

LESSON 1

1. Discovering Meanings

1. Her jewel box contained several diamonds rings, emerald bracelets, and one *ruby* necklace.
 - a) a red gem
 - b) a yellow gem
2. Water was too *precious* to waste out west where there was a drought.
 - a) simple
 - b) valuable
3. The *miserly* man had millions to give away but sat on his money like a brooding hen.
 - a) stingy
 - b) generous
4. The deaf and *dumb* man was never healed of his infirmity.
 - a) not being able to speak
 - b) not being able to hear
5. After the jury returned, the judge gave his *sentence* and the mother of the accused sobbed uncontrollably.
 - a) reading what has been written
 - b) saying the punishment for a crime committed

2. Phonics and Spelling

Memorize the spelling of the words in the following two lists. Figure out the best way for you to memorize the words—repeating the spelling orally or writing the words out. Most people are not *born* good spellers. They work hard!

PHONICS WORDS

ow and *er* words: howl, plow, crown, allow, towel, crowd, flower, however, shower, tower, power, chowder

SPELLING WORDS

beautiful, their, jewels, diamonds, aren't, whisper, justice, wrong, roam, lengthen, judge, laugh

3. Reading Selections

Cornelia and Her Jewels

Retold by William James Sly

One bright morning in a beautiful Roman garden two brothers were playing among the flowers and trees. Their mother Cornelia, a Roman lady, called the boys into the house. “A friend is going to dine with us today, and she will show us her jewels.”

After the simple meal was over, a servant brought into the room a large and beautiful box of jewels, which the rich lady showed to her friends. How eagerly the boys gazed at those sparkling pearls, rubies, sapphires, and diamonds! The younger boy whispered to his brother, “I wish our mother had beautiful jewels, too!”

Later, when the boys had gone out into the garden to play, the friend said, “Is it true, Cornelia, that you are so poor that you have no jewels?”

“Oh, no,” answered Cornelia, “I have jewels that are far more precious than yours.”

“Oh, let me see them,” said the lady. “Where are they?”

“If you want to see them,” Cornelia said, “I’ll bring them to you.” She then called her boys to her side and presented them to the lady. She said, “These are my jewels! Aren’t they far more precious than your gems?”

Long afterwards when Cornelia’s sons became the greatest and best men of Rome, they never forgot that day when they knew that they were their mother’s pride and joy and love, and far more valuable to her than the most precious jewels of the rich.

Reading Comprehension A

1. The one boy says to his brother, “I wish our mother had beautiful jewels, too.” His comment shows ____.
 - a) his greed
 - b) his mother’s jealousy
 - c) his mother’s lack of wealth and the brothers’ affection for their mother
2. When the mother says to her rich friend that she *does* have jewels, she is ____.
 - a) revealing a secret
 - b) using the word *jewel* in a different way than it is ordinarily used

c) lying

How eagerly the boys *gazed* at those sparkling pearls, rubies, sapphires, and diamonds!

3. The word *gazed* (printed in italics above) most nearly means ____.
 - a) glanced
 - b) were amazed
 - c) stared
4. The mother says to her friend, “These are my jewels! Aren’t they far more precious than your gems?” In this statement, the mother is NOT ____.
 - a) showing that her sons were more precious to her than jewels
 - b) trying to make her friend jealous
 - c) using the word *jewels* in a different way.
5. Which of the following sentences BEST summarizes the passage?
 - a) When a rich woman displays her precious jewels to her friend, the friend shows what she values most by displaying *her* jewels—her two sons.
 - b) A rich woman proudly shows off her precious jewels and in jealousy, her friend puts her in her place by showing that she does not care for such trinkets, or worthless things.
 - c) A jealous mother brags about her imagined wealth after her rich friend shows off her sparkling pearls, rubies, sapphires, and diamonds.

The Bells of Justice

Retold by William James Sly

Long ago in Italy a king ordered a bell hung from a tower in the marketplace. He called it “The Bell of Justice.” He said that even if a little child suffered any wrong, he could ring the bell by pulling on the rope that was fastened to it, and the little child would receive justice. As the years passed many wrongs of the people were righted for the people who rang the bell. But at last the lower part of the rope rotted away, and a wild grapevine was tied to lengthen it.

On the hillside above the village lived a man who owned a horse that he let out to roam on the roadside. He had left the animal to starve and to die in his old age because he was too miserly to feed him. One day the horse wandered into the marketplace. When it saw the green grapevine, the poor creature in the keen pangs of hunger began to eat it, and in doing so rang the bell. All the people heard the ringing. It seemed to say,

Some-one-has-done-me-a-wrong!

Some-one-has-done-me-a-wrong!

Come-and-judge-my-case!

I've-been-wronged!

The judges came quickly, and when they saw the miser's horse nibbling at the vine, they said, “The dumb beast has rung the Bell of Justice, and he shall have justice.” They sent for the owner, and when he came they said, “This horse has served you well for many years. He saved your life several times. He helped you to make your

wealth. So we order that one half your money shall be set aside to provide good food, a warm stall, and good pasture for your horse the rest of his days.” The miser hung his head, grieving to lose his gold. But the people shouted for joy at the just sentence, and the king laughed aloud:

Right well this pleases me,
And this shall make in every Christian clime,
The Bell of Justice famous for all time.

Reading Comprehension B

1. Where is the Bell of Justice?
 - a) in an Italian marketplace
 - b) in an Italian vineyard where grapevines grow
 - c) on an Italian hillside above the village
2. The phrase “receive justice” in the third sentence of paragraph 1 (printed above) means ____.
 - a) put someone in prison
 - b) have what is wrong made right
 - c) become a judge
3. The man who owned the horse may be best described as being ____.
 - a) careless
 - b) unjust and miserly
 - c) miserably poor and in need
4. Why does the man who owned the horse hang his head when the judges tell him what he must do?

- a) he feels ashamed at his cruel treatment of the horse
 - b) he is dejected because he has no money to pay them
 - c) he is greedy
5. Which of the following two sentences best summarizes the passage?
- a) Long ago in Italy a king orders a bell hung from a tower in the marketplace called “The Bell of Justice.” Years later, a horse that has been neglected by its owner wanders into the marketplace and after it rings the Bell of Justice, the judges make sure that the dumb creature is treated fairly.
 - b) Long ago in Italy a king orders a bell hung from a tower in the marketplace called “The Bell of Justice.” Years later, a cruel, miserly owner of a horse repents of his deed when the Bell of Justice is rung.
 - c) Long ago in Italy, a king erects a bell in a tower so that anyone who is treated unjustly can have his wrongs made right. Years later, it is rung and justice is served.

4. Literary Words: Symbol

When someone learns something for the first time, would you say, “He was in the dark, but finally saw the light”? Or would you say, “He was in the light, but finally saw the dark”? Unless you want to confuse people, you would use the first expression. Because light allows us to see things,

it is often used as a *symbol* of knowledge. A symbol is some person, place or thing used in a poem, story or other work to represent some idea, like knowledge, love and justice. Without light, we would be *in the dark*. *To be in the dark* means we don't know something. Why? Because we cannot see in the dark. Darkness, then, is often used as a symbol of ignorance, or lack of knowledge.

In the story that you just read, the bell is used as a symbol of justice. Can you tell why? In other words, what characteristics of the town bell suggest the idea of justice?

5. Writing Response

Writing Summaries

When retelling a story, we often summarize it, or make it shorter for the sake of time, or, when writing, for the sake of space. When writing a summary, then, we just want to give the *gist* of it—or the story's main points. In order to write a proper summary, you have to know what are important details and what are not. The important details are those that support the theme, or main idea, which is what the author is trying to communicate through the plot, characters and description. In the story of "Cornelia and Her Jewels," the main idea is that having good children for a particular parent is more more important than being wealthy. The important details of the story are 1) the setting of the story (Rome) 2) the visit of Cornelia's rich friend 3) the rich friend's display of her wealth and her questioning Cornelia whether she has jewels or not 4)

the fact that Cornelia does not have pearls, rubies, sapphires and diamonds, but she has good children.

Summaries of fictional stories are usually written in the present tense. A three-sentence summary of “Cornelia and Her Jewels” is written below. The present-tense verbs have been underlined.

A plain-living Roman woman named Cornelia is once visited by a rich friend who brings a beautiful casket of jewels to show. After she makes a wonderful display of her diamonds, rubies and other gems, the rich friend asks Cornelia whether or not she has any jewels. When Cornelia says yes, she does, she summons her two sons, her pride and joy and more valuable to her than any expensive gems.

Choose one of the following sets of assignments.

Composition 1

1. Write one paragraph of three sentences summarizing the story “The Bells of Justice.” Remember to include detail that is necessary for the main idea of the story. You may want to write out four or five important details before you write your summary.
2. In the story that you read, the bells symbolize justice. The rope rotting away indicated that the town had become *unjust*. Think of another object that could represent justice or some other thing, like knowledge, bravery, or love and write a simple story of about ten to fifteen sentences about it. You may model your story after the one that you just read, “The Bells of Justice.”

Composition 2

1. Write a paragraph of about ten sentences that explains how the bell is a symbol of justice. The format is as follows:
 - In about one or two sentences, give important background information to what you are about to say. What does the reader need to know before you start talking about the bell as a symbol of justice? Two important pieces of information that the reader needs to know is the title of the story and basically what the story is about.
 - Explain how the bells work in the story as a symbol of justice. The following questions might help you come up with ideas: When was the bell rung? What is happening in the town when the bell is not rung? You may also want to support what you say by quoting from the story. Here is an example of using supporting words from the story: *When the horse is unjustly treated, it by chance rings the bell and “all the judges came quickly saying ‘The dumb beast has rung the Bell of Justice, and he shall have justice.’”*
 - Write a concluding sentence, such as the following: *The author’s use of the bell as a symbol is good in that in most countries and cultures, the ringing bell has been used for important occasions, such as a call for worship, a celebration of freedom or victory in war, and as in the story, a need for justice.*

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2. In about 250 words, or two to three paragraphs, write a story with the same theme as “Cornelia and Her Jewels”—that good children are more precious to parents than jewels.