Fundamentals of Literature, 2nd Edition

Lesson Plan Overview

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| Day(s) | Topic[[1]](#endnote-1) | Pages | Support Materials[[2]](#endnote-2) | Bible Integration |
| ***Unit I: Conflict*** | | | | |
| 1 | Unit Opener  Visual Analysis | xx–3 |  | Scriptural Application: Bible examples of the three types of conflict |
| 2 | “Miss Hinch” | 4–11 | Quiz 1A  Word List 1 |  |
| 3 | “Miss Hinch” | 12–18 | Teaching Help 1A | Scriptural Application: Assurance that your sins will find you out (Gal. 6:7–8) |
| 4 | “Top Man” | 19–26 | Quiz 1B |  |
| 5 | “Top Man” | 26–33 | Teaching Help 1B | Scriptural Application: Courage, selflessness, enthusiasm, wisdom, and patience in the Bible |
| 6–7 | *Writing Lesson 1A: Descriptive Paragraph* | *Book A, W1* | *Writing Worksheet 1A*  *Writing Rubric 1A* |  |
| 8 | “Through the Tunnel” | 34–37 | Quiz 1C  Reading Standardized Test Practice 1A |  |
| 9 | “Through the Tunnel”  Thinking Zone | 37–42 | Teaching Help 1C  Teaching Help 1D | Scriptural Application: Becoming a mature and independent adult (see David in 1 Sam. 23:7–24:22; 2 Sam. 1:1–7:29) and learning responsibility (Luke 16:10) |
| 10–11 | “The Duel” | 43–46 | Quiz 1D  Teaching Help 1E | Scriptural Application: Courage in the face of fear (1 Sam. 17; Matt. 25:14–30; etc.) |
| 12–13 | “Robert Louis Stevenson Banks, aka Chimley” | 47–51 | Quiz 1E  Teaching Help 1F  Reading Standardized Test Practice 1B |  |
| 14 | “Under the Lion’s Paw” | 52–56 | Quiz 1F  Word List 1  Teaching Help 1G |  |
| 15 | “Under the Lion’s Paw” | 56–60 |  |  |
| 16 | “Under the Lion’s Paw”  Thinking Zone | 60–65 | Vocabulary Standardized Test Practice 1  ESL Exercise 1 | Scriptural Application: The responsibility that wealthy people have for the poor (Prov. 14:31 and 21:13; Amos 5:11–12) |
| 17–18 | *Writing Lesson 1B: Scene of Conflict* | *Book A, W2–W3* | *Writing Worksheet 1B*  *Writing Rubric 1B* |  |
| 19 | Unit I Review | 66–67 | Teaching Help 1H |  |
| 20 | Unit I Test | | | |
| ***Unit II: Character*** | | | | |
| 21 | Unit Opener  Visual Analysis | 68–71 | Teaching Help 2A  Teaching Help 2B |  |
| 22 | *Treasure Island* Chapter 1 | 72–76 | Quiz 2A  Word List 2  Teaching Help 2A  Teaching Help 2C | Potential Problems: Portraying alcoholism with appropriate moral tone (Prov. 20:1) |
| 23 | *Treasure Island* Chapter 2 | 77–81 | Quiz 2B  Teaching Help 2A  Teaching Help 2D |  |
| 24 | *Treasure Island* Chapter 3 | 82–86 | Quiz 2C  Teaching Help 2E |  |
| 25 | *Treasure Island* Chapter 4 | 86–90 | Quiz 2D  Teaching Help 2F |  |
| 26 | *Treasure Island* Chapter 5 | 91–94 | Quiz 2E  Teaching Help 2G  Teaching Help 2H |  |
| 27–28 | *Writing Lesson 2A: Story Character* | *Book A, W4* | *Writing Worksheet 2A*  *Writing Rubric 2A* |  |
| 29–30 | “Phaëthon” | 95–98 | Quiz 2F  Teaching Help 2I | Scriptural Application: Human nature and polytheism (Rom. 1:18–25; Ps. 115:4 –8) |
| 31–32 | “Old Man” | 99–101 | Quiz 2G | Scriptural Application: Death from a Christian perspective |
| 33 | “The Revolt of Mother” | 102–9 | Quiz 2H  Reading Standardized Test Practice 2A |  |
| 34 | “The Revolt of Mother”  Thinking Zone | 110–16 | Teaching Help 2J | Scriptural Application: The biblical role of the husband and the wife (Eph. 5:22–28)  About the Story: Showing humility toward others (1 Pet. 5:5)  Thinking Zone: Sympathetic characters and moral tone |
| 35 | “Neighbour Rosicky” | 117–24 | Quiz 2I  Teaching Help 2K |  |
| 36 | “Neighbour Rosicky” | 124–30 |  |  |
| 37 | “Neighbour Rosicky” | 130–41 | Quiz 2J  Teaching Help 2L | Scriptural Application: Servant-leadership (John 13:3–15) |
| 38–39 | *Writing Lesson 2B: Collage and Artist Statement* | *Book A, W5* | *Writing Worksheet 2B*  *Writing Rubric 2B* |  |
| 40 | *Don Quixote* | 142–46 | Quiz 2K  Reading Standardized Test Practice 2B |  |
| 41 | *Don Quixote*  Thinking Zone | 147–52 | Teaching Help 2M |  |
| 42–43 | “My Last Duchess” | 153–55 | Quiz 2L  Teaching Help 2N  Word List 2  Vocabulary Standardized Test Practice 2  ESL Exercise 2 | Scriptural Application: How our speech reveals who we are (Matt. 12: 34–37) |
| 44 | Unit II Review | 156–57 |  |  |
| 45 | Unit II Test | | | |
| ***Unit III: Theme*** | | | | |
| 46 | Unit Opener  Visual Analysis | 158–61 |  | Scriptural Application: Finding theme in a Bible parable |
| 47 | “The Silver Mine” | 162–67 | Quiz 3A  Word List 3  Reading Standardized Test Practice 3A |  |
| 48 | “The Silver Mine” | 168–72 | Teaching Help 3A  Teaching Help 3B | Scriptural Application: Desiring money (1 Tim. 6:9–10) |
| 49 | “Beauty and the Beast” | 173–78 | Quiz 3B |  |
| 50 | “Beauty and the Beast” | 179–86 |  | Scriptural Application: Distinguishing between appearances and reality in a fallen world (Jer. 17:9; Prov. 1:7; etc.)  About the Story: True beauty (1 Chron. 16:29; Ps. 90:17; etc.) |
| 51–52 | *Writing Lesson 3A: Letter to the Editor* | *Book A, W6–W7* | *Writing Worksheet 3A*  *Writing Rubric 3A* |  |
| 53 | “Go Down, Death”  “Do not go gentle into that good night” | 187–89 | Quiz 3C |  |
| 54 | “Go Down, Death”  “Do not go gentle into that good night”  Thinking Zone | 190–93 |  | Scriptural Application: Principles underlying a Christian view of death  Scriptural Application: Judging the biblical accuracy of Thomas’s view of death |
| 55 | “Quality” | 194–96 | Quiz 3D |  |
| 56 | “Quality” | 196–200 | Teaching Help 3C | Scriptural Application: Holding steadfastly to God’s truths |
| 57 | “Dr. Heidegger’s Experiment” | 201–6 | Quiz 3E  Teaching Help 3D |  |
| 58 | “Dr. Heidegger’s Experiment” | 206–9 | Teaching Help 3E  Teaching Help 3F  ESL Exercise 3 | Scriptural Application: The sinfulness of all humans  Scriptural Application: Evaluating Hawthorne’s view of man in light of Scripture (2 Cor. 5:17)  Scriptural Application: Choosing to seek wisdom (Prov. 1); the temporal nature of earthly pleasures (Matt. 6:19–21, 33) |
| 59–60 | *Writing Lesson 3B: Process Paragraph* | *Book A, W8* | *Writing Worksheet 3B*  *Writing Rubric 3B* |  |
| 61–62 | “When You Are Old” | 210–11 | Quiz 3F | Scriptural Application: Rejecting the Savior’s love |
| 63–64 | “A Black Man Talks of Reaping”  Thinking Zone | 212–13 | Quiz 3G  Word List 3  Vocabulary Standardized Test Practice 3 |  |
| 65 | Unit III Review | 214–15 |  |  |
| 66 | Unit III Test | | | |
| ***Unit IV: Point of View*** | | | | |
| 67 | Unit Opener  Visual Analysis | 216–19 | Teaching Help 4A | Scriptural Application and Discussion: Point of view in the Bible (Gen. 37; Neh. 1–2) |
| 68 | “The Forty Thieves” | 220–21 | Quiz 4A  Teaching Help 4B  Word List 4 |  |
| 69 | “The Forty Thieves” | 222–24 |  |  |
| 70 | “The Forty Thieves” | 225–26 |  | Scriptural Application: Riches as a snare (1 Tim. 6:6–9)  Scriptural Application: The story’s resolution in light of biblical principles |
| 71 | “After the Battle” | 227–30 | Quiz 4B  Teaching Help 4C  Reading Standardized Test Practice 4A |  |
| 72 | “After the Battle” | 230–33 |  |  |
| 73 | “After the Battle” | 234–36 |  | Scriptural Application: The Bible’s historical narratives and the third-person omniscient viewpoint (2 Tim. 3:15–16) |
| 74–75 | *Writing Lesson 4A: Research Essay/Speech* | *Book A, W9–W10* | *Writing Worksheet 4A*  *Writing Rubric 4A* |  |
| 76 | “The Open Window” | 237–38 | Quiz 4C  Teaching Help 4D |  |
| 77 | “The Open Window”  Thinking Zone | 239–41 |  |  |
| 78 | “By Any Other Name” | 242–44 | Quiz 4D |  |
| 79 | “By Any Other Name” | 245–47 | Teaching Help 4E | Scriptural Application: Treating all people with dignity since they are made in God’s image |
| 80–81 | *Writing Lesson 4B: Childhood Memory* | *Book A, W11* | *Writing Worksheet 4B*  *Writing Rubric 4B* |  |
| 82 | “The Age of Miracles” | 248–52 | Quiz 4E  Reading Standardized Test Practice 4B  Word List 4 |  |
| 83 | “The Age of Miracles”  Thinking Zone | 253–57 | Vocabulary Standardized Test Practice 4  ESL Exercise 4 | Scriptural Application: Finding biblical concepts in the story (e.g., justice); communicating a Christian worldview in one’s writing |
| 84 | Unit IV Review | 258–59 |  |  |
| 85 | Unit IV Test | | | |
| 86–90 | Midterm Review and Midterm Examination | | | |
| ***Unit V: Structure*** | | | | |
| 91 | Unit Opener  Visual Analysis | 260–63 | Teaching Help 5A | Reinforcement and Participation: Plotting Bible books (Jonah, Esther, Ruth) |
| 92–93 | John 9 | 264–66 | Quiz 5A  Teaching Help 5A  Teaching Help 5B  Word List 5 | Scriptural Application: The dangers of pride and the need for humility (Prov. 6:16–19; Matt. 7:3–5) |
| 94 | “The Necklace” | 267–71 | Quiz 5B  Teaching Help 5A  Teaching Help 5C  Reading Standardized Test Practice 5A | Scriptural Application: The importance of honesty toward others and about oneself (Ps. 139: 23–24) |
| 95 | “The Necklace” | 272–74 |  |  |
| 96 | “The Possibility of Evil” | 275–79 | Quiz 5C  Teaching Help 5A |  |
| 97 | “The Possibility of Evil” | 280–83 | Teaching Help 5D | Scriptural Application: Man’s sinful nature (Rom. 3:23; Jer. 17:9; etc.); the fruits of the Spirit (Gal. 5:22–23); interacting with others (James 1:26; James 3:5–8; etc.) |
| 98–99 | “In the Ring with Jack Dempsey” | 284–86 | Quiz 5D  Teaching Help 5E |  |
| 100 | “The Adventure of the Beryl Coronet” | 287–93 | Quiz 5E  Reading Standardized Test Practice 5B |  |
| 101 | “The Adventure of the Beryl Coronet” | 294–300 |  |  |
| 102 | “The Adventure of the Beryl Coronet” | 301–5 |  | Scriptural Application: Empiricism in light of biblical truth (Prov. 1:7; Rom. 1:18–23) |
| 103–4 | *Writing Lesson 5A: Argumentative Essay* | *Book B, W1* | *Writing Worksheet 5A*  *Writing Rubric 5A* |  |
| 105 | Rhyme | 306 |  |  |
| 106–7 | “Allen-a-Dale”  “Futility” | 306–7 | Quiz 5F  Teaching Help 5F |  |
| 108–9 | “Allen-a-Dale”  “Futility” | 308–9 |  | Scriptural Application: Dealing with hard questions in life (Pss. 10, 22, 42); hope despite the brevity of life (James 4:14; 1 Pet. 1:24–25); light and sun imagery in the Bible (Mal. 4:2; John 8:12; etc.) |
| 110 | Thinking Zone | 310–11 |  |  |
| 111 | Meter | 311 |  |  |
| 112–13 | “The Charge of the Light Brigade”  “The Destruction of Sennacherib” | 312–13 | Quiz 5G  Teaching Help 5G |  |
| 114–15 | “The Charge of the Light Brigade”  “The Destruction of Sennacherib” | 314–15 |  | Scriptural Application: God as a trustworthy commander (1 Tim. 3:16; 1 Cor. 10:13; etc.) |
| 116 | Verse Forms | 316 |  |  |
| 117–18 | “The Eagle”  from *Julius Caesar*  “Splinter” | 316 | Quiz 5H |  |
| 119–20 | “The Eagle”  from *Julius Caesar*  “Splinter” | 317 |  | Scriptural Application: Figurative language in the Bible  About the Poems: A biblical view of death (Heb. 2:14–15) |
| 121 | Traditional Forms | 318–19 |  |  |
| 122–23 | “Bonnie George Campbell”  “Holy Sonnet 10” | 319–20 | Quiz 5I  Teaching Help 5H | Scriptural Application: Donne’s theme and Philippians 1:21 |
| 124–25 | “Sonnet 29”  “A Haiku”  “November Night” | 321–24 |  | Discussion: Christian view of death (2 Cor. 5:8)  Scriptural Application: Shakespeare’s tone in “Sonnet 29” contrasted with Paul’s in Philippians |
| 126 | Thinking Zone | 325 |  |  |
| 127 | *Writing Lesson 5B: Cinquain* | *Book B, W2* | *Writing Worksheet 5B*  *Writing Rubric 5B* |  |
| 128–29 | “400-Meter Freestyle”  “The Altar” | 326–29 | Quiz 5J | Analysis: Dedicating one’s heart to God |
| 130–31 | “Freedom to Breathe” | 330–31 | Quiz 5K  Teaching Help 5I  Teaching Help 5J  Word List 5  Vocabulary Standardized Test Practice 5  ESL Exercise 5 |  |
| 132 | Unit V Review | 332–35 |  |  |
| 133 | Unit V Test | | | |
| ***Unit VI: Tone*** | | | | |
| 134 | Unit Opener  Visual Analysis | 336–39 | Teaching Help 6A | Analysis: Worldview and moral tone from a Christian perspective |
| 135 | “The Crime” | 340–42 | Quiz 6A  Reading Standardized Test Practice 6  Word List 6  Teaching Help 6B |  |
| 136 | “The Crime” | 342–44 |  |  |
| 137–38 | “We Real Cool”  Thinking Zone | 345–47 | Quiz 6B  Teaching Help 6C | Scriptural Application: Evaluating Brooks’s worldview and tone |
| 139–40 | *Writing Lesson 6A: Review* | *Book B, W3–W4* | *Writing Worksheet 6A*  *Writing Rubric 6A* |  |
| 141–42 | *Cyrano de Bergerac* Preface | 348–49 |  |  |
| 143 | *Cyrano de Bergerac* Act I, Scenes i–iv | 350–65 | Teaching Help 6D |  |
| 144 | *Cyrano de Bergerac* Act I, Scene v | 365–79 |  |  |
| 145 | *Cyrano de Bergerac* Act I, Scenes vi–vii | 379–82 | Quiz 6C  Teaching Help 6E |  |
| 146 | *Cyrano de Bergerac* Act II, Scenes i–ii | 382–85 |  |  |
| 147 | *Cyrano de Bergerac* Act II, Scenes iii–v | 385–90 |  |  |
| 148 | *Cyrano de Bergerac* Act II, Scene vi | 390–96 |  |  |
| 149 | *Cyrano de Bergerac* Act II, Scenes vii–viii | 396–405 |  |  |
| 150 | *Cyrano de Bergerac* Act II, Scenes ix–xi | 405–14 | Quiz 6D  Teaching Help 6F |  |
| 151 | *Cyrano de Bergerac* Act III, Scenes i–ii | 414–22 |  |  |
| 152 | *Cyrano de Bergerac* Act III, Scenes iii–iv | 422–24 |  |  |
| 153 | *Cyrano de Bergerac* Act III, Scenes v–vi | 424–34 |  |  |
| 154 | *Cyrano de Bergerac* Act III, Scenes vii–viii | 434–39 |  |  |
| 155 | *Cyrano de Bergerac* Act III, Scenes ix–x | 439–48 | Quiz 6E  Teaching Help 6G | Scriptural Application and Analysis: Evaluating Rostand’s worldview (moral tone in Act III) |
| 156 | *Cyrano de Bergerac* Act IV, Scenes i–ii | 449–52 |  |  |
| 157 | *Cyrano de Bergerac* Act IV, Scene iii | 452–55 |  |  |
| 158 | *Cyrano de Bergerac* Act IV, Scene iv | 455–61 |  |  |
| 159 | *Cyrano de Bergerac* Act IV, Scene v | 462–65 |  |  |
| 160 | *Cyrano de Bergerac* Act IV, Scenes vi–vii | 465–71 |  |  |
| 161 | *Cyrano de Bergerac* Act IV, Scenes viii–ix | 471–78 |  | Introduction: Cyrano’s lies and Rostand’s moral tone (Ps. 15:1–2) |
| 162 | *Cyrano de Bergerac* Act IV, Scene x | 478–84 | Quiz 6F  Teaching Help 6H | Scriptural Application: Evaluating naturalism and romanticism in light of Scripture |
| 163 | *Cyrano de Bergerac* Act V, Scene i | 485–86 |  |  |
| 164 | *Cyrano de Bergerac* Act V, Scene ii | 486–90 |  |  |
| 165 | *Cyrano de Bergerac* Act V, Scenes iii–iv | 490–92 |  |  |
| 166 | *Cyrano de Bergerac* Act V, Scene v | 492–94 |  |  |
| 167 | *Cyrano de Bergerac* Act V, Scene v  Thinking Zone | 495–504 | Quiz 6G  Teaching Help 6I  Word List 6  Vocabulary Standardized Practice Test 6  ESL Exercise 6 | Scriptural Application: Evaluating Rostand’s romanticism and his attitude toward organized religion  Thinking Zone: Moral tone; Rostand’s worldview and a biblical response to it |
| 168–70 | *Writing Lesson 6B: Literary Analysis* | *Book B, W5* | *Writing Worksheet 6B*  *Writing Rubric 6B* |  |
| 171–73 | *Cyrano de Bergerac* scene enactment and/or DVD viewing |  |  |  |
| 174 | Unit VI Review | 505–7 |  | Write a Response: Responding to literature from a Christian worldview |
| 175 | Unit VI 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)