

**Grade 7**

**English**

**Second Edition**

**Teacher Manual**



**Oak Meadow**

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# Introduction

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This teacher manual is designed to help you guide your student through the Oak Meadow Grade 7 English course. This course asks students to absorb, discuss, analyze, and reflect on themes, content, style, and mechanics of literature. Reading some or all of the literature selections yourself will help you engage the student and evaluate their work on a more comprehensive level.

The course includes grammar assignments as well as literature assignments. This teacher manual provides answers and examples (shown in **orange**) for specific questions asked. However, many questions and assignments are open-ended and definite answers are not provided because students will have individual responses. Often, we provide examples for you to use as a teaching tool. We recognize that reasoning and creative capacities differ, so we urge you to take your cues from the student, encouraging and nurturing their individual process, needs, and progress.

Students are sometimes required to do independent research. When doing computer research, it may be helpful to remind them that the internet is unpredictable regarding quality and verifiability. Advise your student to always evaluate sources in terms of reliability and relevance. The student coursebook includes information about this in the appendix.

Please note that there are a wide variety of assignments included in this course to give students many options for engaging with the material. Students are not expected to complete every single assignment. You can help your student determine which assignments to focus on each week, based on the student's interests, strengths, and areas needing development. You might also give your student the option to complete some of the written assignments orally. Keep an eye on the workload as your student progresses, and make adjustments so they have time for meaningful learning experiences rather than rushing to try to get everything done. If your student is enrolled in Oak Meadow School, please consult with your teacher when making adjustments to the workload.



## Lesson

# 1

# *A Single Shard: The Relationships between Characters*

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## Learning Objectives

In this lesson, you will:

- Identify synonyms and antonyms.
- Analyze the development of character relationships.
- Provide text-based evidence to support your ideas.

## Reading

Begin reading *A Single Shard* by Linda Sue Park. You will have three weeks during which to read the book. This week, please read chapters 1–4.

Look over the vocabulary and assignments in this lesson before you begin reading *A Single Shard*. That will help you get a complete picture of what you will be doing this week and organize your time efficiently.

**This book will be read in three weeks; if your student needs help completing the book in that length of time, consider creating a daily schedule or reading some of the book together aloud.**

## ASSIGNMENT SUMMARY

- ☐ Read chapters 1–4 in *A Single Shard*.
- ☐ Select vocabulary words to define and use in context.
- ☐ Read the grammar sections.
- ☐ Complete the grammar exercises.
- ☐ Describe the relationship between characters.
- ☐ Choose a creative assignment.
- ☐ Fill out the writing reflection.

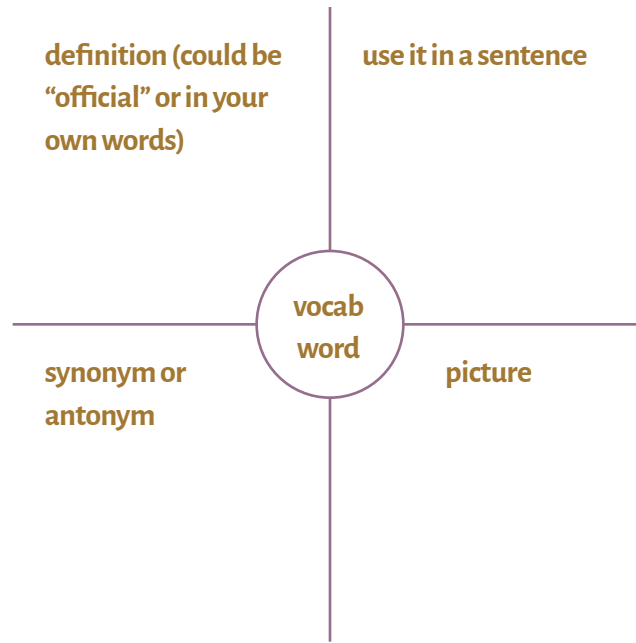
## Vocabulary

Select five to eight words from your literature reading. Try to choose words that are the most unfamiliar to you. Based on the context, guess what each word might mean before you look it up. Write down each word in a notebook—this will become your personal dictionary. Include the definition of the word and part of speech. (You can use the same notebook as the one for your reader's journal.)

Each week, you can decide how you would like to practice with your vocabulary words. Choose one activity from the list below to use with your vocabulary words this week.

**The vocabulary list will be created by the student in this lesson, which helps them focus on learning words that are unfamiliar to them. See below for the options students have for using the words in context.**

- Use your words in your writing for other assignments this week. Underline or highlight the words that you use.
- Write a short story or paragraph that uses all the words on your vocabulary list. The paragraph has to make sense!
- Write a song that uses the words in a creative way. Be sure it makes sense, even if it is silly.
- Create your own visual interpretation of each word. This could be done through drawing, painting, sculpture, photography, or collage. Be sure the meaning of the word is clearly expressed.
- Use the words in a paragraph describing a specific scene from the book you are reading.
- Write a poem, journal entry, or letter using all your words. The words should be used in context rather than just listed with their definitions.
- Record a short film, speech, or imaginary newscast where you use all the words correctly.
- Write a scene of dialogue between two people. The scene and characters can be based on the book you are reading or can be completely from your imagination. Use each vocabulary word in context in the dialogue.
- Make a foursquare as shown here. Divide the page into four sections. Write the definition in one section, a sentence in one section, a picture that demonstrates the meaning of the word in one section, and a synonym or antonym in the final section.



## Grammar Reading

Each grammar section will include selections from the English Manual that you received with your coursebook, and assignments designed to give you practice with the topics. Even if you think you know the topic very well, read each section to refresh your memory and pick up new tips that will strengthen your writing.

This week, please read the following sections:

- Synonyms and Antonyms
- The Writing Process
- Writing Styles

**All the grammar reading sections can be found in the student coursebook and in the English Manual that was included with the course materials.**

## Grammar Exercises

1. List one synonym for each of the following words.

**Synonyms may vary from those listed below.**

small **tiny**

grief **sorrow**

happy **gleeful**

worried **concerned**

sick **ill**

tired **fatigued**

purchase **buy**

answer **reply**

kind **considerate**

courteous **polite**

aid **help**

beautiful **lovely**

short **brief**

close **near**

hungry **famished**

2. List one antonym for each of the following words.

**Antonyms may vary from those listed below.**

long **short**

early **late**

cold **hot**

ugly **pretty**

difficult **easy**

young **old**

false **true**

light **dark or heavy**

small **large**

many **few**

slow **fast**

cruel **kind**

rough **smooth or gentle**

lose **gain**

lazy **industrious**



### Talk About It: Discussion

You can learn about different places and time periods by reading historical fiction. Discuss with a friend or family member some things you have learned about the time period and place where Min lives.

**Occasionally there will be topics the student is encouraged to discuss with others rather than explore in writing. Verbally expressing ideas, concepts, and information without prior preparation is an essential skill. Use these opportunities to evaluate the student's knowledge of the topic as well as communication skills. You can also model clear, respectful communication that uses a rich vocabulary and detailed description.**



### Reader's Journal

In this course, you will keep a journal about what you are reading. Some of the lessons will include journal assignments. You can also use your journal for keeping track of daily thoughts, notes, brainstorming, and sketches. Journal writing is less formal, so you don't have to worry about editing and proofreading, and you can use a more casual voice.

Write down your first impressions of *A Single Shard*. Is there something that you like about it (or don't like about it) so far?

**The informal journal activities are designed to help students reflect on the reading and develop note-taking skills. The journals are not meant to be graded, or even read by the teacher, although students are welcome to share them. If shared, the journal entries can prompt discussions about the novel and literary technique.**



## Literature Assignments

Complete the following assignments after you have read this week's chapters.

1. Describe the relationship between Crane-man and Tree-ear. Who takes care of whom? Provide specific examples from the story to support your opinion.

**This is an open-ended question and students can focus on any element of the relationship that they find interesting. A strong response will include a clear topic sentence describing the relationship between the two characters and an example from the book that supports the student's topic sentence.**

2. Choose one of the following assignments.

- a. Draw a picture of a scene that you enjoyed from the first four chapters. Choose a scene with a lot of visual details. When you are finished with your drawing, write a caption that explains what is happening in the scene. Use color and do your drawing on unlined paper.

**The drawing should include specific details from the story. Ask your student to explain different elements of the picture or describe the scene verbally to help you identify relevant details in the illustration. The caption should also give a clear sense of the scene.**

- b. Min treats Tree-ear very differently than his wife does. Imagine that you could eavesdrop on a conversation between Min and his wife about whether Tree-ear should be allowed to continue working after his nine days are up. Write the dialogue as you imagine it between these two characters. Don't forget to use proper dialogue punctuation.

**The student is encouraged to be creative and write in the voices of the characters. This is an opportunity to review dialogue punctuation, and it could be useful to look at examples of properly punctuated dialogue in the novel. Take particular note of punctuation marks used at the end of the spoken phrase and review the proper conventions with your student if you notice repeated errors.**

## Writing Reflection

Take a few minutes to reflect on your current skills as a writer. Consider each question carefully and then circle the answer that best describes your feelings. Be honest in your answers—you won't be graded on this. This is an exercise to help you recognize ways in which you are improving as a writer. You will repeat this exercise at the end of each semester.

I can express myself clearly in writing.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

I like the creative process of writing stories.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

I enjoy doing research and writing about what I’ve learned.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

I follow the writing process of revising, editing, and proofreading my writing to make it stronger.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

I’m good at finding and correcting my mistakes during the editing and proofreading processes.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

Afterward, write down one or two things you’d like to work on as you develop your writing skills.

**This writing reflection will be repeated at the end of each semester to help students recognize areas of growth. Take special note of the student’s response to the final prompt above; you can help the student develop this area by giving specific, targeted feedback on writing assignments in the upcoming lessons.**

# Learning Checklist

Use this learning checklist to keep track of how your skills are progressing. Include notes about what you need to work on. You will be developing these skills throughout the year.

**This learning checklist is included both in the student’s coursebook and here so you and the student can keep notes on academic progress. If your student doesn’t fill it out each week, that’s okay. Even just reading the skills listed will help them gain awareness of key learning targets. Some skills will be mentioned repeatedly while others are specific to a single lesson. Students are not expected to consistently display all skills right away but to develop them over time. The main goal is to see improvement in the coming weeks.**

SKILLS	Developing	Consistent	Competent	Notes
Use vocabulary words correctly in context				
Identify synonyms				
Identify antonyms				
Analyze the development of character relationships				
Provide text-based evidence to support ideas				

## Lesson

# 2

# A Single Shard: Values and Ethics

## Learning Objectives

In this lesson, you will:

- Use vocabulary words correctly in context.
- Use story details to identify underlying community values.
- Draw parallels between the story and personal experience.

## Reading

Continue reading *A Single Shard*, completing chapters 5–9 this week.

Glance over the list of vocabulary words below and try to spot them in your reading. You may also want to read the assignments before you begin your reading; this will help you pay attention to specific elements of the story.

## Vocabulary

Here is this week's list of vocabulary words, which are taken from the story you are reading.

- translucent **semitransparent**
- garb **clothing**
- arduous **difficult**
- tithe **tax or payment**
- tunic **loose knee-length garment**
- makeshift **improvised**
- commiserate **sympathize**
- feigned **pretended**

Write down each word in your personal dictionary. Include the definition of the word and part of speech.

Use the vocabulary words in context by choosing one activity from the list below (or choose any one of the activities listed in lesson 1).

**Students will use each vocabulary word in context, using one of the methods listed in lesson 1. Definitions are above to help you assess the student's appropriate use of the words.**

## ASSIGNMENT SUMMARY

- ☐ Read chapters 5–9 in *A Single Shard*.
- ☐ Define vocabulary words and use them in context.
- ☐ Identify community values based on story clues.
- ☐ Examine an ethical question from different perspectives.
- ☐ Choose a project based on celadon pottery.

## Assignments

Complete the following assignments after you have read this week's chapters.

1. Tree-ear and Crane-man live very differently than the other villagers. They are also treated differently because of their status. Based on Tree-ear's interactions with the other characters in the book, what can you figure out about the values of the people in their small village? Provide examples.

**This question requires the student to make inferences about what the villagers value based on how they treat Tree-ear and Crane-man. It might be useful to discuss this question first to help your student make connections between the behavior of the villagers and what they believe. Look specifically for language that shows that your student understands the connection between the characters' actions and their beliefs. This is an important skill to develop in preparation for high school level literature courses.**

2. In Chapter 6, Crane-man and Tree-ear have a discussion about stealing. Crane-man says that if an idea is taken by "stealth or by trickery," then it is stealing. What do you think? Do you agree? If Tree-ear had told Min about what he saw Kang working on, would you consider that stealing? Use examples from your own life to support your opinion.

**The ethical question presented can be considered from various points of view. It might help to discuss the issues before your student writes about them. Encourage your student to explore the difference between copying an idea stealthily and copying an idea openly. Some might argue that copying an idea openly isn't stealing, but is actually a form of flattery. A strong written response will explore the difference between the two types of copying and will provide a hypothetical example or one from the student's life to support their opinion. This question provides the student with an opportunity to contemplate an ethical question and write persuasively.**

3. Choose one of the following assignments to complete.
  - a. Based on what you've read so far, describe the process of making a pot using the methods described in the book. You can do this in writing or by drawing out the different steps and labeling them.

**This is an opportunity for students to practice summarizing skills. A strong response will contain all the important steps as well as specific vocabulary used in the book. However, students should be encouraged to use their own words and condense the process into a shorter version than what is described in the story.**

- b. Make a vase using clay that you can bake in your home oven. Decorate the vase with images from the story.

**Look for specific elements from the book in the decoration of the vase. Students should be able to explain their choices.**

- c. Research Korean celadon pottery from the historical time period of *A Single Shard* (you can find more information in the Author's Note at the end of the novel). Create a collage of images you find or draw some yourself and provide captions explaining what each image is.

**This choice lets students explore celadon pottery and gain a deeper understanding of the different styles. The final collage should contain several images with captions that demonstrate the student's understanding of this artistic style.**



### Up for a Challenge?

Research other unique types of pottery or pottery from other countries. Visit a museum or a pottery artist to learn more about this art form.

**All the assignments in the “Up for a Challenge?” sections of this course are optional and intended for students who wish to extend their learning or challenge themselves.**

## Learning Checklist

Use this learning checklist to keep track of how your skills are progressing. Include notes about what you need to work on. You will be developing these skills throughout the year.

SKILLS	Developing	Consistent	Competent	Notes
Use vocabulary words correctly in context				
Provide text-based evidence to support ideas				
Use story details to identify underlying community values				
Draw parallels between the story and personal experience				

## Lesson

# 6

# Catherine, Called Birdy: Emotions and Predictions

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## Learning Objectives

In this lesson, you will:

- Demonstrate writing from the point of view of a story character.
- Predict future story events based on plot details.
- Demonstrate the artistic style of illuminated manuscripts from the Middle Ages.

## Reading

Continue reading *Catherine, Called Birdy*. This week, please read the following sections: January, February, March, and April.

## Vocabulary

Select five to eight words from your literature reading for your vocabulary list this week. Choose words that you don't know and try to guess the meaning based on the context before you look them up. Write down the definitions in your personal dictionary. Finally, choose one vocabulary practice activity from the list below or from the list in lesson 1, and use each word in context.

**Check that the student is using vocabulary words correctly in sentences. Encourage the student to use a variety of practice activities (listed in lesson 1).**

## ASSIGNMENT SUMMARY

- ☐ Continue reading *Catherine, Called Birdy*.
- ☐ Choose vocabulary words and use them in context.
- ☐ Write in journal form from one character's point of view.
- ☐ Make a prediction about what will happen in the story.
- ☐ Draw in the style of an illuminated manuscript.



### Think About It: Reflection

Our emotions are often connected with our physical health and can also be affected by physical ailments we are experiencing. Think about some examples from the story where the emotional and physical health of the characters is related or combined. Think about a time that your emotions were affected by your physical health or when your physical health was affected by your emotions. How were you able to help yourself feel better?

**This reflection prompt may be something your student is interested in discussing with others. In the story, the character often references a connection between emotional and physical health. Using this topic for reflection and discussion can help students draw parallels between the literature and their own personal experiences.**



### Talk About It: Discussion

Birdy enjoyed writing in her journal. She found that it was an important outlet for her feelings and a way to reflect on the events of her life. Ask five people you know if they write in a journal or if they ever have. What reasons do people give for keeping a journal or not keeping a journal?

**Students are asked to talk to others about their journal writing experiences. No written response is needed for this or any prompts in the “Talk About It” sections.**



### Reader’s Journal

Reread Birdy’s journal entry for February 3. In it, Birdy rejects someone based on their physical appearance. Do you think this is fair? Should she have gotten to know more about him first? Write in your journal about a time that you were judged by your physical appearance or a time that you may have done this to someone else.

**This may be a sensitive topic for students, depending on individual experiences. While these journal entries are not required or meant to be shared, some students may want to discuss their thoughts and experiences around this topic.**

## Literature Assignments

1. On February 21, Birdy writes about Madame Joana's fortune. Write about what you think her predictions mean. Write your answer in journal form as though you were one of the characters in the story. Use the first-person point of view. Make sure to specify which character is writing the journal.

**Students will practice writing using the first-person perspective as they give their interpretation of the fortune. Here is the prediction made by Madame Joana in the story: "You are lucky, Little Bird, for you have wings. But you must learn to master them. Look at the baron's hawk there on her perch. Just because she doesn't flap her wings all the time doesn't mean she can't fly." Students will choose one character to personify while writing their interpretation in journal form. The writing may reflect the language and personality of the character chosen.**

2. Make your own prediction about what will happen to Birdy, what will come next in the story, or how the story will end. Give a brief explanation of what makes you think this will happen.

**Students should be able to point to specific plot details when explaining their predictions for what might happen next.**

3. In the Middle Ages, illuminated manuscripts were drawn with impressive care and patience, using brilliant colors and intricate designs. You might want to find several photos of illuminated manuscripts to get a better idea of this art form. Create a new book jacket for *Catherine, Called Birdy*, or write a favorite phrase from the book or your initials in decorative script with full color borders in the style of medieval manuscripts.

**Students are asked to explore the art form of illuminated manuscripts. Those who don't consider themselves artistic may prefer to do a smaller project such as a bookmark or name plate for their bedroom door.**



### Up for a Challenge?

The characters in this story display many types of prejudice. In what ways have you seen the issue of prejudice appear in other books and films? Choose a book or film that features prejudice in some form, and write a description of how this attitude is expressed. What role does it play in the plot or in the motivation of the characters? Compare this to *Catherine, Called Birdy*.

**This is an optional assignment.**



# Learning Checklist

Use this learning checklist to track how your skills are developing over time and identify skills that need more work.

SKILLS	Developing	Consistent	Competent	Notes
Use vocabulary words in context				
Demonstrate journal writing from the point of view of a story character				
Predict future story events based on plot details				
Demonstrate knowledge of the artistic style of illuminated manuscripts from the Middle Ages				

# Lesson 17/ 18

## Poetry and Short Stories

### Learning Objectives

In this lesson, you will:

- Demonstrate poetic devices in verse form.
- Demonstrate skills in revising, editing, and proofreading.
- Reflect on the development of your writing skills.

### Reading

For the next two weeks, you will be reading short stories and poetry. From *Shelf Life*, choose one short story to read. Remember to look for the reference to a book in the story.

Choose two of the poems below to read. (Alternatively, you can choose a poem not on the list; if you do, please include a link or copy of the poem when you share your work with your teacher.)

You can find the poems below by searching online. Several can be found at Poetry Foundation ([www.poetryfoundation.org](http://www.poetryfoundation.org)) or Library of Congress's Poetry 180 Project ([www.loc.gov/programs/poetry-and-literature/poet-laureate/poet-laureate-projects/poetry-180/all-poems](http://www.loc.gov/programs/poetry-and-literature/poet-laureate/poet-laureate-projects/poetry-180/all-poems)).

- “The Hill We Climb” by Amanda Gorman
- “Eating Poetry” by Mark Strand
- “Introduction to Poetry” by Billy Collins
- “Crossing” by Jericho Brown
- “The Young Poets of Winnipeg” by Naomi Shihab Nye
- “Instructions” by Neil Gaiman

### ASSIGNMENT SUMMARY

- ☐ Choose one short story to read from *Shelf Life*.
- ☐ Choose two poems to read and analyze.
- ☐ Give your thoughts about a short story.
- ☐ Identify poetic devices in two poems.
- ☐ Write an original poem.
- ☐ Revise and polish one substantial writing project from the first semester.
- ☐ Complete the writing reflection.

## Grammar Reading

Read the following section:

- Poetic Devices
  - Metaphor and Simile

## Literature Assignments

1. List the title and author of the short story you read. Write one or two sentences with your impressions or opinion of it, citing details that explain your response.

**Students will give a brief description of their response to the short story. If statements are not supported with specific details, you may want to ask your student to explain what gave them the impression or opinion.**

2. Include a reflection on each poem that you read, sharing your impressions of the poem. (What did you like or dislike? What did the poem make you wonder?) Also include your observations of any poetic devices you noticed in the poem. Be specific and note where you observed each technique.

**Students should cite examples of metaphor and simile in each of the poems.**

3. Try writing your own poem, or a few lines of a poem, using one or two of the devices from this lesson. Try using metaphors and/or similes to describe a moment, event, or object that has meaning for you.

**Every student will approach poetry writing differently. The goal of this assignment is for students to explore the art of poetry. Look for evidence of metaphors and/or similes and an understanding of their use. Poetry can be a very personal and meaningful experience. You may decide that your student's work will be assessed on effort and participation rather than skill or technique.**

4. Choose one of the following major writing assignments from this semester to carefully revise, edit, and proofread.

- Lesson 3: *A Single Shard*, three-paragraph literary analysis
- Lesson 8: *Catherine, Called Birdy*, essay on women's rights
- Lesson 9/10: short story
- Lesson 12: one- to two-page report on farm workers' rights and labor unions or the treatment of immigrants and refugees
- Lesson 13: *Esperanza Rising* reflection on the changing roles and relationship of Miguel and Esperanza (three- to five-paragraph essay)

This is your chance to create a strong, polished piece of writing. A polished piece of writing is one that has been reworked until the writing is concise, technically accurate, and expresses the writer's ideas clearly.

Begin by saving a new copy of the writing as your rough draft. Then, you can make the changes but will still have the original essay to compare and see the changes that you've made.

Next, read your whole essay once to yourself, and then read it once aloud. You can read it to another person, into an audio recorder, or even to your pet. The important thing is to hear your writing aloud because ears are great for picking up errors and awkward spots.

After you read your essay, go through the following checklist to see what revisions you will use to improve your essay.

- Were any sentences too long or wordy? Were any confusing?
- Were there places that needed more explanation or detail?
- Did you use a variety of sentence lengths? Did you use simple, compound, and complex sentences to vary the text?
- Is there a consistent verb tense and point of view?
- Is there agreement with the subjects and verbs in each sentence?
- Is there a logical sequence of ideas or events? Are the paragraphs in the best order?
- Is everything spelled correctly? (Don't rely solely on a spell checker!)
- Does each sentence and proper noun begin with a capital letter? Is the punctuation correct for each sentence and quotation?

**Students will benefit greatly from feedback on their original writing before they begin the revision process. This assignment requires much attention to detail as students are asked to polish their work to the best of their ability. Use the checklist above and the rubrics in the learning checklist to assess student work. Keep in mind the goal of this assignment is to develop skills in the writing process; when assessing work, focus on the development of skills, particularly in relation to where the student was when the course began, rather than on the final product.**

## Writing Reflection

Take a few minutes to reflect on your current skills as a writer. Consider each question carefully and then circle the answer that best describes your feelings. Be honest in your answers—you won't be graded on this. This is just an exercise to help you recognize ways in which you are improving as a writer.

I can express myself clearly in writing.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

I like the creative process of writing stories.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

I enjoy doing research and writing about what I've learned.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

I follow the writing process of revising, editing, and proofreading my writing to make it stronger.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

I'm good at finding and correcting my mistakes during the editing and proofreading processes.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

Afterward, write down one or two things you'd like to work on as you develop your writing skills.

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Compare your answers to the writing reflection in lesson 1.

**Compare the answers in this writing reflection to those in lesson 1, and help your student recognize and appreciate how skills have developed over time. Pay attention to the student's response to the final prompt above and use it to give specific, targeted feedback on writing assignments in the second semester.**

## Learning Checklist

Use this learning checklist to track how your skills are developing over time and identify skills that need more work.

SKILLS	Developing	Consistent	Competent	Notes
Demonstrate skills in revising, editing, and proofreading				
Use a variety of sentence lengths and types				
Maintain consistency in tense				
Maintain consistency in perspective (first-person or third-person)				
Present ideas or events in a logical sequence				
Use accurate spelling				
Use correct punctuation				
Identify different types of literary devices				
Demonstrate the use of literary devices				

## Lesson

# 23

# Code Talker or Aleutian Sparrow: Leaving Home

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## Learning Objectives

In this lesson, you will:

- Demonstrate first-person and third-person writing.
- Identify and correct shifts in verb tense.
- Analyze text to make inferences and predictions.

## Reading

For the next three lessons, you have a choice between two literature selections:

- *Code Talker* by Joseph Bruchac
- *Aleutian Sparrow* by Karen Hesse

Choose one book to read, and then follow the assignments for that book.

- If you are reading *Code Talker*, this week read chapters 1–10 (“Boot Camp”).
- If you are reading *Aleutian Sparrow*, this week read the first half of the book.

## Grammar Reading

Read the following sections:

- Shifts in Tense and Person
- Direct and Indirect Quotations

### ASSIGNMENT SUMMARY: CODE TALKER

- ☐ Begin reading *Code Talker*.
- ☐ Read the grammar sections.
- ☐ Complete the grammar exercises.
- ☐ Answer questions related to the reading.

### ASSIGNMENT SUMMARY: ALEUTIAN SPARROW

- ☐ Begin reading *Aleutian Sparrow*.
- ☐ Read the grammar sections.
- ☐ Complete the grammar exercises.
- ☐ Make predictions based on story events.
- ☐ Describe in visual form the relocation journey of the Aleuts.

## Grammar Exercises

1. Rewrite the following sentence using first person: *One should always be very careful not to shift from the first to second person when you are writing a paper.*

**First person: I should always be very careful not to shift from the first to second person when I am writing a paper.**

**Note: It is fine if students vary the sentence structure slightly as long as the sentence is written using the first-person voice. Check for subject/verb agreement.**

2. Rewrite the following sentence using third person: *When I write a paper, you should always check for shifts in person to make sure your writing is clear.*

**Third person: When students write a paper, they should always check for shifts in person to make sure their writing is clear.**

**Note: The student's sentence may vary; check for the third-person perspective and subject/verb agreement.**

3. The following paragraph is confusing because it constantly shifts in time. Place all the verb tenses in agreement. You can decide if you will write it in present tense, past tense, or another tense.

*Randy wakes up excited. It will be the day of the big parade in town, which will happen once a year. He was marching in the parade. He will be riding his beautiful palomino horse. He waved, his horse prances, and the crowd is cheering. What a fun day it would have been!*

**Student responses may vary. Check for verb tense consistency. Here is one way to correct this paragraph by making it all past tense:**

*Randy woke up excited. It was the day of the big parade in town, which happened once a year. He marched in the parade. He was riding his beautiful palomino horse. He waved, his horse pranced, and the crowd cheered. What a fun day it was!*

4. Rewrite the following sentences to add correct punctuation and capitalization for the direct quotations.

- a. I'm ready to go said Susan.

**"I'm ready to go," said Susan.**

- b. Mother asked where have you been all day?

**Mother asked, "Where have you been all day?"**

- c. The crowd chanted encore, encore!

**The crowd chanted, "Encore, encore!"**

- d. Help me he pleaded please help me.

**"Help me," he pleaded. "Please help me."**



5. Write three sentences that include indirect quotations.

**Answer will vary, and resemble the following format:**

**Jenny said she can't take us. My mom told me it's no problem for her to drive instead.**

## Literature Assignments: *Code Talker*

1. Answer the following questions after completing the reading for this lesson.
- a. In chapter 1, Uncle tells Kii Yazhi the reason he has to go to the mission school is “not for yourself, but for your family, for our people, for our sacred land” (10). Have you ever done something “not for yourself”? What was it? Why did you do it?

**This assignment asks students to relate a story event to a personal experience, and specifically to the personal motivation behind a selfless act. Students who have trouble answering the questions may benefit from hearing a personal anecdote from a friend or family member.**

- b. Speculate—form a theory based on what you know—about why there is no word for *goodbye* in Navajo.

**Students will have different ideas about this. For instance, some might suggest that this indicates a belief that people will meet again. Others might suggest that *goodbye* is a generic parting and Navajo people were more specific in their parting words. These are just two possibilities. The goal is for students to ponder the reasons and effects of differences in language.**

- c. In chapter 5, the teacher compares Ned, who is an excellent student, to an “average white student.” How does this comparison feel to you?
- d. Explain how boot camp was a little easier for the Navajos to endure than the white recruits.

**Boot camp was a little easier for Navajos because they were used to carrying heavy loads great distances in the heat and were fit and strong. They knew how to find food and water in the wilderness. They were also used to enduring insults and personal verbal attacks.**

- e. At the end of chapter 10, Ned learns an important thing: “In many of the most important ways, white men are no different from Navajos.” What does he mean?

**This revelation comes after an illiterate white recruit asks Ned to read aloud a letter from home, and Ned offers to teach the man to read. Ned realizes that they both share a love of family and home, and that, each in his own way, the recruits are all doing their best to get by. Students may have other interpretations of the text.**

## Literature Assignments: *Aleutian Sparrow*

1. After you complete the first half of the story, what predictions can you make about the rest of the book? Explain your predictions based on events that have already occurred or the actions or feelings of characters in the story.

**Predictions may include that the villagers will eventually return to their homes, they may be moved yet again, or more may die due to the desperate conditions. All these possibilities are indicated by different story events: villagers keep expecting to get their homes back, they are uncertain about their future, and people have died. Students will have unique predictions, which should be supported by specific story details.**

2. Find maps that show the relocation of Aleut people during World War II. Create a visual depiction of the journey that the Aleut people endured during the relocation process, and where they ended up living. You might draw your own set of maps or create a picture story of what the journey might have been like. You can draw or collect photos of the differences between the landscape of their home and where they were moved. It is up to you how you communicate this information in a visual form.

**This assignment asks for a visual expression of information. Many Aleut villagers were forcibly moved from their island homes in the Bering Sea and transported by ship to the mainland of Southern Alaska near Juneau. The climate, wildlife, plants, and landscape were so unfamiliar that their traditional methods of subsistence living that had supported them so well on the islands were nearly impossible in the new region.**



### Up for a Challenge?

Another book that tells about people having to leave their homes is *Echo* by Pam Muñoz Ryan. If you would like an extra challenge, read the book or listen to the audiobook. Look for similarities and differences in the situations faced by Native Americans, Aleuts, and Jews in Europe during World War II.

## Learning Checklist

Use this learning checklist to track how your skills are developing over time and identify skills that need more work.

SKILLS	Developing	Consistent	Competent	Notes
Differentiate between and demonstrate first-person and third-person writing				
Identify and correct shifts in verb tense				
Identify and correct errors in punctuation and capitalization of quotations				
Analyze text to make inferences and predictions				