

Thinking About the Story

Discuss the story setting. Where did it happen? (*Jewish section of New York City's East Side; the third floor of a tenement building; and the newspaper office afterward.*) What would the people's names (Isaac Hofstein, Samuel Bernstein, Abram Koswingky) tell you about the people—if the story hadn't already told you? (*That this was likely a heavily Jewish area.*)

Discuss Itzig's dialect. How is it different from some of the dialect in other stories students have read? (*This is the dialect of a Jewish section of New York City.*) Did Itzig use any words you didn't know the meaning of? (*Motzes, Ei wei! Ei wei!*)

Lesson Leads

Apply God's Word – Ask students if they enjoy hearing someone brag. How does it make them feel about that person? Then help them to see how others must feel about them when they boast. Encourage them to consciously make a decision not to praise themselves.

To discuss this further, ask some more questions, and refer to several more verses: If you have some ability someone else does not, where did you get it from? (*From God.*) Suppose you think that you got your greater knowledge or ability by hard work and study—does that give you the right to boast? (*No, because God gave you the ability to work hard and study. "For who maketh thee to differ from another? and what hast thou that thou didst not receive? now if thou didst receive it, why dost thou glory, as if thou hadst not received it?" [1 Corinthians 4:7].*)

When you boast, you are taking credit for something that God gave you. Will God ignore that kind of robbery? (*No. "I am the LORD: that is my name: and my glory will I not give to another" [Isaiah 42:8].*)

What happens to the person who boasts? (*He will be brought down. The one who exalts himself will always lose. This principle is repeated often in the Bible. "For whosoever exalteth himself shall be abased; and he that humbleth himself shall be exalted" [Luke 14:11].*)

Writing Opportunity

Have students write up the news story using the details given by Itzig. Give them these pointers: A news article should begin by giving a short summary of what happened, written in such a way that it will keep the reader's attention. Then it should begin from the beginning and tell the full story in a more detailed way. Remind them of what the story said: that too many unimportant details make the story boring and dry.

705 – Lesson 9

Faint Heart

LESSON 9 (Pages 25-28)



"Let us therefore follow after the things which make for peace"

(Romans 14:19).

Objectives: The student will–

- work with vocabulary words
- compare and contrast two characters in the story
- learn about the consequences of sin
- interpret the meaning of a symbol from the story
- work with the story verse

Thinking About the Story

Ask students to tell you the story setting, both broad and specific. (*Broad: Pennsylvania in pioneer times; specific: a village.*) Talk about the cultural setting. This story gives us insight into the lives of Quakers, Englishmen, and Indians. Understanding between these cultures is crucial to the outcome of this story. The Englishmen did not understand the Indian culture. Miles didn't understand the Indian culture. Henry understood the Indian culture: "The Indians will see your gun and conclude that we no longer trust in their good faith" (p. 232). That is exactly what happened.

Discuss the unusual words and expressions that the Quakers used. They used the older English *thee*, *thou*, *dost*, and *methinks*. Ask your students if they understand these words and expressions: "*In sooth*, Henry, I like my scalp where God put it" (p. 232). (*In truth.*) "I wish that they might see their mistake *in season*" (p. 230). (*In time.*)

Discuss Henry's statement after Miles tells him that a villager had warned them to arm themselves. Thomas told him, "Next moon your scalps may be dangling from Arrow-in-the-Dark's belt, and the squaws will take over a corn patch planted and hoed by two white men whose bones the crows are picking. Better go armed." Henry's answer was, "Cheerful advice, that, but I don't believe a word of it." Did Henry really think it was cheerful advice? (*No, he was being sarcastic.*) What is the irony in this situation? (*Thomas's prediction came true because Miles took his advice, not because he ignored it.*)

Lesson Leads

The Consequences of Sin – Emphasize that a person's actions affect more than just himself. Students should learn this early. Parents of younger children can supervise who their children associate with, but as students grow older they gain more freedom and choose their own friends more. If students realize that another person has the power to affect them adversely, they may choose their friends more carefully.

Symbol – Miles lost his perspective. Swayed by his peers and forgetting that God is in control, Miles allowed emotions to overrule reason. He did not think about what the Indians thought; he knew that he wouldn't use the gun to shoot anyone, but he didn't think about the Indians' interpretation of his carrying a gun.

LESSON 10 (Pages 28; 51, 52)**705 – Quiz 2**

This quiz reviews concepts taught in Sections 1 and 2 of the LightUnit. Students should use the checklist at the beginning of Lesson 10 to prepare for the quiz. Remind them to review both of the *Diction-ary Review* sections (Lessons 4 and 9).

Section 3

705 – Lessons 11, 12

The Silver King

LESSON 11 (Pages 29-31)



“Look not every man on his own things, but every man also on the things of others” (Philippians 2:4).

Objectives: The student will–

- memorize Philippians 2:4
- work with vocabulary words
- understand meanings of unfamiliar words by looking at their context
- identify metaphors and similes
- work with the prefix inter-

Thinking About the Story

Notice the sarcasm in Johnny George’s reply to Herbie’s offer to help his dad pay for the damages: “Maybe you could hold the fish back till we’re ready to spear again” (p. 242).

Lesson Leads

Simile, Metaphor – If your students need more practice with this section, have them find the metaphors and similes in the following sentences. Also see if they can identify personification in these descriptions.

- “Time he gets home to his folks he’ll be a regular savage,” said Aunt Ruth. (*Metaphor.*)
- The aura of sweet hay and old leather hung over him like a specially blended perfume. (*Simile.*)
- At the bottom of the gully a small creek battled its way through the warp of fallen snags and boulders, like a variegated silver thread. (*Personification; simile.*)
- It was like a space ship in a crimson stratosphere. (*Simile.*)
- The salmon hung sullenly, like a dark submarine, above the floor of the pool. (*Simile.*)
- Mike was waiting for him like a portly white ghost in the closing dusk. (*Simile.*)
- “You look like a drowned rat, boy!” (*Simile.*)

Then discuss this figure of speech: “All the way down to the pool he could feel his heart shriveling within him.” What does this sentence mean? (*Herbie could feel his emotions shriveling; he dreaded showing Johnny George the salmon, but he didn’t know how else to try to make up for the wrong he had done.*)

LESSON 12 (Pages 32-34)

Objectives: The student will–

- answer questions about different characters’ viewpoints
- interpret the meaning of a symbol from the story
- state an opinion about a character’s actions
- use the story to answer true/false questions
- identify types of faulty thinking

Lesson Leads

Point of View – Compare this story with “Faint Heart.” In each story the cultural setting plays a critical role in the outcome. How are the two stories similar? *(Neither Miles nor Herbie understands the Indian culture. This failure to understand leads them both to a wrong decision. Both Miles and Herbie let their emotions determine their actions rather than relying on their reason to help them decide what to do. Both stories include a character who understands the Indian culture and tries to help the other character understand.)*

How are the two stories different? *(In “Faint Heart” Miles’s wrong decision leads to his and his brother’s death; in “The Silver King” Herbie’s wrong decision leads to physical pain but not death. In “Faint Heart” Henry tries to help Miles understand the Indian culture before Miles’s wrong decision; in “The Silver King” Sandy tries to help Herbie understand the Indian culture after Herbie’s wrong decision. Herbie can try to atone for his wrong decision; Miles cannot.)*

Writing Opportunity

Have your students compare and contrast “Faint Heart” with “The Silver King.” Use the discussion above to help them brainstorm. Then have them organize their thoughts and write an essay using specific examples from the stories.

705 – Lessons 13, 14

The Jonah Pie

LESSON 13 (Pages 34-37)



“So built we the wall; and all the wall was joined together unto the half thereof: for the people had a mind to work” (Nehemiah 4:6).

Objectives: The student will–

- work with vocabulary words
- answer questions about the story
- review word parts, verses, themes, and faulty thinking

Thinking About the Story

Ask students at what point they began to suspect that Reuben Thorpe was somewhat lazy. Have them identify the first clue in the story. Did they recognize that clue the first time they read the story?

The cousins Reuben and Reuben Thorpe were similar, yet quite different. What were some similarities? (*Age, appearances.*) Differences? (*Muscle development, tan or lack of one, attitude toward work, occupation.*)

LESSON 14 (PAGES 37-40)

Objectives: The student will–

- work with the story verse
- identify Reuben Thorpe’s motivators
- identify statements as true or false and give reasons for their answers
- review irony, sarcasm, themes, word parts, and vocabulary

Lesson Leads

Apply God’s Word – The things in No.1 are external motivators. Number 2 addresses an internal motivation. Which is better? (*Internal, because there will not always be someone or something there to provide the external motivation.*) Discuss the external and internal motivations that students have to do their work well. (*External: grades, punishments, etc. Internal: The satisfaction of knowing they did their best.*) Encourage students to develop their “internal motivators” by always doing their best.

Writing Opportunity

Have students write several paragraphs comparing and contrasting the cousins Reuben and Reuben Thorpe.

LESSONS 15-17 (Pages 40-44)

705 – 15: Self Check

The self check reviews the contents of the whole LightUnit.

Remind students that all the literary terms (including figures of speech) are in the list of literary terms in the back of the LightUnit.

705 – 16: Review

Use today to review for the test if more review is needed. If not, you may allow students to use the time for extra reading.

Students may use the “Review for the Test” checklist to make sure they are ready for the test.

705 – 17: LightUnit Test

Give the test. Students may use extra time for reading. Or if you prefer, assign something else for students to do when they are finished with the test.

Photocopy Alternate LightUnit Test 705 from Appendix F if a student needs to retake a test or if for any other reason you need an alternate test.