*Elements of Literature*, Second Edition

Lesson Plan Overview

| **Day(s)** | Topic[[1]](#endnote-1) | Pages | Support Materials[[2]](#endnote-2) | Bible Integration |
| --- | --- | --- | --- | --- |
| ***Unit 1: Imaginative Comparison*** |
| 1 | Marks and Modes of Literature Visual Analysis  | xi–3 |  | The first poem (Gen. 2:23)Discussion: Poetry in the BibleScriptural Application: Aesthetics in a biblical worldviewEnrichment: Analyze poetic passages in Scripture |
| 2–3 | Imaginative Comparison | 3–5 | Teaching Help 1A | Scriptural Application: The Christian and glorifying God through art (Gen. 1:27, 9:6; James 3:9; Matt. 5:45) |
| 4 | “A Bird Came Down the Walk” | 6–7 | Quiz 1ATeaching Help 1BWord List 1 | Scriptural Application: Importance of being “in the faith” (2 Cor. 13:5) |
| 5–6 | “The Spider and the Wasp” | 8–13 | Quiz 1BTeaching Help 1CReading Standardized Test Practice 1 | Scriptural Application: Creation declaring God’s glory (Ps. 19; Rom. 1:20); predator-prey relationship a result of the FallAbout the Story: Evaluating Petrunketvitch’s scientific worldviewLiterature as a Tool: Writing about God’s hand in creation |
| 7 | “The Nightingale and the Glowworm” | 14–15 | Quiz 1CTeaching Help 1D | Analysis, About the Poem: God as source of both poetry and wisdom |
| 8–9 | “What Stumped the Bluejays” | 16–19 | Quiz 1DTeaching Help 1E | Potential Problems: Evaluating Twain’s worldviewAbout the Story, Scriptural Application: The place of man and animals in Creation |
| 10 | Thinking Zone | 20 |  |  |
| 11–13 | “The Return of the Rangers” | 21–31 | Quiz 1ETeaching Help 1FTeaching Help 1G | Literature as a Tool: Questioning an evolutionary valuation of man |
| 14 | “Mother to Son” | 32–33 | Quiz 1FTeaching Help 1HTeaching Help 1I | About the Story, Discussion: Evaluating the poem’s worldview (Phil. 4:13; Rom. 8:8) |
| 15 | “The Soul’s Dark Cottage” | 34 | Quiz 1GTeaching Help 1J | About the Story: A biblical view of old ageScriptural Application: Scriptural wisdom (1 Tim. 4:12; Ps. 119:99; Lev. 19:32; Prov. 16:31) |
| 16 | “The Windows” | 35–36 | Quiz 1HTeaching Help 1K | About the Poem, Discussion and Analysis: The weakness of man’s nature transcended by God’s grace; the power of truth evidenced in action |
| 17 | John 1 | 37–39 | Quiz 1ITeaching Help 1LWord List 1Vocabulary Standardized Test Practice 1ESL Exercise 1 | Analysis: Christ as the Word, the Light, the Lamb, and the reconciler of God and manAnalysis: John and the synoptic Gospels |
| 18 | Thinking Zone | 40 |  | Questions: Paradox in John 1 |
| 19 | *Writing Lesson 1:* *Personification Paragraph* | Book AW1–W2 | *Writing Worksheet 1A**Writing Worksheet 1B**Writing Rubric 1* |  |
| 20 | Unit 1 Review | 41–43 |  |  |
| 21 | Unit 1 Test |  |  |  |
| ***Unit 2: Sound and Syntax*** |
| 22 | Visual AnalysisSound and Syntax | 44–47 | Teaching Help 2ATeaching Help 2BTeaching Help 2CTeaching Help 2D | Parallelism and repetition illustrated in the Beatitudes and in Proverbs |
| 23 | “Who Has Seen the Wind?” | 48–49 | Quiz 2ATeaching Help 2ETeaching Help 2FWord List 2 | About the Poem: Seeing the evidence of the unseen GodAnalysis and Scriptural Application: All of creation subject to the Creator (Col. 1:16–17; Ps. 19:1–6); The Holy Spirit as the wind (John 3:8) |
| 24 | “Rattlesnake” | 50–51 | Quiz 2B | Scriptural Application: God-given beauty of the serpent, despite the curse |
| 25 | “On the Grasshopper and the Cricket” | 52–53 | Quiz 2CTeaching Help 2G | Scriptural Application: The blessings and dangers of poetry in light of Scripture |
| 26 | “March for a One-Man Band” | 54–55 | Quiz 2DESL Exercise 2A |  |
| 27 | “Foul Shot” | 56–57 | Quiz 2ETeaching Help 2H |  |
| 28 | Thinking Zone | 58 |  |  |
| 29–31 | “A Gray Sleeve” | 59–69 | Quiz 2FTeaching Help 2ITeaching Help 2JESL Exercise 2BWord List 2Reading Standardized Test Practice 2 | Scriptural Application: Crane’s refusal to accept God’s revelation of Himself (John 3:16; 1 John 4:8) |
| 32 | “Winter Ocean” | 70–71 | Quiz 2GTeaching Help 2K | Reinforcement: Imaginative comparisons and organized sound and syntax in descriptions of the sea in the KJV Bible |
| 33–34 | “Traveling Through the Dark” | 72–73 | Quiz 2HTeaching Help 2L | About the Poem: Evaluating Stafford’s worldviewDiscussion and Analysis: killing an unborn fawn vs. an unborn child (Gen. 1:27–28)About the Poem, Scriptural Application: Approaching ethical dilemmas from a biblical worldview (Prov. 3:5–6; 24:6; James 1:5) |
| 35–36 | “I Have a Dream” | 74–78 | Quiz 2ITeaching Help 2MESL Exercise 2CESL Exercise 2DWord list 2Vocabulary Standardized Test Practice 2 | About the Speech: Evaluating King’s view of freedom and equality in light of Scripture (Gen. 1:26–27; Mark 12:30–31; Amos 5:24; Isa. 40; Luke 4:18)Literature as a Tool: Writing about societal evils from a Christian perspectivePotential Problems: The importance of the gospel in effecting social changeDiscussion: Allusions to or quotations of Scripture in King’s speechAnalysis: King’s use of language and the KJV |
| 37 | Thinking Zone | 79–80 |  |  |
| 38–39 | *Writing Lesson 2: Persuasive Speech* | Book AW3–W4 | *Writing Worksheet 2A**Writing Worksheet 2B**Writing Worksheet 2C**Writing Rubric 2* |  |
| 40 | Unit 2 Review | 81–83 |  |  |
| 41 | Unit 2 Test |  |  |  |
| ***Unit 3: Allusion and Symbol*** |
| 42 | Visual AnalysisAllusion and Symbol | 84–87 | Teaching Help 3ATeaching Help 3B | Analysis, Scriptural Application: Allusion and symbol and the interpretation of God’s WordDiscussion: The cross, the richest symbol known to man |
| 43–44 | “Cupid’s Arrows” | 88–91 | Quiz 3AWord List 3 | Scriptural Application: Evaluating Mrs. Beighton’s advice to Kitty (1 Sam. 16:7; James 2:1–9) |
| 45 | “Sir Francis Drake” | 92–93 | Quiz 3B | Analysis: Allusion to Elijah (2 Kings 2)Scriptural Application: Importance of good role models for believers (1 Cor. 11:1; Titus 2:2–6)Writing Activities: Bible character study teaching positive lessons through negative examples |
| 46 | “Outta My Way, Grandpa!” | 94–96 | Quiz 3CTeaching Help 3CESL Exercise 3Reading Standardized Test Practice 3 | About the Essay: Evaluating O’Neill’s theme (1 Cor. 13:1–3)Scriptural Application: Christians evaluating and using comedy |
| 47 | “The Progress of Poesy” | 97–98 | Quiz 3DTeaching Help 3D | Literature as a Tool: Writing a biblical response to Arnold’s messageDiscussion: Arnold’s use of biblical allusion (Num. 20:1–12; Deut. 34)Scriptural Application: A biblical view of old age (Titus 2:2–5; Heb. 5:12–14; Eccles.12) |
| 48 | “maggie and milly and molly and may” | 99–100 | Quiz 3ETeaching Help 3E |  |
| 49 | Thinking Zone | 101 |  |  |
| 50 | “Afterglow” | 102–3 | Quiz 3F | About the Story: Evaluating Borges’s theme in light of ScriptureScriptural Application: The inadequacy of Borges’s worldview (Matt. 7:24–27)One–on–One: Comparison of Borges’s, Updike’s, and a biblical worldview |
| 51–53 | “The Masque of the Red Death” | 104–9 | Quiz 3GTeaching Help 3F | About the Story: Evaluating Poe’s worldview in the story (Rom. 6:9)Scriptural Application: Man’s inability to escape death; the biblical attitude toward life and death (Phil.1:12–28) |
| 54 | “The Listeners” | 110–12 | Quiz 3HTeaching Help 3G | Scriptural Application: Spiritual truth revealed in Scripture to the humble seeker (Isa. 57:15; John 10:1–10; Acts 14:27; 1 Cor. 16:8–9; etc.) |
| 55–56 | “A Piece of Chalk” | 113–16 | Quiz 3ITeaching Help 3HWord List 3Vocabulary Standardized Test Practice 3 | About the Story: Evaluating Chesterton’s worldview biblicallyLiterature as a Tool: Writing about racism vs. active virtueScriptural Application: Biblically evaluating the idea that countries play a role in spreading true virtue (Matt. 5:14) |
| 57 | Thinking Zone | 117 |  |  |
| 58–59 | *Writing Lesson 3: Symbols in the Bible* | Book AW5–W6 | *Writing Worksheet 3A**Writing Worksheet 3B**Writing Rubric 3* |  |
| 60 | Unit 3 Review | 118–19 |  |  |
| 61 | Unit 3 Test |  |  |  |
| ***Unit 4: Irony*** |
| 62 | Visual AnalysisIrony | 120–23 | Teaching Help 4A | Potential Problems: Use of verbal irony in Scripture (Matt. 23:24; Isa. 44:9–20; and 1 Kings 18:27)Scriptural Application: Using sarcasm inappropriately (James 1:26; James 3; Eph. 4:29, 32; 1 Thess. 5:11) |
| 63–64 | “The Golf Links Lie So Near the Mill” / “Jade Flower Palace” | 124–26 | Quiz 4AWord List 4ESL Exercise 4A | Scriptural Application: God’s concern for the powerless and oppressed, especially children (Pss. 72:4; 103:5; 145:14; etc.); a biblical view of the transience of life (James 1:9–11; Eccles. 7:2; Matt. 6:34; Isa. 26:3; etc.) |
| 65–67 | “The Grave Grass Quivers” | 127–38 | Quiz 4BESL Exercise 4B | About the Story: Sin revealed (Num. 32:23)Scriptural Application: The power of guilt and the release of forgiveness (1 John 1:9; Ps. 38; Prov. 24:16; Phil. 4:13) |
| 68 | “Scylla Toothless” | 139 | Quiz 4C | Introduction and Discussion: Hyperbole in Scripture (Luke 14:26; Matt. 5:29–30)Scriptural Application: The tongue’s potential for either evil or good (Ps. 34:13; 52:2; Pro. 12:18–19; James 1:26; etc.) |
| 69 | “Letter from a West Texas Constituent” | 140–41 | Quiz 4DTeaching Help 4B | Scriptural Application: Correct use of irony and sarcasm (Isa. 44:9–20) |
| 70 | Thinking Zone | 142–43 |  |  |
| 71 | “A Considerable Speck (Microscopic)” | 144–45 | Quiz 4ETeaching Help 4C | Scriptural Application: The importance of small things in the world (Matt. 6:28–32; Luke 12:24–28; Ps. 104:24–25; Job 12:7–10) |
| 72–73 | “The Day the Dam Broke” | 146–49 | Quiz 4FTeaching Help 4DESL Exercise 4CReading Standardized Test Practice 4 | Scriptural Application: The inability to laugh at oneself as a form of pride |
| 74–75 | “Earth” / “At the Aquarium” | 150–52 | Quiz 4G | Scriptural Application: Misapplied technology a result of the curse; wisdom guided by God different from man’s wisdom (James 3:13–18)Scriptural Application: The lostness of modern man a result of his rejection of truth |
| 76–77 | From *The Screwtape Letters* Chapters 1, 2 | 153–57 | Quiz 4HTeaching Help 4ETeaching Help 4F | About the Story: Getting along with other believersPotential Problems: The inability to lose true salvation (John 10:27–29; Mark 4:3–19); sanctification through God’s grace (Gal. 5:17)Discussion: Tactics Satan uses to distract believersAnalysis: Satan, a liar, whose advice requires discernment; reason as a complement to faith; the dangers of “small” sins |
| 78–80 | From *The Screwtape Letters* Chapters 8, 25 | 158–63 | Quiz 4ITeaching Help 4FWord List 4Vocabulary Standardized Test Practice 4 | Discussion: The peaks and troughs encountered by every Christian on earthAnalysis, Discussion: The lies of Satan; God’s self-sacrificing love for sinful man; God’s self-sufficiencyScriptural Application: God’s purpose for spiritual valleysDiscussion: God’s purpose for pleasure; how Satan twists itScriptural Application: Christians never left entirely alone (John 10:28–30; Phil. 4:13; Heb. 13:5) |
| 81 | Thinking Zone | 164–65 |  |  |
| 82–83 | *Writing Lesson 4: A Study in Irony* | Book AW7–W8 | *Writing Worksheet 4A**Writing Worksheet 4B**Writing Worksheet 4C**Writing Rubric 4* |  |
| 84 | Unit 4 Review | 166–67 |  |  |
| 85 | Unit 4 Test |  |  |  |
| 86–90 | Midterm Review and Midterm Examination |  |  |  |
| ***Unit 5: Folk Tale and Epic*** |
| 91 | Genres of LiteratureVisual Analysis | 168–71 | Teaching Help 5A |  |
| 92 | Folktale and Epic | 171–73 | Teaching Help 5BTeaching Help 5C |  |
| 93 | “The Ant and the Grasshopper” | 174–75 | Quiz 5AWord List 5 | Scriptural Application: The diligent ant in Scripture (Prov. 6:6–8); considering insurance and retirement planning and trust in God (Prov. 13:22) |
| 94 | “The Lion-Makers” | 176–78 | Quiz 5B | About the Story: Weighing the benefits and dangers of education (Prov. 2:1–15)Literature as a Tool: Writing a fable based on Bible truthScriptural Application: The effect of the Fall on logic and reasoning (Isa. 55:8; Prov. 1:6–8; 3:5–6; etc.)Scriptural Application: Learning valued by God, but inadequate to satisfy the heart (Eccles. 1:13–18) |
| 95 | “The Tortoise and the Osprey” | 179–81 | Quiz 5CTeaching Help 5DReading Standardized Test Practice 5 | Scriptural Application: Contentment (1 Tim. 6:6) |
| 96 | “The Pumpkin Seeds” | 182–86 | Quiz 5DTeaching Help 5E | About the Story: Evaluate the story’s worldviewDiscussion: A biblical view of the rewards of good and evil on earth (Proverbs; Ps. 73; Job 1–2)Scriptural Application: The biblical principle of sowing and reaping taught in “The Pumpkin Seeds” (Gal. 6:7)Analysis, Scriptural Application: Biblical motivation for doing good (Rom. 8:8; 1 Cor. 13:1–3; Ps. 44:21; etc.) |
| 97 | “Pandora” | 187–90 | Quiz 5ETeaching Help 5F | About the Story, Scriptural Application: The biblical explanation of the nature of God and the source of woman, evil, and hope (Col. 1:27) |
| 98 | “Pyramus and Thisbe” | 191–92 | Quiz 5FTeaching Help 5G | Potential Problems: The conquering power of love in Scripture (Song of Sol. 8:7; John 15:13) and suicide as an unacceptable expression of love |
| 99 | Thinking Zone | 193 |  |  |
| 100 | From the *Iliad*Introduction | 194–95 | Quiz 5GTeaching Help 5HTeaching Help 5I | Potential Problems: Biblical perspective on the polytheism of the Greeks and the sin of idolatry (Acts 17) |
| 101–2 | “Hector and Andromache” | 196–200 | Teaching Help 5J | Participation: Duties of the virtuous woman (Prov. 31:10–31) akin to those of ancient householdsScriptural Application: Comparing Homer’s idea of glory to the Old Testament view of battle and glory (1 Chron. 29: 11–12) |
| 103–5 | “The Death of Hector” | 201–14 | Quiz 5HTeaching Help 5KTeaching Help 5LWord List 5Vocabulary Standardized Test Practice 5 | About the Poem: The Christian view of inevitable death; a Christian epic heroAnalysis: Evaluating Homer’s worldview in his themesParticipation: Comparing a Homeric hero and a Christian heroScriptural Application: Fate, a blind, uncaring force, compared to Jehovah God, loving and purposeful (John 3:16; Ps. 37:23) |
| 106 | Thinking Zone | 215 |  |  |
| 107–8 | *Writing Lesson 5: Biography* | Book BW1–W2 | *Writing Worksheet 4C**Writing Worksheet 5**Writing Rubric 5* |  |
| 109 | Unit 5 Review  | 216–17 |  |  |
| 110 | Unit 5 Test |  |  |  |
| ***Unit 6: Essay and Short Story*** |
| 111 | Visual AnalysisEssay and Short Story | 218–21 | Teaching Help 6A |  |
| 112 | “How to Get Things Done” | 222–26 | Quiz 6AWord List 6 |  |
| 113–14 | “A Miserable Merry Christmas” | 227–32 | Quiz 6B | Scriptural Application: Joining into another’s joys and sorrows (Rom. 12:15); Proverbs 13:12 illustrated in “A Miserable Merry Christmas” |
| 115–16 | “An Old–Fashioned Iowa Christmas” | 233–38 | Quiz 6CTeaching Help 6B | Analysis: Persuasion likened to being a “doer,” not merely a “hearer” (James 1:22)Scriptural Application: Keeping Christ the “star” of Christmas |
| 117–18 | *Writing Lesson 6: Informal Essay* | Book BW3–W4 | *Writing Worksheet 4C**Writing Rubric 6* |  |
| 119 | “Why the Leaves Turn Color in the Fall” | 239–42 | Quiz 6DTeaching Help 6CReading Standardized Test Practice 6 | About the Essay, Analysis: Identifying and evaluating Ackerman’s worldview, particularly on life, death, and Creation (Gen. 1:12, 31; John 3:14–17; Heb. 9:26–28; etc.)Scriptural Application: God as the Creator of all (Ps. 19:1–4; Rom. 1:18–21) |
| 120 | Thinking Zone | 243 |  |  |
| 121–22 | “The Sire de Maletroit’s Door” | 244–60 | Quiz 6E | About the Story: Biblically evaluating Stevenson’s portrayal of love (John 15:12–13; 1 Cor. 13:1–8; Eph. 4:32; etc.)Scriptural Application: An evaluation of Denis’s thoughts on living, dying, and being remembered (James 4:14; Ps. 103:15–16; Job 14:1–2; Eccles. 9:4–6; etc.) |
| 123–24 | “The Adventure of the Speckled Band” | 261–80 | Quiz 6FTeaching Help 6DTeaching Help 6ETeaching Help 6F | Scriptural Application: Applying Psalm 7:12–16 to the resolution of the story |
| 125–26 | “A Visit of Charity” | 281–86 | Quiz 6GTeaching Help 6GESL Exercise 6 | Introduction: God’s use of life experiences to shape instruments for His useScriptural Application: The importance of love in motivating service (1 Cor. 13); real love in action |
| 127–28 | “Civil Peace” | 287–92 | Quiz 6HTeaching Help 6HWord List 6Vocabulary Standardized Test Practice 6 | Literature as a Tool: Explaining how God’s sovereignty offers a stable framework for lifeScriptural Application: Biblical truths undergirding Jonathan’s attitude toward his troubles (Job 34: 21–22; Ps. 84:11; 91; etc.) |
| 129 | Thinking Zone | 293 |  |  |
| 130 | Unit 6 Review  | 294–95 |  |  |
| 131 | Unit 6 Test |  |  |  |
| ***Unit 7: Poetry*** |
| 132 | Visual AnalysisPoetry | 296–99 | Teaching Help 7ATeaching Help 7B |  |
| 133 | “I will sing unto the Lord” | 300–302 | Quiz 7ATeaching Help 7CWord List 7 | Literature as a Tool: Writing a psalm of praise to GodAbout the Poem, Analysis: Analyzing and applying Exodus 15:1–18, a lyric poem praising God for His deliveranceScriptural Application: Need for Christians today to express praise to God |
| 134–35 | “Snow–Bound” | 303–9 | Quiz 7BTeaching Help 7D | Scriptural Application: Biblical evaluation of the poem’s claims about reuniting family after death |
| 136 | “Lady Clare” | 310–14 | Quiz 7CTeaching Help 7E | Analysis: Nature of true love; evaluation of conflict and resolution of two worldviews; worth of honesty, personal integrity, and inner beauty of characterScriptural Application: Virtuous action made possible through Christ’s death |
| 137 | “Had I the Choice” | 315–17 | Quiz 7D | Analysis: Biblically evaluating Whitman’s life philosophyScriptural Application: Worshiping creation rather that the Creator (Rom. 1:18–25) |
| 138 | “We Wear the Mask” | 318–20 | Quiz 7ETeaching Help 7F | Scriptural Application: Dealing with suffering and oppression biblically (1 Peter 5:7, Exod. 3:9); comforting one another as believers (Gal.6:2; James 5:16; 2 Cor. 1:4); transcendence of Christlike love across racial and cultural divisions (I John 4:11; Rev. 5:9)Music Link: Connections between African-American spirituals and biblical passages |
| 139 | “The Panther” | 321–22 | Quiz 7F | Scriptural Application: Christ as the one Who sets captives free (Rom. 1:20; Luke 4:18; Acts 4:10–12; etc.) |
| 140 | Thinking Zone | 323 |  |  |
| 141 | “Snow in the Suburbs” | 324–26 | Quiz 7G | Scriptural Application: Helping those in need, a biblical command (Matt. 22:38–40; Luke 10:30–37; Rom. 13:9–10; Deut. 15:7–11); Christ’s experience of homelessness on earth (Luke 9:58) |
| 142 | “High Flight” | 327–28 | Quiz 7H | About the Poem: God in creation (Ps. 19:1) |
| 143 | “The Wise Old Apple Tree in Spring” | 329–31 | Quiz 7I | About the Poem: Biblically evaluating utilitarianismLiterature as a Tool: God-given beauty of poetry (Ps. 19; John 1:3; 1 Tim. 4:4; Gen. 1:27) |
| 144 | “Nightsong: City” | 332–33 | Quiz 7J | About the Poem: God’s love and care of His children amidst trying circumstances (John 3:16; Rom. 8:39; 1 John 4:18–19; etc.); God’s opposition to oppression and racism (Ps. 9:9; Mic. 6:8; Luke 4:18; Rev. 5:9)Scriptural Application: Responding biblically to discrimination |
| 145 | “Landscape with Cows” | 334–36 | Quiz 7KWord List 7Vocabulary Standardized Test Practice 7 | Scriptural Application: Biblical assessment of author’s conclusions; effect of modern “noise” on spirituality |
| 146 | Thinking Zone | 337 |  |  |
| 147–48 | *Writing Lesson 7: Poetry* | Book BW5–W6 | *Writing Rubric 7* |  |
| 149 | Unit 7 Review | 338–39 |  |  |
| 150 | Unit 7 Test |  |  |  |
| ***Unit 8: Drama*** |
| 151 | Visual AnalysisDrama | 340–43 | Teaching Help 8A |  |
| 152 | Introduction to *Romeo and Juliet* | 344–47 | Quiz 8ATeaching Help 8BTeaching Help 8CTeaching Help 8D | Introduction: Friends, forgiveness, and heeding wise counsel considered from a biblical perspective |
| 153 | *Romeo and Juliet* Act I Scene I | 348–57 | Quiz 8BTeaching Help 8BTeaching Help 8CESL Exercise 8AWord List 8 | Motivation: Biblical feuds (Pharisees vs. Sadducees and Jacob vs. Esau) |
| 154 | *Romeo and Juliet* Act I Scenes II–III | 357–63 |  |  |
| 155 | *Romeo and Juliet* Act IScenes IV–V | 364–73 |  |  |
| 156 | *Romeo and Juliet* Act II Scenes I–II | 374–83 | Quiz 8CTeaching Help 8BTeaching Help 8CTeaching Help 8EESL Exercise 8B |  |
| 157 | *Romeo and Juliet* Act II Scenes III–IV | 383–90 |  | Scene III Analysis: No double standards regarding purity |
| 158 | *Romeo and Juliet* Act II Scenes V–VI | 391–96 |  | Scene VI Analysis: Discussion of play’s promotion of sanctity of marriageScriptural Application: Nature of true righteousness; purity of young people (1 Tim. 4:12; 2 Tim. 2:22)Scriptural Application: Giving godly advice on dating (Ex. 20:12; Prov. 10:1; Eph. 6:1–3; etc.) |
| 159 | Thinking Zone | 397 |  |  |
| 160 | *Romeo and Juliet* Act III Scene I | 398–405 | Quiz 8DTeaching Help 8BTeaching Help 8CESL Exercise 8C |  |
| 161–62 | *Romeo and Juliet* Act III Scenes II–III | 405–16 |  |  |
| 163 | *Romeo and Juliet* Act III Scenes IV–V | 416–27 |  | Scriptural Application: Being a biblical peacemaker (James 3:16–18; Prov. 14:29; 16:32; etc.)Scriptural Application: Important qualities in friends and counselors (Pss. 1:1–3; 33:11; 81:12; etc.) |
| 164 | *Romeo and Juliet* Act IV Scenes I–II | 428–34 | Quiz 8ETeaching Help 8BTeaching Help 8CESL Exercise 8D |  |
| 165 | *Romeo and Juliet* Act IV Scenes III–V | 434–43 |  | About the Play: Biblical refutation of idea of fate (Acts 17:28; Rom. 11:33–36; Matt. 12:36; etc.)Scriptural Application: Seeking wise counsel (Prov. 1:5; 12:15; 11:14; 20:18) |
| 166 | *Romeo and Juliet* Act V Scenes I–II | 444–49 | Quiz 8FTeaching Help 8BTeaching Help 8CTeaching Help 8FESL Exercise 8EWord List 8Vocabulary Standardized Test Practice 8 | Potential Problems: Suicide, an unbiblical solution (Isa. 26:3; 40:31; 1 Cor. 10:13; etc.); offering hope to those contemplating suicide |
| 167–68 | *Romeo and Juliet* Act V Scene IIIThinking Zone | 449–62 |  | About the Play: Romeo and Juliet’s love in light of 1 Corinthians 13Literature as a Tool: Showing biblical love through dramaScriptural Application: A biblical view of death and the body (2 Cor. 5:1)Scriptural Application: The dangers of unresolved enmity (Gen. 4:1–8) and the hope of reconciliation (Gen. 45:1–15; 50:15–21; 33:1–11; 2 Cor. 5:17–21; Eph. 2:16) |
| 169–71 | *Romeo and Juliet* scene enactment and/or DVD viewing |  |  |  |
| 172–73 | *Writing Lesson 8: Drama Analysis* | Book BW7–W8 | *Writing Worksheet 4C**Writing Rubric 8* |  |
| 174 | Unit 8 Review | 463–65 |  |  |
| 175 | Unit 8 Test |  |  |  |
| 176–80 | Final Review and Final Examination |  |  |  |

1. The topics and support materials in italics refer to writing lessons and assignments within a chapter. [↑](#endnote-ref-1)
2. The following items in the Support Materials column are located on the CD found in the back of the Teacher’s Edition:Quizzes,Teaching Helps, ESL Exercises, Word Lists, Vocabulary Standardized Test Practices, Reading Standardized Test Practices, Writing Worksheets, and Writing Rubrics. [↑](#endnote-ref-2)