

Schedules: Semester, Full-Year, and Coordinated with Geography

SEMESTER SCHEDULE

For most students, Hewitt recommends a semester for each *Lightning Literature* guide. (This is how Hewitt’s English and Honors English programs are run.)

This schedule does not include any optional reading (which might include an extra book and book report for Honors students). It allows for two papers for each book-length work and one paper for each shorter work. (These are the writing requirements for students enrolled in Hewitt.) If you wish to alter this, you may need to alter the schedule accordingly.

I suggest that you answer Comprehension Questions as soon as you finish each section of a book, or each poem. Writing assignments follow a five-day schedule as laid out in the Introduction to the *Lightning Lit* guide.

This schedule assumes an 18-week semester. It does not state where those weeks fall (for example, it does not start on September first, show a week’s break for Christmas, etc.); it simply numbers the weeks. You can insert any breaks wherever they fit best for you and your family.

WEEK 1

- Read the Introduction to the *Lightning Literature: World Literature II* guide.
- Read the Introduction to Unit 1, Lesson 1, “R. K. Narayan,” and the section “Indian Literature” which follows it.
- Read The Selection, Historical Background, and While You Read for Lesson 1. Read the Author’s Introduction and the stories through “The Tiger’s Claw” (pp. 7–56) in *Malgudi Days*. Read the Notes in the guide, and answer the Comprehension Questions.
- Read “Iswaran” through “The Axe” (pp. 57–107) in *Malgudi Days* and the Notes in the guide. Answer the Comprehension Questions.
- Read “Lawley Road” through “Mother and Son” (pp. 111–151) in *Malgudi Days*, the Notes in the guide, and answer the Comprehension Questions.
- Optional: Choose and read another book from India, chosen from the list in Appendix C.

WEEK 2

- Read “Naga” through “Second Opinion” (pp. 155–203) in *Malgudi Days*, the Notes in the guide, and answer the Comprehension Questions.
- Read “Cat Within” through “Emden” (pp. 204–253) in *Malgudi Days*, the Notes in the guide, and answer the Comprehension Questions.
- Read the Literary Lesson for Lesson 1, “Developing Characters.”
- Read the Writing Exercises for Lesson 1. Choose an assignment. Pre-write your paper.

- Outline your first paper for Lesson 1.
- Optional: Discuss some of the Discussion Questions on *Malgudi Days* with your parent, teacher, class, or family.

WEEK 3

- Write the first draft of your paper.
- Choose a second writing exercise for Lesson 1. Pre-write your paper.
- Review and make any necessary revisions to your first paper for Unit 1, Lesson 1.
- Outline your second paper for Lesson 1.
- Write the first draft of your second paper for Lesson 1.
- Optional: Choose any projects you want to do from the list for Unit 1 in Appendix B, and start working on them.

WEEK 4

- Read the Introduction to Unit 1, Lesson 2 (“Short Stories of India”), The Selection, and While You Read. Read pages 11–14, “Pigeons at Daybreak” and “Dhowli” (pp. 219–257) in *Other Voices, Other Vistas*. Read the Notes and answer the Comprehension Questions on the stories.
- Revise your second paper for Lesson 1.
- Read the other three short stories listed for Unit 1, Lesson 2 (from “The Interview” to “The Wog,” pp. 258–310). After reading each short story, read the Notes and answer the Comprehension Questions.
- Read the Literary Lesson, “Style and Irony,” and the Writing Exercises for Lesson 2. Choose a writing exercise and pre-write.
- Outline your paper or story for Lesson 2.
- Optional: Discuss some of the Discussion Questions on Short Stories of India with your parent, teacher, class, or family.

WEEK 5

- Write the first draft of your paper for Lesson 2. If you are writing a short story or dialogue, be sure to use vivid words.
- Read the Introduction to Unit 2, Lesson 3, “Isabel Allende,” and the section “Latin American Literature” which follows it.
- Read for Lesson 3: The Selection, Historical Background, and While You Read. Read from “A Few Words of Introduction” through “Dulce de Leche” in *My Invented Country* (pp. ix–19). Read Notes and answer Comprehension Questions for these chapters.
- Revise your paper or short story for Lesson 2. Read “An Old Enchanted House” through “Sirens Scanning the Sea” in *My Invented Country* (pp. 19–57). Read Notes and answer Comprehension Questions for these chapters.
- Read “Praying to God” through “Of Vices and Virtue” (pp. 57–106), read the Notes, and answer the Comprehension Questions.
- Optional: Choose any projects you want to do from the list for Unit 2, and start working on them.

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WEEK 6

- Read “The Roots of Nostalgia” through “A Breath of History” in *My Invented Country* (pp. 106–157). Read the Notes and answer the Comprehension Questions.
- Read “Gunpowder and Blood” through the end of *My Invented Country* (pp. 157–198), with the Notes and Comprehension Questions.
- Read the Literary Lesson, “Descriptive Writing,” for Lesson 3. Read the Writing Exercises. Choose two, and pre-write the first one. Look back through *My Invented Country* for the topics you chose to write about.
- Outline your first paper for Lesson 3.
- Write a first draft of your first paper for Lesson 3.
- Optional: Discuss some of the Discussion Questions on *My Invented Country* with your parent, teacher, class, or family.

WEEK 7

- Pre-write your second Writing Exercise for Lesson 3.
- Revise your first paper for Lesson 3.
- Outline your second paper for Lesson 3.
- Write the first draft of your second paper for Lesson 3.
- Read the Introduction, The Selection, and While You Read for Unit 2, Lesson 4 (“Short Stories of Latin America and Japan”). Read the Latin American short stories assigned (pp. 429–461 in *Other Voices, Other Vistas*). After reading each short story, read the Notes and answer the Comprehension Questions.
- Optional: Choose and read another book from Latin America or Japan, chosen from the list in Appendix C.

WEEK 8

- Revise your second paper for Lesson 3. Read the section “Japanese Literature” in this study guide.
- Read “The Magic Chalk” and “The Tomoshihi” (pp. 315–347) in *Other Voices, Other Vistas*. After reading each story, read the Notes and answer the Comprehension Questions.
- Read “The Moon on the Water” and “The Silent Traders” (pp. 348–359 and 413–424) in *Other Voices, Other Vistas*. After reading each story, read the Notes and answer the Comprehension Questions.
- Read “Act of Worship” (pp. 360–412) in *Other Voices, Other Vistas*, read the Notes, and answer the Comprehension Questions.
- Read the Literary Lesson for Lesson 4, “Setting.” Read the Writing Exercises. Choose one and pre-write.
- Optional: Discuss some of the Discussion Questions on Short Stories of Latin America and Japan with your parent, teacher, class, or family.

WEEK 9

- Outline your paper or short story for Lesson 4.
- Write the first draft of your paper or short story.
- Review your earlier papers for Units 1 and 2, making all necessary changes. If your parent or teacher has corrected the papers and suggested changes, make those corrections.
- Revise your paper or short story for Lesson 4.
- If you are enrolled with Hewitt, submit the six papers you have written and your other requirements for this quarter.

WEEK 10

- Read the Introduction to Unit 3, Lesson 5, on Adeline Yen Mah. Read the section on Chinese Literature.
- Read from Lesson 5: The Selection and While You Read. Notice the sections on Historical Background and Characters which you may refer to as you read. Read *A Thousand Pieces of Gold*: pp. vii and xv–36 (through Chapter 3) and read the Notes and answer the Comprehension Questions in the Guide.
- Read *A Thousand Pieces of Gold* Chapters 4–6, and read the Notes and answer the Comprehension Questions in the Guide.
- Read *A Thousand Pieces of Gold* Chapters 7–9, and read the Notes and answer the Comprehension Questions in the Guide.
- Read *A Thousand Pieces of Gold* Chapters 10–12, and read the Notes and answer the Comprehension Questions in the Guide.
- Optional: Choose and read another book from China, chosen from the list in Appendix C.

WEEK 11

- Read Chapters 13–15 in *A Thousand Pieces of Gold*, the Notes in the guide, and answer the Comprehension Questions.
- Read Chapters 16–18 in *A Thousand Pieces of Gold*, the Notes in the guide, and answer the Comprehension Questions.
- Read the Literary Lesson for Lesson 5, “Writing about History—People and Events.”
- Read the Writing Exercises for Lesson 5. Choose two assignments. Pre-write the first one.
- Outline your first paper for Lesson 5.
- Optional: Discuss some of the Discussion Questions on *A Thousand Pieces of Gold* with your parent, teacher, class, or family.

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WEEK 12

- Write the first draft of your paper.
- Choose a second writing exercise for Lesson 5. Pre-write your paper.
- Review and make any necessary revisions to your first paper for Unit 3, Lesson 5.
- Outline your second paper for Lesson 5.
- Write the first draft of your second paper for Lesson 5.
- Optional: Choose any projects you want to do from the list for Unit 3 in Appendix B, and start working on them.

WEEK 13

- Read the Introduction to Unit 3, Lesson 6 (“Short Stories of China”), The Selection, and While You Read. Read “The Destination,” and “Sketches from the ‘Cattle Shed’” (pp. 115–155) in *Other Voices, Other Vistas*. Read the Notes and answer the Comprehension Questions on the stories.
- Revise your second paper for Lesson 5.
- Read the other three short stories listed for Unit 3, Lesson 6 (from “Kite Streamers” to “The Man from a Peddlers’ Family,” pp. 156–213). After reading each short story, read the Notes and answer the Comprehension Questions.
- Read the Literary Lesson, “Political Fiction and Satire,” and the Writing Exercises for Lesson 6. Choose a writing exercise and pre-write.
- Outline your paper or story for Lesson 6.
- Optional: Discuss some of the Discussion Questions on Short Stories of China with your parent, teacher, class, or family.

WEEK 14

- Write the first draft of your paper for Lesson 6.
- Read the Introduction to Unit 4, Lesson 7, “Amin Maalouf,” The Selection, and While You Read. Note the Historical Background section which you may use for reference as you read the book.
- Revise your paper or short story for Lesson 6. Read the Introduction and Section 1 of *In Search of Identity* (pp. 1–43). Read Notes and answer Comprehension Questions.
- Read Section 2 of *In Search of Identity* (pp. 47–83). Read Notes and answer Comprehension Questions.
- Read Section 3 (pp. 87–115), read the Notes and answer the Comprehension Questions.
- Optional: Choose any projects you want to do from the list for Unit 4, and start working on them.
- Optional: Choose and read another book from any part of the world, chosen from the list in Appendix C in this study guide or the lists in Appendix B and Appendix D in World Lit I. See if the author discusses the question of identity, as Maalouf defines it.

WEEK 15

- Read Section 4 of *In Search of Identity* (pp. 119–157). Read the Notes and answer the Comprehension Questions.
- Read the Epilogue (pp. 159–164). Read the Notes and answer the Comprehension Questions.
- Read the Literary Lesson, “Persuasive Writing,” for Lesson 7. Read the Writing Exercises. Choose two, and pre-write the first one.
- Outline your first paper for Lesson 7.
- Write a first draft of your first paper for Lesson 7.
- Optional, but **HIGHLY RECOMMENDED**: Discuss some of the Discussion Questions on *In Search of Identity* with your parent, teacher, class, or family.

WEEK 16

- Pre-write your second Writing Exercise for Lesson 7.
- Revise your first paper for Lesson 7.
- Outline your second paper for Lesson 7.
- Write the first draft of your second paper for Lesson 7.
- Read the Introduction, The Selection, and While You Read for Unit 4, Lesson 8 (“Short Stories of Africa”). Read “Civil Peace” and “Africa Emergent” (pp. 27–51). Read the Notes and answer the Comprehension Questions for each story.

WEEK 17

- Revise your second paper for Lesson 7.
- Read “Who Will Stop the Dark?” and “A Meeting in the Dark” (pp. 74–110) in *Other Voices, Other Vistas*. Read the Notes and answer the Comprehension Questions for each story.
- Read the Literary Lesson for Lesson 8, “Conflict and Plot.” Read the Writing Exercises. Choose one and pre-write.
- Outline your paper or short story for Lesson 8.
- Write the first draft of your paper or short story.
- Optional: Discuss some of the Discussion Questions on Short Stories of Africa with your parent, teacher, class, or family.

WEEK 18

- Revise your paper or short story for Lesson 8.
- Review your papers for Units 3 and 4, making all necessary changes based on any suggestions your parent or teacher has given you. If you are enrolled with Hewitt, submit these six papers and your other requirements for this quarter.

FULL-YEAR SCHEDULE

Although Hewitt recommends a semester for each *Lightning Literature* guide, students who struggle in language arts may wish to take a whole year for one guide, while supplementing with separate grammar work and/or other language arts materials. (This is how Hewitt's Basic English program is run.)

This schedule does not include any extra writing assignments. It assigns two papers for each book-length work and one paper for each shorter work. (These are the paper requirements for students enrolled in Hewitt.) If you wish to alter this, you will need to change the schedule accordingly.

I suggest that you answer Comprehension Questions as soon as you finish each section of a book, or each short story. Writing assignments follow a five-day schedule as laid out in the Introduction to the *Lightning Lit* guide. If students need more time, you could allow two days for the first draft of a paper, or for other steps of the process.

This schedule assumes a 36-week year. It does not state where those weeks fall (for example, it does not start on September first, show a week's break for Christmas, etc.); it simply numbers the weeks. You can insert any breaks wherever they fit best for you and your family.

In some weeks only three or four assignments are given, so that students can spend two days on a longer assignment if necessary. Optional suggestions are also included (additional reading, projects, and discussion questions).

WEEK 1

- Read the Introduction to the *Lightning Literature: World Literature II* guide.
- Read the Introduction to Unit 1, Lesson 1, "R. K. Narayan."
- Read the section "Indian Literature."
- Read The Selection, Historical Background, and While You Read for Lesson 1. Read the Author's Introduction and the stories through "The Doctor's Word" (pp. 7–30) in *Malgudi Days*. Read the Notes in the guide, and answer the Comprehension Questions.

WEEK 2

- Read "Gateman's Gift" through "The Tiger's Claw" (pp. 31–56) in *Malgudi Days*, with Notes and Comprehension Questions.
- Read "Iswaran" through "Engine Trouble" (pp. 57–85) in *Malgudi Days* and the Notes in the guide. Answer the Comprehension Questions.
- Read "Forty-five a Month" through "The Axe" (pp. 86–107) in *Malgudi Days*, with Notes and Comprehension Questions.
- Read "Lawley Road" through "A Shadow" (pp. 111–135) in *Malgudi Days*, the Notes in the guide, and answer the Comprehension Questions.

WEEK 3

- Read “A Willing Slave” through “Mother and Son” (pp. 136–151) in *Malgudi Days*, with Notes and Comprehension Questions.
- Read “Naga” and “Selvi” (pp. 155–175) in *Malgudi Days*, the Notes in the guide, and answer the Comprehension Questions.
- Read “Second Opinion” (pp. 176–203) in *Malgudi Days*, with Notes and Comprehension Questions.
- Read “Cat Within” through “God and the Cobbler” (pp. 204–231) in *Malgudi Days*, the Notes in the guide, and answer the Comprehension Questions.
- Optional: Choose and read another book from India, chosen from the list in Appendix C.

WEEK 4

- Read “Hungry Child” and “Emden” (pp. 232–253) in *Malgudi Days*, with Notes and Comprehension Questions.
- Read the Literary Lesson for Lesson 1, “Developing Characters.”
- Read the Writing Exercises for Lesson 1. Choose one. Pre-write your paper.
- Optional: Discuss some of the Discussion Questions on *Malgudi Days* with your parent, teacher, class, or family.

WEEK 5

- Outline your first paper for Lesson 1.
- Write the first draft of your paper.
- Choose a second writing exercise for Lesson 1. Pre-write your second paper.

WEEK 6

- Review and make any necessary revisions to your first paper for Unit 1, Lesson 1.
- Outline your second paper for Lesson 1.
- Write the first draft of your second paper for Lesson 1.
- Read the Introduction to Unit 1, Lesson 2 (“Short Stories of India”), The Selection, and While You Read. Read pages. 11–14, “Pigeons at Daybreak” (pp. 219–228) in *Other Voices, Other Vistas*. Read the Notes and answer the Comprehension Questions.
- Optional: Choose any projects you want to do from the list for Unit 1 in Appendix B, and start working on them.

WEEK 7

- Revise your second paper for Lesson 1.
- Read “Dhowli” (pp. 229–257) in *Other Voices, Other Vistas*. Read the Notes and answer the Comprehension Questions.
- Read “The Interview” (pp. 258–271) in *Other Voices, Other Vistas*. Read the Notes and answer the Comprehension Questions.
- Read “A Horse and Two Goats” (pp. 272–290) in *Other Voices, Other Vistas*. Read the Notes and answer the Comprehension Questions.

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WEEK 8

- Read “The Wog” (pp. 291–310) in *Other Voices, Other Vistas*. Read the Notes and answer the Comprehension Questions.
- Read the Literary Lesson, “Style and Irony.”
- Read the Writing Exercises for Lesson 2. Choose a writing exercise and pre-write.
- Outline your paper or story for Lesson 2.
- Optional: Discuss some of the Discussion Questions on Short Stories of India with your parent, teacher, class, or family.

WEEK 9

- Write the first draft of your paper for Lesson 2. If you are writing a short story or dialogue, be sure to use vivid words.
- Revise your paper or short story for Lesson 2.
- Review your papers for Unit 1, preferably with a parent or teacher, making any necessary changes. If you are enrolled with Hewitt, submit these three papers and your other requirements for this quarter.

WEEK 10

- Read the Introduction to Unit 2, Lesson 3, “Isabel Allende.”
- Read the section “Latin American Literature.”
- Read for Lesson 3: The Selection, Historical Background, and While You Read. Read “A Few Words of Introduction” and “Country of Longitudinal Essences” (pp. ix–10) in *My Invented Country*, with Notes and Comprehension Questions.
- Read “Dulce de Leche” and “An Old Enchanted House” in *My Invented Country* (pp. 10–33). Read Notes and answer Comprehension Questions for these chapters.

WEEK 11

- Read “A Millefeuille Pastry” and “Sirens Scanning the Sea” in *My Invented Country* (pp. 33–57). Read Notes and answer Comprehension Questions for these chapters.
- Read “Praying to God” and “The Landscape of Childhood” (pp. 57–79), with Notes and Comprehension Questions.
- Read “A Sober and Serious People” and “Of Vices and Virtue” (pp. 79–106), read the Notes and answer the Comprehension Questions.
- Read “The Roots of Nostalgia” and “Confused Years of Youth” (pp. 106–132), with Notes and Comprehension Questions.
- Optional: Choose any projects you want to do from the list for Unit 2, and start working on them.

WEEK 12

- Read “Discreet Charm” and “A Breath of History” in *My Invented Country*. (pp. 132–157). Read the Notes and answer the Comprehension Questions.
- Read “Gunpowder and Blood” and “Chile in My Heart” (pp. 157–183), with Notes and Comprehension Questions.
- Finish *My Invented Country* (pp. 183–198). Read the Notes and answer the Comprehension Questions.
- Read the Literary Lesson, “Descriptive Writing,” for Lesson 3.

WEEK 13

- Read the Writing Exercises for Lesson 3. Choose two, and pre-write the first one. Look back through *My Invented Country* for the topics you chose to write about.
- Outline your first paper for Lesson 3.
- Write a first draft of your first paper for Lesson 3.
- Optional: Discuss some of the Discussion Questions on *My Invented Country* with your parent, teacher, class, or family.

WEEK 14

- Pre-write your second Writing Exercise for Lesson 3.
- Revise your first paper for Lesson 3.
- Outline your second paper for Lesson 3.
- Write the first draft of your second paper for Lesson 3.

WEEK 15

- Revise your second paper for Lesson 3.
- Read the Introduction, The Selection, and While You Read for Unit 2, Lesson 4 (“Short Stories of Latin America and Japan”). Read “Clarisa” (pp. 429–442 in *Other Voices, Other Vistas*). Read the Notes and answer the Comprehension Questions.
- Read “The Book of Sand” and “The Cost of Living” (pp. 443–461), with Notes and Comprehension Questions.
- Read the section “Japanese Literature” in this study guide.
- Optional: Choose and read another book from Latin America or Japan, chosen from the list in Appendix C.

WEEK 16

- Read “The Magic Chalk” (pp. 315–328), with Notes and Comprehension Questions.
- Read “The Tomoshibi” (pp. 329–347) in *Other Voices, Other Vistas*. Read the Notes and answer the Comprehension Questions.
- Read “The Moon on the Water” (pp. 348–359), with Notes and Comprehension Questions.
- Read “Act of Worship” (pp. 360–412) in *Other Voices, Other Vistas*, read the Notes, and answer the Comprehension Questions.

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WEEK 17

- Read “The Silent Traders” (pp. 413–424) in *Other Voices, Other Vistas*. Read the Notes and answer the Comprehension Questions.
- Read the Literary Lesson for Lesson 4, “Setting.”
- Read the Writing Exercises. Choose one and pre-write.
- Outline your paper or short story for Lesson 4.
- Optional: Discuss some of the Discussion Questions on Short Stories of Latin America and Japan with your parent, teacher, class, or family.

WEEK 18

- Write the first draft of your paper or short story.
- Revise your paper or short story for Lesson 4.
- Review your papers for Unit 2, making all necessary changes. If your parent or teacher has corrected the papers and suggested changes, make those corrections. If you are enrolled with Hewitt, submit these three papers and your other requirements for this quarter.

WEEK 19

- Read the Introduction to Unit 3, Lesson 5, on Adeline Yen Mah. Read the section on Chinese Literature.
- Read from Lesson 5: The Selection and While You Read. Notice the sections on Historical Background and Characters which you may refer to as you read. Read *A Thousand Pieces of Gold*: pages vii and xv–29 (through Chapter 2) and read the Notes and answer the Comprehension Questions in the Guide.
- Read *A Thousand Pieces of Gold* Chapters 3–4, and read the Notes and answer the Comprehension Questions in the Guide.
- Read *A Thousand Pieces of Gold* Chapters 5–6, and read the Notes and answer the Comprehension Questions in the Guide.

WEEK 20

- Read *A Thousand Pieces of Gold* Chapters 7–8, and read the Notes and answer the Comprehension Questions in the Guide.
- Read Chapters 9–10 in *A Thousand Pieces of Gold* and the Notes in the guide, and answer the Comprehension Questions.
- Read Chapters 11–12 in *A Thousand Pieces of Gold* and the Notes in the guide, and answer the Comprehension Questions.
- Read Chapters 13–14 in *A Thousand Pieces of Gold* and the Notes in the guide, and answer the Comprehension Questions.

WEEK 21

- Read Chapters 15–16 in *A Thousand Pieces of Gold* and the Notes in the guide, and answer the Comprehension Questions.
- Read Chapters 17–18 in *A Thousand Pieces of Gold* and the Notes in the guide, and answer the Comprehension Questions.
- Read the Literary Lesson for Lesson 5, “Writing about History—People and Events.”
- Read the Writing Exercises for Lesson 5. Choose two assignments. Pre-write the first one.

WEEK 22

- Outline your first paper for Lesson 5.
- Write the first draft of your paper.
- Choose a second writing exercise for Lesson 5. Pre-write your paper.
- Optional: Discuss some of the Discussion Questions on *A Thousand Pieces of Gold* with your parent, teacher, class, or family.

WEEK 23

- Review and make any necessary revisions to your first paper for Unit 3, Lesson 5.
- Outline your second paper for Lesson 5.
- Write the first draft of your second paper for Lesson 5.
- Optional: Choose any projects you want to do from the list for Unit 3 in Appendix B, and start working on them.

WEEK 24

- Read the Introduction to Unit 3, Lesson 6 (“Short Stories of China”), The Selection, and While You Read. Read “The Destination” (pp. 115–140) in *Other Voices, Other Vistas*. Read the Notes and answer the Comprehension Questions.
- Revise your second paper for Lesson 5.
- Read “Sketches from the ‘Cattle Shed’” (pp. 141–155) in *Other Voices, Other Vistas*. Read the Notes and answer the Comprehension Questions.
- Optional: Choose and read another book from China, chosen from the list in Appendix C.

WEEK 25

- Read “Kite Streamers” (pp. 156–180). Read the Notes and answer the Comprehension Questions.
- Read “Regarding the Problem of Newborn Piglets in Winter” (pp. 181–194). Read the Notes and answer the Comprehension Questions.
- Read “The Man from a Peddlers’ Family” (pp. 195–213). Read the Notes and answer the Comprehension Questions.

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WEEK 26

- Read the Literary Lesson, “Political Fiction and Satire,” and the Writing Exercises for Lesson 6.
- Choose a Writing Exercise and pre-write.
- Outline your paper or story for Lesson 6.
- Write the first draft of your paper for Lesson 6.
- Optional: Discuss some of the Discussion Questions on Short Stories of China with your parent, teacher, class, or family.

WEEK 27

- Revise your paper or short story for Lesson 6.
- Review all your papers for Unit 3, making all necessary changes. If you are enrolled with Hewitt, submit these three papers and your other requirements for this quarter.

WEEK 28

- Read the Introduction to Unit 4, Lesson 7, “Amin Maalouf,” The Selection, and While You Read. Note the Historical Background section which you may use for reference as you read the book.
- Read the Introduction to *In Search of Identity* (pp. 1–5) and the Notes and answer the Comprehension Questions.
- Read Section 1 of *In Search of Identity* (pp. 1–43). Read Notes and answer Comprehension Questions.
- Optional: Choose any projects you want to do from the list for Unit 4, and start working on them.

WEEK 29

- Read Section 2 of *In Search of Identity* (pp. 47–83). Read Notes and answer Comprehension Questions.
- Read Section 3 (pp. 87–115), read the Notes and answer the Comprehension Questions.
- Read Section 4 of *In Search of Identity*. (pp. 119–157). Read the Notes and answer the Comprehension Questions.

WEEK 30

- Read the Epilogue (pp. 159–164). Read the Notes and answer the Comprehension Questions.
- Read the Literary Lesson, “Persuasive Writing,” for Lesson 7.
- Read the Writing Exercises. Choose two, and pre-write the first one.
- Optional, but **HIGHLY RECOMMENDED**: Discuss some of the Discussion Questions on *In Search of Identity* with your parent, teacher, class, or family.

WEEK 31

- Outline your first paper for Lesson 7.
- Write a first draft of your first paper for Lesson 7.
- Pre-write your second Writing Exercise for Lesson 7.
- Optional: Choose and read another book from any part of the world, chosen from the list in Appendix C in this study guide or the lists in Appendix B and Appendix D In World Lit I. See if the author discusses the question of identity, as Maalouf defines it.

WEEK 32

- Revise your first paper for Lesson 7.
- Outline your second paper for Lesson 7.
- Write the first draft of your second paper for Lesson 7.

WEEK 33

- Revise your second paper for Lesson 7.
- Read the Introduction, The Selection, and While You Read for Unit 4, Lesson 8 (“Short Stories of Africa”). Read “Civil Peace” (pp. 27–34). Read the Notes and answer the Comprehension Questions.
- Read “Africa Emergent” (pp. 35–51). Read the Notes and answer the Comprehension Questions.

WEEK 34

- Read “Who Will Stop the Dark?” (pp. 74–94) in *Other Voices, Other Vistas*. Read the Notes and answer the Comprehension Questions.
- Read “A Meeting in the Dark” (pp. 95–110) in *Other Voices, Other Vistas*. Read the Notes and answer the Comprehension Questions.
- Read the Literary Lesson for Lesson 8, “Conflict and Plot.”
- Optional: Discuss some of the Discussion Questions on Short Stories of Africa with your parent, teacher, class, or family.

WEEK 35

- Read the Writing Exercises for Lesson 8. Choose one and pre-write.
- Outline your paper or short story for Lesson 8.
- Write the first draft of your paper or short story.

WEEK 36

- Revise your paper or short story for Lesson 8.
- Review your papers for Unit 4, making all necessary changes. If you are enrolled with Hewitt, submit these three papers and your other requirements for this quarter.

SUGGESTED SCHEDULE COORDINATED WITH GEOGRAPHY

The following schedule lays out a Christian course combining World Geography, World Cultures, World Literature, and World Missions.

Texts

- BJU Press Geography for Christian Schools*, second edition (with tests and map exercises, if desired)
- Clash of Worlds* by Peter Burnett
- Foreign to Familiar* by Sarah A. Lanier
- Honor and Shame* by Roland Muller
- Jerusalem to Irian Jaya* by Ruth A. Tucker
- Operation World* by Patrick Johnstone
- Lightning Literature and Composition: World Literature I and II*
- Things Fall Apart* by Chinua Achebe
- An Artist of the Floating World* by Kazuo Ishiguro
- Fountain and Tomb* by Naguib Mahfouz
- Autobiography of the student's choice, from list in World Lit I
- This Same Sky* edited by Naomi Shihab Nye
- Malgudi Days* by R. K. Narayan
- My Invented Country* by Isabel Allende
- A Thousand Pieces of Gold* by Adeline Yen Mah
- In Search of Identity* by Amin Maalouf
- Other Voices, Other Vistas* edited by Barbara H. Solomon

Availability of other recommended books from the appendices of World Lit I and II would be helpful, so that students who are good readers could read more. The teacher may also want to search for appropriate videos about each area of the world. I have listed a few that I happen to be familiar with, but there are many more possibilities.

WEEKS 1–4

- **BJU Geography*: Chapters 1 (Geography: Finding Our Place in the World), 24 (North Africa), 25 (West and Central Africa), and 26 (East and South Africa). Students may read and study the chapters, answer review questions, complete map exercises, and take the chapter test; or the teacher may want to cover the material in some other way. [Non-U.S. Plan: Chapters 24–26]
- Lightning Literature: World Literature I*: Unit 1, Lesson 1 (*Things Fall Apart*) and Lesson 2 (Poetry of Africa and Beyond), with at least three writing exercises. Comprehension questions may be done in writing or discussed in class.
- Clash of Worlds*: Chapters 1 (Other Worlds), 2 (Exploring Other Worlds), and 4 (Traditional Worldview). Students may read the chapters, possibly summarize them or outline them, and discuss the concepts in class.
- Foreign to Familiar*: Read all and discuss in class, with examples from the students' experience.

- ❑ ****Jerusalem to Irian Jaya:** Chapter 6 (Black Africa), Helen Roseveare (pp. 231–4 and 254–60), Paul Carlson (419–421, 425–429), and Festo Kivengere (pp. 437–440, 444–449). These may be read by families at home and discussed, read aloud in class and discussed, or assigned for students to read on their own. [Second edition: Chapters 4, 6, 13, Carlson in Chapter 15]
- ❑ *Operation World:* Nigeria, Angola, Cameroon, Mali, Mauritius, Sudan, Mozambique, Kenya, and other African countries (see Geography chapters). Families may wish to read and pray through this at home, perhaps during family devotions, or the book may be read in class or used as a reference. Just do as much as you have time for in each unit.
- ❑ Possible videos: The movie *The Gods Must Be Crazy* makes a fun conclusion to this unit. *Chinua Achebe: Africa's Voice* is a helpful video to accompany the study of *Things Fall Apart*. *Shaka Zulu* is interesting, but includes some nudity and violence.

WEEKS 5–8

- ❑ ***BJU Geography:** Chapters 2 (Earth's Surface), 3 (Climate), 20 (Southeast Asia), and 21 (East Asia). (If possible, skip the first half of Chapter 21, on China, and do it later.) [Non-U.S. Plan: Chapters 1, 20, 21]
- ❑ *Lightning Literature: World Literature I:* Unit 2, Lesson 3 (*An Artist of the Floating World*) and Lesson 4 (Poetry of the Far East and Beyond), with at least three writing exercises.
- ❑ *Clash of Worlds:* Chapters 6 (Buddhism) and 9 (Worldview Change).
- ❑ *Honor and Shame:* Read and discuss first half of book (Chapters 1–6).
- ❑ ****Jerusalem to Irian Jaya:** Chapter 5 (South Central Asia) and Betty Olsen (pp. 429 ff). [Second edition: Chapters 2, 10, Olsen in Chapter 15]
- ❑ *Operation World:* Japan, Indonesia, Bangladesh, Philippines, Vietnam, South Korea, North Korea, and any other countries of East and Southeast Asia except China).
- ❑ Possible videos: Movies directed by Akira Kurosawa may be available from your library. They will probably be in Japanese subtitled in English. *Seven Samurai* and *Throne of Blood* are good examples, with some honor and shame motifs.

WEEK 9

- ❑ Review and testing.

WEEKS 10–13

- ❑ ***BJU Geography:** Chapters 4 (Industry), 5 (Society), 22 (Persian Gulf), and 23 (Eastern Mediterranean). [Non-U.S. Plan: Chapters 2, 22, 23]
- ❑ *World Literature I:* Unit 3, Lesson 5 (*Fountain and Tomb*) and Lesson 6 (Poetry of the Middle East and Beyond), with at least three writing exercises.
- ❑ *Clash of Worlds:* Chapters 8 (Islam) and 10 (New Religious Movements).
- ❑ *Honor and Shame:* Read and discuss second half of book (Chapters 7–12).
- ❑ ****Jerusalem to Irian Jaya:** Chapter 10 (Student Volunteers) and Maude Cary (pp. 242 ff). [Second edition: Chapters 9, 11]

Schedules

- ❑ *Operation World*: Egypt, Tunisia, Saudi Arabia, Turkey, Iraq, Israel, Palestine, and other Middle Eastern countries.
- ❑ Possible videos: *The Message: The Story of Islam* is a Muslim film showing the beginnings of Islam without ever showing Mohammad's face (which would be unacceptable to Muslims). *The Lion of the Desert* shows the struggle of Libyan Arabs against Italian colonization.

WEEKS 14–17

- ❑ **BJU Geography*: Chapters 6 (Northeastern United States), 7 (Southern United States), 8 (Midwestern United States), and 9 (Western United States). [Non-U.S. Plan: Chapters 3–5]
- ❑ *Lightning Literature: World Literature I*: Unit 4, Lesson 7 (Autobiography) and Lesson 8 (Poetry as Life Stories), with at least three writing exercises.
- ❑ *Clash of Worlds*: Chapters 3 (Secular) and 11 (Sects and Cults).
- ❑ *Foreign to Familiar*: Review all.
- ❑ ***Jerusalem to Irian Jaya*: Chapter 4 (American Indian Missions). [Second edition: Chapters 3, 12]
- ❑ *Operation World*: United States and other countries of your choice.
- ❑ Possible videos: *I Will Fight No More Forever* (Nez Perce) and *Lakota Woman: Siege at Wounded Knee*.

WEEK 18

- ❑ Review and testing.

WEEKS 19–22

- ❑ **BJU Geography*: Chapters 10 (Canada), 15 (Mediterranean Europe), and 19 (South Asia). [Non-U.S. Plan: Chapters 13, 14, 19]
- ❑ *Lightning Literature: World Literature II*: Unit 1, Lesson 1 (*Malgudi Days*) and Lesson 2 (Short Stories of India), with at least three writing exercises.
- ❑ *Clash of Worlds*: Chapters 5 (Hinduism) and 12 (New Age Movement).
- ❑ ***Jerusalem to Irian Jaya*: Chapter 1 (Early Centuries), Chapter 2 (Roman Missions), Amy Carmichael (pp. 239 ff), Ida Scudder (327–329, 332–7), Viggo Olson (342), and Rochunga Pudaite (440). [Second edition: Chapters 1, 5]
- ❑ *Operation World*: India, Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka, Maldives, Canada, and European countries.
- ❑ Highly recommended video: *Gandhi* (I suggest you watch this at the beginning of this unit, to give a good foundation for understanding the literature and worldviews of India.)

WEEKS 23–26

- ❑ **BJU Geography*: Chapters 11 (Middle America), 12 (South America), 13 (British Isles and Scandinavia), and 14 (Continental Europe). [Non-U.S. Plan: Chapters 11, 12, 15]

- Lightning Literature: World Literature II*, Unit 2, Lesson 3 (*My Invented Country*) and Lesson 4 (Short Stories of Latin America and Japan), with at least three writing exercises.
- Clash of Worlds*: Chapters 13 (Neo-paganism) and 14 (Biblical Worldview).
- **Jerusalem to Irian Jaya*: Chapter 13 (Translation), Chapter 11 (Faith Missionaries), Clarence W. Jones (p. 371–7), Joy Ridderhof (p. 389), Chet Bitterman (p. 433), and Luis Palau (p. 449). [Second edition: Chapters 14, 16, Bitterman in Chapter 15]
- Operation World*: Chile, Argentina, Mexico, other countries of Latin America and Europe.
- Possible videos: *Through Gates of Splendour*, *Beyond the Gates of Splendor*, *End of the Spear* (these three are all about the work with the Auca Indians, for which Jim Elliot and others died); *The Mission* (with Robert de Niro).

WEEK 27

- Review and testing.

WEEKS 28–31

- *BJU Geography*: Chapters 21, first half (East Asia: China), 27 (Australia and New Zealand), 28 (Pacific Islands), and 29 (Last Frontiers). [Non-U.S. Plan: Chapters 27–29]
- Lightning Literature: World Literature II*: Unit 3, Lesson 5 (*A Thousand Pieces of Gold*) and Lesson 6 (Short Stories of China), with at least three writing exercises.
- Clash of Worlds*: Chapters 7 (Chinese Worldview) and 15 (Transforming Worldviews).
- **Jerusalem to Irian Jaya*: Chapter 7 (Far East), Chapter 8 (Pacific Islands), Gladys Aylward (p. 249 ff), Wilfred Grenfell (329), Betty Greene (393–8), Betty and John Stam (421), and Philip Teng and Paul Yonggi Cho (453–8). [Second edition: Chapters 7, 8, Stams in Chapter 15]
- Operation World*: China, Australia, New Zealand, other countries of the Pacific.
- Possible videos: *The Last Emperor*; *The First Emperor*; *China Cry*; *Inn of the Sixth Happiness*.

WEEKS 32–35

- *BJU Geography*: Chapters 16 (Eastern Europe), 17 (Russia), and 18 (Caucasus and Central Asia). [Non-U.S. Plan: Chapters 16–18]
- Lightning Literature: World Literature II*: Unit 4, Lesson 7 (*In Search of Identity*) and Lesson 8 (Short Stories of Africa), with at least three writing exercises.
- Clash of Worlds*: Chapter 16 (Communicating Within Worldviews).
- **Jerusalem to Irian Jaya*: Chapter 3 (Moravian Advance), Peter Deyneka (p. 386 ff), and Chapter 18 (New Methods and Strategy). [Second edition: Chapters 17, 18, McClure in Chapter 15]

Schedules

- ❑ *Operation World*: Lebanon, France, Rwanda, Bosnia, Yugoslavia, South Africa, Botswana, Zimbabwe, Russia, countries of Eastern Europe, the Caucasus, and Central Asia.
- ❑ Recommended video: *Secret Ballot*. This Iranian movie shows, humorously, some of the complications of practicing democracy in a non-Western country.

WEEK 36

- ❑ Review and testing.

*Alternate schedule for *BJU Geography*: If doing one chapter per week in the geography text is too heavy, you may choose to leave out the chapters on U.S. Geography, which may be studied in a U.S. History course or elsewhere. In this case you could follow the “Non-U.S. Plan” in brackets following each assignment.

**I have not assigned all of *Jerusalem to Irian Jaya*. Families may choose to read the other sections if they have time and interest. Note that the initial assignments and page numbers refer to the first edition (1983) of the book. If you have the second edition (2004), follow the plan in brackets, which does include the entire book.