

Name: _____

Date: _____

Unit 1 ~ Learning Guide

Student Instructions:

Complete the following learning guide as you work through the related lessons. You are required to **have this package completed BEFORE you go on to the next unit**. Do your best. Ask your home facilitator for help as needed and contact your teacher if you have further questions. See below for the Learning Guide marking rubric.

Home Facilitator Instructions:

As soon as your student has completed a worksheet or two, please mark and go over the answers with him or her. Talk about sections where the student excelled and sections where the student had any difficulty. Students learn more if they can get feedback as they progress through the course.

Ideas and Content	No attempt was made to address any of the tasks. <i>0 points</i>	Overall a minimal effort was made to complete the tasks and/or it appears the selections were not read or viewed. <i>1 points</i>	While there is evidence of effort, one or more of the following is noted more than once or twice: 1. More detail is needed. 2. Readings were not understood. 3. Directions were not followed properly. <i>2 points</i>	Most work completed is accurate, and mainly shows evidence of careful analysis and thought. <i>3 points</i>	All or almost all work completed is accurate, and shows evidence of careful analysis and thought. <i>4 points</i>
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Note: While marking on a scale of 4 the total points will be out of 16.

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1.1 Tedtalk: What It Means to be Brave

Reading for Information

Answer the following questions:

1. In a few words explain specifically how the author gets your attention at the beginning.
2. She suggests looking at bravery in a fresh way. How?
3. She suggests that we can uncover what it takes to tap into that illusive "want" and be the brave leader you were born to be. How do we do this?
4. List some "tools" she refers to that help us act bravely.
5. What commitment does the author make in her conclusion that allows her to make an impact in the world? She asks us "What are you fighting for?" Why is this an important question to answer?

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1.2 Poem: A Poem to the Brave

Vocabulary

A. Find the definition for the following words used in the poem:

1. trenches _____

2. lapsed _____

3. eternal _____

4. shell-shocked _____

4. memorials _____

5. mourners _____

6. Great War _____

B. In your own words explain 3 actions of bravery described in the poem.

Return to your online lesson book.

1.3 YouTube Clip: A Heroic Nanny

Summarizing

Answer the following questions:

A. Do you think bravery is something we are born with or learn to be?

B. If she were to write down her experience into a story, list in point form a few sensory details that she might include (sight, sound, taste, touch, smell) to convey her bravery and feelings.

1.4 Short Story: Rikki Tikki Tavi

Literary Elements

A. In the chart below, define the literary element, list an example from the text "Rikki Tikki Tavi" and describe what the literary element reveals or its purpose.

Definition of Literary Element	Example from the Text	What it Reveals; Purpose/effect
Metaphor		
Similes		
Personification		
Onomatopoeia		

Return to your online lesson book.

1.5 Short Story: Rikki Tikki Tavi

Characterization

Complete the following chart: Refer to the lesson on character traits you just watched. List examples of actions and the corresponding traits.

Rikki's actions	Character Trait
1.	
2.	
3.	
4.	
5.	

1.6 Sharing Stories

Responding to Text

- 1. In point form list 3-5 ways that the author or main characters demonstrated bravery.**
- 2. Describe your definition of bravery.**

Submit this learning guide to your instructor now. The dropbox is called Learning Guide Unit 1 Dropbox.