

Generic Novel

PASS Language Arts Unit 3 Option

**National PASS Center
2002**



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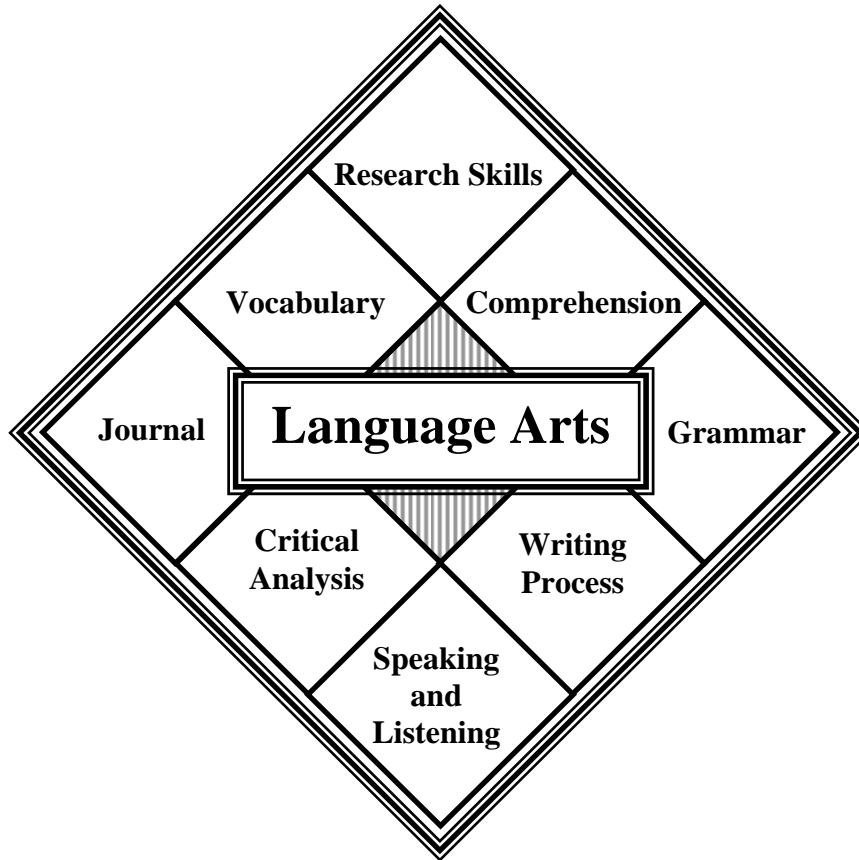
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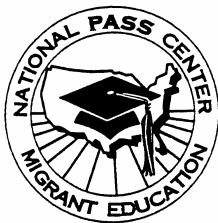
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Acknowledgements

The National PASS Center was initiated in 1997 as a result of the efforts of many individuals interested in the continuation of PASS (Portable Assisted Study Sequence) as a viable credit accrual option to assist migrant youth to successfully complete secondary education. These committed and dedicated advocates on behalf of migrant youth are to be commended for their vision and persistence. Special thanks are in order to the members of the National PASS Coordinating Committee (NPCC) who have provided the direction for the initiatives of the National PASS Center.

The courses developed by the National PASS Center build upon a long history of course development and revision initiated throughout the country by the State Migrant Education PASS Programs. The State of California has been the leader in this effort since the initiation of PASS in 1978. The many past curriculum writers deserve much credit for their work which has assisted thousands of young people obtain a high school diploma.

The development of these courses has been a labor of love for the curriculum development team. Each member contributed significantly. In addition, many others have been involved in the editing, layout and review of the materials. The reviewers, both professionals in the content area and students, have provided valuable input.

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Robert Lynch, Director
National PASS Center

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Introduction

Course Organization

Portable Assisted Study Sequence (PASS) courses are organized in five **Units** for each semester of study. In the English Language Arts subject area, each of the five units addresses a different **genre** or type of writing. Unit 1 focuses on **Short Stories**. Unit 2 addresses a **Play or Drama**, while Unit 3 guides your reading of a **Novel**. Unit 4 deals with **Poetry** and Unit 5 looks at **Nonfiction**. Each unit includes an overview with objectives to be met and a brief summary of the content and skills you will study. This particular unit, the “**Generic Novel**”, has been developed in order to provide an option for use in place of the Unit 3 novel included in each of the eight semesters of English Language Arts courses that have been developed by the National PASS Center.

Book Selection

It is important that the book chosen for use with this unit be one that the student finds engaging, relevant to his or her interests and is approved by the program through which the student is taking the course. It is advised that the novel be chosen from a school or state list of recommended readings although recent releases or less widely known publications that deal with migrant or cultural issues could be highly appropriate.

Materials

A statement of materials required is printed at the beginning of each lesson. A notebook will be needed for a writing journal. A highlighter would be very useful for reading comprehension. It is helpful if you own or can borrow or use a dictionary and a thesaurus.

Strategies

Each unit teaches the strategies for literary analysis or writing that are recommended in the new standards of many states. For example, a **story outline** is a **strategy**, a kind of **tool for solving a problem** or a **plan** which has steps. You follow the steps in the same order each time. Using the strategy of making a story outline gives you a way to remember this time but, more importantly, it gives you a method which can be applied the next time you need to remember what is being read.

The Journal / Making a Link Between Reader and Text

Most lessons start with a **journal** entry. A **journal is a notebook in which you write down your thoughts**. A student can learn about English by reading and can learn about writing by writing on a variety of topics, but research has shown that students who learn the most and have the easiest time learning are those who read and then write about what they are reading.

Good readers don't just read. They also do a lot of writing. Reading and writing go together like chips and salsa. You can eat them separately but they are better together. Good readers also think about their own lives as they read stories. They say to themselves, "How is this like something that happened to me?" or "What would I do in this situation?"

You will be asked to make a link between a story and your own life. The journal entry asks you to write about a topic for ten minutes or to write one page in response to a topic or a choice of questions. A journal entry for one lesson might tell you: Write for ten minutes about a time when your friends helped you achieve something you could not do alone. It might ask you to describe your best friend. In lessons which emphasize writing of essays or letters, there are no journal entries.

Fast Writing

In the journal you will do what is called **fast writing** - writing which is not corrected. When you fast write you **just sit down and write for ten minutes or until you cover a whole page**. You don't plan what you are going to write. You write whatever comes to your mind in relation to the topic. You don't stop to correct spelling or punctuation. Yes! English teachers are saying that you should write without correcting a mistake when you realize you have made one!

You should continue writing for the ten minutes so that you don't lose track of what you are thinking. Good writers are **fluent** writers. One of our goals is to help **you** become a fluent writer. This means that you will be able to write easily and quickly - to put a lot of ideas down on paper. You are already a fluent speaker. You can talk to a friend for a long time and don't stop to plan the conversation or to correct your grammar. If you kept stopping to make corrections, you would forget what you were saying!

Your journal becomes like a friend. Authors say this is how they write books. They keep a journal in which they write every day. Some authors say that they write things they

never expected to write. When they go back and re-read entries they find ideas they may use in a book.

Vocabulary Development

Expanding your vocabulary helps to improve your reading comprehension. In the vocabulary section you are introduced to words that the author uses that might be confusing or unknown to you. In the vocabulary sections of several lessons you are asked to choose words to add to your vocabulary. You will be told to select words from the story you are reading, look up their definitions, and write a sentence using the word in a way that makes the meaning clear.

For example:

Word	Definition	Example
eavesdropper	a person who is trying to overhear a conversation	The <i>eavesdropper</i> moved closer to hear what the two women were whispering about.

Highlighting and Margin Notes

If the novel you select belongs to you, you should write in your book. If that is not possible, get a package of Post-it® notes and use them to mark words, the appearance of a new character or important developments as the story progresses. When you come to a word you don't know, **highlight**, underline or tag it. Continue reading and try to figure out what the word might mean. When you have finished that section or chapter of the story, go back and make a guess about what the word means; then look in the dictionary. You should keep a list with definitions in your Journal in addition to entering them as directed in the lessons of this Unit. As you read, you should write notes to yourself in the margins. If something in the story reminds you of another part of the story or seems to be a hint of what will occur later, you might highlight this or make a note in the margin. If something jogs a personal memory, you might write, "This reminds me of...." This is another way to make a personal link.

Comprehension Development

The major part of each text-based lesson will be reading and then thinking about what you have read. The directions tell you to divide your novel into five portions. These do not need to be an equal number of pages. You will want to stop at the end of a chapter or some other logical place. This is merely a suggestion. If your book is particularly long, feel free to

divide it into portions that you find manageable. Keep in mind the elements of plot and character development as you read, making entries on your summary sheet at the back of the unit each time a new character is introduced or as major events take place. Be an active reader, asking yourself questions a teacher might ask.

Comprehension Questions

After you have read each portion of the story, you will find **a set of comprehension questions**. Some questions ask who? what? where? how? The answers can be found in the text. Harder questions ask you to combine bits of information. There is an answer in the text, but you have to do more thinking to obtain the answer. Both of these types of questions have a correct answer. There will also be short answer questions which will require you to write one or two sentences. Short answer questions also will have a correct answer.

Comprehension Activities

In addition to the comprehension questions, there may be other activities to help your understanding. For example, you may be asked to make a drawing showing what the story meant to you. You may be asked to write a character summary, to make a plot diagram, to complete a chart, or to read a poem or story about a similar idea and compare it to the text. The comprehension questions and activities will let you know how well you understood the reading. Answers and suggested acceptable responses to activities are in your PASS Mentor's Answer Key.

Reader's Response

It is easier to remember something if you use it in some way. After you have read a literary work, you will have to think about the content and apply it by writing, drawing, or reading. These activities capitalize on a variety of learning styles. Some of the activities are open-ended and creative; others are structured. Some reinforce what has been read. Others bridge the next reading selection by asking you to make a prediction about what will be read next. These activities represent the kind of question or activity a teacher might use at the end of a class saying, "Think about this for tomorrow" or "Do this for homework."

Written Activities

Within each unit you are asked to develop original written pieces. These might be essays, four to five paragraph compositions written to answer a question. You will also be asked to write poetry, newspaper articles of various sorts and other creative pieces.

Speaking/Listening Activities

To increase your speaking and listening skills you will often be asked to read and discuss your work with a friend, family member or PASS mentor. You may also need to prepare speeches to share with a listener.

Unit Test

Your mentor has the final test for evaluating your work on this Unit. There will be short answer questions as well as an essay question. The essay question will ask you to combine information which you learned, to compare and contrast material, or to give an opinion which you support with examples. You will need to write a few paragraphs to answer the essay question. Your PASS Mentor will have a **scoring rubric** (a listing of characteristics necessary in a good answer) to evaluate your essay.

Style and Usage Guide

As a supplement to the PASS English courses we have produced a booklet containing information and exercises to help polish your writing skills. The Guide is separated into lessons. Each includes definitions of grammatical terms, clues for recognition and examples of use. Activities require you to use the grammar point that is being reviewed. Examples come from or refer to texts used for some PASS Units. Grammar is not tested on the Unit Test. However, it is helpful to do the style and usage exercises. People make judgments about you based on how well you write and speak. This may not be fair, but it is true. Use the Style and Usage Guide to polish your English writing and speaking. The Guide can be downloaded in PDF format off the National PASS Center web site at **www.migrant.net/pass** or ordered from any PASS Course Dissemination Centers distributing National PASS Center courses.

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Objectives

After completing this unit a student will be able to:

Background:

- learn more about a selected author
- tell about the background of a novel as a literary form
- understand the historical background for the novel
- know the elements of the novel form
- perform Internet research on an author

Vocabulary Development:

- select vocabulary words
- use selected vocabulary words in context
- recognize and utilize new words in conversation and the media

Reading Comprehension:

- know techniques for increasing reading comprehension
- answer comprehension questions about the novel and characters

Literary/Visual Response:

- identify the setting and themes
- analyze characters and identify character traits
- create a news story based on an incident from the novel
- discuss physical attributes of setting and individuals
- create a time line showing historic events during period of novel or comparison of different calendars

Listening/Speaking:

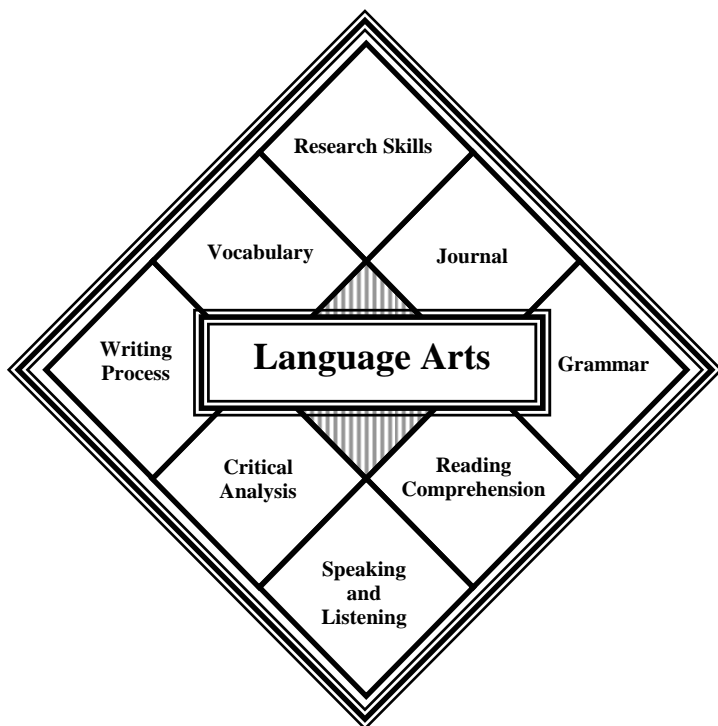
- listen carefully, asking appropriate questions
- speak clearly for a variety of purposes
- deliver a speech defending one of the novel's characters

Writing Process:

- write journal entries in response to prompts
- complete creative writing assignments
- write a news report based on an incident in the novel
- support responses to questions with details from the novel
- write accounts of an experience using varied points of view

Career Connection:

- identify different career opportunities in the writing field
- analyze positive and less desirable aspects of one career option



Generic Novel Lesson 1

Materials Needed:

- ✎ Pen or pencil
- 📖 The Novel you have selected to read
- or {
 - Highlighter
 - Post-it® notes

Congratulations! You have chosen a novel that you would like to read. Hopefully this will be a rewarding experience for you. You will be doing this course on your chosen novel as a semi-independent study. Along the way you will be provided with pre-reading activities. These will get you ready to read a portion of your novel. There will also be organizational activities which will help you understand how the author of your book is creating the story's plot. In addition, writing assignments will be included for you to complete after you read.

Becoming an active reader

Reading this novel independently will force you to stretch as a reader. You will have to be an *active* reader. As an active reader, you will need to:

- ✓ ask yourself questions,
- ✓ note words you want to add to your vocabulary,
- ✓ highlight passages that are important or noteworthy,
- ✓ make notes to yourself in the margins or on Post-it® notes.



* Note: If the book does not belong to you and must be returned to your library, school, teacher or friend, use Post-it® notes so you don't mark on the book itself.

You are the teacher

You are going to be both the teacher and the student. You will have to think, “What questions did my teachers ask about a novel or story when we read one in school? What types of assignments did my teachers ask me to complete?” You will need to set tasks for yourself. If you do this, with the support of your mentor, you will have a good learning experience.

Links to later learning

If you are thinking about going to college, what you are doing is what you have to do on your own as you read a novel for a college class. A teacher will discuss the book in class, but you will do the reading on your own. When you read a novel for pleasure, you still need to be an active reader. Active reading leads to better understanding of what you have read.

Before you read

Getting to know your book and its author

Think about why you chose this book. What was it that made you say, “I’d like to read this book”? Maybe someone you know read it and said you would like it. Maybe you have read another book you liked by this author. Maybe it is a mystery, romance or adventure story and you like that kind of book. Maybe you enjoyed a movie or video version of the story. Maybe you liked the picture on the cover. Or perhaps the title alone intrigued you.

Explain here why you chose this particular book:

Title:
Author:
Why I chose this book:

Now look at your book. Read the title. If you have a paperback copy, the publishers usually put a little commercial for the book on the back cover. Read that. Hard cover books usually have a paper jacket with quotes from reviews of the book or a brief overview of the story. They both usually have a picture that gives a clue to the story. From these hints what do you think the story will be about?

My prediction:

Next, try to find out something about the author of your book. This information may be right in the book. If it isn't, visit the local library or look for information on the Internet by typing the author's name into any search engine. You can also ask the librarian to help you research your author. Knowing about the author helps you understand the story.

For example, if you read Charles Dickens' novel Oliver Twist, it helps to know that Dickens was born in England in 1812 and died in 1870. His family was poor and his father was sent to prison for not paying their bills. Dickens was left alone at the age of twelve and had to work in a factory. After his father got out of prison, Dickens was able to go back to school. Many of his books deal with the problems of poor and lonely children. They take place in England. He never forgot his own experience, and he wanted people to know about the problems of the poor and to make changes. Charles Dickens, in some ways, is Oliver Twist.



Answer the following questions about the author of the book you will read.

Full name _____

Place and date of birth _____

Place and date of death
or current residence _____

Tell a little about your author's life.

What other books has the author written?


What kind of books does your author write?




End of Lesson 1

Lesson 2

Materials Needed:

 Pen or pencil

 Journal

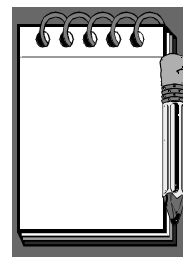
 The Novel you have selected to read

or { Highlighter
Post-it® notes

Journal Entry

Choose **ONE** of the following topics and write in your Journal for about ten minutes.

- A. What kind of story do you most like to read?
- B. Tell about the last book you read and enjoyed.
- C. What kind of story do you LEAST like to read and why?



Literary Elements

At the end of this lesson you will begin to fill in a Story Summary about the book you are reading. In order to do that, here is some of the information you will need to gather as you read. These words are included in the Glossary of Literary Terms at the end of this Unit and will also be found on your final test.

❖ Exposition

Early in your reading you will get information about things that have happened before the beginning of the story. The exposition part of a novel will tell you about the history of the area where the story takes place, background of the people you meet, or events that have taken place prior to the start of the novel. This information is sometimes called the back story or set-up for what will take place in the novel.

❖ **Characters**

In the beginning chapters of a book, the author introduces the main characters. You will need to get to know these characters and try to understand how they think and act throughout the book. You will want to find out what they look like, what they act like and how other people act toward them. You will meet characters you both like and dislike. Ask yourself why. Is it the way the author describes the characters, or do you have your own reasons?

❖ **Setting**

The author will introduce you to the setting of the story. This is the time and location that the story takes place. The author usually gives you enough information to understand what is happening at the time, the life-style of the characters, and what the location is like.



❖ **Plot**

The author will also introduce the plot of the story. The plot is the sequence of related events that make up a story. Usually your main character has a problem. You will find out what this is. You will find out what the main character thinks about the problem and what he or she plans to do. Each chapter adds a little more to the story. There may be twists and turns. You may meet more characters who change the story. The author may add surprises to keep you guessing about the ending. There will be many conflicts or sources of tension in your plot. Major conflicts include:

- ✓ person against person,
- ✓ person against nature, and
- ✓ person against him or herself.

❖ **Mood**

The author will also create a mood. The mood is the feeling the author wants you to have as you read. If the problem is a mystery, the author may create a scary mood. The author wants you to be a little frightened and curious. If the story is a romance, the author may create a happier mood. He wants you to be happy with the main character. There are times when the mood may be humorous and the author wants you to laugh. The author creates a mood to help you get involved in the story.

❖ **Theme**

The theme is the message that the author wants to share with the reader. Often one character represents the author. His or her actions represent the author's feelings or beliefs. The setting and the plot may support that viewpoint. For example, during a story the main character steals, is caught, has to pay back the money, and begins to change. Perhaps the theme is that people can learn from mistakes or that through dealing with trouble, people can change.

Reading Assignment

This unit is designed to have you do the lessons as you read through the story. As a guideline for reading your novel, divide the total number of pages by 5. If there are 200 pages, that would give you 40 pages per section. Each section would be one fifth (1/5) or 20% of the book. Of course, you will not want to stop just before the end of a chapter or just after you have started a new one. In the same regard, if you have taken on a novel of 1,000 pages, 200 pages per section would be unreasonable. Use your judgement. It is important that you enjoy the process—the journey through the pages. As long as you remain an *active* reader, the actual number of pages you read each time is a small detail. Use the work sheet on the next page to set your reading goals.

Read the first fifth +/- of your book. As you read, make notes to yourself in the book. If the book does not belong to you and must be returned to your library, school, teacher or friend, use Post-it® notes so you don't mark on the book itself. Highlight or put a Post-it® "flag" whenever you meet a new character. In addition, make note of new words to add to your vocabulary.

When you have finished reading, start to fill in the different sections of the Story Summary sheet at the end of this Unit. Take a look at it now to see what you will want to be looking for as you read.

Reading Goals Work Sheet

Number of pages in my novel $X =$ _____

Divide by 5 ($X \div 5$) or $\frac{X}{5}$

Or multiply by 20% (.20)

(work space)

Pages per section? _____

How is the novel divided? Chapters Sections Books Other _____

How many? _____

My plan for reading this novel is to divide it into _____ sections in the following way:
(Tell the specific breakdown of how much of the novel you plan to read for each portion mentioned in the lessons.)



End of Lesson 2

Lesson 3

Materials Needed:

- 📔 Journal
- ✍ Pen or pencil
- 📖 The Novel you have selected to read
- 📖 Dictionary
- or { Highlighter
- Post-it® notes

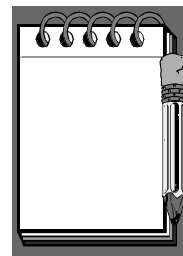
Journal Entry

Choose **ONE** of these topics and write in your Journal for about ten minutes.

A. After reading the first section of your book, what do you see as the main problems and what is the story going to be about? What conflict do you think will be important in the plot?

B. Is there a character in the novel who reminds you of someone you know? Explain whom the character reminds you of and how they are similar.

C. Would you like to live at the time and place the protagonist lives? Why or why not?



Descriptive language

Authors use descriptive words and phrases that call on your emotions and senses of hearing, taste, touch, smell and sight to give life to the characters and setting. Instead of just saying “A cold wind was blowing on that cloudy day....” an author might say “The harsh wind had a bite that sent chills through the men as they crouched beneath the lowering clouds.”

Go back through the reading you have done so far in your novel and find words and phrases that call on your emotions or senses. Now, write a few descriptive words and phrases from your novel used to describe:

The setting _____

Key characters (give names) _____

Literary terms

Authors also use **similes** and **metaphors** to describe people, places and feelings. A simile uses the words “like” and “as” to make a comparison. “She was as quiet as a mouse.” The person is being compared to a mouse. “The house was like a tomb.” The comparison to a tomb adds to the description. A tomb is quiet and lonely.

Look back through your reading thus far and see if you can find examples of similes used to describe the following:

✓ People _____

✓ Places _____

✓ Feelings _____

Metaphors compare one thing to another that is very different. A famous metaphor is “All the world’s a stage....” Of course, life does not happen in an actual theatre with people memorizing their speeches, but the comparison here is clearly understandable. “The baseball rocketed out of the ballpark.” The ball didn’t have a jet engine but rockets take off with blazing speed. The author helps you see the speed of the ball with this comparison.

Write below any examples you can find in your book of metaphors used to describe:

- ✓ People _____

- ✓ Places _____

- ✓ Feelings _____

Vocabulary

One reason reading is such an important part of your education is that you discover new words, new worlds, and new ideas so your mind, as well as your vocabulary, continues to grow. In your reading, be aware of new words you find interesting and that might be useful to you in the future.

Make a list in the following spaces of at least five words to add to your vocabulary.

Check the meanings in a dictionary. Write the sentence or phrase in which you found the word. Then, write a new sentence using that word.

1.

2.

--

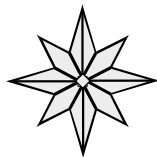
3.

4.

5.

6.

Keep a list of these words and their definitions in a special section of your Journal.



End of Lesson 3

Lesson 4

Materials Needed:

- ✎ Pen or pencil
- 📖 The Novel you have selected to read
- 📖 Dictionary
- or { Highlighter
- Post-it® notes

Reading assignment

Read the next fifth of your selected novel, but first read ahead through this lesson to find out what you will want to keep in mind as you read. You will also want to add to your Story Summary sheet and continue to find new words to add to your vocabulary.

Character study

What have you learned about the main characters in your novel?

You want to consider:

- what the characters look like
- what they do
- what they think and say
- what others think and say about them



The protagonist is the main character in the story about whom the reader is most concerned. The prefix “pro-” means “for.” You want good things to happen to this character. You want him or her to win, to come out on top. This is usually a character who is striving to accomplish something. In the novel you are reading—

Who is the protagonist? _____

What is this character striving to accomplish? _____

What does the character do in trying to accomplish this? _____

What do other characters say or think about the protagonist? _____

The antagonist is a main character who is creating a problem for the protagonist. The prefix “anti” means “against.” The antagonist is against the protagonist. He, she or it is the bad guy and is causing a problem. The conflict or tension between the antagonist and the protagonist is the central focus of the plot. **Note:** The antagonist is not always a person. The antagonist might be an animal, a force of nature as in Ernest Hemingway’s The Old Man and the Sea, or perhaps an internal struggle with emotions like hate, fear or loneliness.

In the novel you are reading—

Who or what is the antagonist? _____

If the antagonist can talk, what does this character say? _____

What does the character do? _____

What do other characters say or think about the antagonist? _____

Supporting characters are the other players that the author invents to add richness to the story. They are there to speak with the main characters. They help move the plot along. Often the way the antagonist and protagonist interact with supporting characters tells us a lot about those main characters. From the novel you are reading, select two supporting characters and answer the following questions:

Character #1—Name _____

What does this character say that adds to the plot? _____

What does he/she do? _____

What do other characters say or think about this character? _____

Do you like this character? _____ Why or why not? _____

Character #2—Name _____

What does this character say that adds to the plot? _____

What does he/she do? _____

What do other characters say or think about this character? _____

Do you like this character? _____ Why or why not? _____

Story Summary

Continue filling in the Story Summary pages at the end of this Unit. Be sure to add any new characters that appeared in your most recent reading, along with a brief description of how they fit in the story. Also add any events that happened in the section you just read in your novel. These summary notes will help you in your review before your final test on this Unit.

What do you see?

A good author makes it easy for the reader to visualize or imagine the setting and characters in the story. On the next page, draw a picture of your favorite character or an element in the story setting. Or if you prefer, find a picture in a magazine or newspaper that reminds you of some element of the novel—a person, location, vehicle, type of work or anything that you can relate to the story. Paste the picture on the next page after you make sure it is alright for you to cut it out of the magazine or newspaper. Once you have finished with your drawing or pasting, use the space provided on the page that follows to briefly tell how the picture compares to the author’s description or the image you had in your mind.







Have fun and be creative! It doesn’t need to be a masterpiece. Just use another part of your brain.

Draw or paste your picture here.

Lesson 5

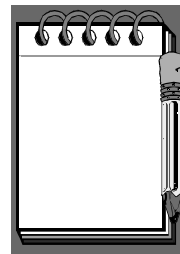
Materials Needed:

-  Journal
-  Pen or pencil
-  The Novel you have selected to read
-  Dictionary
- or {
 - Highlighter
 - Post-it® notes

Journal Entry

Write for about ten minutes on **ONE** of these topics.

- A. Compare the situation your main character is going through with something that has happened to you.
- B. Summarize what you think is going to happen in the next fifth of the book and why.
- C. Pretend you are able to meet the main character of your book.
What advice would you give to him or her at this point in the story?



Vocabulary

From your novel or other reading you may be doing, list in the spaces on the next page at least five words that you have chosen to add to your vocabulary. Check their meanings in a dictionary and write them after the words. Write the phrase or sentence in which you found the word; then write a new sentence using that word. Add these words to the list in your Journal.

1.

2.

3.

4.

5.

Now put them to work!

In order to truly add words to your vocabulary, you must actively use them. So far in this unit you have listed several new words and used each in a sentence. Now it is time to start using them in conversation. As you become more aware of these new words, you may also start to hear them used by teachers, in other people's conversations, on television, or in movies. Check off (✓) the vocabulary words that you have written in your Journal each time you use or hear them. See how many words you can check off before you finish this course—and how many you can continue to use after that.

Career Connection

Words are also the tools, the bricks and mortar, (if you will), that can lead to a career once you have finished school. Possible jobs range from newspaper reporter or journalist to grant or technical writer. Advertising, publicity, and public relations jobs all require good language skills. Administrative assistants also need to be able to speak and write well. Or maybe you have a short story, poem or novel inside you waiting to be written. Check with your guidance counselor to see how much education beyond high school is required for a job in these fields. Excellent information on careers is also available on the Internet. One good source is the U. S. Department of Education web site: www.ed.gov/pubs/parents/.



Points to ponder

Have you ever considered a job like one of those listed above? Choose one either from the previous paragraph, or perhaps one mentioned in your novel. On the next page, compare the good and bad sides of such a job by listing **at least** four aspects in each column. Then continue listing as many positive and negative factors as you can think of.

Lesson 6

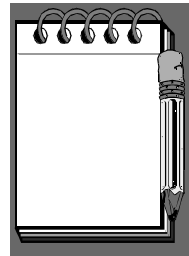
Materials Needed:

- Journal
- ✎ Pen or pencil
- 📖 The Novel you have selected to read
- 📖 Dictionary
- or { Highlighter
- Post-it® notes

Journal Entry

Choose **ONE** of the following topics. Spend about ten minutes writing a response in your Journal.

- A. Insert yourself into the story you are reading. Are you the protagonist or an antagonist? What will you do? How will you change the story?
- B. The setting of a novel is often like a character. How important is the setting in the book you are reading? Describe the time and place of the story. Make sure your reader can see the setting. Use descriptive language.
- C. Write a letter to a character in the story giving advice on what to do.



In most stories some form of **conflict** or **complication** is used to move the plot forward. As you learned in Lesson 2, these literary devices generally take at least one of three basic forms:

- person against nature
- person against person
- person against him/herself

In the space provided, tell about the conflicts or complications in your novel thus far.

Person against nature

On television or in the movies you may see images of people fighting to save their homes from a flood or forest fire. Is anything like this happening in your novel? Describe the situation.

Person against person

In families or in neighborhoods people have problems with one another. Hopefully the problems can be solved. With whom does your main character have a problem and what does it involve?

Person against him/herself

You may have heard someone say, “She is her own worst enemy!” Is this true about a character in your novel? Describe the situation.

The bigger picture

During what period in time does your novel take place? Even if your novel is a work of science fiction that takes place in the future or a mythical time in the past, there will usually be some reference to a time frame. Your book may or may not refer to the Gregorian calendar used in much of today's world. The Gregorian calendar, named after Pope Gregory XIII (1502—1585 AD), counts time from the year in which Jesus Christ is believed to have been born—often called AD for Anno Domini (a term in Latin meaning “in the year of our Lord”). This is also referred to as the Common Era or Christian Era. Dates before that are called BC for “Before Christ” or BCE for “Before the Common (or Christian) Era.” Christopher Columbus discovered the New World in 1492 AD. The Greek philosopher Socrates lived from 469 to 399 BC.

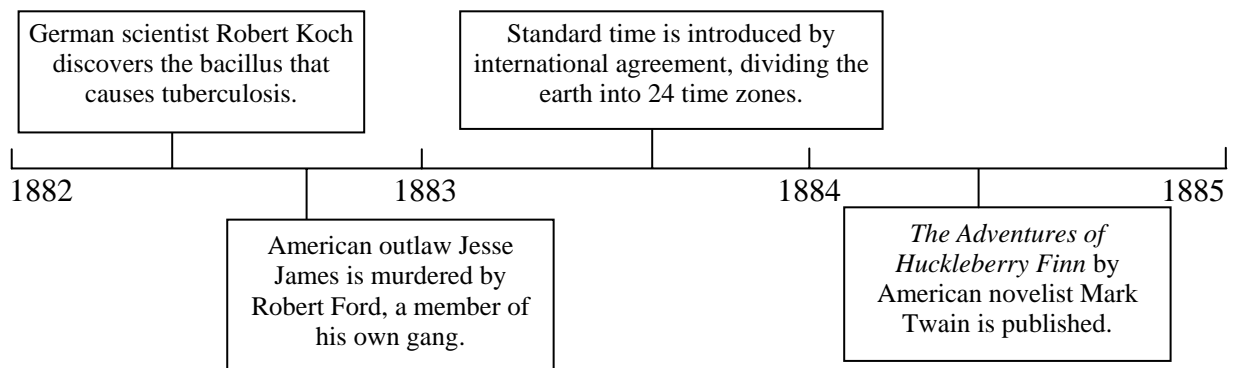
Identify below the historical setting for the story you are reading. For example: 1940—1965 AD. You may refer to whatever time frame is used in your novel. If there are no specific years mentioned, only a general period such as The Great Depression, late in the 17th Century, or the Reign of Monarchus, that is fine. You might need to do a bit of investigation in the book's introduction or the author's biographical information. You might even need to guess.

Time frame for my novel: _____

Time Line

A Time Line is used to show a period of time and the events that took place during that time.

For example:



Choose ONE of the following research activities to create a time line. Use at least two different sources from a library, the Internet, or personal interviews to obtain your information.

- A. Show five historic events that happened during a ten year period around the time when your novel takes place;

OR

- B. The Gregorian calendar is only one of many used to organize and measure time. Others include the Jewish and Islamic calendars. Find out about three calendar systems and show how they relate to the Gregorian calendar.

List your sources of information at the bottom of the page.

Use another sheet of paper if needed.

Sources:



End of Lesson 6

Lesson 7

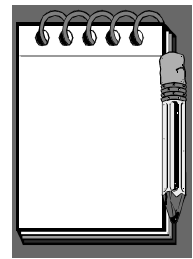
Materials Needed:

- Journal
- Pen or pencil
- The Novel you have selected to read
- Dictionary
- or { Highlighter
- Post-it® notes

Journal Entry

Write for ten minutes in your Journal on the following topic:

How does the author of your book create a world and characters you want to believe in? Retell an episode in the story that seems real in the book but would not happen in real life.



Realism

Authors create new worlds, new towns, or new families. They try to make them so real that you believe you know these people or have seen this town. Even if what happens in the book could never happen in real life, the author wants to make you believe it could. That is one of the author's goals. On the other hand, you as a reader have to be willing to play your part in the relationship between the reader and the story. You have to be prepared to **suspend disbelief**. This means that you have to stop saying to yourself, "This could never happen!" Sometimes you have to be willing to accept certain conditions and use your imagination. The better the author does at creating the story, the easier it is for you, the reader, to become totally absorbed in the plot and to suspend your disbelief.

Read the next fifth of your book.

You are now in the middle portion of your book. In addition to looking for words you want to add to your vocabulary, keep in mind as you read the way the author creates scenes and situations that seem real. Use Post-it® notes or your highlighter to mark phrases or sections that you like. Continue adding to your Story Summary sheet at the end of this unit.

Vocabulary

From your novel or other reading you are doing, list at least five more words you have chosen to add to your vocabulary. Check their meanings in a dictionary and write them after the words. Write the phrase or sentence in which you found the word; then write a new sentence using that word. Add these words to the list in your Journal. See how many you can start to use actively, and make yourself more aware of ones you hear being used.

1.

2.

3.

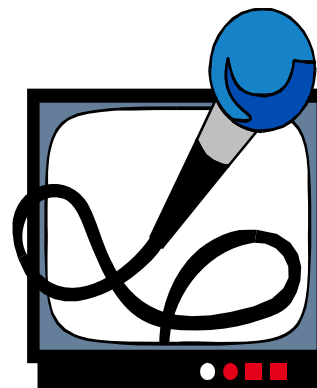
4.

5.

News Reporting

Select one incident from your novel that could be the basis for a television news story.





Prepare a two-minute, on-site report of the incident. Timing is important; you have only two minutes. Consider including an interview. Whom would you interview? Write a draft on a separate piece of paper, time it and add or delete information as necessary. Practice alone, then read your news story to a family member or friend. Briefly describe below the incident in your novel on which you will be reporting. Write the final version of your news report in the space given on the next page.



Incident from your novel

Lesson 8

Materials Needed:

-  Journal
-  Pen or pencil
-  The Novel you have selected to read
-  Dictionary
- or {
 - Highlighter
 - Post-it® notes

Review

You have now read more than half of your book. Before you go on, you need to organize your thoughts and reflect on what the author has told you thus far. In this lesson you are going to write an essay based on the book. To help you do this, review the Story Summary sheets you have been working on at the end of this unit. Also take a look at your Journal entries and the character descriptions you did in Lesson 4.

Essay topic

Compare and contrast the antagonist and protagonist in the novel. What characteristics do they have that are similar? What characteristics are different? How is the author using these characters or elements to move the plot along?

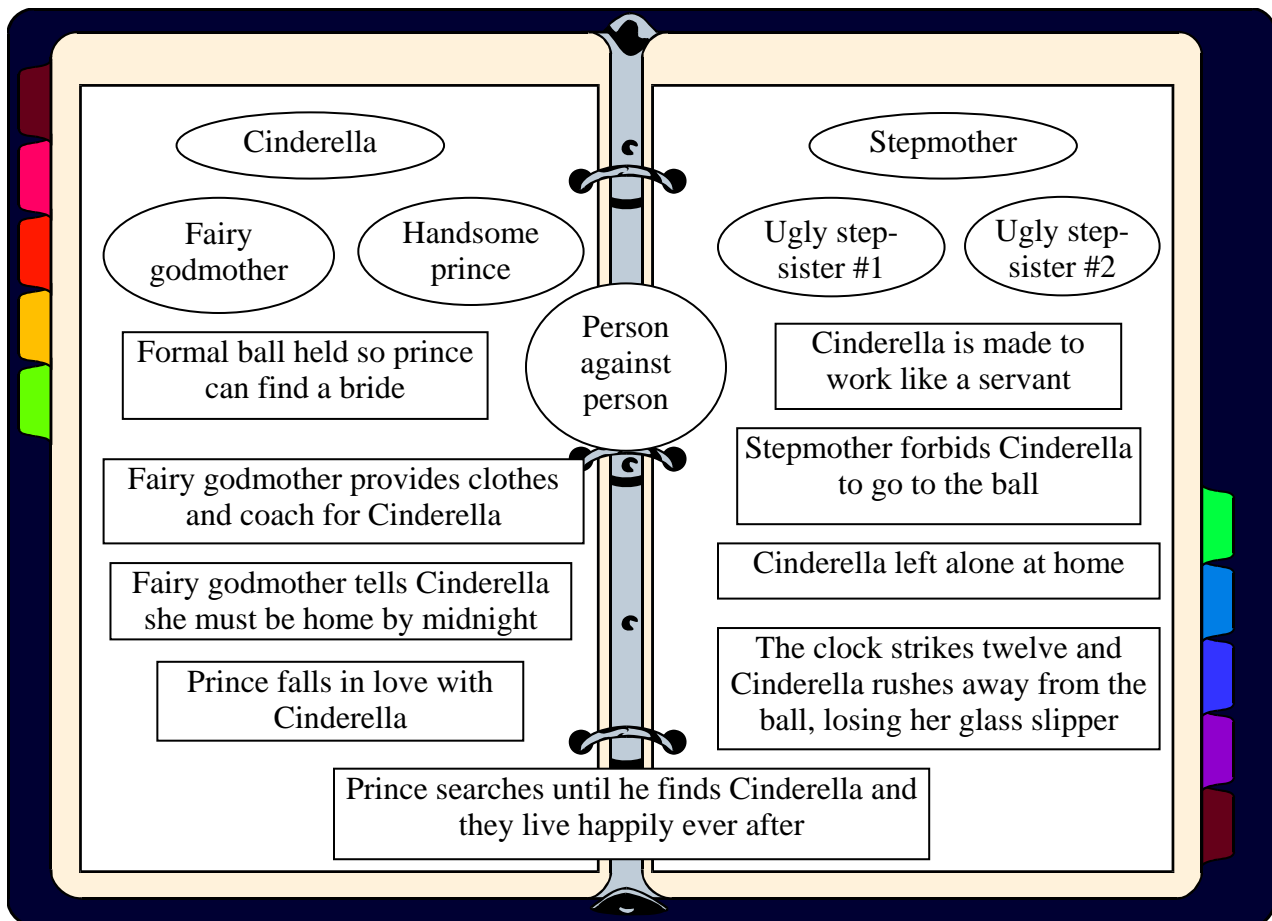
Collect and connect

First, brainstorm and organize. To help with this process, let's use a technique called a Structured Overview.

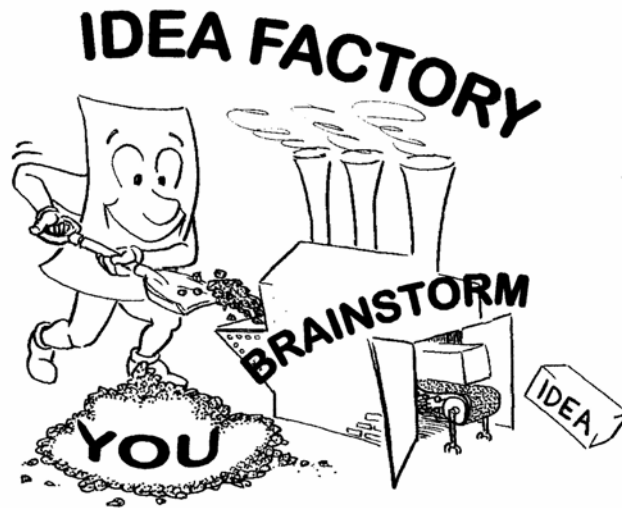
1. Take two pieces of notebook paper and tape them together or open a spiral notebook so that you have two empty pages side by side.
2. Put the main point of tension or conflict in the center of the paper. You can use Post-it® notes or write it on the paper. You will arrange various pieces of the novel around this central point.

3. Now make a chart of the story. From your Story Summary sheet, take characters and things that have happened so far and place them around the conflict or complication you have placed in the center of the page. Your goal is to show the relationships among characters and plot incidents. How do people and actions fit together in the story?

Hint: Try putting the protagonist with supporting characters on one side and the antagonist with related supporting characters on the facing page. Take a look at the sample Structured Overview below. It uses the fairy tale *Cinderella* to give you an idea of how this works.



Use your Structured Overview to help you brainstorm ideas and plan your essay. Then do a fast write of your essay on a separate piece of paper. **Fast writing** is writing which is not corrected. You don't plan what you are going to write. You write whatever comes to your mind in relation to the topic. You don't stop to correct spelling or punctuation. You should continue writing so you don't lose track of what you are thinking.



Good writers are **fluent** writers. One of our goals is to help **you** become a fluent writer. This means that you will be able to write easily and quickly to put a lot of ideas down on paper. You are already a fluent speaker. You can talk to a friend for a long time. You don't stop to plan the conversation or to correct your grammar. If you keep stopping to make corrections in what you are saying, you forget your idea or thought.

Organizing the Rough Draft

1. Introductory paragraph: You need a first sentence that will grab the reader's interest and attention by doing one of the following:

- asking a question;
- quoting a passage relating to the novel;
- defining a word relating to the novel; or
- stating a fact.

The second sentence should include the title, author, and genre (novel) of the work. You want to say something like: “In the novel A Painted House by John Grisham, a family in Arkansas....” The last sentence should focus on the **thesis statement** you want to prove in your essay. It could begin something like, “There are many similarities between Panchito and....” or “There are many differences between....” or “There are some similarities and some differences between....”

- 2. Developmental or internal paragraphs (Body):** Your second paragraph will compare similarities of the antagonist and protagonist. Your third paragraph will contrast the antagonist and protagonist, showing their differences.
- 3. Final paragraph (Conclusion):** Your last paragraph will be your conclusion. It will give examples of how the protagonist’s and antagonist’s similarities or differences move the plot along. You should not present any new ideas at this time. The first sentence in your final paragraph should be a rewording of your thesis statement (the last sentence of your introduction). End with a strong closing sentence—the **clincher** that wraps up what you are trying to say.

Revising

Now it is time to revise the rough draft of your literary essay. You will follow the process of revising, editing, and rewriting. Doing this will help you improve your writing skills.

Answer the following questions about your essay. You will need to read carefully.



Introduction

1. Is there an attention-getter for the first sentence? Find it and highlight it.
2. Did you include the title, author and genre? Highlight them.
3. Is there a clear thesis statement? Find and highlight it.

Body

4. Is there an opening sentence for each paragraph that lets the reader know what the paragraph is about? Find and highlight them.
5. Are there examples from the story to support the opinion expressed in the thesis statement?
6. Does each paragraph present a different idea, viewpoint or argument?

Conclusion

7. Does the first sentence of the final paragraph contain a rewording of the thesis statement?
8. Have you avoided adding any new ideas?
9. Does the last sentence contain a clincher—a strong statement?

If you could not find all of these elements, go back and add them where needed.

Editing

Answer the following questions concerning your essay.

1. Are all of the sentences complete? A great way to check this is to read each sentence aloud, starting with the LAST sentence at the end of your essay.
2. Is the punctuation correct? Check commas, periods, and apostrophes.
3. Are any words misspelled? Circle any word that you think may be misspelled and then look it up in the dictionary. If you are using a computer, use the spell checker; just remember that you should not rely completely on this tool. Some typographical errors or misspellings are still words so the spell check doesn't always pick up on them.
4. Have you used any of your new vocabulary words? The best way to add new words to your vocabulary is to find ways to use them.

Copy your finished essay into your Journal or insert a computer printout. Save each step in the process—structured overview, rough draft and revisions. Your mentor will want to see that you did each step in the writing process.

Use the space on the next page to write down any questions you have for your mentor or PASS contact person.

Lesson 9

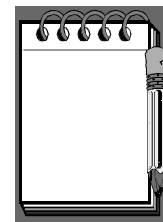
Materials Needed:

- ▣ Journal
- ✍ Pen or pencil
- 📖 The Novel you have selected to read
- 📖 Dictionary
- or { Highlighter
- Post-it® notes

Journal Entry

Write at least one full page in your Journal responding to the following questions:

Have you ever thought or felt like the antagonist in your novel? If you were the antagonist, what would you do to make sure the conflict was resolved in a way that favors you? Who would you get to help you?



Make a prediction about what you think is going to happen in this part of your novel.

Reading assignment

Continue being an active reader. Read the next section of your novel. In this section the author is going to start moving the story toward its conclusion.

Continue adding to the list of words you want to add to your vocabulary.

From your novel or other reading you are doing, list at least five words you have chosen to add to your vocabulary along with the phrase or sentence where you found it. Check their meanings in a dictionary; then write a sentence using each word. Add these words to the list in your Journal, see how many you can start to actively use, and make yourself more aware of ones you hear being used.

1.

2.

3.

4.

5.

6.

Continue to highlight, write in the margins or use your Post-it® notes in your book.



End of Lesson 9

Lesson 10

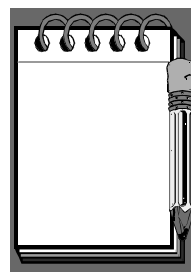
Materials Needed:

- Journal
- ✎ Pen or pencil
- 📖 The Novel you have selected to read
- 📖 Dictionary
- or { Highlighter
- Post-it® notes

Journal Entry

Point of View

Think of a situation where you had one view of what happened and someone else had another. Write about the situation from the other person's point of view. For example, when you were little, your brother or sister may have been bothering you. You tried to get them to stop and you were the one who got in trouble.



Or

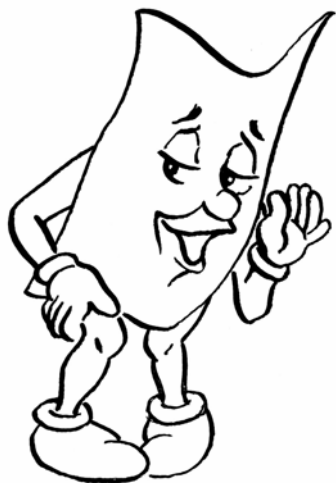
Think of a time when your response to a situation was, "But that's not fair." Describe the situation from two points of view. Tell what happened. Why did one person think it was fair and the other did not?

Write at least one page in your Journal on either topic.

Voice

The term "voice" is used to describe who is speaking or telling the story. An author often tells a story from the point of view of one of the characters. There are three common points of view:

First person narrator—a character in the work is telling the story (readers see and hear only what this character sees and hears) The person would say, “This happened to me” or “We did this.” This is called using the **first person**. Sometimes the story is told by the main character (protagonist).



The story can also be told in the **third person**. This narrator talks about “he”, “she” and “they.” It is never “I” or “we.” There are two kinds of third person voices. One is known as the **omniscient observer**, meaning an all-knowing person. This narrator can tell the reader what any character feels or thinks. An omniscient observer knows and tells you everything that is going on but is not part of the story.

The other possible point of view is called a **limited third person narrator**. In this case, someone outside the story tells what happens but sees the world through only one character’s eyes. This narrator can reveal the thoughts and feelings of just that one character.

Who is telling your story? _____

What point of view is being presented by this person? _____

How would the story change if it were told from a different point of view? For example, if the protagonist instead of the antagonist were telling the story, how do you think it would be different? Pick one minor character and one of the main characters to give a first person view.

Character 1 _____

How is this character involved in the story?

What would be different if this person were telling the story?

Character 2 _____

How is this character involved in the story?

What would be different if this person were telling the story?

Lesson 11

Materials Needed:

- Journal
- ✎ Pen or pencil
- 📖 The Novel you have selected to read
- 📖 Dictionary
- or { Highlighter
- Post-it notes

Journal Entry

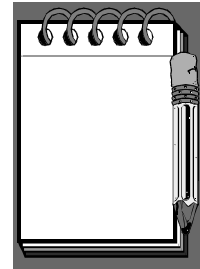
Write a page in your Journal on one of the following topics:

Think of a situation where you had set a goal for yourself.

How did you go about meeting your goal?

Or

Think of a problem you faced. How did you go about solving the problem? How did it turn out?



Resolution

Before you finish the book, think about how the story will turn out. The last section of the book has the **resolution**. It holds the solution to the problem or the way the characters resolve the conflicts. Authors use different techniques to bring the story to a close. Usually the reader hopes there will be a happy ending. We want characters we like to live “happily ever after” as they would in a fairy tale. Real life doesn’t usually wrap everything up so neatly. Sometimes an ending that fits a story and is realistic is not a happy one. How do you think this story will end?

Write your prediction of the ending.

What clues in the story make you think this will happen? List your clues below.

The clues the author gives us are called **foreshadowing**. When you see a shadow you can usually tell something about the person or thing making the shadow. It is not clear until you can see the real object or person. The author gives you a hint or shadow before the ending is revealed. Often you don't know foreshadowing has occurred until you know the ending and can look back and say, "I got that clue!" or "I missed that clue."

Reading assignment: Now finish reading the book.

Vocabulary

From your novel or other reading you are doing, list at least five more words you have chosen to add to your vocabulary. Check their meanings in a dictionary; then write the meaning of each in your own words. Add these words to the list in your Journal. See how many you can start to use actively, and make yourself more aware of ones you hear being used.

1.

2.

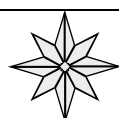
3.

4.

5.

6.

7.



End of Lesson 11

Lesson 12

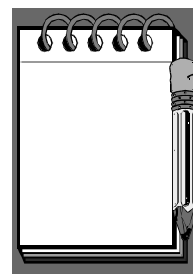
Materials Needed:

- Journal
- ✎ Pen or pencil
- 📖 The Novel you have selected to read
- 📖 Dictionary
- or { Highlighter
- Post-it notes

Journal Entry / Vocabulary Review

Write for about ten minutes in your Journal on ONE of the following topics:

- A. Pick a person, place or event in the book that reminds you of something that happened to you or someone you know. Compare what happened in real life to what happened in the book. See how many vocabulary words from past lessons you can use in your entry.
- B. Pretend your book is going to be made into a movie. You can hire any actors you want. Whom would you hire to be each character and why? What kind of a place would you choose as the setting for your movie? Describe it and tell why you chose this place.



Analysis of the story

Think about the story and how the author developed the plot. Here are some techniques authors use. See if you can find examples of them. There will probably not be an example of each of these in the story you read.

Suspense

Authors want you to keep reading. Sometimes they leave you hanging at the end of a chapter. The chapter ends in the middle of a problem. You keep reading to find out what happens next. Did the author use suspense to keep you reading? Give an example.

Misdirection or ambiguity

Sometimes authors will give you misleading information that can be interpreted different ways. Or perhaps the meaning of what is happening is ambiguous, meaning it isn't clear. (There is another great word to add to you vocabulary.)

What happened in your story that was misleading or ambiguous?

Humor

Even in serious books, authors often use humor. A funny scene or a funny character will make it easier to keep reading. Describe one incident or character that was humorous.




Deus ex machina

This is a literary term taken from Latin meaning something or someone that enters the story at the climax and helps resolve the plot. This can be a magical occurrence or the stranger you see in movies. This might appear unfair or artificial because the reader has no way to predict what will happen. It can almost seem as if the author is cheating by adding a new character or event near the end of the book.

Did anything or anyone appear unexpectedly in your story to solve the problem? If so, describe what happened.

Lesson 13

Materials Needed:

-  Pen or pencil
-  The Novel you have selected to read
-  Dictionary
- or {
 - Highlighter
 - Post-it notes

Theme

The theme is the author's message to the reader. Many themes in literature reflect universal values like love, humor, or respect. Some are common expressions like "Money can't buy happiness." Sometimes the theme is a moral like "Look before you leap." There can be more than one theme in a book.

Here is a list of common themes in literature. Read the list and decide which three could best fit your book. For each choice tell why you believe it could be the theme and tell what the author's message is. If you have another theme in mind for your book, feel free to use it.

- Overcoming adversity builds strength.
- Friends are loyal to one another.
- Clear thinking solves problems.
- Family comes before friends.
- It takes courage to try something new.
- Don't be afraid of what people think.
- A brave person faces danger.
- Love is more important than money.
- Power corrupts people.
- Leaders put their followers first.
- Natural beauty needs to be preserved for future generations.
- Objects can be destroyed but values are enduring.
- The old ways still have value.
- It is best to combine the old with the new.
- There is strength in diversity.

- Be proud of who and what you are.
- Hatred and anger only lead to more hatred and anger.
- Sometimes the needs of others have to come first.
- Be true to yourself.
- Actions speak louder than words.
- Treat others as you want to be treated.
- Dare to be different.
- Respect all human beings.
- Human emotions are the same the world over.
- Lessons in life can be learned from children.
- The more things change, the more they stay the same.
- Little things give meaning to life.
- Look inside yourself before criticizing others.
- Don't be afraid to dream.
- Kindness is its own reward.
- Disabilities do not lesson a person's worth.
- Learning can never be taken away.
- Appreciate what you have today; you never know what tomorrow brings.
- Animals can feel human emotions and deserve love and respect.
- A person who does something bad is not necessarily a bad person.
- Be careful what you wish for.
- Knowledge is power.
- Good intentions are not enough to make things happen.
- Money can't buy happiness.
- You're not a failure until you stop trying.



Theme 1 _____

Why I think this was a theme in my book.

The author's message is

Theme 2 _____

Why I think this was a theme

The author's message is

Theme 3 _____

Why I think this was a theme

The author's message is


Use the space below to write down any questions you have for your mentor or PASS contact person.





End of Lesson 13

Lesson 14

Materials Needed:

 Pen or pencil

 The Novel you have selected to read

 Dictionary

or { Highlighter
Post-it notes

Review

Complete the following Character Chart for the important characters in your book.

Name	Description	Relationship	Actions

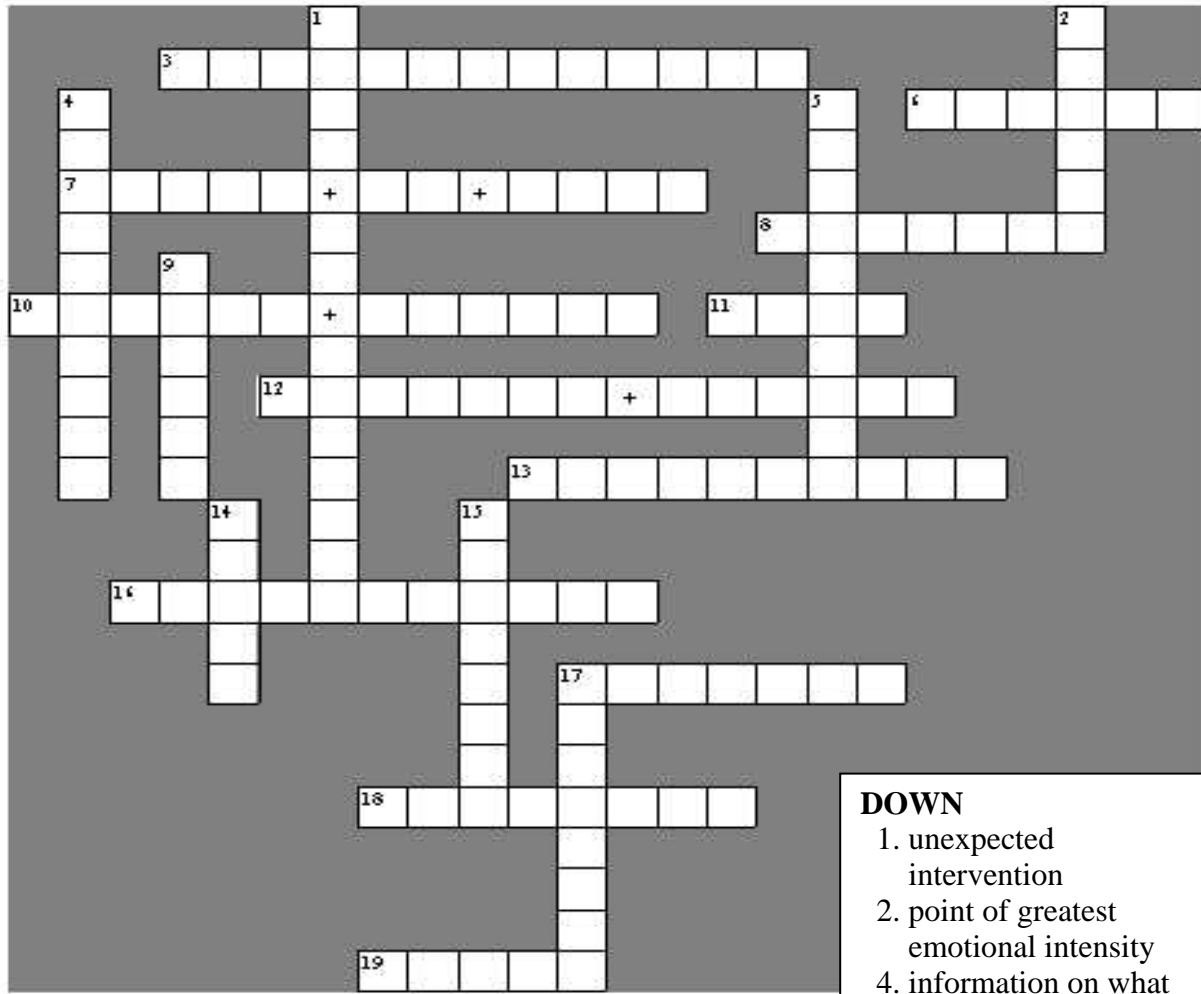
Name	Description	Relationship	Actions

Review the list of vocabulary words you have written in your Journal. How many have you been successful in using? _____ How many have you heard used by others? _____

Plot

Write major events from your novel on individual Post-it® notes. Arrange the notes in the space on the next page so the main events in the story are in order. This will show how each event leads to other events. You can draw arrows or make comments on the page.

Try this crossword puzzle as a review of the Literary Terms found in the Glossary on page 61.



ACROSS

- 3. hints at what will happen later in a story
- 6. literary form that makes fun of human behavior
- 7. the voice used to tell the story
- 8. a statement or situation that appears contradictory or false
- 10. series of events leading to the climax
- 11. sequence of events making up a story
- 12. events that follow the climax
- 13. end of a story where conflict is resolved
- 16. central character in a story
- 17. time and place where a story occurs
- 18. one thing is spoken of as if it is something else
- 19. message the author wants to tell the reader

DOWN

- 1. unexpected intervention
- 2. point of greatest emotional intensity
- 4. information on what happened before
- 5. adversary or opponent
- 9. comparison using "like" or "as"
- 14. what happens is the opposite of what is expected
- 15. struggle between opposing forces
- 17. sense of uncertainty or anxiety about what will happen



End of Lesson 14

Story Summary

As you read your selected novel, fill in this summary sheet to keep a record of the main literary elements. This will help you in reviewing for your Unit Test.

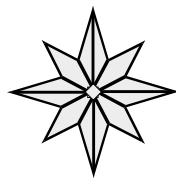
Title	
Author	
Setting	
Voice / Point of View	
Characters Add to this list each time a new character appears, along with a brief description of the role that person plays in the story. Use additional paper if needed.	

<p>Plot</p> <p>As you read through your novel, add to this summary of events that take place in the story. Use extra paper if needed.</p>	
<p>Theme</p> <p>List any insights or thoughts about life that you feel the author was trying to convey.</p>	

Glossary of Literary Terms

Word	Definition
Antagonist	Adversary or opponent; character who is creating a problem for the main character in a story
Climax	Point of greatest emotional intensity in a plot when the outcome is made known to the reader; the turning point in the story
Conflict	Struggle between two opposing individuals or forces— person against nature; person against person; person against society; or person against himself
Deus ex machina	Character or happening that unexpectedly intervenes to change the course of events in a story
Exposition	The part of a plot that provides information about setting and what has happened before the story begins
Falling action	Events that follow the climax
Foreshadowing	Clues that hint at what will happen later in the story
Irony	Contrast between what is said and what is really meant—between what is expected to happen and what actually takes place
Metaphor	Figure of speech in which one thing is spoken of as if it were another (Example: “All the world’s a stage”)
Paradox	Statement or situation which appears to be contradictory or false
Plot	Sequence of events that make up a story
Point of view	Narrator or person whose voice tells the story. There are three common points of view: <ul style="list-style-type: none"> • <u>1st person</u> - a character in the work is telling the story (readers see and hear only what this character, “I,” sees and hears) • <u>3rd person omniscient</u>- an all-knowing narrator who can get into the minds of all characters • <u>3rd person limited</u> – tells the story from only one person’s point of view
Protagonist	Main character in a story, usually one who is trying to accomplish something; the central character about whom the reader is most concerned
Resolution	Final results or end of the story when the conflict is resolved
Rising action	Series of events in the plot which lead up to the turning point or climax
Satire	Literary form that pokes fun at human behavior
Setting	Time and place in which the events of the story occur
Simile	Comparison of two unlike things using “like” or “as” (Example: “I wandered lonely as a cloud” or “My love is like a red, red rose.”)
Suspense	A sense of uncertainty or anxiety about what will happen
Theme	Central insight about life that the story reveals; author’s message to the reader
Voice	Narrator or point of view from which the story is told

NOTES



End of Unit 3 Option