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Teacher's Guide ISBN: 978-1-971136-89-9

Special thanks to Esther Moulder of Click Photography LLC for the lovely cover photo.

Companion books in this series are available in paperback or digital versions:

Illuminating Literature: When Worlds Collide, Textbook

Illuminating Literature: When Worlds Collide,
Quiz and Answer Manual

Illuminating Literature: When Worlds Collide, Novel Notebook

Download the FREE Novel Notebook at
<https://writingwithsharonwatson.com/illuminating-literature-when-worlds-collide-gateway/> .

The coordinating versions of eight books students read in this course are available for purchase at <https://writingwithsharonwatson.com/illuminating-literature-when-worlds-collide/> .

Meet the Author



Sharon Watson is the author of [*Jump In*](#), our popular middle school course. She was forced to retire from homeschooling after 18 years when she ran out of her own children, but her love of teaching permeates her writing and literature courses. Sharon's popular course [*The Power in Your Hands: Writing Nonfiction in High School, 2nd Edition*](#) is based on her sought-after writing classes and is the sequel to *Jump In*.

Let her practical textbooks **teach writing for you**, in paperback or digital format:

- [*Jump In*](#)
- [*The Power in Your Hands: Writing Nonfiction in High School, 2nd Edition*](#)
- [*Writing Fiction \[in High School\]*](#)



Teens enjoy the relaxed way they learn **literature** with Sharon's Illuminating Literature series: [*Characters in Crisis*](#) and [*When Worlds Collide*](#). These unstuffy courses **prepare** your teens for college literature courses, **equip** them for the rest of their reading lives, and **reveal** the secret power of the author to influence their minds and hearts.

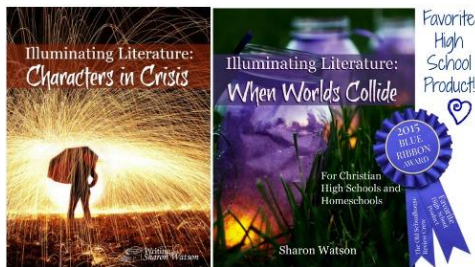


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About This Course: Welcome, Teacher!

Welcome to a wonderful year of illuminating literature!

The book you hold in your hands is called a “guide” because it is more than just an answer key. It contains outlines and explanations of what your students are learning, along with notes to you.

You’ll find important information on these first pages before the answer key. Please take a few moments to read them.

Your students will become more discerning readers and more powerful fiction writers with this course. You hold in your hands a course that makes a literature class possible and makes difficult concepts easy for students to understand.

This year’s theme, *When Worlds Collide*, will guide your students through literary classics and one recent memoir. Each book below was selected for its colliding worlds, its literary value, and for its potential to give students a better chance to make discerning moral, ethical, spiritual, and life choices from a godly perspective.

While *Illuminating Literature: When Worlds Collide* is written from a Christian perspective and respects the Bible as the ultimate source of truth, the individual authors of this year’s list of books may or may not be self-described Christians. The material found in the individual books will reflect the authors’ worldviews and might occasionally contain words, characters, or events that could be offensive to some readers. However, your students will learn this year how to analyze stories to sort the wheat from the chaff.

The Books

Below is the list of books your students will be reading, along with the suggested publisher and the ISBN. It is highly recommended that your students use the suggested version of each book. All page numbers in the teacher’s guide and the student’s textbook are from those versions.

Many of these books are inexpensive and can be found on Amazon. In fact, four of them are under \$4.00. You can order them at the beginning of the year or order each before it comes up in the textbook.

<u>Title and Author</u>	<u>(Publisher)</u>	<u>ISBN</u>
<i>Pudd’nhead Wilson</i> by Mark Twain	(Dover Publications)	0-486-40885-X
<i>The War of the Worlds</i> by H. G. Wells	(Dover Publications)	0-486-29506-0
<i>The Friendly Persuasion</i> by Jessamyn West	(Harcourt, Inc.)	0-15-602909-X or 0-15-633606-5
<i>Peter Pan</i> by Sir James Barrie	(Dover Publications)	0-486-40783-7
<i>Warriors Don’t Cry</i> by Melba Patillo Beals	(Washington Square Press/Pocket Books)	0-671-86639-7
<i>A Tale of Two Cities</i> by Charles Dickens	(Dover Publications)	0-486-40651-2
<i>Fahrenheit 451</i> by Ray Bradbury	(Simon & Schuster)	978-1-4516-7331-9
<i>The Screwtape Letters</i> by C. S. Lewis	(HarperCollins)	978-0-06-065293-7

Note: There is a cheaper version of *Warriors Don't Cry* with a red border and a photo of some of the students moving from the school to the station wagon, with soldiers in the background. This version, however, is abridged and will not match the official version of this course.

At the time of this printing, the total cost for the books listed above is approximately \$50.00.

The one deviation from the coordinating versions that works in literature classes is when a student uses a tablet or some other reading device that has a search function that the student knows how to use. Students using these devices and the search function keep up in class and can understand the written material in the textbook.

Avoid this potential disaster.

The class is chaotic if some students do not have the coordinating version of each book. Students who use books from the library or from home will be lost as you turn to specific pages and passages. The material in their books will not appear on the same pages as in the coordinating versions. They spend so much time trying to keep up that they become frustrated and learn less than their peers.

All page numbers in the textbook refer to the page numbers in the coordinating versions.

Grades

Grading will be easy for you this year. In fact, some of it will be done for you online as your students complete quizzes found at <https://writingwithsharonwatson.com/illuminating-literature-when-worlds-collide-gateway/>.

Grades will be based on the following:

- Online “Yes, I read it” quiz, graded online (1-10 points)
- Online literature term quiz, graded online (1-10 points)
- Participation in opinion questions online (1-10 points)
- Quality of participation in discussions (1-20 points)
- Successful completion of lessons and assignments (1-20 points)
- Successful completion of activities (1-10 points)
- Completion of each book on the book list (1-20 points)

You'll find a sample Grading Grid on the next page. Each grid is specific to the textbook's current novel. It is marked for a possible 100 points per book. Please feel free to adjust it to your needs and expectations.

You have permission to print the Grading Grid as many times as needed for your own class, co-op, reading group, book-of-the-month club, or family.

If you prefer that students take the quizzes without going online, consider purchasing the Quiz and Answer Manual for *When Worlds Collide* available at <https://writingwithsharonwatson.com/illuminating-literature-when-worlds-collide/>.

Sample Grading Grid

Online "Yes, I read it" quiz, graded online. 1-10 points	
Online literature term quiz, graded online. 1-10 points	
Participation in opinion questions online. 1-10 points	
Quality of participation in discussions. 1-20 points	
Successful completion of lessons and assignments. 1-20 points	
Successful completion of activity. 1-10 points	
Finished reading the book. 1-20 points.	
Total grade for current book	



Objectives

Objectives for each chapter appear in that chapter's answer key. Objectives for the whole course are as follows:

Skills

- To teach literary terms and writers' devices.
- To teach story elements such as setting, characterization, and point of view.
- To improve vocabulary by giving Vocabulary Quizzolas.
- To give students a chance to prove they read each book by completing the online multiple-choice "Yes, I read it" quiz.
- To reinforce facts and terms with online quizzes.
- To develop powerful fiction writers through writing exercises.
- To help students understand conflict in books and, therefore, in life.
- To develop discerning and savvy readers.
- To understand what the author does to mold their hearts.

Attitude

- To engender a love of fine literature.
- To make it possible for those who do not like reading or might not have participated in literature classes to be successful and thrive in one.
- To delight students who already love literature classes by showing them the beauties of the novels and of the English language.
- To avoid sucking the life out of the class by wringing out each novel until it begs for mercy.

Course

- To provide a two-semester literature class for language arts requirements.
- To provide a safe place where students can discuss the grand themes and spiritual, ethical, moral, cultural, and personal topics in these novels.
- To give students a chance to participate in group activities.
- To allow students to express their opinions and interpretations in non-graded multiple-choice questions online.
- To interpret these novels from a balanced perspective, not just from a socio-economic, political, racial, or gender-based perspective.
- To provide activities that fit a number of learning styles.
- To view literature through the lens of the truths found in the Bible.
- To prepare students for college-level literature courses.

Alone or in a Group?

This course can be completed by the self-guided homeschool student with very little input from the teacher. It can also be used in a co-op, a reading group you develop for your students, or a classroom setting. Students will benefit the most from the discussions and group activities if they have a group to participate with, of course.

The course is developed from reading groups I called Book-of-the-Month Clubs in which students read a book of the month and then discussed it. You may do the same, if you wish, or devise your own method of meeting as a group.

Whether you choose to meet weekly, every other week, or monthly, you'll be giving your students a lasting gift of a love for fine literature and an understanding of some of the grander themes of human existence. And they'll have a much clearer understanding of how the author molds their heart!

The Novel Notebook

Your students will need the FREE Novel Notebook available at <https://writingwithsharonwatson.com/illuminating-literature-when-worlds-collide-gateway/>. They will be instructed to look for certain things in the novels and make a note of them in their Novel Notebook. After they've read the novel, they will use their Novel Notebook to answer some questions. They will need one at the beginning of the course.

Suggested Teaching Schedule for a Book-of-the-Month Club

When I conduct a book-of-the-month club, our very first meeting includes fun icebreakers and a few minutes on how the club is going to work. Then I address literature and conflict. After our break, I set up the first book for them, talking about what to look for, who the author is, and any literary terms or writers' devices they should know about ahead of time.

In subsequent meetings, I use the first and largest time slot (1 and ½ hours) to follow up on the book students have just read. We talk about its themes, issues, and so forth. Then I use the next time slot (1 hour) to set up the next novel so they know what to look for and are not going into the book cold.

The sections below correspond to the headings in the textbook for chapters 0-1.

Month 1

Start Here (1 hour) Welcome • What Is Literature? • This Course's Philosophy • Bilbo Against . . . Well, Everyone • Two More Ways of Looking at Conflict • Evaluate! (if there's time)

BREAK

Pudd'nhead Wilson: Set up (1 ½ hours) Suggested Reading and Homework Plan: Preview (explain the schedule and what is due at what times) • Imitate! (explain what it is and when it is due) • Text and Context • Conflicts • Literary Terms: Foreshadowing and Irony • Your Novel Notebook • Too Good to Forget • Setting and Year of Publication • Read "A Whisper to the Reader" • Your Choice of Activities (explain)

Anything not listed in the above schedule or not finished in class is left for students to complete at home.

Month 2

Pudd'nhead Wilson: Follow up (1 ½ hours) Five-Star Report • Vocabulary Quizzola • Colliding Worlds • Conflicts • The Curse of Ham • Questions for Discussion

BREAK with York Peppermint Patties or white chocolate/dark chocolate candies

The War of the Worlds: Set up (1 hour) Suggested Reading and Homework Plan: Preview (explain the schedule and what is due at what times) • Imitate! (explain what it is and when it is due) • The Genre • Writers' Device: Reaction • Literary Terms: Alliteration and Allusion • Your Choice of Activities (explain)

Anything not listed in the above schedule or not finished in class is left for students to complete at home.

If you are meeting weekly, adjust the lessons to your own schedule.

ANSWER KEY AND GUIDE FOR TEACHERS

Chapter 0: Start Here

Teacher, this chapter is an introduction to literature and this year's theme of conflict, When Worlds Collide. Students read *Pudd'nhead Wilson* in the next chapter.

The bold-face headings you see below (except for Objectives) coordinate with the headings in the textbook. This is true throughout this guide.

Objectives

Objectives for this chapter are as follows (Revise or add to this list, as desired):

- To introduce the topic of literature in a nonthreatening manner.
- To help students understand the terms *literature* and *literary classics*.
- To encourage students to think about why people read literature.
- To encourage students to think about what they want to learn in this course.
- To discuss questions about literature.
- To learn the literary terms *conflict*, *antagonist*, and *protagonist*.
- To understand the five kinds of conflict present in any well-written story by reviewing each conflict in the light of the character Bilbo Baggins from J. R. R. Tolkien's *The Hobbit*.
- To look at conflict from the writer's perspective.
- To evaluate a story of the student's choice based on its conflicts and to draw conclusions about which conflict is most important to that story.

Welcome!

Question in text: Which books in this year's list do you think will be your favorites? If you have already read some of them, what did you think of them? *Discuss these questions and let students express their ideas of the books.*

Lesson 1

What Is Literature?

Teacher, students are learning what makes a story qualify as literature.

Question in text: The terms *literary classics* or *the classics* refer to stories, poems, and plays that have not been written recently but have stood the test of time. In your opinion, what book written recently will be a literary classic in fifty years? Write your answer below: *Answers will vary.*

Question in text: Why are older books so boring? (Substitute your own word for *boring* such as *dull* or *slow*, if desired.) *Answers will vary: older characters, adult themes, slow story,*

and so on. Students are to add their own reason why they or other readers may find older books dull or difficult to read.

Question in text: Why should I read and study literature anyway? Isn't it good enough that I read lots of popular novels, sci-fi, historical romance, and so forth, on my own? *Students have a variety of boxes to check. In addition, students will add one reason to study literature.*

Question in text: What do I want to learn from this course? *Students have a variety of boxes to check. In addition, students will add one item to the list.* Now it's your turn. Finish this sentence: From this course, I want to learn . . . *Student opinion.*

Grades

Students are learning what they will be graded on. See your Grading Grid on page 7 of this sample.

Your Novel Notebook

Students are learning that they need to obtain and use a Novel Notebook for this course: <https://writingwithsharonwatson.com/illuminating-literature-when-worlds-collide-gateway/>.

This Course's Philosophy

Question in text: Why do some people have such an emotional attachment to classics? Why do they have an emotional attachment to any book or movie? *Answers will vary. Consider telling a story about a book of literature that is meaningful to you.*

Question in text: What's the difference between *revering* and *respecting* these books? *Student opinion, but basically, if people revere certain books, they believe that not one word should be changed and that the author was perfectly correct in all he or she wrote and how it was written.*

Lesson 2

Colliding Worlds?

Question in text: What conflicts did the pigs experience in "The Three Little Pigs"? *Against another character (the wolf's threats and his huffing and puffing), against nature (the building materials), and against themselves (Can they come up with a solution each time they are threatened?)*

Question in text: What do you think a female hero should be called? *Student opinion*

Teacher, students are learning the terms **conflict**, **protagonist**, and **antagonist**. They are also viewing a list of six types of conflict found in fiction.

Students also are learning that this list used to be expressed as “Man against himself,” “Man against man,” and so on. They actually are standing in for us. It’s not just “character against character,” which feels very impersonal; on a very real level, these characters represent us and the struggles we encounter.

Bilbo Against . . . Well, Everyone

Students are reading how these conflicts (“the character against . . .”) are fleshed out in the life of Bilbo Baggins from J. R. R. Tolkien’s *The Hobbit*. Each conflict in the list is explained with examples from Bilbo’s life.

Two More Ways of Looking at Conflict

New terms: **internal conflict, external conflict, goals, deep desire.**

Evaluate!

Every novel, short story, play, TV show, movie, and comic book has a conflict. Even most songs contain conflicts: “I love him, but he doesn’t even know I exist,” for example. Think of a story you have read or a movie you’ve seen lately and evaluate the main character’s conflicts. Then list them under the appropriate headings below.

Note: Not every story will contain all the conflicts. *Students have room in the textbook on pages 19-20 to write their answers after each category. Answers will vary based on book selected.*

Title of book or story: _____

1. The character against himself or herself
2. The character against another character
3. The character against society
4. The character against nature
5. The character against God/the gods/fate
6. The character against technology/biotechnology

In your opinion, which one of the above types of conflict is the strongest or the most important conflict in the story you chose? Answer in the space below and then answer the next two questions: *Answers will vary according to the selected book.*

What is the lead’s main goal? *Answers will vary.*

What is the lead’s deep desire? *Answers will vary.*

Teacher, consider using this exercise as a discussion starter by asking students to report what they found or to make sure they understand the material.

Chapter 1: *Pudd'nhead Wilson*

Objectives

The objectives for this chapter appear under their specific lesson headings.

Before You Read the Book

Teacher, before students begin reading *Pudd'nhead Wilson*, they will read and complete three self-guided lessons. Adjust these lessons to your teaching schedule and class needs.

Reward: Consider distributing a small reward to students who complete reading *Pudd'nhead Wilson*. Let the reward refer to something in the book, and let students guess what it refers to. For example, you can distribute black and white pencils, black licorice, some candy that is available in milk and white chocolate, York Peppermint Patties, or boxes of Good & Plenty to highlight the theme of prejudice based on skin color. I'm always surprised to learn how much the students look forward to this small reward and how much they enjoy figuring out the sometimes silly tie-in to the novel, no matter how big a groaner the tie-in is!

Suggested Reading and Homework Plan: Preview

Teacher, below is the schedule your students are following. Please let them know if you expect them to use this or another schedule and tell them when the activity is due. If you are conducting a class, students can email their Imitate! paragraph to you.

Week 1:

- Hand in your Imitate! paragraph (see the next page) a week from now, at noon.
- Read lessons 1-3.

Week 2:

- Read chapters I – XII of *Pudd'nhead Wilson*.

Week 3:

- Read chapters XIII – XXI of *Pudd'nhead Wilson*.

Week 4:

- Decide on one activity and begin work on it. You'll find the list of activities at the end of this chapter. **Your teacher will tell you when this is due.**
- Complete the online *Pudd'nhead Wilson* "Yes, I read the book" Quiz.
- Complete the online *Pudd'nhead Wilson* Literary Terms Quiz.
- Complete the online, ungraded *Pudd'nhead Wilson* Opinion Survey.
- Complete the Vocabulary Quizzola in your book.
- Unscramble your brains after all those quizzes.
- Read lesson 4.
- Discuss selected discussion questions with your teacher, reading group, or class.
- Hand in your activity and breathe a sigh of relief.

Begin your Week 1 work now.

Imitate!

As an example of something written well, turn to the chapter “The Nymph Revealed” and read the paragraph that begins like this: “A gigantic eruption, like that of Krakatoa a few years ago, . . .” The paragraph is comparing a life-altering revelation and its effects on Tom to a huge volcanic explosion and eruption.

Most likely, you have had something cataclysmic happen to you, too, or you have watched a friend go through something catastrophic.

Choose a natural disaster and write a paragraph to compare your personal upheaval or your friend's upheaval with the natural disaster.