

PRIMARY RESOURCES			
HISTORY: CORE	<input type="checkbox"/> <i>India (A True Book)</i> , by Sunita Apte (J 954)	<input type="checkbox"/> <i>India: The People</i> , by Bobbie Kalman (J 954)	<input type="checkbox"/> <i>Mahatma Gandhi, Proponent of Peace</i> , by Sue Vander Hook (BIO)
HISTORY: IN-DEPTH			
HISTORY:	SUGGESTED READ-ALOUD <input type="checkbox"/> <i>So Far From the Bamboo Grove</i> , by Yoko Kawashima Watkins (JUV FICTION) chapters 1-5 (Week 1 of 2)		GOVERNMENT ELECTIVE
LITERATURE	<input type="checkbox"/> <i>One Grain of Rice</i> , by Demi (J 398)	<input type="checkbox"/> <i>Li Lun: Lad of Courage</i> , by Carolyn Treffinger, chapters 1-6 (Week 1 of 2)	<input type="checkbox"/> <i>Homeless Bird</i> , by Gloria Whelan (JUV FICTION) chapters 1-5 (Week 1 of 2)
ARTS/ACTIVITIES	<input type="checkbox"/> <i>Global Art</i> , by Mary-Ann F. Kohl, p. 55-57	<input type="checkbox"/> <i>Kids Around the World Cook</i> , by Arlette N. Brauman, p. 1-3, 12-14	<input type="checkbox"/> <i>The Gift of Music</i> , by Jane Stuart Smith and Betty Carlson, chapter 41
LITERATURE			BEGINNING AND CONTINUING LEVELS <input type="checkbox"/> <i>Siddhartha</i> , by Herman Hesse (Prestwick House) (FICTION) <input type="checkbox"/> Readings in <i>Poetics</i> <input type="checkbox"/> OPTIONAL: <i>Selections from Epigrams</i> , by Rabindranath Tagore, <i>The Poetry Anthology</i> , p. 30
ARTS/ACTIVITIES	<input type="checkbox"/> <i>Global Art</i> , by Mary-Ann F. Kohl, p. 55-57	<input type="checkbox"/> <i>Kids Around the World Cook</i> , by Arlette N. Brauman, p. 1-3, 12-14	<input type="checkbox"/> <i>The Gift of Music</i> , by Jane Stuart Smith and Betty Carlson, chapter 41
WORLDVIEW	CHURCH HISTORY <input type="checkbox"/> <i>Ida Scudder: Healing in India</i> , by Renee Taft Meloche	CHURCH HISTORY <input type="checkbox"/> <i>Ida Scudder: Healing Bodies, Touching Hearts</i> , by Janet and Geoff Bengé, chapters 1-6 (Week 1 of 3)	<input type="checkbox"/> <i>The Vintage Guide to Classical Music</i> , by Jan Swafford, p. 480 (start at "Benjamin Britten")-486 (stop at heading) <input type="checkbox"/> <i>The Story of Architecture</i> , by Jonathan Glancey (720) p. 182-183, 188-189 <input type="checkbox"/> Supporting links about Kline, Hoffman, and Diebenkorn
WORLDVIEW	CHURCH HISTORY <input type="checkbox"/> <i>Ida Scudder: Healing in India</i> , by Renee Taft Meloche	CHURCH HISTORY <input type="checkbox"/> <i>Ida Scudder: Healing Bodies, Touching Hearts</i> , by Janet and Geoff Bengé, chapters 1-6 (Week 1 of 3)	CHURCH HISTORY ELECTIVE <input type="checkbox"/> <i>The Normal Christian Life</i> , by Watchman Nee (248) chapters 1-2 PHILOSOPHY ELECTIVE <input type="checkbox"/> <i>Pageant of Philosophy</i> supplement: <i>Gandhi's Resistance</i> <input type="checkbox"/> <i>The Universe Next Door</i> , by James W. Sire, chapter 7
	Lower Grammar	Upper Grammar	Rhetoric

LITERATURE

Worksheet for *Li Lun: Lad of Courage*, by Carolyn Treffinger

All of the events in a story that make up the beginning, middle, and end are called the “plot.” In the space provided below, write at least eight major events that take place in the first six chapters.



The writing area consists of 18 horizontal lines. The left side of the page is decorated with a vertical pattern of bamboo stalks and leaves. The right side features a curved, light-colored background with a branch of a tree bearing several leaves.

Answers to Upper Grammar Worksheet for *Li Lun: Lad of Courage*

All of the events in a story that make up the beginning, middle, and end, are called the “plot.” In the space provided on the next page, your student has been asked to write at least eight major events that take place in the first six chapters. More than eight events are given below to provide you some options for grading your student’s work.

- Li Lun hides because he does not want to go fishing.*
- Li Lun tells his father that he is afraid of the sea water.*
- To learn how to grow rice, Li Lun must visit Sun Ling, the Old Man.*
- Sun Ling tells Li that his name means “Inner Spirit.”*
- Li Lun prepares to climb to the top of Lao Shun.*
- Li Lun sleeps in a cave on the side of the mountain.*
- A mother gull pecks at Li Lun to protect her babies.*
- After planting his rice, Li Lun has to water it and protect it from gulls.*
- Li Lun has to spread his food in the sun because it started to mildew.*

Discuss with your student how Tien Pao was afraid of a “god” and reacted accordingly (chapter 1). Ask your student if we have reason to be afraid of our God and the love that He has for us.

Discussion and Answers to Dialectic Worksheet for *Homeless Bird*

Your student has been asked to evaluate two characters by writing at least two details in each category provided. Go over his answers with him now; answers may vary slightly from the ones we provide below and more options are provided that your student may write.

Koly**Personal traits and abilities**

- *Koly can embroider and stitch designs.*
- *She works hard for Mrs. Mehta.*
- *With Mr. Mehta’s help, she learns to read.*
- *She exhibits a streak of stubbornness by refusing to give her earrings to Mrs. Mehta.*

Thoughts and feelings

- *She wishes she could go to school.*
- *She simultaneously wishes that a groom will be found for her and that a groom will not be found.*
- *She wonders what her husband will be like.*
- *She is frightened by her parents’ words regarding her husband-to-be.*
- *She is shocked when she realizes that Hari is likely to die soon and that she will then be a widow.*
- *Though she is happy about Chandra’s upcoming wedding, she has a deep sadness.*

Chandra

- *Chandra is initially shy upon meeting Koly for the first time.*
- *Though she isn’t lazy, she is a little spoiled.*
- *Chandra is not interested in learning to read as she will have no need of that once she has a husband.*
- *She frequently daydreams of the husband that she will have one day.*
- *When a husband is found for her, she is excited and knows that she will learn to love him.*

PRIMARY RESOURCES				
HISTORY: CORE	<input type="checkbox"/> <i>Spotlight on China</i> , by Robin Johnson and Bobbie Kalman (J 951)	<input type="checkbox"/> <i>All About China</i> , by Allison "Aixin" Branscombe	<input type="checkbox"/> <i>Mao Zedong: The Rebel Who Led A Revolution</i> , by Flora Geyer, p. 8-43	<input type="checkbox"/> <i>Mao Zedong</i> , by Maurice Meisner, chapters 1-4
	HISTORY: IN-DEPTH <input type="checkbox"/> SUGGESTED READ-ALoud <input type="checkbox"/> <i>So Far From the Bamboo Grove</i> , by Yoko Kawashima Watkins (JUV FICTION) chapters 6-11 (Week 2 of 2)			GOVERNMENT ELECTIVE <input type="checkbox"/> <i>Quotations from Chairman Mao (Key Documents in Government Studies 4)</i>
LITERATURE	<input type="checkbox"/> <i>The Empty Pot</i> , by Demi (J 398)	<input type="checkbox"/> <i>Li Lun: Lad of Courage</i> , by Carolyn Treffinger, chapters 7-12 (Week 2 of 2)	<input type="checkbox"/> <i>Homeless Bird</i> , by Gloria Whelan (JUV FICTION) chapters 6-11 (Week 2 of 2)	BEGINNING AND CONTINUING LEVELS <input type="checkbox"/> Use supporting links to watch <i>To Live</i> (NR) directed by Zhang Yimou, starring Ge You Gong Li. <input type="checkbox"/> Readings in <i>Poetics</i>
	<input type="checkbox"/> <i>Global Art</i> , by Mary-Ann F. Kohl, p. 49-53	<input type="checkbox"/> <i>Kids Around the World Cook</i> , by Arlette N. Brauman, p. 70-73	<input type="checkbox"/> <i>An Eye for Art</i> , produced by the National Gallery of Art, p. 141-144	<input type="checkbox"/> <i>The Vintage Guide to Classical Music</i> , by Jan Swafford, p. 442 (start at "Anton Webern")-449 (stop at "Paul Hindemith") <input type="checkbox"/> Supporting links on the Year 4 Arts/Activities page of the <i>Tapestry</i> website about Chinese art
ARTS/ACTIVITIES	CHURCH HISTORY		<input type="checkbox"/> <i>Jacob DeShazer: Forgive Your Enemies</i> , by Janet and Geoff Bengé, chapters 7-12 (Week 2 of 3)	CHURCH HISTORY ELECTIVE <input type="checkbox"/> <i>The Normal Christian Life</i> , by Watchman Nee (248) chapters 3-5
	<input type="checkbox"/> <i>Ida Scudder: Healing Bodies, Touching Hearts</i> , by Janet and Geoff Bengé, chapters 7-11 (Week 2 of 3)		PHILOSOPHY ELECTIVE	
WORLDVIEW	Lower Grammar	Upper Grammar	Dialectic	Rhetoric

LITERATURE

Worksheet for *Li Lun: Lad of Courage*, by Carolyn Treffinger

Look at the events in the plot that are listed below. Write what happens next.

Li Lun hid behind a ledge.

Li Lun created a doll.

He hung a mat in order to protect the rice paddy.

Li Lun created a doll.

He hung a mat in order to protect the rice paddy.

Li Lun worried about his food running out.

Li Lun searched for water to water the rice.

Li Lun left his rice rock.

Li Lun whistled a wind song; he was so happy.

Answers to Upper Grammar Worksheet for *Li Lun: Lad of Courage*

Review the definition of “plot” with your student. Although the definition will become more complex as your student expands his literary studies, for now, he should know that the “plot” is the sequence of events such that there is a beginning, middle, and end in a story.

Your student has been asked to write what happens next in the events listed on the worksheet.

Li Lun hid behind a ledge.

Then, he met a priest.

Li Lun created a doll.

To make the rain go away, he had to hang the doll in front of the cave.

He hung a mat in order to protect the rice paddy.

After Li Lun hung the mat, the rats ate the rice paddy.

Li Lun worried about his food running out.

Then, he came up with a plan to eat less.

Li Lun searched for water to water the rice.

Sometimes, he only came back with half of a dipper full.

Li Lun left his rice rock.

There were no longer two rice stalks, but one.

Li Lun whistled a wind song; he was so happy.

He guarded the rice.

Discussion and Answers to Dialectic Questions for *Homeless Bird*

Your student has been asked to read the Supplement at the end of this week-plan and to write the type of character that goes with each description on his worksheet. Under the provided description, he has been instructed to write one example of this type of character from the story. Answers may vary slightly; if your student gives a different example, ask him to explain his choice to you.

-  **Sympathetic**  character with whom the audience is meant to identify or sympathize.
- *The reader can likely sympathize the most with Koly because of the sad situation she is in when Sass leaves her behind in Vrindavan to fend for herself.*
 - *Your student may possibly also identify the widows as sympathetic characters because their lot in life is so often limited because of their circumstances.*
 - *Alternatively, some readers may sympathize with Sass because she has lost all of her family members through either death or marriage, except Koly.*

-  **One-dimensional**  character about whom the author provides little information, or who is (also known as flat, or simple) marked by only one trait, feeling, thought, or motivation.
- *Sass can be characterized as one-dimensional because the driving force behind her words and actions is that of bitterness regarding her life situation. Her husband and son die, her daughter marries and moves away, and she is left with only Koly.*
 - *Another one-dimensional character is Tanu. The reader knows only that she is Kanu's widowed friend who works with marigolds.*

-  **Dynamic**  character who changes or grows in the course of the story.
- *Koly is one character that can be considered dynamic because she changes from a fearful young lady ready to marry a stranger to a determined widow ready to face changes in her life.*