

# The Bronze Bow

## Lesson Plans

### Day 1 (Chapter 1 - pages 1-14)

**Overview:** The story begins with 18-year-old Daniel standing on the mountain where he lives, looking down at the village where he grew up. Two acquaintances from the village, Joel and his twin sister Malthace climb the mountain and meet Daniel. Daniel hears the first news of his grandmother and sister he has had since he ran away five years before. He and Joel continue talking about Daniel's life now—living with a band of outlaws who hope to overthrow the Romans someday.

**Reading the Book:** Ask students to imagine that their country has been taken over by a foreign nation, say China. Only a Chinese person can now be president (or prime minister) and he appoints all high government officials such as governors. In fact, the president (or prime minister) is no longer elected-- he is appointed by the Premier of China. The Chinese government makes all the laws for your country, and the income taxes your parents pay now go to China. How might your life be different? How would you feel toward the Chinese officials? What would you do?

Tell students the book they are going to read is about a young man who lives in just those circumstances - only it is the Romans, not the Chinese, who have taken over his country.

Read the first chapter together, either as a class or divided into small groups with three students reading the parts of Daniel, Joel, and Malthace while others act as narrators.

Have students fill out the study guide independently.

**Grammar Connection:** Use the Grammar Connection sheet to review simple and compound sentences with your students.



**Extension Activities:**

**Social Studies/Bible:** Read the story of Nebuchadnezzar's dream in Daniel 2 together. Have students draw and color the statue from the dream as they imagine it. Then, using maps from the social studies book or other sources, show them each of the four empires and how the empires expanded as each one took over the territory of the preceding empire and added to it. Ask them to point out what part of the statue represents the time period in which *The Bronze Bow* is set. (The legs) Which part of the statue represents our time? (the feet)



**The Bronze Bow**  
**Chapter 1**  
**Study Guide**

1. Fill in the chart with details about the main character of this story. Find as many details as you can.

Personal Data:	Physical Description:	Personality and Background:

2. Who does Daniel meet on the mountain? Where has he known them before? How does Daniel feel about meeting them?

3. Re-read the descriptions of the setting. On the back of this paper, draw and color a picture of the setting for this book, based on descriptions in chapter 1.



### Grammar Connection

Today we will take a look at two kinds of sentences. The first is the simple sentence. A simple sentence has a subject and a predicate. That's it! The first sentence in The Bronze Bow is a simple sentence. Copy it on the lines below. Draw a line between the subject and the predicate.

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Now write two simple sentences of your own. Draw a line between the subject and the predicate of each.

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Another kind of sentence is the compound sentence. A compound sentence is made up of two or more simple sentences joined with a conjunction or a semi-colon. Here is an example from The Bronze Bow:

*He saw Joel's hands clench; the boy was no coward.*

Draw a line between the subject and the predicate in each sentence. Circle the conjunction or semi-colon that joins the two sentences.

Now write two compound sentences of your own. Draw a line between the subject and the predicate in each part. Circle the conjunction or semi-colon that joins the two sentences.

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**Day 2: (Chapter 2, pages 15-28)**

**Overview:** Before Joel and Malthace can leave the mountain, Daniel is ordered to join Rosh (the outlaw leader) and his men in capturing a slave from a caravan. Joel jumps into the fight with Daniel and catches Rosh's attention. The slave who was freed, nicknamed Samson, does not talk, but through his actions shows that he considers Daniel, who filed his chains off, to be his savior and master.

**Reading the book:** Read chapter 2 together as a class or have students read individually.

If your students are competent at writing summaries, have them do the study guide on their own. If not, take time as a class to list the main events in the chapter on the board. As events are suggested, discuss with students the difference between main events and supporting details. Once a list of main events has been agreed upon, have students complete the study guide.

**Grammar Connection:** Review simple and compound sentences with your students. The worksheet deals with compound subjects and/or predicates as opposed to compound sentences.



## The Bronze Bow Chapter 2

1. Create a crossword puzzle using these words from chapters 1 and 2. Use definitions or sentences with blanks as clues for your puzzle.

burgeoning  
Lured  
diverted  
burly  
dingy  
fracas  
livid  
perceive  
draught  
manacles  
galleys  
trifle

2. Write a 6-8 sentence summary of this chapter.



### Grammar Connection

After reading chapter 1, we looked at simple and compound sentences. Simple sentences have a subject and a predicate. Compound sentences are made up of two or more complete sentences joined by a conjunction or semi-colon. On the lines below, write a simple sentence and a compound sentence.

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You have to watch out, though. Whenever you see a conjunction, it does not automatically mean you have a compound sentence. Conjunctions can also join subjects or predicates. For instance, look at this sentence from The Bronze Bow:

*Joel grasped her hand, jerked her toward the bank and gave her a push.*

Draw a line between the subject and the predicate. Underline the simple subject once. Underline the simple predicates twice. Is the conjunction "and" connecting two complete sentences? No, it connects a series of verb phrases. This is not a compound sentence. It is a simple sentence with a compound predicate.

On the lines below, write a simple sentence with a compound subject. Then write a simple sentence with a compound predicate.

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**Day 3: (Chapter 3, pages 29-42)**

**Overview:** Daniel has another visitor from the village. This time it is Simon, a fellow blacksmith, who tells him that Amalek, the blacksmith to whom Daniel had been apprenticed, and from whom he ran away, has died. Daniel's grandmother and sister expect him to return. Daniel reluctantly returns to the village. He finds his grandmother living on a pauper's share of food and his sister too frightened to leave the house. They expect him to stay and care for them, but he wants to return to the mountain.

**Reading the book:** Read chapter 3 together or have students read individually.  
Have students fill out the study guide independently.

**Grammar Connection:** Review simple and compound sentences. Introduce complex sentences. The worksheet shows a few examples from the book and gives minimal practice in using complex sentences. For more practice, refer to your grammar textbook.

**Extension Activities:**

**Bible:** After reading the chapter, ask students to find references to the Sabbath and how it was kept. Make a list of details on the board as students find them. Discuss similarities and differences between Daniel's culture and ours.





**The Bronze Bow**  
**Chapter 3**  
**Study Guide**

1. On p. 30, it says, "Even Rosh had to admit that Samson earned his keep. But the men still hated and feared him and made him the butt of all their jokes."

Why do you think they react that way to Samson?

2. Why is Daniel hesitant about going home for a visit?

3. Write a paragraph describing Daniel's family.

4. On p. 40, Daniel's grandmother mentions getting a pauper's share of grain. What was that? For more information, read Deuteronomy 24:17-22 and Ruth 2.



### Grammar Connection

We have already looked at two kinds of sentences: simple and compound. On the lines below, write an example of each. Be sure your sentences are not the same as those you have written on the last two worksheets.

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Today we will look at another kind of sentence: the complex sentence. Like a compound sentence, a complex sentence is made up of two or more simple sentences joined together. Instead of using a conjunction or semi-colon, though, one of the sentences will begin with a subordinator. Some words that function as subordinators are: when, because, since, so.

Here is an example of a complex sentence from The Bronze Bow:

*When Daniel bent over it to poke at the doughy mass of red-hot ore, the fumes scorched his nostrils.*

Draw a line between the two sentences. Draw one line under each subject. Draw two lines under each predicate. Circle the subordinator.

Sometimes the subordinator comes before the second part of the sentence. Look at this example from chapter 1:

*They used to make fun of him because his twin sister always waited outside to walk home with him.*

On the lines below, write two complex sentences of your own. Use a different subordinator in each one.

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## Day 4 (Chapter 4, pages 43-52)

**Overview:** Simon invites Daniel to go to the synagogue on Sabbath morning. Simon wants him to see a visitor in town, a man named Jesus. Jesus reads from Isaiah and proclaims that the Kingdom of God is near. Daniel wonders if this is the beginning of a movement to overthrow the Romans. As he walks home, a troop of Roman soldiers passes. Daniel is filled with hatred and decides to return to the mountain to rejoin Rosh.

**Reading the book:** Read chapter 4 together or have students read individually. Have students fill out the study guide independently.

**Grammar Connection:** Review simple, compound, and complex sentences. The worksheet asks students to identify examples of each.

### Extension Activities:

**History:** When Daniel hears Jesus, he wonders if Jesus is a zealot. Have your students do some research on the zealots. Find the following information:

1. Who were the zealots?
2. What were their goals?
3. How did they try to accomplish their goals?
4. What do you think Jesus thought of this movement? (Make sure students use details from their research and from the Bible to justify their answers.)



**The Bronze Bow**  
**Chapter 4**  
**Study Guide**

1. Describe Daniel's first contact with Jesus. What are the circumstances? What does Daniel think of Jesus?

2. At the end of the chapter, Daniel returns to the mountain. Why? Do you think this is a good choice? Why or why not?

3. Use each of these vocabulary words from chapters 3 and 4 in an original sentence that shows you know its meaning and how to use it properly.

gibberish  
pilfered  
smelt  
Zealot  
niche  
artisans  
regal



### Grammar Connection

Today we'll review the three kinds of sentences we've worked with: simple, compound, and complex. First, see if you can write an original example of each:

Simple: \_\_\_\_\_

Compound:  
\_\_\_\_\_  
\_\_\_\_\_

Complex: \_\_\_\_\_  
\_\_\_\_\_

Now, read the sentences below. Label each one simple, compound, or complex.

1. Daniel had a chance to stay home, but he chose to return to the mountain.

\_\_\_\_\_

2. Simon was a good friend to Daniel. \_\_\_\_\_

3. Daniel hated the Romans more than anything in the world. \_\_\_\_\_

4. Joel has a twin sister, Malthace.

\_\_\_\_\_

5. Daniel feels loyal to Rosh because Rosh promises to get rid of the Romans some day. \_\_\_\_\_

6. Daniel and Joel helped free Samson from the slave caravan.

\_\_\_\_\_

7. Because Daniel freed him from his chains, Samson wants to serve him.

\_\_\_\_\_

8. Daniel worked as a blacksmith, and Samson kept his fire burning hot.

\_\_\_\_\_



**Day 5: (Chapter 5, pages 53-68)**

**Overview:** Daniel goes to Capernaum to try to recruit Joel to join Rosh's band. When he arrives in Capernaum, Daniel walks beside the lake in the early morning before searching for Joel's house. There, he sees Jesus and begins to listen to Him. When two soldiers stop to listen, Daniel spits and leaves in disgust. He finds Joel's house, and Joel is excited to see him. Joel's father, a Pharisee, is not as pleased. During lunch, he and Daniel debate how Jews should respond to the Roman occupation. In the end, Hezron (Joel's father) asks Daniel to leave and not return.

**Reading the Book:** Read chapter 5 together or have students read individually. Have students fill out the study guide independently.

**Grammar Connection:** One of the study guide activities asks students to write a comparison/contrast essay based on the discussion between Daniel and Hezron in this chapter. When they have organized their thoughts and are ready to begin writing, remind them that good writers use a variety of sentence structures. The Grammar Connection worksheet requires students to use and identify simple, compound, and complex sentences in their essays.

**Extension Activities:**

**History/Current Events:** Dealing with invading or occupying powers is a common theme throughout history, and is still an issue in some parts of the world today. Examine the response to invading or occupying powers in other cultures and times, such as the Nazi occupation of several European countries during World War II or the U.S. invasion of Iraq in 2003. Discuss similarities and differences to the ancient Jews' response to the Roman occupation.



### Compare and Contrast

Ways in which Daniel and Hezron agree:

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Ways in which Daniel's and Hezron's opinions are different:

Daniel	Hezron



**The Bronze Bow**  
**Chapter 5**  
**Study Guide**

1. In Capernaum, Daniel saw "four elders of the Pharisees, the phylacteries bound to their proud foreheads, walking with great care that their tasseled robes did not brush the passers-by. . . ." Do some research: What are phylacteries? What is their significance? Why did the Jews wear tasseled robes?

2. Reread the account of Daniel's discussion with Hezron about what could or should be done about the Roman occupation of their nation. Fill out a comparison/contrast chart. Then, on another sheet of paper, write a three paragraph essay comparing and contrasting their points of view.

Your first paragraph should introduce your subject and outline the issue under discussion. Your second paragraph should discuss any areas in which the two men agree. Paragraph three should discuss differences of opinion. Be sure to include a one or two sentence conclusion--either at the end of paragraph 3 or as a separate paragraph at the end of your essay.

3. The ruins of the town of Capernaum still exist. Go to the following website to see pictures of the town and learn more about it. On the back of this paper, write 6 facts you learned about the town. Be sure to use complete sentences.

<http://198.62.75.1/www1/ofm/sites/TScpmain.html>





### **Grammar Connection**

In your essay, use each of the three kinds of sentences we have been analyzing.

Underline a simple sentence. (Any one will do--as long as it's a simple sentence.)

Double underline a complex sentence. Draw a box around the subordinator.

Circle the conjunction in a compound sentence.



**Day 6: (Chapters 6 & 7, pages 69-89)**

**Overview:** As Daniel is on his way back to the mountain, a Roman soldier orders him to draw water for his horse. When the soldier demands fresh water for himself, Daniel's anger takes over. He throws the water in the soldier's face and runs. The soldier throws his spear, injuring Daniel, but Daniel escapes and returns to Joel's house. Joel and Malthace hide him in a storage room. As he recovers there, Daniel tells them how the Romans crucified his father and uncle, how his mother died soon afterward, and how his little sister sneaked out of the house and was found beside the crosses later. She has been afraid to leave the house ever since. Now that Joel and Malthace understand Daniel's hatred of the Romans, they vow to help him fight.

**Reading the book:** Read chapters 6 & 7 together, or have students read individually.

Have students fill out the study guide independently or use it as the basis for a class discussion. The last two questions require use of a concordance to find the Bible reference to the "bronze bow." Be aware that some translations speak of a "bow of brass" or "bow of steel." The circumstances in which this text was written may be found in 2 Samuel 21 and 22.

**Grammar Connection:** The worksheet requires students to identify and correct sentence fragments. If you have some fairly sophisticated writers, you might point out that there are sometimes legitimate uses for sentence fragments in writing. One such time is in writing conversations. Use the dialogue on page 75 (which contains several fragments) as an example.



**The Bronze Bow**  
**Chapters 6 & 7**

1. How does Daniel come to be staying at Joel's house? Where does he stay in the house?

2. Daniel explains to Joel and Malthace why he has taken a vow against the Romans. Recount his explanation in your own words.

3. Near the end of chapter 7, Joel quotes a psalm that includes the passage, "He trains my hands for war,/ so that my arms may bend a bow of bronze." Find that passage in the Bible. (It is located in two places!) Where is it found?

4. Under what circumstances was that passage written? Why might that be relevant to Daniel and his friends?



### Grammar Connection

Today we will look at a problem many people run into when they are writing. Read the following sentences:

Daniel, who hated the Romans more than anything.

The Roman conquerors.

Joel, Daniel, and Thacia studying about heroes in Jewish history.

Because they were sure that someday the Romans would be overthrown.

What is wrong with each "sentence"? They aren't sentences-that's what is wrong. They are parts of sentences called fragments. On the lines below, rewrite each fragment so that it is a complete sentence. You may need to add or change some words or word forms.

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Now write 5 sentence fragments of your own. Trade papers with the person sitting across from you and correct each other's work.

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**Day 7 (Chapter 8, pages 90 - 105)**

**Overview:** Daniel returns to the mountain. Rosh orders him to mend a dagger. Daniel doesn't have the parts he needs, so he goes to town to find Simon. He finds Simon's shop closed and learns that Simon is following Jesus. He goes on to Capernaum in search of Simon and visits Joel. Together they find Simon with Jesus. They see Jesus heal several people and, again, hear him talk about the Kingdom of God. They leave still wondering if Jesus is a Zealot or a fraud or what . . .

**Reading the book:** Read chapter 8 together or have students read individually.  
Have students fill out the study guide independently.

**Grammar Connection:** The worksheet requires students to identify and correct run-on sentences.



**The Bronze Bow**  
**Chapter 8**  
**Study Guide**

1. In this chapter, Daniel meets Jesus personally for the first time. Describe the circumstances of this meeting. What is the setting? Why is Daniel there? What happens? What is Daniel's impression of Jesus?

2. Reread the incident on p. 99. Was Jesus saying it is OK to ignore rules? If not, what was His point?

3. Joel and Daniel often refer to Judas Maccabeus. He was a real person. Do some research. Who was he? Why would Joel and Daniel look up to him?



### Grammar Connection

Yesterday we looked at some sentence fragments. On the lines below, write a sentence fragment. Then trade papers with someone in another group and correct each other's work.

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Today we are going to look at another problem in writing. What is wrong with this sentence?

Daniel and Joel went searching for Jesus they looked all over the place then they finally found him at Simon's house eating supper and they got to go inside and eat with Him.

It starts with a capital letter and ends with a period. Doesn't that make it OK? No way! There are four sentences smashed together there! This is called a run-on because it is a sentence that just runs on and on and on . . .

On the lines below, rewrite the run-on, dividing it into four correctly punctuated sentences.

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**Day 8 (Chapters 9 & 10, pages 106-119)**

**Overview:** Rosh gives Daniel his first "solo" assignment--robbing a solitary traveler. He beats the man and takes his money belt and weapons, then feels sorry for the man and returns a dagger so that the man will be able to defend himself later. When he returns to camp, Rosh is angry with him for being so "soft." Then Daniel receives a message from Simon: his grandmother is dying. Daniel returns to the village to care for his sister.

**Reading the book:** Read chapters 9 & 10 together or have students read individually. Have students fill out the study guide independently.





**The Bronze Bow**  
**Chapters 9 & 10**  
**Study Guide**

1. Reread p. 110. Was there a flaw in Rosh's argument? If so, what is it?

2. Daniel's situation has changed by the end of chapter 10. In what way? What do you think Daniel should do now? Explain.



**Day 9 (Chapter 11, pages 120-132)**

**Overview:** After his grandmother's funeral, Daniel agrees to take over Simon's blacksmith shop so that Simon can travel with Jesus. He also plans to move into the attached rooms, although moving Leah presents a problem. She refuses to leave their old house. He finally arranges for her to travel in a curtained litter. Once at Simon's, he discovers that Leah knows how to cook and tend a garden. She is still terrified of people, though, and refuses to come out into the shop.

**Reading the book:** Read chapter 11 together or have students read individually. When students are finished reading, have them work individually or in small groups to list the main events in this chapter. Then have each student write a one-paragraph summary.



**Day 10 (Chapters 12 & 13, pages 133 - 148)**

**Overview:** Daniel meets another young man, Nathan, who hates the Romans too. Then Joel arrives with another friend, Kemuel, who also wants to fight against the Romans. The four form a band, using the bronze bow as their password. As their secret band grows, a Roman soldier keeps reappearing at the blacksmith shop. Daniel is uneasy. Malthace comes with Joel one day and visits with Leah. For the first time, Leah responds positively to someone other than Daniel.

**Reading the book:** Read chapters 12 & 13 together or have students read individually. Have students fill out the study guide independently or have them do the first section (dealing with figures of speech) with a partner. Use question number 2 as the basis for a class discussion.



**The Bronze Bow**  
**Chapters 12 & 13**  
**Study Guide**

1. A figure of speech is a phrase that is not intended to be taken literally, but that helps the reader form a picture in his/her mind. There are several kinds of figures of speech:

Simile: a comparison using "like" or "as"

For example: "Her eyes were cold as ice as she stared at her annoying little brother."

Metaphor: a comparison that doesn't use the words "like" or "as"

For example: "The snow was a blanket covering the ground."

Hyperbole: an exaggeration

For example: "I have a ton of homework tonight."

Now write an example of each kind of figure of speech of your own.

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2. Take another look at the passage that inspired Daniel and his group to use a bronze bow as their symbol. "He trains my hands for war, so that my arms may bend a bow of bronze." What figure of speech is being used here? If it is not meant to be taken literally, what is the meaning of the phrase?

3. On the back of this paper, write a summary of chapters 12 and 13.



**Day 11 (Chapter 14, pages 149 - 158)**

**Overview:** Daniel describes Nathan's wedding to Leah. As they talk, the conversation turns to the Roman soldier who has been frequenting the shop. Daniel's rage returns and he goes back to the mountain. He is bothered by Rosh's habit of stealing food from the villagers, now that he knows them. In the morning, he returns to the village.

**Reading the book:** Read chapter 14 together or have students read individually.

Have students fill out the study guide independently or use it as the basis for a class discussion





**Day 12: (Chapter 15, pages 159 - 171)**

**Overview:** Daniel has begun going into Capernaum regularly to hear Jesus. At home, he tells Leah what he has heard. One story Leah asks to hear over and over is the story of Jesus healing Jairus' daughter. Leah is becoming more open, both with Daniel and with Malthace.

**Reading the book:** Read chapter 15 together or have students read individually.

Have students fill out the study guide independently or use the first two questions as the basis for a class discussion.

**Writing:** The Grammar Connection worksheet gives ideas for writing a story. Use this only after discussing the study guide with special emphasis on the differences between the story as told from Daniel's point of view and the same story as told in the Bible.



**The Bronze Bow**  
**Chapter 15**  
**Study Guide**

1. In this chapter, Daniel tells Leah a story he heard Jesus tell. What was that story? What point was Jesus making by telling that story? What was Daniel's opinion?

2. Daniel also tells Leah about Jesus healing a little girl who had died. Obviously, he is telling the story from his own point of view. Read this story in Matthew 9:18-26 or Mark 5:22-43. Whose point of view is the story told from here?

3. Fill out a comparison/contrast chart, pointing out the similarities and differences between Daniel's version of the story and the story as found in the Bible.





### Compare and Contrast

Ways the stories are alike:

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Differences between the stories:

Daniel's point of view

The Bible

Daniel's point of view	The Bible



### Grammar Connection

You have just analyzed the similarities and differences in a story told from two different points of view. Now you are going to rewrite a story from a different point of view. Choose one of the stories about Jesus listed below. Read the account in the Bible carefully. Then imagine that Daniel was there. How would Daniel have told this story to Leah? What details might he have included? What would be his opinion? Write the story from Daniel's point of view.

Stories about Jesus:

- |  |   |
|--|---|
| Jesus heals a government official's son: | John 4:46-54                                    |
| Jesus heals a paralyzed man:             | Matthew 9:1-8 or Mark 2:1-12                    |
| A Roman centurion demonstrates faith:    | Matthew 8:5-13                                  |
| Jesus sends a demon out of a girl:       | Matthew 15:21-28 or Mark 7:24-30                |
| Jesus feeds 5,000:                       | Matthew 14:13-21 or Mark 6:30-44 or John 6:1-15 |



**Day 13 (Chapter 16, pages 172-187)**

**Overview:** Rosh asks for information about who will attend a banquet in Capernaum. Joel disguises himself as a fishmonger to get the names from servants in the host's household. Thacia disguises herself as Joel so "he" will be seen leaving the city with Daniel and will have an alibi. As they walk toward the village, they meet two soldiers who force them to carry their packs. Daniel is furious, but does nothing so that Thacia won't get in trouble.

**Reading the book:** Read chapter 16 together or have students read individually.

Have students fill out the study guide independently or use it as the basis for a class discussion.

**Writing:** Give students time to work on their stories. Conference with students early about what story details they will include as they write from Daniel's point of view.



**The Bronze Bow**  
**Chapter 16**  
**Study Guide**

1. Reread the conversation between Daniel and Thacia on p. 177. Summarize each of their opinions about lying.

2. Whom do you agree with? Why?

3. Use each of the following vocabulary words in an original sentence that shows you know what the word means and how to use it properly.

toady  
extravagant  
legation  
rapt  
scruples  
lustrous  
niggardly  
consignment  
furtive  
solitary



**Day 14 (Chapter 17, pages 188 - 196)**

**Overview:** Daniel learns what Rosh did with the list of banquet guests - his men robbed their homes while they were at the banquet. Rosh grows bolder, robbing Galileans and Roman sympathizers alike. Daniel's band of young men waits for a summons from Rosh. They capture and dismantle a Roman catapult. Then they "lie low" when they learn that the Romans are strengthening their forces. Rosh continues to steal from the villagers and only laughs when Daniel tries to warn him that people are turning against him.

**Reading the book:** Read chapter 17 together or have students read individually.

Have students fill out the study guide independently or use the questions as the basis for a class discussion.

**Writing:** Continue conferencing with students as they work on their stories.





**Day 15 (Chapters 18 & 19, pages 197 - 211)**

**Overview:** The Romans discover Joel's role in the robberies and arrest him. They will send him to the galleys the next morning. Daniel goes to Rosh for help, but Rosh refuses. Daniel leaves in a fury. He and his band of young men try to free Joel on their own. They succeed, but Samson is captured and Nathan is killed in the process.

**Reading the book:** Read chapters 18 & 19 together or have students read individually. Have students fill out the study guide independently.

**Writing:** As students finish their rough drafts, have them use the rubrics on the Grammar Connection worksheets to evaluate their work. The directions on the sheet are for peer conferences with a partner. If your students have not done this before, model the process using a story you have written.



**The Bronze Bow**  
**Chapters 18 & 19**  
**Study Guide**

1. What happened in these chapters? Write a short summary.

2. What did Daniel and his friends learn from these events?





### Grammar Connection

By now you should have finished your rough draft of the story you started after reading chapter 15. Use the rubric below to help you proofread and edit the story before starting your final draft.

Trade stories with a partner. Rate your partner's story in each area. Give a 1 if they did not include that element. Give a 2 if they kind of included it, but not well. Give a 3 if they did OK. Give a 4 if they did a good job. Give a 5 if it is really outstanding.

**Content:**

	1	2	3	4	5
Includes details from the Bible					
Includes extra details that Daniel might have noticed					
Includes Daniel's attitudes and opinions					
Is told as though Daniel were talking to Leah					
Is told in an interesting manner					

**Style:**

	1	2	3	4	5
Uses different sentence types and lengths					
Helps the reader form a vivid mental picture					

**Mechanics:**

	1	2	3	4	5
Spelling					
Punctuation					
Capitalization					
Grammar					



**Day 16 (Chapters 20 & 21, pages 212 - 226)**

**Overview:** Joel returns to Daniel's shop, ready to join Rosh and pick up the fight against the Romans. Daniel convinces him that Rosh is not the leader they are looking for and that he should return to school. Joel also brings a message from Thacia, asking Daniel to come to town when the girls dance and sing in the vineyard during the Day of Atonement.

Daniel feels he must warn Jesus that He will get in trouble if He keeps talking about the coming Kingdom. He talks privately with Jesus and tells Him all about his vow to fight the Romans and all that has happened in the last few days. Daniel tells Jesus he wants to follow Him. Jesus replies that Daniel must give up everything-- including his hate.

**Reading the book:** Read chapters 20 & 21 together or have students read individually.

Have students fill out the study guide independently or use it as the basis for a class discussion.

**Writing:** Give students time to finish peer conferences on their stories and to work on their final copies.





**Day 17 (Chapters 22 - 24, pages 227 - 254)**

**Overview:** Daniel goes to watch Thacia dance. Later, as he tells Leah about it, he learns that she has become friends with the Roman soldier who visited the shop. He becomes angry and scares his sister, sending her back to her "demon-possessed" behaviour. Daniel wonders if Jesus could cure Leah. He looks for Him, but Jesus has gone. Leah becomes deathly ill and Daniel sends a message to tell Thacia. Marcus, the Roman soldier, comes to ask about Leah, but Daniel refuses to tell him anything. Later, Jesus comes to his house, followed by Thacia. He heals Leah and leaves. Daniel runs out to thank Him, sees Marcus, and invites him in.

**Reading the book:** Read chapters 22-24 together or have students read individually. Have students fill out the study guide independently or use it as the basis for a class discussion.

**Writing:** This story lends itself well to sequel-writing. Have students write their own sequels, either individually or with a partner. Use the following questions to get ideas flowing:

1. What happens to the main characters? Do Thacia and Daniel get married?

How about Leah and Marcus?

2. What is Leah like now that she has been healed?
3. Does Daniel meet Jesus again? What do they say to each other?



**The Bronze Bow**  
**Chapters 22-24**  
**Study Guide**

1. Write a short summary of these chapters.

2. Explain the question: "Was it possible that only love could bend the bow of bronze?"



## The Bronze Bow Final Test

**Part 1-Short Answer:** Answer the following questions.

1. When the story begins, Daniel is living in a cave on a mountain. Why?

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2. Who is each of these characters? What are their relationships to Daniel?

Rosh

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Leah

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Hezron

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Malthace

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Simon

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Joktan

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3. What did Daniel and his friends choose as a symbol for their group? Why did they choose that object?

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4. At the end of the book, Daniel wonders, "Was it possible that only love could bend the bow of bronze?" Explain.

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**Part 2-Grammar:** Follow the directions in each section.

A. Label each of the following sentences simple, complex, or compound.

1. Daniel lived on the mountain with Rosh and his men. \_\_\_\_\_

2. Joel wanted to join Rosh's band, but his sister talked him into going back to town.

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3. Daniel got into a lot of trouble because he hated the Romans so much.

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4. When Samson and Nathan died, Daniel knew he could no longer trust Rosh.

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5. Daniel and Leah lived in Simon's house next to the blacksmith shop in the village.

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B. Label each group of words F (for fragment), RO (for run-on), or C (for complete). If the group of words is a fragment or run-on, rewrite it as a complete sentence (or sentences) on the lines below.

\_\_\_ 1. Daniel and some of his friends formed a group, they vowed to fight the Romans until their country was free.

\_\_\_ 2. Because the Romans were often cruel to the Jews.

\_\_\_ 3. Jesus healed Leah.

\_\_\_ 4. Jesus also healed Daniel he needed to be healed of his hatred and anger.

\_\_\_ 5. Jesus still loves us and wants us to learn to love.

Corrected sentences:

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C. Write an example of each of the following. Do not use sentences from the previous exercises.

1. simple sentence:

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2. Compound sentence:

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3. Complex sentence:

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**Part 3-Essay:**

Choose **one** of the following questions to answer in an essay of at least 150 words. Be sure to use examples from the story to support your statements. You may write your essay on the back of this paper.

1. What do you feel is the most important theme of The Bronze Bow? How is that theme developed in the course of the novel?
2. In what ways does Daniel change during the course of The Bronze Bow? Why do these changes take place?
3. How is Jesus portrayed in The Bronze Bow? How do you picture Jesus in your imagination when you hear stories about when He was here on earth? Write an essay comparing and contrasting these two points of view.

