

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

March 30 - April 3, 2020

Course: 6 Literature & Composition

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Weekly Plan:

Monday, March 30

- read and annotate *The Wind in the Willows* (TWTW) Chapter I
- read and annotate “The Moon was but a Chin of Gold” by Emily Dickinson

Tuesday, March 31

- practice poem
- answer the TWTW Ch I reading questions

Wednesday, April 1

- practice poem
- read and annotate TWTW Chapter II

Thursday, April 2

- practice poem
- answer the TWTW Ch II reading questions

Friday, April 3

- practice poem
- complete the Grammar Worksheet: Participial & Gerund Phrases from Literature

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, March 30

Carefully read and annotate *The Wind in the Willows* Chapter 1. Pay special attention to the different characters we meet and their personalities.

Read “The Moon was but a Chin of Gold” carefully twice. Either copy the poem on looseleaf in neat handwriting or print off the poem. Then use the questions and statements below to annotate the poem.

1. Look up the following vocabulary:

beryl:

bonnet:

dimity:

firmament:

2. Which two literary devices does the poem use throughout?
3. What does “the moon was but a chin of gold” tell us about the shape of the moon?
4. What change has occurred to the moon in the line, “and now she turns her perfect face upon the world below”?
5. List in order the parts of the moon that are named and their descriptions. Explain all metaphors.
6. What is the overall tone of the poem towards the moon? Provide evidence for your answer.
7. Check your responses with the answer sheet at the end of the packet. Please show integrity and honesty and only look at the answer sheet after answering all of the questions on your own.

Tuesday, March 31

Recite the poem aloud at least two times. Remember to follow the punctuation of the lines, to pronounce each word clearly, and to avoid a monotone recitation!

Answer the questions about TWTW Ch I. Either answer them on looseleaf or print the reading question handout included in the packet. If you are using looseleaf, please title your page “TWTW Ch 1 Questions”. Remember to write neatly, to include our usual header, and to write in complete sentences.

Wednesday, April 1

Recite the poem aloud at least two times. Remember to follow the punctuation of the lines, to pronounce each word clearly, and to avoid a monotone recitation!

Carefully read and annotate TWTW Chapter II. Pay special attention to the characters’ different approaches and attitudes towards being active and being contemplative.

Thursday, April 2

Recite the poem aloud at least two times. Remember to follow the punctuation of the lines, to pronounce each word clearly, and to avoid a monotone recitation!

Answer the questions about TWTW Ch 2. Either answer them on looseleaf or print the reading question handout included in the packet. If you are using looseleaf, please title your page “TWTW Ch 2 Questions”. Remember to write neatly, to include our usual header, and to write in complete sentences.

Friday, April 3

Recite the poem aloud at least two times. Remember to follow the punctuation of the lines, to pronounce each word clearly, and to avoid a monotone recitation!

Complete the Grammar Worksheet titled “Participial and Gerund Phrases in Literature”. Either print the worksheet and write your answers on the worksheet, or use looseleaf to record your answers. If you use looseleaf, please include our full header and the title of the worksheet.

The Moon was but a Chin of Gold

By Emily Dickinson

The Moon was but a Chin of Gold

A Night or two ago—

And now she turns Her perfect Face

Upon the World below—

Her Forehead is of Amplest Blonde—

Her Cheek—a Beryl hewn—

Her Eye unto the Summer Dew

The likest I have known—

Her Lips of Amber never part—

But what must be the smile

Upon Her Friend she could confer

Were such Her Silver Will—

And what a privilege to be

But the remotest Star—

For Certainty She take Her Way

Beside Your Palace Door—

Her Bonnet is the Firmament—

The Universe—Her Shoe—

The Stars—the Trinkets at Her Belt—

Her Dimities—of Blue—

The Wind in the Willows Chapter I Reading Questions

1. What alliteration and metaphors are used to describe the personality of the River?

2. Rat expresses a great love for the River and for boats. What do these loves reveal about Rat?

3. What is revealed about the following characters? What do we learn about their personalities, their likes and dislikes, and where they live?

Mole: _____

Rat: _____

Otter: _____

Badger: _____

Toad: _____

4. Describe the four “worlds” depicted in this chapter:

In the earth: _____

The River: _____

The Wild Wood: _____

The Wide World: _____

5. What rules of “animal etiquette” have we learned so far?

Pay special attention to the following quotations:

“Spring was moving in the air above and in the earth below and around him, penetrating even his dark and lowly little house with its spirit of divine discontent and longing” (p3)

This idea of “divine discontent and longing” is a constant theme throughout the book; pay attention to moments where the characters experience deeper connections with nature and nature’s goodness. Begin to build an understanding of what is meant by “divine discontent”.

“Believe me, my young friend, there is nothing--absolutely nothing--half so much worth doing as simply messing about in boats” (p6)

This famous line from Ratty expresses his idea of leisure: Ratty is so entranced by boats and boating because it symbolizes both his love for freedom and his love for cheerful work. The boat both ties him to his home and provides him with a means of escaping from it.

“He learnt to swim and to row, and entered into the joy of running water; and with his ear to the reed-stems he caught, at intervals, something of what the wind went whispering so constantly among them” (p14)

This is the second time we hear Nature calling/speaking to Mole. As he spends more time with Ratty, he becomes more sensitive to Nature and the divine. Pay attention to the wind and what it says to the characters.

The Wind in the Willows Chapter II Reading Questions

1. What inspires Rat to compose a song?

2. Mole and Rat engage in a conversation regarding the value of poetry. What are their (opposing) views concerning poetry?

3. How do the ducks understand poetry? What does this scene reveal about the active and contemplative life?

4. After Mole and Rat encounter Toad, Toad expresses his disdain for which “silly boyish amusement” that Mole and Rat enjoyed in the previous chapter?

5. Toad instead wishes to devote his time to his new little cart, “show [Rat and Mole] the world” and “make animal[s] out of them.” What might this little cart represent/symbolize?

6. Contrast the River (Ratty's idea of a good life) with the Open Road (Toad's idea of a good life).

7. Contrast Toad's vision of travel with the canary-coloured cart (p.18) with his vision of travel with the motor-car (p.24). How do these two visions reveal an inner conflict in Toad?

8. Compare Ratty's description of Toad (p16-17) with Toad's actions throughout the chapter (particularly how he convinces Mole to go on the journey with him). Is Ratty accurate in his understanding of Toad's nature? Does Ratty's description change how you view Toad's actions?

9. Contrast Toad's view of Nature with Ratty's.

Name: _____ Grade/Section: _____ Date: _____

Participial & Gerund Phrases from Literature

A **participle** is a verb form that functions as an adjective.

e.g. The laughing child splashed in the pool.

A **participial phrase** consists of a participle along with its modifiers and complements. The entire phrase is used as an adjective.

e.g. Laughing like an imp, the child splashed in the pool.

Identify the participial phrases in the sentences below and write them on the provided lines.

The crocodile, pretending to be a harmless log, glided silently toward her until, without the slightest warning, it intended to snap its powerful jaws over her head. Rani Manicka, *The Rice Mother*

1. _____

He had sailed for two long hours, resting in the stern and chewing a bit of the meat from the marlin, trying to rest and to be strong, when he saw the first of the two sharks.

Ernest Hemingway, *The Old Man and the Sea*

2. _____

3. _____

4. _____

Against all the four walls of the great room, stacked in cupboards and piled upon shelves that reached from floor to ceiling, were thousands and thousands of the finest and fattest ducks and geese, plucked for roasting. Roald Dahl, *Fantastic Mr. Fox*

5. _____

6. _____

7. _____

8. _____

A **gerund** is a verb form that functions as a noun.

e.g. My cat's favorite activity is sleeping.

A **gerund phrase** consists of a gerund along with its modifiers and complements. The entire phrase is used as a noun.

e.g. My favorite activity is sleeping like my cat.

Identify the gerund phrases in the sentences below and write them on the provided lines.

After making ten birds, Sadako lined them up on the table beside the golden crane.

Eleanor Coerr, *Sadako and the Thousand Paper Cranes*

9. _____

Love does not consist in gazing at each other but in looking outward together in the same direction.

Antoine de Saint-Exupery, *The Little Prince*

10. _____

11. _____

He kept slipping into deep drifts of snow, and skidding on frozen puddles, and tripping over fallen tree trunks, and sliding down steep banks, and barking his shins against rocks until he was wet and cold and bruised all over.

C.S. Lewis, *The Lion, the Witch, and the Wardrobe*

12. _____

13. _____

14. _____

15. _____

“The Moon was but a Chin of Gold” Answer Sheet

1. Look up the following vocabulary:

beryl: *a hexagonal mineral that is usually green, but also blue, rose, white, and golden (includes gems such as emerald and aquamarine)*

bonnet: *a hat that ties under the chin and frames the face*

dimity: *a thin cotton fabric*

firmament: *the heavens or the sky*

2. Which two literary devices does the poem use throughout?

The literary devices used throughout the poem are metaphor and personification.

3. What does “the moon was but a chin of gold” tell us about the shape of the moon?

It tells us that the moon is but a sliver in the sky (a waxing crescent), so it resembles a chin.

4. What change has occurred to the moon in the line, “and now she turns her perfect face upon the world below”?

Time has passed so now it is a full moon (the “perfect face” means the entire moon is showing).

5. List in order the parts of the moon that are named and their descriptions. Explain all metaphors.

Chin--the golden light reflected off the waxing crescent moon

Face--the full moon peering down at the world

Forehead--a large golden area

Cheek--a golden carved gem

Eye--glimmers like summer dew

Lips--compared to the gem amber and said never to part in a smile

Bonnet-- the sky/the heavens surround the moon like a bonnet

Shoe--the universe covers her feet like a shoe

Belt--the stars twinkle around her like decorations on a belt

Clothes--the blue sky we see is like her clothing

6. What is the overall tone of the poem towards the moon? Provide evidence for your answer.

The poem expresses admiration and respect for the beauty of the moon. The moon is both an integral part of nature and exalted above it. There is a sense of royalty conveyed by the line “were

such her silver Will” and by describing her as visiting “beside your Palace door” (if the Stars live in palaces and the stars are also the trinkets on her belt, she must have a fantastical palace!)