

**GRADE 7 LITERATURE – 2021**

*Adam of the Road*, Elizabeth Janet Gray Vining  
*The Reb and the Redcoats*, Constance Savery  
*Stories of Don Bosco*, Peter Lappin  
*Flame of White, A Life of Saint Pius X*, William Hunermann  
*The Gauntlet*, Ronald Welch

**INTRODUCTION**

As we strive to restore all things in Christ, let us not overlook the value – and power – of literature. Good Catholic literature was once a standard, and Catholic authors abounded. When the Catholic parochial school system in America was flourishing, the beautiful ideals and virtues of countless characters in innumerable Catholic books had a profound impact on generation after generation of Catholic students. The love of the literary arts and of virtue was inculcated simultaneously, and those of us who are products of the old Catholic school system knew, deep down, that our parents were providing us with a great gift that would last a lifetime. May God bless them for the sacrifices they made for us.

Now, to do what our parents did for us, we teach our children at home, at the table in the dining room or at little desks huddled near the wood-burning stove in the den. The truths that we teach them are no less certain today. This Faith points out a higher excellence for which we must strive – an education wherein religion is not merely included in the curriculum, but is integrated as the golden thread which runs through all the subjects and disciplines taught, with Catholic literature having a place of primacy. Brother George N. Schuster, S.M., in the 4-Sight edition of *CATHOLIC AUTHORS*, summed it all up eloquently:

*The role of literature in this formation [of youth] is distinctive, at times, decisive, with the grace of God. It has an especial potency to inspire to holiness and apostolicity. Literature is concrete, warm, palpitating – the “hypostatic union of intellect and emotion.” It moves the heart of man, impels the will, exalts to action by dramatizing those vital spiritual realities that must be the marrow of the Christian’s bones, by animating them in character, action, and life situations, Catholic literature can make truth dynamic and galvanize to love and immolation. The ultimate achievement of literature is this incarnation of truth for the inspiration of man. For countless saints, a book was the admitted occasion for the impulsion of their will across the tragic gap between knowing and doing. It catapulted vacillation from, “Not yet, Oh Lord,” to “NOW!” When a man sees truth, he no longer stands on the brink of Christ’s invitation, dabbing a fearful toe in the water. He walks straightway into the fierce embraces of God’ love, and God’s solicitude bears him up upon the water. Truth is compelling when realized. It is best when seen. It is seen when it is embodied, actualized. Catholic literature at its best incarnates truth on the dramatic plane – THAT MEN MAY SEE.*

7<sup>th</sup> graders will read three historical novels and two biographical works this year. They will start with *Adam of the Road* by Elizabeth Janet Gray, a novel about a boy who must navigate society on his own in search of his father and beloved dog. In *The Reb and the Redcoats*, students will then read about a young, American prisoner living with an English family during the American Revolution. The 2<sup>nd</sup> and 3<sup>rd</sup> Quarters are devoted to *Stories of Don Bosco* by Peter Lappin and *Flame of White* by William Hunermann respectively, giving students a glimpse into the holy lives and selfless acts of St. John Bosco and St. Pius X. Lastly, the year ends with *The Gauntlet* by Ronald Welch, a story about a boy who was transported back to the 14<sup>th</sup> century and learnt much more than just its medieval ways.

## ASSIGNMENT

After each weekly reading assignment, students will be required to answer questions in well-written paragraphs of approximately 50-75 words. For the last book, however, they will write chapter summaries, consisting of two or three concise paragraphs. A writing example of what is expected can be seen on the following page. The student will also write a coherent 400-word book report which discusses each book. It is highly recommended that students keep notes with their reading, since the reading comprehension questions will focus on details and there are many character/place names and plot elements to absorb. **Besides proper heading, students must also number each answer to indicate its corresponding question.**

Graded thought questions will be sent to the school as indicated in the lesson plan, so that the students' tutors can review their performance and provide helpful feedback. **Grading Criteria** are also provided so that parents and tutors can assess the student's work more objectively, and that the student can understand the assessment. **Assignments which are to be sent to school are in bold print and clearly marked "SEND GRADED/UNGRADED ASSIGNMENT TO SCHOOL."** Also, be sure to calculate a percentage grade for all required assignments that parents will grade.

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**GRADE 7 LITERATURE - 2021**

Student Name \_\_\_\_\_ Grade Level \_\_\_\_\_

AR – *Adam of the Road*, Elizabeth Janet Gray Vining

**Week 1**

**Grade**

AR Read Chapters 1-6.

Take notes for reference while completing weekly assignments and book reports. \*

**Answer the following questions, EACH in a well-written paragraph of approximately 50-75 words.**

- 1. Describe Adam. Who is he and why is he staying at St. Alban's Abbey?**
- 2. How does Adam's life at St. Alban's differ from his time at de Lisle House? Give examples.**

**Send UNGRADED assignment to school.** \_\_\_\_\_

Time \_\_\_\_\_

**Week 2**

AR Read Chapters 7-12.

**Answer the following questions, EACH in a well-written paragraph of approximately 50-75 words.**

- 1. Although Jankin seemed like a likable man at first, he later proved to be a disreputable one. What did he do that disrupted Adam's life? Give examples which show Jankin's crookedness.**
- 2. Discuss the great lengths which Adam has undergone so far to retrieve Nick. In what dilemma did he find himself afterwards?**

**Send GRADED assignment to school.** \_\_\_\_\_

Time \_\_\_\_\_

**\* Make special notes of the main characters, settings, and events as you complete each assignment every week. Keeping such notes will aid you in your book reports.**

Comments: \_\_\_\_\_  
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