

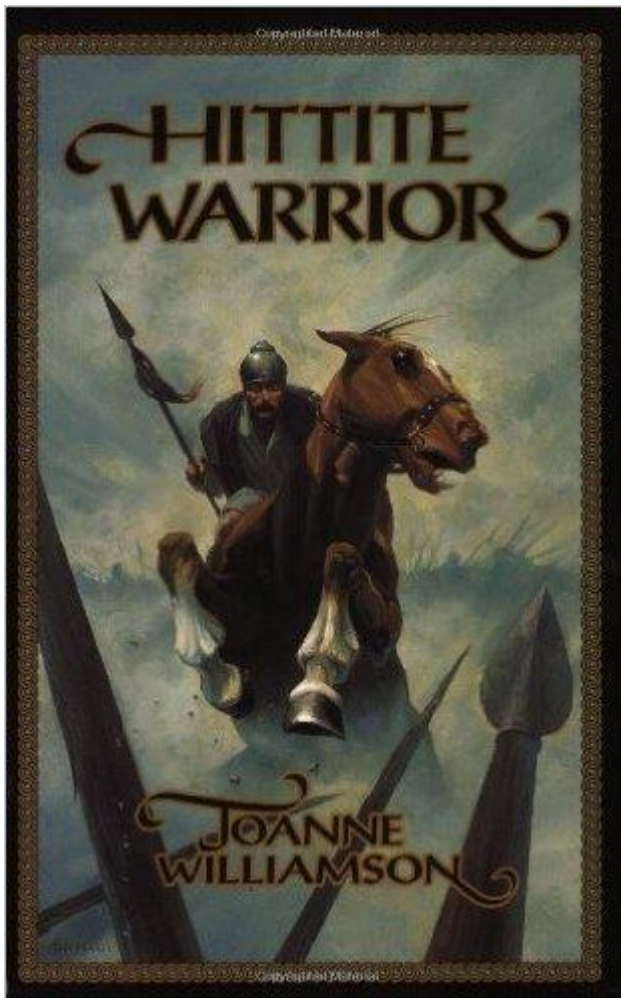
The Artios Home Companion Series

Literature and Composition

*Hittite Warrior**

by Joanne Williamson

Literature for Units 1 - 5



*For younger students you may want to substitute *In the Days of Noah* by Gloria Clanin. All writing assignments may be easily adapted to fit this piece of literature.

Unit Focus

We will read *Hittite Warrior* while discussing the Biblical time of the Judges. We will learn about the four different types of sentences and how to write an organized paragraph.

Introduction

Set during the time before Israel had a king, *Hittite Warrior* begins with the destruction of the Hittites by the invading Greeks. When the Greeks destroy Hittite Uriah Tarhund's home, his father tells him to find Sisera, a Canaanite. Uriah finds himself in Judea, where he saves a boy from being sacrificed to Moloch. In return, the Hebrews take him in and befriend him. However, when he at last meets Sisera, he is sent to ride to war against the Hebrews.

Be Sure to Notice...

This book is a piece of historical fiction, which means that it has many historically accurate details from this time in history, but some characters and events are fictional. It can be an excellent experience to read the Biblical accounts of the Judges with your family as you are reading this piece of literature. There is also a map at the front of the book for you to refer to as you read.

Something else that makes this book unique is that it is written in first person, which means it is told from the perspective of the main character. The fancy name for the main character in a book is protagonist. We will be learning more about different points of view from which a story can be told later in our year.

Context Resources

The more you learn about the time of the Judges, the more fun you will have with this book. You will find a collection of websites for further exploration within the **Resources** section of the **Artios Home Companion** website at www.ArtiosHCS.com, along with vocabulary lists and **Literature Projects** to help you both understand and explore the literature as you read.

Unit 1 - Assignments

Literature

- Begin by completing an author profile for Joanne Williamson. You will find two **Author Profile Page** options within the **Resources** section of the website; one for younger elementary students and one for older elementary students. You can find information about the author through various Internet sources; make sure you get a parent's permission before accessing the Internet. Some books also contain an "About the Author" section.
- Read Chapters 1-6 of *Hittite Warrior*.

You may also desire to print a world map to use for the entire year. Each time a location is mentioned in one of our literature selections, label it on your map. You may also want to create a map key to keep track of which book mentions which location.

Composition*

A sentence is a group of words that expresses a complete thought. It always begins with a capital letter and ends with one of three kinds of punctuation marks: a period, a question mark, or an exclamation point. Different kinds of sentences have different jobs to perform.

- A **declarative** sentence makes a statement or expresses an opinion. It will always end with a period.
 - An **imperative** sentence gives a command or makes a request. It will usually end with a period; however, it might end with an exclamation mark if the command is given forcefully.
 - An **interrogative** sentence asks a question, frequently using one of the following words at the beginning: how, do, can, may, who, what, when, where, or why. It will always end with a question mark.
 - An **exclamatory** sentence makes a statement with great emotion, and it always ends with an exclamation point. Some emotions that might be portrayed in an exclamatory sentence are joy, fear, anger, surprise, or excitement.
- First, practice identifying each type of sentence. Search through the pages of *Hittite Warrior* and look for examples of each sentence type. Divide a piece of paper into four sections and copy your examples into each section.

- Next, practice writing your own sentences. In each of your four sections, write your own sentence to fit each type. You may like to use the images that you find in the Resources section of the website as writing prompts, or you might like to make them up on your own.
- Using different kinds of sentences makes your writing sound more interesting to your reader. Try writing a paragraph, which is really just a group of sentences about a single topic, about Uriah, using at least one sentence of each type. If you've never written a paragraph before, don't worry; we're going to be learning a lot more about writing great paragraphs starting in our next unit.

*For younger elementary students, focus on writing and illustrating just one sentence for each type. Emphasize beginning with a capital letter and ending with an appropriate punctuation mark.

Unit 2 - Assignments

Literature

- Read Chapters 7-12 of *Hittite Warrior*.

Composition*

- Now that you have learned about the four types of sentences, we're going to learn about how to put these sentences together to make a great paragraph. A paragraph is a group of sentences that are organized around one main idea. A well-written paragraph will have five to seven total sentences and contain the following characteristics:
 - One main idea
 - A topic sentence
 - Three to five sentences with supporting details
 - A closing sentence
 - Appropriate formatting with an indentation
- This week, we will focus on writing quality topic sentences. A strong topic sentence gives the one main idea of a paragraph, without giving away all of the details that will be presented in the following sentences. Generally speaking, topic sentences are declarative, and they are typically the first sentence in a paragraph, because you wouldn't want to tell your reader what the point of your paragraph is once you're already halfway through! You might think of the topic sentence as the "conductor" of your paragraph, standing in front of all of the other sentences and giving them the directions they need to work together to create beautiful "music."
- Practice identifying topic sentences in some of the history articles within **The Artios Home Companion** or other textbooks that you may have. In the **Resources** section of the website, you will find practice exercises and games to use in practicing writing topic sentences. After you have worked through those, write a list of 5-10 topic sentences that you might use to tell about events in Uriah's journey thus far. If you'd prefer, you may use a graphic organizer for each topic, which is available in the **Resources** section at www.ArtiosHCS.com. Don't try to write the whole paragraph, just some options for topic sentences for descriptive paragraphs about his life. Save this list for use in the next unit.

*For younger students, you might choose to focus on looking at the images referenced in the last unit, and for each one writing a single "What is this picture all about?" sentence.

Unit 3 - Assignments

Literature

- Read Chapters 13 - 18 of *Hittite Warrior*.
 - Remember to discuss the questions presented in Unit 1, and track the spiritual growth in Uriah experiences.

Composition

- Now that you are an expert at topic sentences, we will shift our attention to the supporting detail sentences. The supporting detail sentences are what give your paragraph some "meat"; they help you to strengthen and better explain your idea. They help you to prove your point and give a solid argument or explanation. These supporting sentences will use facts, examples, or descriptions to help reinforce the one main idea that you presented in your topic sentence. Remember that in a well-written paragraph, you should have three to five of these sentences following your topic sentence.
- Practice identifying supporting detail sentences with the texts that you used in the last unit. There are also some practice exercises and games in the Resources section of the website. Once you feel confident in your ability to identify and write sentences with supporting details, pull out your list of topic sentences from last week. Select three or four of these topic sentences about Uriah's journey, and rewrite each one at the top of a fresh piece of paper. Underneath each topic sentence, write three to five supporting detail sentences. Make sure that the order of your supporting sentences is logical, and that you have given plenty of "strength" to your topic sentence. Keep these for next week.

Unit 4 - Assignments

Literature

- Read Chapters 19 - 24 of *Hittite Warrior*.
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Composition

- The closing sentence, also called a conclusion sentence, of your paragraph comes after you have given all of your supporting details, and it is the last sentence in a paragraph. This sentence retells the one main idea of your paragraph in a new way. It may add a feeling or emotion to the idea that has been presented and explained, present a question to the reader, or summarize something that has been taught about the topic. In some cases where a paragraph is part of a larger piece of writing, this closing sentence may help to transition to the next topic; however, for the paragraphs that we're writing now, this is not necessary.
- Return one final time to the textbooks that you have been using to identify parts of a paragraph. Look for closing sentences in the paragraphs, and notice how they retell the main idea while providing a bit of a twist. You will find resources for practice with identifying and writing closing sentences on the website. Once you feel confident in writing these conclusions, go back to the paragraphs about Uriah's journey that you have worked on the past few weeks. Add a creative, interesting closing sentence to each of your paragraphs. Hold on to these for next week.

Unit 5 - Assignments

Literature

- Finish reading *Hittite Warrior*.
- As you finish these chapters, make sure to have a final discussion on these questions: How do you see God's hand on Uriah's life, even when he is unaware of it? What character traits do you see developing in Uriah, and how does he use these traits to follow the Lord's leading? You will also want to discuss the mark that Uriah made on his world.

Composition

- Now you will edit and write final drafts of each of your paragraphs. You will find an editing checklist in the **Resources** section at www.ArtiosHCS.com to help you with this task, and you will want to share your writing with classmates and/or your parents to help give you ideas about how to improve your paragraphs. A few things to keep in mind as you're writing your final drafts:
 - The first sentence of a paragraph is always indented, or scooted about an inch in from the left margin.
 - If you are typing your paragraphs, you can use the "tab" key on your keyboard to insert this indentation simply.
 - Only this first line of your paragraph should be indented. As you continue to write your paragraph, the lines should all line up with the left-hand margin. (This is the up-and-down red line along the left-hand side of the paper if you are using traditional lined writing paper.)
- Once you have finished editing and writing your final drafts, create a piece of artwork for each of your paragraphs. Be creative in your use of materials and your style of artwork! You might desire to display your artwork next to each of your written paragraphs, similar to an art gallery. If you are using this curriculum as part of a group class, you and your classmates might choose to organize a full gallery display, arranging your artwork and writing as a chronological walk through Uriah's life for visitors to experience our book.