

Kolbe Academy

LITERATURE 6

TABLE OF CONTENTS

I. Syllabus	2
II. Book Report Format	9
III. Book Report Sample	13
IV. Elements of Fiction	14
V. Literary Devices	18

For each Novel:

- I. Daily Course Plan
- II. Assignment Answer Key
- III. Exam
- IV. Exam Answer Key

For each Saint Book:

- I. Daily Course Plan
- II. Assignment Answer Key
- III. Exam
- IV. Exam Answer Key

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COURSE TITLE: Literature 6

COURSE TEXTS: While any version of a book may be used, Kolbe has selected these particular editions for their unabridged text and appropriate content in the forewords and afterwords. Below, each book is accompanied by its Reading Level and Maturity Level. The Reading Level indicates whether the text is appropriate for the child's age and reading ability. The Maturity Level reflects the level of emotional and intellectual maturity generally expected for a child to engage meaningfully with the book's themes, ideas, and moral content.

Novels / Poetry:

Title	Author	Course Plan Weeks	Book Page Code	Reading & Maturity Levels
<i>The Bronze Bow</i>	Elizabeth George Speare	6 weeks	BW	RL: Easy ML: Easy
<i>Favorite Poems, Old and New</i>	Helen Ferris, ed.	4 weeks	FP	Poems Vary
<i>Fingal's Quest</i>	Madeleine Polland	5 weeks	FQ	RL: Challenging ML: Challenging
<i>Heidi</i>	Johanna Spyri	6 weeks	H	RL: Easy ML: Easy
<i>I Am David</i>	Ann Holm	6 weeks	IA	RL: Easy ML: Challenging
<i>Kidnapped</i>	Robert Louis Stevenson	6 weeks	K	RL: Challenging ML: Moderate
<i>Kon-Tiki</i>	Thor Heyerdahl	5 weeks	KT	RL: Challenging ML: Challenging
<i>The Miracle Worker</i>	William Gibson	4 weeks	MW	RL: Moderate ML: Moderate
<i>Old Yeller</i>	Fred Gipson	4 weeks	OL	RL: Easy ML: Easy
<i>Outlaws of Ravenhurst</i>	Sr. M. Imelda Wallace	6 weeks	OU	RL: Challenging ML: Challenging
<i>The Secret Garden</i>	Frances Hodgson Burnett	7 weeks	SG	RL: Moderate ML: Moderate
<i>A Single Shard</i>	Linda Sue Park	4 weeks	SS	RL: Moderate ML: Challenging
<i>The Whipping Boy</i>	Sid Fleischman	3 weeks	WB	RL: Easy ML: Easy
<i>The Witch of Blackbird Pond</i>	Elizabeth George Speare	6 weeks	WP	RL: Easy ML: Moderate

Saints:

Title	Author	Course Plan Weeks	Book Page Code	Reading & Maturity Levels
<i>The Miraculous Medal</i>	Mary Fabyan Windeatt	3 weeks	SSMM	RL: Easy ML: Easy
<i>Saint Catherine of Siena</i>	Mother Frances Alice Forbes	3 weeks	SSC	RL: Easy ML: Easy
<i>Saint Dominic</i>	Mary Fabyan Windeatt	3 weeks	SSD	RL: Easy ML: Easy
<i>Saint Hyacinth of Poland</i>	Mary Fabyan Windeatt	3 weeks	SSH	RL: Easy ML: Easy
<i>Saint John Masias</i>	Mary Fabyan Windeatt	3 weeks	SSJM	RL: Easy ML: Easy
<i>Saint Thomas Aquinas</i>	Mary Fabyan Windeatt	2 weeks	SST	RL: Easy ML: Easy
<i>Saint Vincent de Paul</i>	Mother Frances Alice Forbes	3 weeks	SSV	RL: Easy ML: Easy

RECOMMENDED RESOURCES:

Elementary Literature 6 Answer Key. Napa, CA: Kolbe Academy Press, 2017.

Elementary Literature Grade 6 Student Book. Napa, CA: Kolbe Academy Press, 2017.

COURSE DESCRIPTION:

Literature 6 introduces the student to literature in a deeper, more rigorous fashion than a typical reading course. The course comprises classic literature and the lives of saints. There is a suggested amount of time in which to cover each book. Parents, possibly with the assistance of the student, are to select the proper number of books to fit into each quarter. A well-rounded literature course includes choices from both the novels and the lives of saints. Please note that there is more material provided in this course than is necessary for the sixth grade.

For some of the books listed in the course plan, we have recommended reading the introduction and/or preface. Many times, they contain pertinent background information that will help the student more fully understand what he is about to read. When we have made the recommendation to read these, it is based on the editions of the book that we carry. Parents should take care to read any introductory material in editions other than ours before assigning the material to students. Oftentimes, especially in more recent editions of books, the introductory materials contain objectionable thoughts and ideas.

COURSE OBJECTIVES:

The student is to be introduced to:

- ❖ the world in literature
- ❖ the world of imagination
- ❖ the world of others' minds
- ❖ a Christian approach to literature

COURSE PLAN METHODOLOGY:

This course is intended to be flexible. As the teacher, you should adapt and modify these course plans to meet the individual learning needs of your student. **Do not feel obligated to follow these course plans exactly.** The following are a few general guidelines and ideas for using the Literature course:

1. Each Novel and most of the saint books include weekly written assignment topics. We suggest assigning these at the beginning of the week so that the student has time to think about the topic as he reads. Overall, use your discretion as some topics may lend themselves to a more in-depth approach than others.
2. After the student has read the daily assignment, a short quiz, either oral or written, could be given based on the chapter descriptions included in the course plan. The Student Book includes study questions that are perfect for this type of quiz.
3. There is a final exam for each book, which can be used when the student is finished reading the book, or a combination of tests may be used during exam week, typical of other subjects.

4. After each book, the student should write a book report following the Kolbe Academy format (see pages 8-11 of the syllabus). In grade six, the focus of the book report will be on the analysis of the plot/overall effect/personal effect of the book and not a simple summary.
5. For some of the books listed in the course plan, we have recommended reading the introduction and/or preface. Many times, they contain pertinent background information that will help the student more fully understand what he is about to read. When we have made the recommendation to read these, it is based on the editions of the book that we carry. Parents should take care to read any introductory material in editions other than ours before assigning the material to students. Oftentimes, especially in more recent editions of books, the introductory materials contain objectionable thoughts and ideas.
6. Your student may not need all of the book report/exam week. You can use this time to catch up if necessary and then go over the subject matter. If you intend to use the tests provided, **look them over before teaching the subjects and make sure you teach the material in the tests.** Some children have a difficult time doing written exams, but they need to learn how to take them. If your student does poorly on them, you may give them to him orally a couple of days after he has taken them and average the grades. It is advisable for the student to write a rough draft of the book report and a final draft.

SKILLS TO BE DEVELOPED:

Five principles are essential for the student to understand and apply in reading literature:

- ❖ Read with objective charity
- ❖ Understand that the parts do not condemn the whole
- ❖ Recognize sin as such when he encounters it in his reading
- ❖ Avoid works that contain tempting descriptions of sin
- ❖ Understand that the function of fiction is not primarily to teach

There are four principles of the function of literature:

- ❖ Art is a moral activity
- ❖ Literature is fundamentally religious
- ❖ Art inspires
- ❖ Art is a means of charity

Notes: For an explanation of these principles, consult *Tenets for Readers and Reviewers*, available from Kolbe Academy Press.

CHOOSING BOOKS FOR A YEAR'S COURSE OF STUDY:

Kolbe Academy has provided an extensive amount of literature to study in this course. As such, **students are NOT expected to cover all the material**. Please take note of the following guidelines to aid you in choosing the best course of study for your student each year.

1. In choosing the course of study for an individual student, parents should consider the reading level, maturity level, gender of the student, recurring themes and events being studied in the student's history and religion coursework, and overall interests of the student.
2. Parents should take note of the number of weeks assigned to each work and choose a sufficient number of works to cover a year-long course in Literature. A balance of novels and lives of the saints is a good aim to have for each year. See the course text chart on pages 2-3 for a list of books with the number of weeks.
3. Kolbe has provided **suggested grade levels** for each work to aid the parent in choosing appropriate books for their student's level. These are based on the maturity level needed for themes present in the work, the difficulty of vocabulary, and the overall difficulty of the material presented in the work. See the course text chart on pages 2-3 for a list of books with grade level.
4. A parent may wish to choose certain works to study during a given year due to themes studied concurrently in the student's other coursework. For example, *The Bronze Bow* is a work that is appropriate to read when a student is studying Ancient cultures in the sixth-grade history course.
5. For those who prefer to study works using a **thematic approach**, a list of books and major themes has been provided in this syllabus below (page 6) for your convenience.

LITERATURE THEMES:**Historical Fiction:**

The Bronze Bow (1st C, Biblical); *Fingal's Quest* (7th C); *A Single Shard* (12th C); *The Witch of Blackbird Pond* (late-17th C); *Kidnapped* (mid-18th C); *The Miracle Worker* (late-19th C, real person); *I Am David* (Communist Russia); *The Secret Garden* (early 20th C); *Kon-Tiki* (mid-20th C, true story);

Adventure:**Epic/Quest**

The Bronze Bow; *Fingal's Quest*; *A Single Shard*; *Kidnapped*; *Kon-Tiki*; *Old Yeller*

Survival Tales:

I Am David; *The Secret Garden*; *A Single Shard*; *The Whipping Boy*

Inspirational/Strong Moral/Virtue:**Fortitude**

I Am David; *The Miracle Worker*; *Old Yeller*; *Outlaws of Ravenhurst*; *Heidi*; *Witch of Blackbird Pond*; *A Single Shard*

Coming of Age:

The Bronze Bow; Fingal's Quest; Kidnapped; Old Yeller; The Secret Garden; A Single Shard; The Whipping Boy

Strong Female Roles:

The Miracle Worker; The Secret Garden; The Witch of Blackbird Pond

Strong Male Roles:

The Bronze Bow; Fingal's Quest; I Am David; Kidnapped; Old Yeller; A Single Shard; The Whipping Boy

Family:

The Bronze Bow; Heidi

Compare/Contrast Ideas:**Man vs. the Sea**

Captain's Courageous; Swiss Family Robinson

Man vs Man

The Secret Garden; The Miracle Worker; Kon Tiki

Rich vs. Poor

The Secret Garden; Old Yeller; Heidi; The Whipping Boy

SAINT CATHERINE OF SIENA**COURSE PLAN METHODOLOGY:**

Saint Catherine of Siena by Mother Frances Alice Forbes is represented by the abbreviation **SCS**. Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **DAY 1**, **DAY 2**, **DAY 3**, **DAY 4** and **DAY 5** abbreviations.

The chapter study questions, chapter vocabulary and glossary are located in the Elementary Literature Study Question booklets available for purchase from Kolbe Academy. Answers should be given in complete written or oral sentences.

◆ COURSE PLAN ◆

WEEK 1		
Book	Weekly Breakdown	Goals and Notes for the Week
SCS	Chapter 1 - 5	Have the student look up all the vocabulary words for Chapters 1-5 in the glossary prior to reading. Study questions may be completed as the student reads or at the end of the week when reading has been completed.
Notes		
Student Daily Assignments		Parent Daily Guidelines
DAY 1	SCS Chapter 1 & 2	☒ Have the student read About the Author at the end of the book and Chapters 1-2 and answer Study Questions. Chapter 1. Catherine was the youngest of a large family and the delight of all around her. She had a special devotion to the Blessed Mother and began to have visions by the time she was seven years old. Shortly after that she vowed to give herself to Our Lord alone. When only twelve years old, her parents wanted her to prepare herself for marriage, and she told them she would never marry. She was treated harshly and bore it with sweetness and gentleness. She cut her hair to make herself less attractive. St. Dominic appeared to her and told her that someday she would be a Dominican. When she told her family that she had taken the vow to Our Lord, she finally won her father over. Chapter 2. Now free to give herself up to Our Lord, Catherine devoted herself to prayer and practiced great penances. She took the habit of the Dominicans as a Mantellate or lay worker. She had been favored with constant visions and ecstasies, but they stopped and it seemed as if Our Lord had abandoned her. She was beset by the devil, but she never gave up. Our Lord then appeared to her with the Blessed Mother, St. John, St. Paul, and St. Dominic. Our Lord took her as His spouse and placed a ring on her finger.
DAY 2	SCS Chapter 3 & 4	☐ Have the student read Chapter 3-4 and answer Study Questions. Chapter 3. At Our Lord's request and Catherine's desire to win souls for Him, she gave herself to the care of her family and the sick in the community, especially taking care of those who no one else wanted to care for. Her sanctity caused a lack of distrust by those who should have supported her. Catherine was uneducated, and several priests who thought she was a phony tested her and came away believers, changing their lives and

◆ COURSE PLAN ◆

			becoming holier. They were convinced that God was her Teacher. Her beloved father died and Our Lord let her know he went to Heaven. Chapter 4. Many good people, religious and lay, were drawn to Catherine, sought her company, and were made holy by her influence. She also is attributed with the conversion of sinners, especially Niccolo di Toldi who was sentenced to death, and died in a state of grace because of Catherine.		
DAY 3	SCS Chapter 5 & 6	☐	Have the student read Chapter 5-6 and answer Study Questions. Chapter 5. In 1374, the Black Death, or plague, struck Italy. Catherine and her companions and holy priests went about taking care of the sick and burying the dead. Several miraculous cures were attributed to Catherine during this time, one of which was to Fra Raimondo. Pope Gregory XI was in Avignon, France, and Rome was a disaster without the Pope in residence. Catherine and several others went to Pisa at the request of the ruler there. It was there that she received the stigmata, which was invisible during her lifetime but became visible at her death.		
DAY 4	SCS Written Assignment	☐	Have the student complete the written assignment in a minimum of 1 paragraph, due Monday. Written Assignment: Describe the vision in which Our Lord offered Catherine two crowns. What do they look like? Which does she choose, and why?		
Week 1 Grade Book					
Assignments		Include ☒	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Study Questions		☐			
Written Assignment		☐			
Other:		☐			
Week 1 Average		Add up column C & divide by number of included ☒ assignments =			%

THE BRONZE BOW**COURSE PLAN METHODOLOGY:**

The Bronze Bow by Elizabeth George Speare is represented by the abbreviation **BB**. Each weekly assignment is summarized in the first lines of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **DAY 1**, **DAY 2**, **DAY 3** and **DAY 4** abbreviations. **The chapter study questions, chapter vocabulary and glossary are located in the Elementary Literature Study Question booklets available for purchase from Kolbe Academy.** Answers should be given in complete written or oral sentences. We suggest reading the weekly written assignment to the student at the beginning of the week. The student should write the assignment down on a note card (to be used as a bookmark) so that he can think about the assignment as he reads. The written assignments are suggested to be started on Thursday after the reading is done and completed by the following Monday. As the teacher, be sure to review the final exam **now** to ensure all concepts are covered with your student as he reads the book.

All the Final Exam questions will be taken from the notes listed in these course plans and the Study Questions in the Elementary Literature Study Question booklet. Each week also includes a "memory gem." If the student repeats the phrase a couple of times a day each week, he will improve his memory skills, increase his repertoire of phraseology, and prepare for one of the parts of the final exam at the same time. Encourage the student to pay attention as he reads the quotation in the text, so he understands the context. He can also earn extra credit by knowing these quotations for the final.

The Bronze Bow is a thought-provoking story about a young man who lives during the time of Jesus Christ. This young man's life was destroyed by Roman cruelty, and he harbors bitter hatred against them. He has fallen in with a gang of thieves. What will the death of his grandmother, the development of friendships, and the message of the Lord do to change his life?

Characters:

Daniel bar Jamin, a Galilean boy, about 18 years old
Tiberius, the Roman Emperor of the time period
Joel bar Hezron, the scribe's son; everyone expects him to be a rabbi
Malithrace, Joel's twin sister
Leah, Daniel's demon-possessed sister
Amalek, Ketzah's town blacksmith who is a cruel taskmaster
Rosh, an outlaw who fought beside Judas when they rebelled against the Romans at Sepphoris
Ebol, One of Rosh's sentries
Samson, a freed slave
Joktan, a 12-year-old outlaw
Simon bar Jonas, the Zealot, a friend of Daniel's
Jesus, Jesus Christ
Widow of Chorazin, A woman who buys Leah's cloth
Marcus, a Roman legionary

Shomer, a tax collector

Nathan, Daniel's first recruit for Rosh

Kemuel, Joel's first recruit for Rosh

Biblical People to Know:

Joshua, Gideon, David, Samson, Goliath, Hezekiah, Deborah, Queen Esther, Daniel, Darius, and Simon the Zealot

Geographical Locations:

Google Earth is a free program that can breathe life into the study of geography: <http://earth.google.com/>
Refer to a map of the Holy Land to give yourself a sense of place. The following is a list of places listed in the story:

Galilee, Merom, Jordan River, Ketzah, Capernaum, Nazareth, Sepphoris, Bethsaida, Cana, Samaria, Chorazin, Antioch, Tiberia, Via Maris, Magdala, Gallia

◆ COURSE PLAN ◆

WEEK 1		
Book	Weekly Breakdown	Goals and Notes for the Week
BB	Chapter 1 – 4 Written Assignment	Have the student look up all the vocabulary words for Chapters 1-4 in the glossary prior to reading. Study questions may be completed as the student reads or at the end of the week when reading has been completed. Memory Gem: "I have never seen anyone so completely not afraid."
Notes		
Student Daily Assignments		Parent Daily Guidelines
DAY 1	BB Chapter 1	☐ Have the student read Chapter 1 and answer Study Questions. Chapter 1. Daniel, an orphaned boy who is on the run from his master and who is a part of a gang of thieves who live in the mountains and call themselves patriots, meets Joel and Malthrace as they share a picnic. At first, the pair is wary, but they find they have some things in common as they share the meal with the boy. Daniel walks with them to see them safely down the mountain.
DAY 2	BB Chapter 2	☐ Have the student read Chapter 2 and answer Study Questions. Chapter 2. Daniel is called upon to do a job for Rosh, but, surprisingly, Joel wants to tag along. Daniel resents his company, but Joel will not leave. The two join Rosh's hidden forces while Malthrace hides. They attack the merchants' caravan and liberate a huge, black man. Joel is introduced to Rosh, who approves of him. Then Joel and his sister return home while Daniel leads the freed slave to their hideout in a mountain cave. Daniel spends half the night filing the manacles off the giant of a man.
DAY 3	BB Chapter 3 & 4	☐ Have the student read Chapter 3 and 4 and answer Study Questions. Chapter 3. Daniel is visited by Simon the Zealot, his old friend. Simon convinces Daniel to come down from the mountain. David stays the night at his grandmother's home where his sister and grandmother give him all of their meager meal and his sister does not recognize him at all. Chapter 4. Daniel goes with Simon to the synagogue. Jesus has come and tells them that "the kingdom of God is at hand." At first, Daniel is excited; he is ready to fight the Romans under Jesus' call to arms, but no call comes. On the way back to his

◆ COURSE PLAN ◆

			grandmother's house, he almost causes an incident when he shouts and tries to throw a stone at Roman Samaritan Soldiers.	
DAY 4	BB Written Assignment	☐	Have the student complete the written assignment, due Monday. Written assignment: How would you describe Jesus, God made flesh, if you were describing him to someone? (minimum, 1 paragraph)	
Week 1 Grade Book				
Assignments	Include ☒	(A) Points Earned	(B) Possible Points	A/B x100 = % (C)
Glossary Sentences	☐			
Study Questions	☐			
Written Assignment	☐			
Other:	☐			
Week 1 Average	Add up column C & divide by number of included ☒ assignments =			%