

Instructor's Guide Quick Start

The BookShark Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule Page" just before Week 1 begins.

This IG includes an entire 36-week schedule, notes, assignments, readings, and other educational activities. For specific organizational tips, topics and skills addressed, the timeline schedule, and other suggestions for the parent/teacher see **Section Three**. What helpful features can you expect from the IG?



Easy to use

Everything you need is located right after the schedule each week. If a note appears about a concept in a book, it's easy to find it right after the schedule based on the day the relevant reading is scheduled.

To Discuss After You Read

These sections help you hone in on the basics of a book so you can easily know if your children comprehend the material. The questions are numbered to help you reference between the Parent Guide and the Student Guide.

To Discuss After You Read

- Q When Henry brings food home for his siblings, the author describes the food by its color—i.e., brown bread and yellow cheese; can you think of four foods that are made more specific by describing their color?
A suggestions: white and dark meat (chicken); green beans/ yellow beans; yellow tomatoes; yellow squash; dark

Vocabulary

orphan: a child whose parents are dead.
children's home: an orphanage.

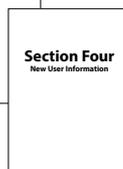
Vocabulary

These sections include terms related to cultural literacy and general vocabulary words in one easy-to-find place.

Notes

When relevant, you'll find notes about specific books to help you know why we've selected a particular resource and what we hope children will learn from reading it. Keep an eye on these notes to also provide you with insights on more difficult concepts or content (look for "Note to Mom or Dad").

Note: The Yangtze River is the third longest river in the world. The author talks about "the yellow waters of the Yangtze river." The river carries an enormous amount of silt from higher elevation in Western China. It drops the silt on the central plains which creates good soil for rice planting. In 2010, the Chinese government completed the Three Gorges Dam across the Yangtze, the world's largest dam. It generates electricity and will hopefully cut down on flooding. To build it, the government spent 4.5 billion dollars.



Instructor's Guide Resources and New User Information

Don't forget to familiarize yourself with some of the great helps in **Section Three** and **Section Four** so you'll know what's there and can turn to it when needed.

How to Use the Schedule

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Write in the week's date for your records.

The  symbol indicates you will find a map assignment in the notes for that day.

The  symbol indicates there is a timeline suggestion in the notes for that day.

Additional space for your record keeping.

Use the extra row to schedule additional assignments or activities.

LITERATURE/LANGUAGE ARTS		WEEK 7					SCHEDULE
Date:	Day 1 ³¹	Day 2 ³²	Day 3 ³³	Day 4 ³⁴	Day 5 ³⁵		
Literature							
<i>Indian Captive: The Story of Mary Jemison</i>	chap. IX	chap. X 	chap. XI 	chap. XII 			
<i>A Treasury of Poetry for Young People</i>	pp. 55–58	pp. 59–61	pp. 62–63	pp. 64–65			
Language Arts							
Creative Expression	Hear Ye! Hear Ye! Read All About It!						
Alternative Spelling	Pretest	Write	Sentences	Posttest			
Optional: Wordly Wise 3000 Book 8	Exercise 4D		Exercise 4E & Vocabulary Extension	Crossword Puzzle p. 50			
Other Notes							

Day 1

Literature

Indian Captive: The Story of Mary Jemison | Chapter IX

Vocabulary
... that would complete the **effigy** ... (a small crude figure meant to represent a person or a spirit)

To Discuss After You Read

1. Earth Woman comments that if the corn-husk doll, "had a face with a set expression, the face would never change. With no face at all, the corn-husk baby can laugh, cry, or sleep at will" (p. 149). What do you think? Would a doll with no face lend itself to greater creativity?

2. In literature, "foreshadowing" is a hint at what is to come later in the story. What is the foreshadowing on p. 152? ➔ "long afterwards the woman's soft words were to come back to her plainly, yet unmistakably" (p. 152); one might guess Molly will meet up with a rattlesnake
3. How is a clay pot made? ➔ gather clay from river bank after asking Mother Earth for permission; bring home and beat it or trample it until soft and smooth; mix with ground clam shells or mica and beat again; rolled into a rope, then coil to form a pot; scrape smooth with a bit of gourd, then dry in the sun; put into a slow-burning fire, since a too-hot fire will crack the pot, and too-cold will smoke the pot; like all good things, a cooking-pot is not easy to make
4. With all the effort required to make a clay pot, it makes sense that the girls would prefer to trade for a copper pot (which may be a superior medium for cooking). Can you think of any reasons why it may be good to

 Special Note to Mom or Dad
  Map Point
  Timeline Suggestion

American Historical Literature | Parent Guide | Section Two | Week 7 | 31

More notes with important information about specific books.

The  symbol provides you with a heads-up about difficult content. We tell you what to expect and often suggest how to talk about it with your kids.

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Literature					
<i>The Thief</i>	chap 1 N	chap. 2	chap. 3	chap. 4	
Language Arts					
Creative Expression	Looking Back and Ahead (journal) N				
Alternative Spelling	Pretest	Sentence	Write	Posttest	
Optional: Vocabulary	N				
Optional: Think Analogies			pp. 1–3 N	pp. 4–5	
Other Notes					

Day 1

Literature

The Thief | Chapter 1

You may want to read the “Literary Analysis Overview,” located in **Section Three** before you read the notes below.

Overview

The magus (wise advisor) of Sounis takes talented thief Gen out of prison in order to steal the hidden treasure. As they travel, they share myths; they are set upon by soldiers; they risk death at every turn. This is an awesome book with a surprising twist at the end!

Setting

The characters dwell and travel in Sounis, Eddis, and Attolia, three imaginary countries something like Greece,

something like ancient times, but with watches and an occasional gun (first invented in the ninth century).

Characters

In *The Thief*, you’ll get to know Gen and the Magus best, in addition to their travel companions Ambiadēs, Sophos, and Pol. However, because Gen tells the story, he controls what you know about them and himself. He knows no background about his companions and has no need to explain to readers his own background. So be careful about placing too much trust in perspective—one of these characters is not whom he seems!

Point of View

Point of view is the perspective from which a story is told. Gen tells this story, so it is a first person autobiographical point of view.

N Special Note to Mom or Dad

Conflict

The primary conflict of *The Thief* is person vs. person, as Gen and the Magus struggle against one another to achieve different goals. However, there are other person vs. person conflicts as well as elements of person vs. fate and nation vs. nation.

Theme

The theme of a story is the author's overarching observations about human nature. Themes often include a moral lesson. As you read, try to identify the main theme of the story. Feel free to mark passages in your book that you feel most powerfully express that theme.

Vocabulary

Rationale: Knowing definitions is critical to understanding. That's why we've included important vocabulary terms in your Instructor's Guide. More common terms that your students may not know are listed first, followed by, where applicable, cultural literacy terms that provide depth to stories but may not be commonly known. Read the vocabulary sections aloud to your student, then have them guess the meanings of the **bold italic** words. Or have them look up the definitions as they read through their assignments. We provide the answers in this Parent Guide.

... the lamp in the **sconce** outside my door ... (*a candle holder, or a holder of another light source, that is attached to a wall with an ornamental bracket*)

... to look **lithe** and graceful and perhaps **feral** ... (*lithe: thin, supple, and graceful; feral: in a wild state, especially after escape from captivity or domestication; resembling a wild animal*)

... sat back in my chair, **mollified** and delighted ... (*appease the anger or anxiety of someone*)

* * *

megaron: the great hall of the Grecian palace complexes. It was a rectangular hall, fronted by an open, two-columned porch, and a more or less central, open hearth vented through an oculus in the roof above it and surrounded by four columns.

agora: in ancient Greece, a public open space used for assemblies and markets.

amphora: a tall ancient Greek or Roman jar with two handles and a narrow neck.

hypocaust: a hollow space under the floor of an ancient Roman building, into which hot air was sent for heating a room or bath.

To Discuss After You Read

1. What previous contact had Gen had with the magus and the King of Sounis before the meeting in the study? ➔ *he had seen the magus at his trial, and perhaps he hadn't seen the king before, but we know that he had crept through the palace and had to hide in his treasure room*

2. What threat does the King promise Gen? ➔ *if he runs, the king will offer gold pieces to anyone who captures Gen, and since each piece would buy a farm, that's a large reward*

Language Arts

Please read the "Literary Analysis Overview," located in **Section Three** before you read this week's Creative Expression assignment.

Creative Expression | Looking Back and Ahead (journal)

Note: As we would like you to work on writing throughout the week, you will find that many assignments can not be completed on Day 1 when assigned. We do this so that you know what is coming as you read throughout the week. Plan to have the Creative Expression assignment due on Day 4.

We call all writing assignments "Creative Expression." The actual assignments, however, encompass a wide variety of writing tasks, styles, and skills. For example, you will encounter traditional composition practice (formal essays, informal thank-you notes), research, poetry, book reports, analysis, and fun creative writing assignments.

To get you back into the swing of things, we'll start with journal writing. This type of writing is all about reflecting on your own thoughts. It typically doesn't include much prior planning, revising, or editing. The point is to get your brain and your fingers back into the habit of writing each day.

For this assignment, you'll be doing some looking back and some looking ahead. Here are some questions for each approach:

Looking Back

1. How have you grown as a student?
2. What has been a challenge for you in the past?
3. What have your favorite learning experiences been (a certain book, field trip, writing piece)?
4. How would you describe your learning as you left off at the end of last school year?

Looking Ahead

1. What do you hope to learn this year?
2. How do you plan to overcome challenges?
3. In what areas do you hope to exercise more independence?
4. Which new book title has caught your eye and why?

You don't have to stick to this specific set of questions. However, do plan to write each day and to cover both perspectives.

Alternative Spelling | Pretest

If you don't have a spelling program we provide one for you. Our spelling program consists of over 550 words high school students should know. Use or ignore this list as you desire. Each week's list of words follows a theme.

We suggest this method of teaching spelling:

Day 1: Take a pretest. Read the spelling words for the week to your students. Have them write the words and see how many they can spell correctly without seeing them first.

Day 2: Have your students define each word and then incorporate each spelling word into a sentence, making sure they use the word in the proper context.

Day 3: Have your students write out each of the words three times. If any were spelled wrong on Day 1, have your students write the misspelled words ten times.

Day 4: Take a posttest. Read the spelling words to your students. They may either recite them orally or write them as you say them. We suggest any misspelled words be added onto the next week's spelling words.

Theme: Ways People Speak

Words: aloof, apathetic, articulate, brevity, brusque, circumnavigate, curt, confide, demur, dispel, doleful, empathize, fulsome, garble, inaudible, insinuate, taciturn

Optional: Vocabulary

Note: For additional vocabulary practice we recommend either the *Wordly Wise 3000* series or *Vocabulary from Classical Roots*. For *Wordly Wise* you can use the schedule provided for Levels 9–12. For *Vocabulary from Classical Roots* you may choose from Levels A–C. You can find the schedules at www.bookshark.com/about/resources.

Day 2

Literature

The Thief | Chapter 2

Vocabulary

... crossing the more **circuitous** Sacred Way ... (*winding, indirect route*)

... thanks to the **ministrations** of the king's magus ... (*dealings, provisions*)

... the edge of a **veranda**. (*a covered porch*)

... not even an **undulation** in the ground ... (*have a wavy form or outline*)

... I **consigned** to the fires ... (*gave into another's custody*)

Not exactly **stalwart**, are you? (*loyal, reliable, and hardworking; sturdy and strong; perhaps "stoic" would be a better word in this case*)

* * *

retort: a glass container with a long neck, used in distilling liquids and other chemical operations.

To Discuss After You Read

Gen mentions a lion gate. To see photos online of a real life lion gate, such as the entrance to Mycenae in southern Greece see our IG links page at www.bookshark.com/iglinks.

- Briefly describe each of Gen's traveling companions. ➔ *the magus is the king's scholar, a curt, composed leader; Pol is a soldier, strong and quiet; the boys are well-bred apprentices; the older one, Ambiades, is haughty and strong; the younger one, Sophos, is curious, book-smart, and feebler*

Language Arts

Creative Expression | Looking Back and Ahead (journal)

Journal writing, while not as structured as some other forms, should have some logical organization. Don't just ramble on without organizing your thoughts. Try to tackle a few focus questions (like we suggested on Day 1) and thoroughly explore each one. You'll probably find that as you write, new ideas come to you. Consider whether they add meaning to your writing or distract from your main thoughts.

If you're having trouble getting started, use lists to get the juices flowing. Perhaps list your five favorite books, your two strongest subjects, or three lessons you learned about writing last year. Then, expand each list into reflective writing about each topic. Here's an example of journal writing that digs below the surface to reveal thoughtful reflection:

I've always kind of dreaded math, even though it's one of my stronger subjects. I think it's something about the black-and-white nature of the answers. There's no sliding scale like there is with reading comprehension or writing. You're either right or wrong and I feel pressure to be right. In some ways, I think this pressure I feel drives me to do well. I read questions carefully, show my work, and check my answers. But the pressure also takes away some of my enjoyment of math, especially when it comes to taking risks.

Alternative Spelling | Sentence

Day 2: Have your students define each word and then incorporate each spelling word into a sentence, making sure they use the word in the proper context.

Words: aloof, apathetic, articulate, brevity, brusque, circumnavigate, curt, confide, demur, dispel, doleful, empathize, fulsome, garble, inaudible, insinuate, taciturn

Day 3

Literature

The Thief | Chapter 3

Vocabulary

...blending together into an **undifferentiated** forest
(*lacking variety; uniform*)

...made my **hackles** rise. (*hairs on the back of an animal's neck that rise when it is angry*)

...liked to put people in a **hierarchy** ... (*a system of organization that ranks some above others*)

...in spite of my **subservient** position... (*less important; subject to obey another*)

The magus **commiserated**. (*shared in a negative feeling; sympathized*)

He's probably **septic**. (*infected with bacteria*)

...just a little more **condescending** ... (*showing superiority*)

To Discuss After You Read

4. Why was Gen imprisoned? [p. 58] ➔ *apparently, he bet a man that you could steal the king's seal and then show it as proof the next day in a wineshop*

Language Arts

Creative Expression | Looking Back and Ahead (journal)

Keep writing! Remember, you'll want to devote time to both perspectives of your reflective journal – looking back and looking ahead. This isn't an assignment that you'll finish in a day or two because the assignment is to write for four days! If you find yourself stumped for ideas, flip through the new curriculum. Look at the books you'll be reading. Look at the names of your Creative Expression assignments. Or, if you're still reflecting on earlier learning, look through some old assignments.

Note to Parents: Today is a good time to check in and make sure your students are reflecting, not just recapping. The difference is in the depth of personal connection and discovery. If you find that their writing so far is a recap of last year ("I learned about animal life cycles. I saw a one-man play!"), it's time to stop and dig further into those ideas. Ask your students questions like the ones on Day 1 to get them thinking reflectively.

Alternative Spelling | Write

Day 3: Have your students write out each of the words three times. If any were spelled wrong on Day 1, have your students write the misspelled words ten times.

Words: aloof, apathetic, articulate, brevity, brusque, circumnavigate, curt, confide, demur, dispel, doleful, empathize, fulsome, garble, inaudible, insinuate, taciturn

Optional: Think Analogies | pp. 1–3

We recommend you complete the *Think Analogies* workbook sometime during late middle school or high school. Analogies help with critical thinking, connecting concepts, and analyzing nuances in words.

Day 4

Literature

The Thief | Chapter 4

Vocabulary

... as I had been doing **assiduously** since our first meal...
(*showing great care and perseverance*)

... the only easily **traversable** pass ... (*travel across or through*)

There is an almost infinite **pantheon** ... (*entire set of gods*)

When a **usurper** stole the stone ... (*someone who wrongfully takes another's place or position*)

He smiled **benignly** ... (*kindly; in a way that is not harmful*)

Once I **elicited** the information ... (*drew forth a response*)

... dropped my mouth open in **patent** disbelief ... (*easily recognizable; obvious*)

To Discuss After You Read

5. What do we know about Eddis? ➔ *at the top of the mountains between Sounis to the north and Attolia to the south, the country has the only pass through the mountains and acquires wealth by taxing the caravans that go through the mountains, and by selling timber from the mountains to Sounis and Attolia*

Creative Expression | Looking Back and Ahead (journal)

One more day of journal writing! If it helps, read back over what you've written on Days 1-3. Perhaps it will spark some new insights. Although journals generally remain single-draft writing pieces, go ahead and re-word or correct anything that you spot as incorrect or needing improvement. Then go forward as you write your final entry today.

How To Evaluate This Week's Assignment

This is your students' first writing assignment of the year. It's also a highly personal, reflective type of writing. For that reason, we don't recommend a strict assessment of the writing. Instead, read what your students have had to say. Respond with your own observations and encouragement. And then do your own reflection on how this first assignment went:

1. Did your students read and understand the assignment independently?
2. Did your students write each day for a sustained period?
3. Does the outcome reflect understanding and effort?
4. Do you need to change anything about the way you've structured writing time?

Alternative Spelling | Posttest

Day 4: Take a posttest. Read the spelling words to your students. They may either recite them orally or write them as you say them. We suggest any misspelled words be added onto the next week's spelling words.

Words: aloof, apathetic, articulate, brevity, brusque, circumnavigate, curt, confide, demur, dispel, doleful, empathize, fulsome, garble, inaudible, insinuate, taciturn

Optional: *Think Analogies* | pp. 4-5 ■

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Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰
Literature					
<i>The Thief</i>	chap. 5	chap. 6	chap. 7	chap. 8	
Language Arts					
Creative Expression	A Short Story of Mythical Proportions (narrative elements)				
Alternative Spelling	Pretest	Sentence	Write	Posttest	
Optional: Vocabulary					
Optional: Think Analogies	pp. 6–8				
Other Notes					

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Day 1

Literature

The Thief | Chapter 5

Vocabulary

... **emigrants** like your mother ... (a person who leaves his or her home country)

... reached the end of the **debased**. (reduced in quality)

... reached the end of the **balked**. (hesitated; expressed unwillingness)

I retired **chagrined** from the field of contest. (distress or embarrassment at having failed or been humiliated)

... your first **heathen** temple. (not adhering to a widely-held religion)

... she will **intercede** on their behalf. (intervene; act as a go-between on behalf of another)

flysch: a deposit of sedimentary rocks.

To Discuss After You Read

1. What is Hamiathes’s Gift? ➔ *according to myth, a stone that the goddess Hephestia dipped in the water of immortality that frees the bearer from death; she gave it to the king, and when his natural lifespan ended, the king gave it to his son; when the throne needed to change hands, one person would steal the stone and give it to the chosen candidate, making him king and avoiding civil war; the Gift, though, disappeared at some point, and has remained hidden*
2. The magus claims that he needs to steal the Gift in order to persuade Eddis to marry Sounis. What is the real reason? ➔ *Sounis wants the pass so he can invade Attolia*

Special Note to Mom or Dad

Creative Expression | A Short Story of Mythical Proportions

Your assignment this week is to use *The Thief* as inspiration to write your own short story based upon a Greek myth or, if you prefer, a favorite fairy tale. You can create one from scratch, as did Megan Whalen Turner, or retell a story, expanding on it in a new and interesting way.

If you want or need to, do a little research on Greek myths. You'll be surprised by the number of myths that you're already familiar with. In fact, as you think about which myth or fairy tale to use, evaluate the possibilities critically. Is there something about a particular myth or fairy tale that you disagree with? Is there something that jumps out at you as being particularly inconsistent with real life? Hopefully this thought process will help you to choose a myth or fairy tale as inspiration, and also to develop an interesting angle or theme to guide your story.

If you're wondering how long exactly a short story is, that will depend upon several things: the myth or fairy tale you choose, what you want to say in your version, how inspired you are, etc. Enjoy the freedom from length constraints.

A good start today would be to review some Greek myths and fairy tales. Try to narrow your inspiration down to 2-3 options and jot down some "literary analysis points" about each: setting, characters, point of view, conflict, and theme. This will give you a good frame of reference from which to launch your myth writing.

Note to Parents: This writing assignment is the quintessential narrative — a story with a beginning, middle, and end. Your students should be very familiar with this structure and its elements from the time you read them their first picture book. Keep in mind the purpose of this; myths serve as entertainment, but can also be instructional or attempt to explain natural phenomena. For finer points on setting, characters, point of view, theme, and plot, refer to the Literary Analysis Overview in **Section Three**.

Alternative Spelling | Pretest

Day 1: Take a pretest. Read the spelling words for the week to your students. Have them write the words and see how many they can spell correctly without seeing them first.

Theme: Be- and De- Prefixes

Words: becalm, becloud, beguile, belated, belie, bequeath, bewilder, debunk, decorum, defile, demolish, depose, depreciate, detach, deter, devoid

Note: The prefix **be-** is used to form verbs and can mean "to surround completely," "to affect completely or excessively," "to consider as or cause to be," or when used with verbs, "at, for, against, on, or over." The prefix **de-** means "from, down, away, to do the opposite, reverse or against."

Optional: Think Analogies | pp. 6–8

The Thief | Chapter 6**Vocabulary**

... the **precipitous** edge of the mountain... (*dangerously high or steep*)

Well, **dithering** won't help ... (*delaying due to indecision*)

A little **circumspection** might be wise ... (*consideration of potential consequences; unwillingness to take risks*)

I paused a **filch** a comb... (*steal something small in a casual way*)

... not a **propitious** start to the day. (*giving or indicating a good chance of success; favorable*)

* * *

dystopia: an imagined place or state in which everything is unpleasant or bad, typically a totalitarian or environmentally degraded one; the opposite of utopia

To Discuss After You Read

Note: During the Eumen conspiracy, Ambiades' grandfather "tried to return the oligarchy." This means that, rather than a king (monarchy), the grandfather wanted some form of oligarchy, or rule by a few; presumably, himself and a few choice friends. This didn't work, and he was killed, with his lands and titles forfeit to the king. So Ambiades is extremely poor, from a disgraced family, yet, on some level, hoping to be honored for his ancestry.

3. What mystery does Ambiades offer? ➔ *his comb is very expensive; he is excessively moody and grumpy*
4. The original Eugenides gets immortality, but also what? ➔ *a bitter life*

Creative Expression | A Short Story of Mythical Proportions

Look back at the literary analysis of myths you did yesterday. Does one myth or fairy tale stand out from the others as particularly inspiring? Use it today to plan your version of the myth. One way to put a fun, new twist on an old tale is to change an element of the story. Perhaps you can retell the story of Apollo's Oracle at Delphi, but replace the main character with your best friend. Maybe you'd like to move Rapunzel and her story to a modern-day city. What would the story of Goldilocks sound like if it was told from her point of view?

If you prefer, start from scratch with your own myth. Use the literary analysis elements to plan your story. Keep in mind that myths often teach a moral lesson or explain how something in the natural world came to be.

Today, create a framework for your story based on the story structure you read about in **Section Three: Student Guide Resources**. Your plot should include exposition (background information), rising action, a climax, falling action, and a resolution. Draw a plot line that shows these changes in action. Add details about each section that you'll want to incorporate into your writing.

Alternative Spelling | Sentence

Day 2: Have your students define each word and then incorporate each spelling word into a sentence, making sure they use the word in the proper context.

Words: becalm, becloud, beguile, belated, belie, bequeath, bewilder, debunk, decorum, defile, demolish, depose, depreciate, detach, deter, devoid

Day 3

Literature

The Thief | Chapter 7

Vocabulary

... **interposing** himself ... (*placing between one thing and another*)

... to keep it from **sidling** ... (*walk in a furtive, unobtrusive, or timid manner, especially sideways or obliquely*)

... cast a **contemptuous** glance in my direction. (*showing disregard; scornful*)

... for fear of **contagion**. (*the spread of disease*)

... that's **treasonous**. (*characteristic of betraying one's government or leader*)

... made Sophos **writhe**. (*squirm; make continuous twisting movements*)

... the **striations** in the soil ... (*a series of linear marks in rock or soil that show layers of deposit*)

To Discuss After You Read

- When Gen is beaten for his assumed theft of food, what new bits of information do we learn about him? ➔ *he knows horses: he can mount on his own, and knows how to use the reins, so much that his horse is surprised; he wants to be a kingmaker and famous; he wants to reduce the arrogance of the magus; he held his tongue, which was new for him, and he had been angry enough that the magus had been frightened*
- Gen has several distressing things happen to him in Chapter 7. What are they? ➔ *he is beaten with a riding crop and almost has his hands destroyed from lack of circulation by the foolish Ambiadēs*

- What does Gen learn about Sophos? ➔ *not only will he be duke one day, but his father only is concerned that he learn riding and fencing; Pol is captain of his father's guard, which means that his father values Sophos very much, to send Pol as bodyguard*
- When Gen learns a bit of the history of the magus, what light does it shed on his own life? ➔ *he wonders if it was better to have relatives than not to have them; even though he dislikes most of them, he loves one, and that makes him better off*
- What casual dig infuriates Ambiadēs? ➔ *Gen accuses him of serving someone else—maybe himself*

Language Arts

Creative Expression | A Short Story of Mythical Proportions

It's time to get writing! Beginning in chapter 5 of *The Thief*, you saw two good examples of myths as Megan Whalen Turner told the stories of Earth's Creation and the Birth of the Gods and The Birth of Eugenides, God of Thieves. Notice how she incorporates dialogue into each myth. Dialogue between characters helps reveal their personalities and it moves the plot forward.

As you write your first draft today, let your notes from Day 1 and Day 2 guide you. Include dialogue where it is meaningful to the story. If your myth is longer than 2-3 pages, you may continue writing tomorrow.

Alternative Spelling | Write

Day 3: Have your students write out each of the words three times. If any are spelled wrong on Day 6, have your students write the misspelled words ten times.

Words: becalm, becloud, beguile, belated, belie, bequeath, bewilder, debunk, decorum, defile, demolish, depose, depreciate, detach, deter, devoid

Day 4

Literature

The Thief | Chapter 8

Vocabulary

... Eugenides **evaded** his request ... (*escaped or avoided, especially through cleverness*)

... he nagged and **cajoled** ... (*persuaded; coaxed*)

... flowed through a **sluice** in its dam. (*a sliding gate that controls the flow of water*)

... waved one hand in a vague **benediction** ... (*the utterance or bestowing of a blessing*)

... I muttered a **perfunctory** prayer to the god of thieves
... (done with minimal effort)

... gotten myself **irretrievably** stuck ... (in a way that is impossible to recover)

... of the gods or of their **supplicants**. (those who ask for favor or help from someone more powerful)

The magus had been **swoggled** ... (tricked or cheated)

... feet began moving of their own **volition** ... (the power of using one's own will)

* * *

peplos: a rich outer robe or shawl worn by women in ancient Greece, hanging in loose folds and sometimes drawn over the head.

naos: was the sanctuary, the innermost chamber, of a Greek temple.

pronaos: a vestibule at the front of a classical temple, enclosed by a portico and projecting sidewalls.

canted: sloped or tilted.

opisthodomos: treasure room of a temple.

fibula pins: a brooch for fastening garments.

To Discuss After You Read

10. In his dream, what instruction is Gen given? [p. 146] ➔
"Take what you seek if you find it then, but be cautious. Do not offend the gods" (146)

Language Arts

Creative Expression | A Short Story of Mythical Proportions

Today, finish writing your myth. Then, reread and revise. Don't rush this process! When you revise, your goal is to make your work sound better. Will it make sense to readers? The main steps in revising are adding, removing, and rearranging. Once your writing sounds good, it's time to make it look good by editing. Editing involves making changes to spelling, punctuation, capitalization, sentence structure, grammar, and other aspects of writing. If you used dialogue in your story, pay close attention to how it is punctuated.

Note to Parents: The grammatical rules for writing dialogue are complex. Depending on how much attention you have given this topic, you may want to use this writing piece as a "teachable moment" to further your students' dialogue-writing skills. Look at this area of their writing as an opportunity for instruction rather than assessment. However, if writing dialogue something you expect your students to do correctly at this point, go ahead and include it in the rubric below.

How To Evaluate This Week's Assignment

For this early assignment, we provide a simple checklist rubric. Feel free to work through it with your students to evaluate their writing together or use it yourself to provide feedback. One way to distinguish different areas of writing is to color-code your feedback. Use one colored pencil or marker to correct or comment on organization and another color to correct spelling and punctuation. That way, it's easy to tell which areas need the most attention.

Fictional Narrative Rubric			
Content			
Yes	Partially	No	
			Presents a well-developed story with a beginning, middle, and end
			Develops characters through dialogue, action, and narration
			Uses sensory language, well-chosen details, dialogue and other techniques to advance the plot
			Sequences events logically, using transition words as appropriate
Mechanics			
Yes	Partially	No	
			Uses correct grammar, capitalization, punctuation, and spelling
			Punctuates dialogue correctly and includes a variety of attributions
			Uses a variety of sentence structures effectively

Alternative Spelling | Posttest

Day 4: Take a posttest. Read the spelling words to your students. They may either recite them orally or write them as you say them. We suggest any misspelled words be added onto the next week's spelling words.

Words: becalm, becloud, beguile, belated, belie, bequeath, bewilder, debunk, decorum, defile, demolish, depose, depreciate, detach, deter, devoid ■

Date:	Day 1 ¹¹	Day 2 ¹²	Day 3 ¹³	Day 4 ¹⁴	Day 5 ¹⁵
Literature					
<i>The Thief</i>	chap. 9	chap. 10	chap. 11	chap. 12	
Language Arts					
Creative Expression	Timed Essay (argumentative essay)				
Alternative Spelling	Pretest	Sentence	Write	Posttest	
Optional: Vocabulary					
Optional: Think Analogies	pp. 9–11	p. 12			
Other Notes					

Day 1

Literature

The Thief | Chapter 9

My **predecessor** came here ... (*a person who held a position before the current holder*)

An **astute** observation ... (*the ability to accurately assess a situation and use it to one's advantage*)

... and my ready **compliance** ... (*obedience*)

The magus **capitulated** with a smile ... (*stopped resisting; surrendered*)

... a comforting **pretense** of anonymity... (*attempt to make something that is not true appear so*)

... cast its **frugal** glow ... (*not excessive*)

... afraid of the **retribution** ... (*punishment inflicted for a wrongdoing*)

... to get some **purchase** in order to lift my head ... (*a position that allows something to be used advantageously*)

To Discuss After You Read

- Who does Eugenides meet unexpectedly in Chapter 9? ➔ *Eugenides the immortal, Moira, Hephestia, Oceanus, and other gods and goddesses*
- What unexpected enemy does Eugenides make in Chapter 9? ➔ *Aracthus, the river, who was charged to let no one enter, but then this human did*

Creative Expression | Timed Essay Practice

This week's assignment is designed to help you prepare for timed essays. You have a specific task, a limited amount of time, and detailed criteria to meet.

In this case, you will have to read a short quote and then form an opinion on a question and defend it in writing. Your goal is to write a well-argued position essay in only 35 minutes.

This is not the place to write a compelling story with sensory details and dialogue. You should write an essay with a specific thesis that states your claim and includes evidence to back it up.

To do well, you have to manage your time well. Here is a recommended strategy:

1) Spend 5 minutes carefully reading the question and planning out what you are going to write. A brief outline should include a thesis statement and, for each paragraph, a reason or evidence along with supporting details. Don't waste time here writing out complete sentences. Just jot some quick ideas to give yourself a general structure.

2) Spend 20 minutes writing your essay.

3) Spend 10 minutes reading through your essay, checking for any mistakes, and making whatever quick revisions you can.

To earn a high score on your essay, it must:

1. Effectively and insightfully develop a point of view on the issue;
2. Demonstrate outstanding critical thinking, using clear and appropriate examples, reasons, and other evidence as support;
3. Be well-organized and clearly-focused, with a logical progression of ideas;
4. Exhibit skillful use of language, including specific vocabulary;
5. Demonstrate meaningful variety in sentence structure.

So, let's go! Today, set a timer for 35 minutes and then write as clearly and concisely as possible on the following prompt: "That which doesn't slay me, strengthens me." Do you agree or disagree?

Note to Parents: This week's essay is an example of persuasive writing. The purpose is to make a claim (such as an opinion or stance on an issue) and support it through relevant reasons, examples, and evidence. An effective persuasive essay also addresses counter-claims, or the opposing point of view, to show why it is less compelling.

Before you start the timer for today's practice, make sure your students understand the assignment and the type of writing they should aim for.

When they're ready to begin, we recommend that you act as a "helpful" proctor as your students work. Above, we

have outlined a suggested timeline to help your students use their 35 minutes well. As they work, watch the clock for them. Announce when they have 2 minutes until they should switch activities, and then announce (in an encouraging way!) when they should be moving on to the next step.

The rest of this week, your students will work to revise the essay they write today and then try again with another prompt. When today's timed practice is over, talk with them about the experience. What did they feel they did well? What worried them or caused them stress? Brainstorm ways that they could overcome these stressors.

Alternative Spelling | Pretest

Theme: Con- and Com- Prefixes

Words: commensurate, commission, commute, compelling, compliant, compulsive, condone, confederation, confiscate, conflagration, conjecture, consign, consolidate, consonant, constrict, convert

Optional: *Think Analogies* | pp. 9–11

Day 2**Literature*****The Thief* | Chapter 10****Vocabulary**

... how close he was to being **spitted**. (*having a skewer or sword passed through*)

My tone **nettled** him ... (*annoyed*)

... **recriminations** of uselessness ... (*accusations in response to one from someone else*)

... eager to **divest** myself of the gods' attention... (*rid oneself of something unwanted*)

* * *

stela: also stela; an upright stone slab or column typically bearing a commemorative inscription or relief design, often serving as a gravestone.

ostler: hostler; one in charge of the horses of those staying at an inn.

To Discuss After You Read

3. Very early on, the magus and Gen had an interesting interaction. "We might someday attain a relationship of mutual respect," he said softly. First, I thought, I will see gods walking the earth. He went on. "For now I will have your obedience." How does this possibility play out? ➔ *Gen sees gods on the earth; shortly after, the magus says that he's a wonder and "hugged me like his own son, or anyway like a close relative" (p. 193)*

- Why did Sophos know that the stone was Hamiathes's Gift? ➔ *it carries its own authority*
- What unsettling thing happens to Gen when he steals horses? ➔ *not only are there no watchmen around, and the ostler is blind drunk, but when the horses walk on the cobbles, they stay silent: the god of thieves continues to look out for him*
- Is Gen pleased that the god of thieves is helping him? [p.212] ➔ *"I'd discovered I was eager to divest myself of the gods' attention as quickly as possible"; he would rather not be quite so noticeable to the gods*
- Why does Gen decide to help the magus? ➔ *because he has grown to like some of them, and doesn't want to see them killed*

Language Arts

Creative Expression | Timed Essay Practice

How did it go yesterday? Were you able to complete your essay in the allotted time? Are you happy with the result?

Today, review and revise your essay with the following areas in mind: organization (does my essay flow in a logical manner?), focus (do I narrowly address the topic?), development (do I fully develop my essay, i.e. do what I say I'm going to do?), word choice (have I used appropriate vocabulary?), sentence fluency (are my sentences easy to read?), and grammar and mechanics (is my essay "technically" correct?).

If you'd like some extra practice today, try the task again by addressing the opposite point of view. Work through the same steps as yesterday to plan, write, and revise your essay. Which one came out better? Tomorrow, we'll start again with a new prompt.

Alternative Spelling | Sentence

Words: commensurate, commission, commute, compelling, compliant, compulsive, condone, confederation, confiscate, conflagration, conjecture, consign, consolidate, consonant, constrict, convert

Optional: Think Analogies | p. 12

Day 3

Literature

The Thief | Chapter 11

Vocabulary

Discretion prevented me from saying ... (*behavior that prevents revealing offensive or private information*)

The magus was **consternated**. (*filled with anxiety*)

My new, **vehement** belief in the gods ... (*strong or forceful; passionate*)

...we will be **subjugated** as we never were before ... (*brought under control through conquest*)

To Discuss After You Read

- Gen thinks about the killing he did. "I might just as well have stabbed him in the back in an alley." Is Gen right to think that? [p. 238] ➔ *no; as a soldier, the opponent knew he was getting into a tussle with an enemy; I think Gen is feeling more guilt than he needs to*
- As Gen talks to Eugenides, he says, "The god beside me was silent, and the silence stretched out from my bedside through the castle and, it seemed, throughout the world as I remembered that Lyopidus had burned and died while Eugenides had not." What does this mean? [p. 235] ➔ *Gen feels sorry for himself, and he says that he wishes that he had died, so he wouldn't have to think about the lives of Sophos and the magus, but then remembers that the god lives forever with the knowledge that he stole thunderbolts that burned the world and killed the brother he loved; basically, part of living is dealing with grief and, I suppose, guilt*
- What does the god mean when he says to Gen, "His wife died in the winter. His three children live with their aunt in Eia"? [p. 236] ➔ *the god tells Gen about the family of the man he killed, and Gen can release his guilt and get on with life*
- What does the magus want most in the world? ➔ *to be at the wedding of Sounis and Eddis, in hopes of alliances of the three countries so that they can stand together against the Medes*
- Why does Gen have a feather-shaped scar on his cheek? ➔ *Eugenides the god has marked him with his own scar, as a sign of approval*

Language Arts

Creative Expression | Timed Essay Practice

Are you ready to give it another go? Now that you've experienced writing an essay on an assigned topic in only 35 minutes, you can apply what you learned. Try to make today's writing even better.

Remember, we recommend a strategy of 5 minutes planning, 20 minutes writing, and 10 minutes revising. However, you can adjust that based on your experience on Day 1.

Also remember that your essay should:

- Effectively and insightfully develop a point of view on the issue;
- Demonstrate outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence as support;

3. Be well-organized and clearly-focused, with a logical progression of ideas;
4. Exhibit skillful use of language, including specific vocabulary;
5. Demonstrate meaningful variety in sentence structure.

Set a timer for 35 minutes and then write as clearly and concisely as possible on the following prompt: Adults have it easier than kids. Do you agree or disagree?

Alternative Spelling | Write

Words: commensurate, commission, commute, compelling, compliant, compulsive, condone, confederation, confiscate, conflagration, conjecture, consign, consolidate, consonant, constrict, convert

Day 4

Literature

The Thief | Chapter 12

Vocabulary

... managed a **perfunctory** appearance ... (*of an action or gesture, carried out with a minimum of effort or reflection*)

... my queen and **staunchest** defender ... (*most loyal*)

If the gods were **incarnations** of the mountains ... (*physical embodiments of deities*)

... responsibility to be **opulent** ... (*excessively luxurious*)

... powers to **confer** immortality ... (*grant or bestow*)

... he was feeling **vindicated** ... (*cleared of blame or suspicion*)

* * *

torque: also spelled torc; a neck ring.

cabochon: a gem polished but not faceted.

Asklepios: a god of medicine in ancient Greek religion and mythology.

To Discuss After You Read

As Gen and the others go to the palace of Eddis, he mentions the ponies' hooves "as they climbed the stone roadway that ran up the cleft in the mountains, cut by the Aracthus before its path had changed" (p. 258). This is a reference to the story of Eugenides and the Great Fire (p. 151): it was the Aracthus that had no desire to help Eugenides.

13. What surprises show up in the final chapter? ➔ *Eugenides is from Eddis, in fact, that same Eugenides the magus mentioned earlier: "The title of King's Thief is a hereditary one now in Eddis, and I think the current Thief is named Eugenides. Maybe you're related" (86); and, Eugenides stole Hamiathes's gift not once, but twice (reread p. 197 for the sneaky way Gen describes his second theft)*
14. How did Pol know Gen's identity? ➔ *when Gen thanked him for the ossil berries, he said, "Be blessed in your endeavors" (139), an Eddisian thanks*

When Gen says to the magus, "I'll probably have to burn it" (p. 266), he's referring back to the initial interview, where Gen sits in the most comfortable chair and the magus tells him that it will now have to be cleaned (chap. 10).

Review

15. Now that you've finished the book, can you think of any hints that pointed to the surprise ending? ➔ *They are sprinkled throughout. How does Gen know about the history of the agora, about the magus, about the height of the king of Sounis's father (14)? He is far too well-informed of history and politics to be a common thief. He mentions that he had been in the treasure room before, but apparently didn't steal (16); he also was in the king's record room, to plant a false history (234). The first time he tells the magus his name, he says, "He wasn't interested in the rest" (7), which would have been helpful for the magus to know, perhaps. He delivers an ambiguous line about leaving the city: "two carved lions that were supposed to roar if an enemy of the king passed beneath them... They remained silent as we passed under" (23). This could mean that they were not enemies, or it could mean that he was (or that there were multiple enemies), but that that myth was not true. Another ambiguous line: "I saw the magus watching me finger the wool, like a tailor assessing its value—or like scum from a gutter touching something he knows he shouldn't. I turned my back on him and let him think what he wanted" (61-62). He says truth throughout, but in such a way that it sounds disguised: "My uncle used to keep that much under his bed and count it every night" (16); "I wouldn't know, not being scum from the gutter. But my father is a soldier" (55); Gen reminds the magus, "that it was my place to be King's Thief" (73). He says the treasonous line, "Gutter scum gets drafted into the infantry and fights for a worthless king, and hangers-on like you watch" (141) to Ambiades, but that's because he owes no loyalty to Sounis, as he says, truthfully, to Attolia: "I have no particular loyalty to the king of Sounis" (233). Far earlier than he should have, "I heard the king of Sounis and the queen of Eddis and other voices" (225). Here he was in Attolia's prison, yet he knows what the queen of Eddis's voice sounds like? He also tells Attolia that he is promised to someone (234), which is unexpected, as we've heard nothing about a sweetheart thus far. Just before the big reveal of the Gift, the magus is unsurprised by Gen's identity, and Gen hopes, "that the magus didn't know all my secrets" (260).*

Did you catch who commissioned Gen to attempt his foolhardy plan? “After years spent trying to dissuade me from wasting my time acquiring valueless skills, he had come to my study one night to tell me why the queen of Eddis would consider a marriage proposal from Sounis and why her council, himself included, urged her to accept. He’d left a stack of double-heavy coins on the table and gone away” (266). Piecing the story together, Sounis had sent a message to Eddis that he had Hamiathes’s gift and was, thus, rightful king. Gen assumes that is because Sounis wants the pass so he can invade Attolia in revenge, but it could be that he is taking the long view, as is the magus, and wants Eddis so the three countries can fight against the Mede. In any case, Gen’s father basically gives Gen the money and motivation to go get the Gift, whether by stealing it from Sounis’s megaron or, as ends up happening, drinking through cheap taverns until he’s arrested.

Setting

16. What details about the setting of *The Thief* give the story a mythical quality? ➔ *takes place in an unknown but mostly ancient time, in an earthly but imaginary place, with gods and goddess actually living, both in their temples and in other places*

Characters

17. How would you characterize Gen? ➔ *he is a complex (round) character who grows and changes (dynamic) over the course of the story; the king of Sounis is a flat character (aggressive, pugnacious); the queen of Attolia is also flat: cold, cruel; otherwise, I think the rest of the characters are round, capable of surprising, interesting*
18. Who is Gen’s antagonist? ➔ *think the overall antagonist might be, surprisingly, the magus, as Gen was trying to keep the Gift from him; however, at different parts, Ambiadēs the traitor was his antagonist, or the Aractus, waking up the ostler, or the Queen of Attolia, wanting Gen to work for her*

Point of View

19. Did you like the first person telling? Was it effective? ➔ *Gen is able to tell us almost everything, but leave important bits concealed*

Conflict

20. What kind of conflict do you think this book has? ➔ *person versus person, as Gen matches wits with the magus and brings the Gift to his queen*

Theme

21. What do you think is the theme of this book? ➔ *maybe: be loyal, but be willing to expand your loyalty to those who are worthy*

Language Arts

Creative Expression | Timed Essay Practice

Today, evaluate your Day 3 writing. How does this essay compare with the one you wrote on Day 1 (and possibly Day 2)? What have you learned about writing a timed essay on a given topic?

Review and revise your essay today. Remember to check for organization, development, word choice, sentence, and grammar and mechanics.

Again, if you feel you need some extra practice or would like to challenge yourself, try the task again by addressing the opposite point of view.

Choose your best essay from this week to turn in for assessment.

How To Evaluate This Week’s Assignment

This writing assignment, with its strict time constraints and structure, is practice for standardized tests. Therefore, evaluate it in the same light. Use the rubric on the following page to help guide your assessment. Share the process with your students, and not just the end result. You’ll notice that the rubric does not result in a single overall score (do not add up the individual performance indicators). Its purpose is to describe each area of the writing independently and provide feedback for growth.

Keep in mind that this is the first assignment of this type, but it won’t be the last. Refer back to this evaluation later in the year when your students try a similar task again.

Alternative Spelling | Posttest

Words: commensurate, commission, commute, compelling, compliant, compulsive, condone, confederation, confiscate, conflagration, conjecture, consign, consolidate, consonant, constrict, convert ■

Timed Essay Rubric			
	Level 5	Level 3	Level 1
Content			
<i>Organization</i>	Clear, interesting introduction states a claim. The text has an effective structure and organization that follows from the claim.	States a claim. Overall, the text is organized logically.	No clear statement of a claim. Little evidence of organization or structure.
<i>Development</i>	Sufficient relevant evidence to support the claim. Level of detail is appropriate to the task. Possibly considers counterclaims. Concluding statement effectively reinforces the claim.	Reasons support the argument logically and demonstrate understanding of the topic. Concluding statement restates the claim.	Reasons do not clearly support the argument or include few/no details. Concluding statement is illogical or missing.
<i>Language</i>	Uses various, relevant words, phrases, and clauses to show the relationship between reasons and the claim. Links major sections of the text. Uses sophisticated language and specific vocabulary.	Words, phrases, and clauses link ideas clearly. Uses appropriate language and vocabulary.	Lacks the use of linking words and phrases or uses them incorrectly. Inaccurate or inappropriate use of language and vocabulary.
Mechanics			
	Demonstrates proficient command of conventions and grammar with few/no errors.	Demonstrates grade-appropriate command of conventions and grammar with occasional errors that do not hinder comprehension.	Demonstrates a lack of command of conventions and grammar with frequent errors that hinder comprehension.

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