovial</i>	<i>maverick</i>	<i>meander</i>	<i>indigo</i>
<i>cardigan</i>	<i>guillotine</i>	<i>denim</i>	<i>canter</i>

### Lesson 11

### Verb Tense (15-21)

(Pages 34-40)

**Objective:** *to use the same verb tense in sentences and paragraphs*



There are exceptions to this rule, but they will not be taught in this lesson.

**Penmanship:** *writing the spelling words for Section 3*

**Spelling:** *writing spelling words for definitions*

### Lesson 12

### Verbs—Active and Passive Voice (22, 23)

(Pages 40-44)

**Objectives:** *to define active and passive; to use active and passive verbs in sentences*



Make sure students understand how to change these from one voice to another. Do some in class.

- |   |   |
|---|---|
| <i>passive</i>                          | <i>active</i>                             |
| 1. The book was written by Howard Pyle. | Howard Pyle wrote the book.               |
| <i>active</i>                           | <i>passive</i>                            |
| 2. The chorus sang a new song Sunday.   | Sunday a new song was sung by the chorus. |

**Penmanship:** *copying six states admitted to the Union, the date of admission, and the nickname of each*

**Spelling:** *completing sentences with spelling words*

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## Lesson 13

## Eight Parts of Speech (2-53)

*(Pages 44-48)*

**Objective:** *to review the eight parts of speech and the function of each*



Read a paragraph orally from their readers and identify the words according to part of speech. For more practice, have the student identify words in a short story, poem, or article.

**Penmanship:** *copying seven states admitted to the Union, the date of admission, and the nickname of each*

**Spelling:** *matching spelling words to their etymologies*

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## Lesson 14

## Self Check

*(Pages 49-52)*

**Objective:** *to test students' retention and comprehension of the material in the LightUnit*

### **Spelling Quiz for Section 3**

- |               |              |                |                |
|---------------|--------------|----------------|----------------|
| 1. indigo     | 6. artesian  | 11. boycott    | 16. guillotine |
| 2. sandwich   | 7. tantalize | 12. tawdry     | 17. bedlam     |
| 3. bantam     | 8. meander   | 13. pasteurize | 18. braille    |
| 4. maverick   | 9. jovial    | 14. tangerine  | 19. marathon   |
| 5. silhouette | 10. canter   | 15. cardigan   | 20. denim      |

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## LightUnit Test 708

### **Spelling words for LightUnit Test 708**

- |               |                  |                |                    |                |
|---------------|------------------|----------------|--------------------|----------------|
| 1. maverick   | 7. archaeologist | 13. malign     | 19. sandwich       | 25. auctioneer |
| 2. exhibit    | 8. cardigan      | 14. journalist | 20. attorney       | 26. condemn    |
| 3. pneumonia  | 9. librarian     | 15. tantalize  | 21. silhouette     | 27. politician |
| 4. contractor | 10. gnaw         | 16. euphemism  | 22. knack          | 28. throughout |
| 5. boycott    | 11. optometrist  | 17. pharmacist | 23. superintendent | 29. pasteurize |
| 6. harangue   | 12. jovial       | 18. pseudonym  | 24. tawdry         | 30. bedlam     |

If a student needs to retake the test, you may copy Alternate LightUnit Test 708 from Appendix D. This covers the same concepts as the regular LightUnit Test.