

Hillside Education
Literature Guide for

Connecting With History

Volume 3

Grammar and Logic Levels

Read, Reflect, Discuss, Write

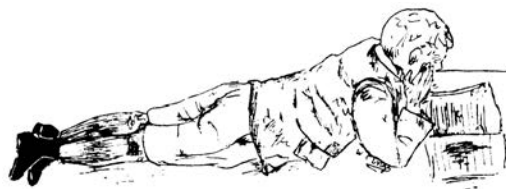


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We select a few key books from each year's assignments for formal literary analysis and composition.

Why only a few?

Because reading for pleasure is also a "skill" that we strongly encourage through family read-alouds and independent reading outside of "school time."

Our literature guides teach students to read more deeply, develop good reading habits, as well as teaching a variety of composition skills related to each book.

Adam of the Road

by Elizabeth Janet Gray

We provide a summary of each book for you, the teacher.

We know you don't have time to read every book, although if you can, you'll enjoy them just as much as your child does!

Synopsis

Adam is the son of fine minstrel named Roger, and his closest companion is his spaniel, Nick. To Roger and minstrels like him, the road is sacred. As the story begins Adam accompanies Roger into the service of Sir Edmund, and after winter they are released from their duties for a time and head out on the road to the fairs at Winchester where a minstrel may find employment.

Along the way, Roger loses their horse (which had been a gift from Sir Edmund) in a gambling match with another minstrel. That minstrel lames the horse by ill treatment and asks to trade the horse back to Roger for Adam's dog, Nick. Roger refuses, but the minstrel steals the dog, leaving the lame horse behind.

So begins Adam's life on the road as he and Roger try to track down the minstrel and Nick. As they pass through a busy town, Adam sees Nick and races after him through the streets. He comes to a ferry that is crossing the river and jumps in the water to catch the ferry, but doesn't make it across in time. The ferryman and his wife take care of Adam, but he realizes he has lost Roger. For months, he goes where he thinks the minstrel and Nick or Roger might be without finding them. He meets several people along the way who try to help him. A parson and his sister help him after he is hurt, and they practically adopt him. They want him to become a clerk.

Knowing that he can never be a clerk, and that he must find Roger, Adam leaves with a group of minstrels. But they soon get into trouble, and Adam runs away from them. He finally goes home to Sir Edmund's estate only to find that Roger had recently left with Sir Edmund for the Welsh border. He accidentally meets the minstrel who had stolen Nick. When the minstrel tells Adam that he let Nick go, Adam figures that the dog had gone to home of an old woman who used to take care of him. And that is where Adam finally finds him.

Adam then travels to Oxford to visit his old school mate who is studying there. It is there that Roger finally catches up with Adam. Roger had been looking for Adam just as much as Adam had been looking for him. He offers Adam the chance to stay and study at school, but Adam says that he is a minstrel and will go on the road with his father.

The discussion questions included here are to help you have a conversation with your student after he/she has read the whole book. While reading, you can ask your child at any time to tell you what is happening, what has happened so far, and what he/she thinks might happen next. Ask why he is making that prediction. Is it based on something he thinks or feels about the characters? Is it because the author has given some hints? Or is it based on the character's previous behavior or adventure.

Many of the guides include activities to prepare for reading the book.

Before Reading

1. Look at the map of England and locate Glastonbury. Research Glastonbury in the Encyclopedia Britannica or on the Internet and find out what you can about the abbey. (The name *Glaston*, used in the title of the story and throughout the novel, seems to refer chiefly to the monastery itself. Glastonbury, the name used today, derives from the name of the town that grew up in the vicinity of the monastery.)
2. Think about the title of the story. What does it make you think of? What do you think the story will be about?
3. Does a treasure always have to be wealth of jewels? What other things do people consider to be treasure? Think about this and write down your ideas. Do it in a free write form, writing whatever comes to your mind for about 5 or 10 minutes without worrying about grammar or spelling. Then, consider this quote from the Bible:

For where your treasure is, there will your heart be also (Matthew 6:21)

Add a little more to your free-write based on what you are thinking about this quote. Then see if you can consolidate what you wrote into one concise paragraph on the topic.

Discussion questions are provided

Chapters 15 – 17

1. What reason does the author give for the flourishing of Christianity in the Philippines as opposed to other Asian countries.
2. Why do think Magellan insists on fighting when he could have easily left and gone on his way to the spice islands as his captains recommended?
3. So noble a captain: Describe the death of Magellan.

Chapters 18-19

1. Why did so few of the original crew return to Spain from the trip?
2. Why do you think the mayor, the priest, and El Uglío didn't care that Fernan slipped away and was not brought to justice?
3. Did you find the ending satisfying? Why or why not?

5. *Make a storyboard of the most important events of the story.* First decide on the six most important events. List them. Then illustrate each one in order (you can use the storyboard template below or put each one on a separate sheet of paper). After illustrating, write a caption for each one. (You can also draw this template larger on your paper.)

**We include guided writing assignments
and projects related to each book.**

Writing Prompts

1. Autobiographical Narrative

Thinking: In Chapter 4 of *The Master Puppeteer*, Kinshi tells Jiro that at the theater, “. . . we all learn here by the honorable path of horrible mistakes.” Think of a time in your life when you learned a valuable lesson by making a mistake (or mistakes). Think of the circumstances that led to your mistake and the effects of your mistake. Make a list or graph of the emotions you went through at each step of the incident. How was the mistake resolved? Did your mistake affect other people? What lesson did you learn?

Writing: Write a narrative to be shared with your teacher about a time in your life when you learned something through making a mistake. Begin your narrative by catching the reader’s attention with action or dialogue. Then continue the narration of your story using vivid sensory details. Describe your emotions as you experienced the effects of the mistake. Explain how the situation was resolved. Close by reflecting on the lesson you learned and how this lesson was significant to your life.

2. Firsthand Character Analysis

This section purposely omitted

Choose from a variety of writing prompts with detailed instruction.