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Guidelines for Self-Scoring

1. Complete the lesson.
2. Get permission to score.
3. Check your work—put an ✕ beside wrong answers.
4. Return to your desk and use your textbook or LightUnit to correct the wrong answers.
5. Get permission to rescore.
6. Recheck your work. If corrected, circle the ✕. If wrong, make another ✕. Repeat Steps 4-6 as necessary.
7. Circle each page number after all mistakes have been corrected and the page is finished.

Examining the Narrative

Fiction: Folktale

Folktale: a story that has been handed down from one generation to another

Folktales are an important part of a nation's culture. These stories have been handed down from one generation to the next and often reflect the values and traditions of their culture. Common characteristics of folktales include the following:

- The original author cannot be identified.
- Each story conveys a universal message or truth.
- The setting can be adapted to different cultures and time periods.

Traditionally, folktales were oral stories, but in modern times, many folktales have been written down.

C Answer each question by circling the letter or writing the answer.

10. What do folktales reflect about a culture? its values and traditions
11. What main message or truth does "The Boy Judge" convey?
 - a. A wise judge will discern the truth about a case.
 - b. A friend who turns against you is not trustworthy.
 - c. Complicated cases can often be solved by children.
 - d. A husband should always listen to the advice of his wife.

D Read the information in the box on page 86 of the reader. Answer each question.

12. What collection of stories is "The Boy Judge" taken from? Arabian Nights
13. What adjective describes the culture or setting of the stories? Oriental
14. What wise historical character does this folktale include? the caliph Harun al-Rashid

E Put a check mark beside the dynamic character and write a sentence explaining his change.

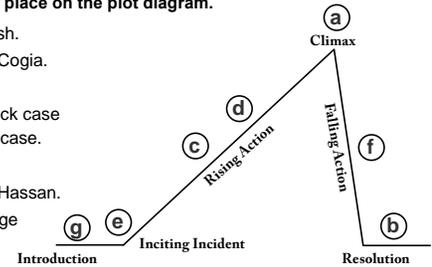
Note: Dynamic characters do not always change for the better.

15. a. Hassan b. Ali Cogia c. the caliph
- △ 16. Example: Hassan was Ali Cogia's friend, but then he turned against him.



F Write the letter of each event in its proper place on the plot diagram.

17. a. Merchants pronounced the olives fresh.
- b. The gold pieces were restored to Ali Cogia.
- c. Ali Cogia took Hassan to court.
- d. The caliph watched a boy solve a mock case and then asked him to judge the real case.
- e. Hassan stole the gold.
- f. The caliph pronounced judgment on Hassan.
- g. Ali Cogia decided to go on a pilgrimage and left his gold with Hassan.



Life Application

G Complete each exercise.

18. Put a check mark beside the caliph's response that shows a lack of wisdom in judging.
 - a. He asked Ali Cogia if he had any witnesses.
 - b. He asked both men to state their side of the case.
 - c. He accepted Hassan's oath of innocence without investigating the case.
19. Put a check mark beside three of the caliph's responses that show he was a wise and humble man.
 - a. He read Ali Cogia's request carefully and pondered on it.
 - b. He sat on a stone bench and watched boys playing in the moonlight.
 - c. He said he might learn a lesson in judgment from boys who were playing a game.
 - d. He asked a boy to judge the case between Hassan and Ali Cogia.
 - e. He tasted an olive in court and found it good and fresh.
20. Put a check mark beside two of the boy judge's responses that show he thought through things reasonably.
 - a. He took his seat with great pomp and dignity.
 - b. He based his judgment on facts and sound reasoning.
 - c. He was frightened and trembling when he appeared before Harun al-Rashid.
 - d. He realized that examining the olives to prove their age would solve the case.
21. Imagine that you needed help from a judge. Explain how a good judge would exercise each quality. Study the example.
 - a. understanding He would listen to both sides of a story.
 - △ b. patience Example: He would take time to make a careful decision.
 - △ c. humility Example: He would seek advice from others.

Lesson 12

Review

H Answer the question.

22. What successful venture did Sem Sutter describe in his story "The Day I Made Bread"?

He described a boy making bread on his own.

△ I Complete each simile, using the vocabulary words correctly. Study the example.

as *impassable* as a mountain road blocked by snowdrifts ten feet high

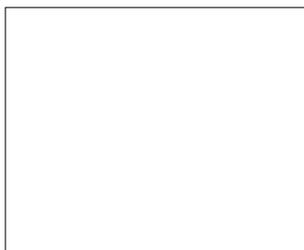
23. as *disastrous* as Answers will vary.

24. as *tantalizing* as _____

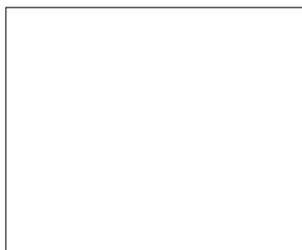
25. as *credible* as _____

△ J Imagine you were asked to help create an illustrated dictionary. Draw a picture that illustrates the meaning of each vocabulary word. Illustrations will vary.

26. sterilize



27. sparse



K Write the memory verse.

28. By faith Abraham, when he was called to go out into a place which he should after receive for an inheritance, obeyed; and he went out, not knowing whither he went.

Hebrews 11:8



13. The Judge's Sentence

Judge not according to the appearance, but judge righteous judgment. John 7:24

△ Vocabulary capacity convulsive desolate intimate posse

A Look up the vocabulary words in the glossary. Write the definition of each word.

- capacity duty, position, or role
- convulsive jerky or sudden; uncontrollable
- desolate lacking signs of life; deserted and barren
- intimate to hint indirectly
- posse a group of people temporarily organized by a law officer to help with law enforcement

Introducing the Story

In "The Judge's Sentence," Archibald Rutledge tells the story of a criminal and his encounter with a judge. The responses of both the criminal and his captor lead to an unusual sentencing. How does kindness bring about change?



Read "The Judge's Sentence" (pages 92-97).

After you read it, initial the line. _____

Understanding the Content

B Answer the question and complete the exercise.

- What two things did Judge Napier say Jason was found guilty of doing?
He was found guilty of robbing the store and saving his captor's life at the risk of his own.
- Circle the letters of the facts that probably influenced Judge Napier's decision to let Jason go free.
 - Jason was a powerful but silent man.
 - Jason had a good reputation before the crime.
 - Jason's wife was dead, and his children were hungry.
 - Jason had saved his captor's life at the risk of his own.

Examining the Narrative

- C** Compare and contrast Julian Broderick and Jason Jones.
- △ 8. Write one way Broderick and Jason were opposite.
Examples: Broderick was a policeman, and Jason was a prisoner.
Jason was large and powerfully built; Broderick was not.
9. Write *bravery*, *kindness*, *persistence*, or *sacrifice* to tell how the characters were alike.
- persistence** Jason led the posse on a prolonged chase, going for days without food. Broderick dogged his man even after the posse had given up.
 - bravery** Broderick chased and arrested a man who could have killed him. Jason fought through the storm while carrying Broderick.
 - kindness** Broderick took Jason's handcuffs off so that he could eat. Jason made sure Broderick was made comfortable after reaching safety.
 - sacrifice** Broderick told Jason to leave him and try to save himself. Jason disobeyed and risked his own life to save Broderick's.
- D** Put a check mark beside the paragraph with the point of view that presents the story from Jason's perspective.
10. a. ____ Then he turned to the prisoner. "Jason Jones, the law gives you the right to make any statement you may wish to make; do you wish to say anything for yourself?"
- b. The judge asked if I had anything to say for myself. Well, I knew I'd done wrong. And I knew I'd not do such a thing again. Still, when a man's got children crying 'cause they're hungry, he's got to do something.

Appreciating the Language

- E** Circle the letter of a fact you can infer from each italicized phrase and the context of the story.
11. Broderick knew that *had the struggle ended differently*, many a day would have passed before his friends learned of his fate (page 92).
- Jason was a big man who could have harmed Broderick.
 - The posse abandoned the pursuit at the most dangerous moment.
 - Broderick's friends were unaware of the danger he faced as an officer.
12. He waited until he was sure that his prisoner had *full possession of his senses* (page 95).
- Broderick waited to leave, hoping Jason would lose his life in the storm.
 - Broderick gave his instructions only after he knew Jason was fully awake.
 - Jason could not comprehend the danger they were in from the raging storm.

Life Application

- F** In each blank write the name of a character to show how kindness led to a change.

13. Broderick helped
Jason by taking his handcuffs
off so he could escape the storm.

16. Jason was a
changed man.

14. Jason risked his life to
save Broderick during the
storm.

15. Judge Napier helped
Jason by paying
his fine and clearing his charges.

Thinking Skills

Using nonfiction text such as a letter or essay, a writer may try to influence your opinion on a subject. To be convincing, he might offer evidence of his credibility, try to stir certain emotions by his word choices, and present facts, examples, or reasonable ideas to support his point.

Imagine that a jury member wrote a letter to the newspaper after Jason Jones's court trial, trying to convince the townspeople to help with the problem of hunger.

- G** Read the imaginary letter to the newspaper. Write the letter of each method beside its example.

Dear Editor:

In relation to Judge Napier's ruling in the case of Jason Jones, I want to emphasize the problem that hunger causes in school. I have been a teacher at Rosemary Elementary for twenty-three years, and I can confirm that hunger creates academic struggles for students. While many of us have well-stocked pantries and can afford to throw away our leftovers, children in our own town are going to bed hungry and coming to school without breakfast. A breakfast program at school would help children start their day off well and allow them to think clearly as they study. Join me at the next town hall meeting to discuss this important matter.

Sincerely,

Adam Walker

- a. evidence of his credibility b. an emotion he tries to stir c. a reasonable idea he presents

17. b The writer tries to create sympathy with his description of hungry children.
18. c The writer suggests starting a breakfast program at school for students.
19. a The writer states that he has taught for twenty-three years at Rosemary Elementary.

Lesson 13

Word Study

H Study the etymology and complete each exercise.

desolate [*< L de-*, completely + *solus*, alone] 14th century

20. Based on the word parts, write a simple definition of *desolate*. completely alone
21. From page 92 of the reader, state what type of land is described as desolate.
sea marshes
22. The root *sol* also means “comfort,” “sun,” and “whole.” Underline three words that contain the root *sol*, meaning “alone.”
solar solo console solid solitary sole

Review

I Answer each question.

23. What type of story has been handed down from one generation to another? folktale
24. From what collection of stories is “The Boy Judge” taken? Arabian Nights
25. What was the name of the wise caliph in the story? Harun al-Rashid

J Write a vocabulary word to match each clue.

acclamation	contrive	disastrous	render	tantalizing
amendment	derisive	pacify	sterilize	vengeance

26. vengeance from the Latin word *vindicare*, meaning to punish or avenge
27. disastrous unfortunate, tragic, damaging
28. derisive a tone of voice you should not use
29. contrive finding a way to make utensils from stone
30. acclamation something that is pleasant to receive from others
31. amendment a change made to a law
32. tantalizing mouth-watering, elusive, teasing
33. pacify a manager calming an indignant customer
34. sterilize disinfect, bleach, boil



14. Poetry: The Sense of Smell

Introducing the Poem

Imagery is often visual but can appeal to the other senses too. In “The Sense of Smell,” Tim Kennedy says that smells trigger memories and stir your appetite. What feelings do different types of smells create for you?



Read “The Sense of Smell” (page 84). After you read it, initial the line. _____

Interpreting the Meaning

A Answer each question.

1. What does Kennedy say is a marvel of design? the sense of smell
2. What do smells do to the channels of the mind? move them with powerful force

B For each type of smell, write one example from the poem and one personal example. The first one is done for you.

3. Mysterious

- a. Example from the poem bus's fumes
- b. My example marigolds

4. Repulsive

- a. Example from the poem Any: sulfury paper mills, musky bear
- △ b. My example Answers will vary.

5. Spicy

- a. Example from the poem Any: exotic brigs, lavender, nard, sandalwood, figs
- △ b. My example Answers will vary.

6. Strong, sweet

- a. Example from the poem Any: hot blacktop, mown grass, smoky peat
- △ b. My example Answers will vary.

7. Appetite-stirring

- a. Example from the poem Any: grilled chicken, fresh bread, spicy cider
- △ b. My example Answers will vary.

Section 2



△ **Vocabulary** abject solitude untainted

A Look up the vocabulary words in the glossary. Complete each definition.

1. **abject:** of the lowest degree; wretched
2. **solitude:** the state of being alone
3. **untainted:** not corrupted or dirtied

Introducing the Story

“The Cloak” by Patricia St. John is a three-part story of a boy’s journey from cold, misery, and darkness to warmth, love, and light. The title names a simple object that plays an important part in the boy’s change. How can desperate situations help a person want change?

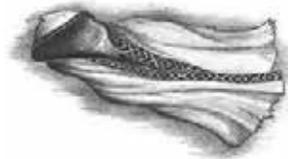


Oral reading class: “The Cloak,” Part 1 (pages 119-127)

Understanding the Content

B Answer each question.

4. Read about the author on page 125 of the reader. Where did Patricia St. John live for many years as a missionary? Morocco
5. What made the cloak so important to Mustafa?
It kept him warm.
6. What feeling caused him to fling his cloak carelessly on the sand? his rage
7. How did Mustafa get his cloak back after it was stolen?
A boy told him where to find it, and he went into the cottage and took his cloak back.



Examining the Narrative

Literary Element: Setting – Broad and Specific

Broad setting: the general time or area in which a story takes place

Specific setting: the exact details of the time or place of story events

The setting of a story is the time and place in which it occurs and may include details such as time in history, social environment, weather, time of day, and season of year. The broad setting refers to the general time or area in which a story takes place. The specific setting refers to more exact details of the time or place of story events.

The broad setting of “Journey by Night” is eastern India. The specific setting changes with the story scenes: first it is Sher Singh’s hut, then the jungle, and finally the hospital.

C Study the details from the story. Answer each question about the broad and specific setting of the story. Use a dictionary and atlas if needed.

- From the mosque nearby came the dawn prayer call.
- The coast of Spain across the Straits was hidden by a silver haze.
- The packet boat from Gibraltar arrived at 11 a.m.

Broad setting		
8. What religion is the word <i>mosque</i> associated with? Muslim or Islam	9. Study a map of northern Africa. In what country did Mustafa live? Morocco	10. In what city did he probably live? Tangier or Ceuta
Specific setting		
11. Where was Mustafa at the story’s opening? in a café in a city	12. Where did he go next to find work? to the beach	13. Where did he go next with the box of sardines? to the market

D Answer each question about the external conflict Mustafa faced.

14. What was one way Mustafa experienced conflict with nature?
Examples: He was cold. He waded in cold water as he looked for his cloak.
15. What was one way Mustafa experienced conflict with another person?
Examples: He was cheated out of his wages. His cloak was stolen.

Lesson 6

E Answer each question.

16. Why was Mustafa's attempt at being gruff with the woman in the cottage unnecessary?
Example: She was weary and didn't resist his taking the cloak.
17. What were two of the things Mustafa noticed in the cottage that made him feel uncomfortable?
Any: the weary mother, sick child, old neighbor, frightened baby donkey
18. How does the weather in the last paragraph match Mustafa's feelings?
It was cold and dark, and Mustafa was feeling uneasy.

Appreciating the Language

An **oxymoron** is a combination of contradictory words, such as "silent scream." It can be used to emphasize an idea or create a striking image.

F Complete the exercise and circle the letter of the answer to the question.

19. Write the oxymoron from page 126 of the reader.
 There was nothing left to do but to take it. It was an subject victory.
20. What does this oxymoron help you understand about Mustafa's getting his cloak back?
 a. Getting his cloak back so easily was a great success.
 b. Finding a sick child using his cloak made him feel wretched.
 c. Taking his cloak from weak people was a success of the lowest sort.
 d. Demanding payment for his cloak made him feel powerful but foolish.

G From page 121 in the reader, write the descriptive language St. John used to state each fact.

21. He frowned and put down his cloak. Scowling with rage, he flung his old cloak on the sands.
22. The men and boys pull hard. Men and boys strain backward, their brown limbs straining.
23. A pile of fish lies on the sand. A frenzied mass of silver fish writhes on the sand.

Thinking Skills

One way to evaluate a story is to examine the resolution of the conflict and determine the theme. The resolution and the theme usually reveal more about an author's purpose and beliefs than other parts do. Consider how the author portrays good and evil through the resolution and theme, and ask yourself what action the story encourages you to take.

Lesson 6

H Think about the resolutions and themes of the following stories. Write the letter of the answer to each question.

- a. True love sometimes calls for sacrifice.
 b. An act of kindness can change a person's life.
 c. Value all people as brothers and equally important.
 d. Love your enemies and forgive those who wrong you.
 e. Look out for others' interests rather than just your own.

24. d In "Bless Them That Curse You," a character nearly takes revenge on his enemies but then decides to take Jesus' way. What idea does the author promote in this story?
25. a In "Journey by Night," a character faces many dangerous obstacles as he tries to save his younger brother's life. What idea does the author promote in this story?
26. e In "Even Uncle Henry," the characters decide that helping others is better than living just for themselves. What action could this story encourage you to take?
27. b In "The Judge's Sentence," what does the author show about the power of compassion?

Review

I Complete each sentence using a vocabulary word or a form of it.

ardor boisterous cynic decimate delirious maul resort submerge

28. The teacher hoped for clear weather so that her boisterous students could go outside and release their energy.
29. Lorene felt bad about the strained relationship with her neighbor and tried with much ardor to restore peace.
30. The inventor paid no attention to the cynic who scoffed at his idea and predicted its failure.
31. Sitting in the rescue helicopter with their son who had been mauled by a bear, the parents hoped and prayed for their son's recovery.
32. After knocking at both doors and several windows, James broke a window and climbed inside as a last resort.
33. During World War II, Hitler decimated the Jewish population of eastern Europe.
34. An alligator spends much of its time lying submerged in the water.
35. As Tammy's temperature climbed, she tossed restlessly and became delirious.