

**LESSON PACKET FOR RENAISSANCE ENGLISH (UTOPIA/SPANISH ARMADA INVASION/
ENGLISH III, BRITISH LITERATURE THE PRINCE)**
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THE OBJECTIVES FOR THIS LESSON ARE:

- Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all genders from a variety of perspectives.
- Students will identify and analyze main idea, theme, claims, point of view, and literary elements, within informational and literary texts.
- Students will cite specific textual evidence when writing or speaking to support inferences or conclusions drawn from the text.
- Students will read and comprehend a broad range of complex literary and informational texts independently and proficiently.
- Students will demonstrate understanding of sounds in oral language.
- Students will recognize sight words and decode and read words by applying phonics and word analysis skills.
- Students will demonstrate understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.
- Students will orally read appropriately leveled texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- Students will apply knowledge of print concepts, phonological awareness, and phonics in written form.
- Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will build and apply vocabulary using various strategies to make meaning and communicate ideas.
- Students will demonstrate command of Standard English grammar, mechanics, and usage when communicating.
- Students will demonstrate the ability to understand and use information technology tools to carry out research, including the use of discipline-related software and on-line resources.

MATERIALS PROVIDED IN THIS PACKET:

- * vocabulary puzzle
- * study/answer questions
- * guide to gerund phrases
- * grammar/usage exercises
- * composition guidelines

OBJECTIVES TO BE TESTED:

- * vocabulary
- * story content
- * gerund phrases

GERUNDS AND GERUND PHRASES

by Neill J. Chaffin

The gerund phrase is another type of verbal (*participial phrases, infinitive phrases, and gerund phrases*). A gerund is the present participle of a verb used as a noun. Since the gerund is used as a noun, it can function in the same capacity as any other noun or pronoun.

All verbs have four principal parts: the present, the past, the past participle, and the present participle. The present participle of a verb can be used as the main verb in a verb phrase. The present participle can also be used as a noun. It is then called a gerund. All present participles—and thus all gerunds—end in *-ing*.

We are **teaching** the younger children to pack their supplies. (*present participle as main verb*)
They could have been **flying** too low. (*present participle as main verb*)
Teaching is a difficult but important career. (*present participle as gerund: subject*)
He really enjoyed **flying**. (*present participle as gerund: direct object*)
She made **singing** her focus in life. (*present participle as gerund: indirect object*)

When a gerund is part of a phrase, it is called a **gerund phrase**. The gerund phrase will *usually* begin with the gerund, although a modifier may precede it. The phrase may have a prepositional phrase, a direct object, etc.

Grinding excess solder from the surface took a lot of time. (*gerund phrase including a direct object and a prepositional phrase: subject of the sentence*)

You should give **jumping off the roof** a try! (*gerund phrase including a prepositional phrase: indirect object of the sentence*)

They enjoyed **carefully weaving straw baskets**. (*gerund phrase including an introductory adverb and a direct object: direct object of the sentence*)

His favorite activity, **fixing clocks**, was interesting. (*gerund phrase including a direct object: appositive phrase to the subject of the sentence*)

She exercised by **flying off the handle**. (*gerund phrase including a prepositional phrase: object of a preposition*)

When a pronoun comes before a gerund phrase, the pronoun must be in the possessive form. This is because the pronoun will modify the gerund; you cannot use an object case pronoun as a modifier:

We enjoyed **him** singing.
We enjoyed **his** singing.
We envied **them** winning the prize.
We envied **their** winning the prize.

Do not confuse gerund phrases with participial phrases or verb phrases:

Weaving straw baskets, he made a few dollars each day. (*participial phrase modifying “he”*)
Weaving straw baskets was how he made a few dollars each day. (*gerund phrase as subject of sentence*)
He was **weaving straw baskets** to make a few dollars each day. (*main verb in a verb phrase followed by an adjective and a direct object*)

EXERCISE ON GERUNDS AND GERUND PHRASES

Directions: Circle the gerunds/gerund phrases. Then tell how the gerund/gerund phrase is used (subject, direct object, appositive, object of a preposition, etc.):

01. Lying out in the sun was her favorite activity. (5)

02. She gave lying out in the sun her daily attention. (5)

03. She ignored the dangers of lying out in the sun. (5)

04. She enjoyed lying out in the sun. (5)

05. Her favorite activity was lying out in the sun. (5)

06. Her favorite activity, lying out in the sun, caused her considerable skin damage. (5)

07. Getting good grades is a worthwhile pursuit. (3)

08. He passed the time by writing a test. (3)

09. Sleeping is what the cat does best. (1)

10. They enjoyed walking in the city park. (5)

EXERCISE ON PARTICIPLES AND PARTICIPIAL PHRASES

Directions: Circle the participles/participial phrases:

01. Raised on a remote farm, the girl knew nothing of the amenities provided by a large city. (5) (5)
02. The men getting off the elevator are the visitors from Slovenia. (4)
03. Having been identified, the culprit gave himself up to the police. (3)
04. Heavy wooden posts set in concrete supported the pavilion roof. (3)
05. Positioned near the entrance to the arena, food kiosks did a brisk business. (7)
06. Struck by sunlight, the building glittered brightly. (3)
07. The thieves were caught while trying to get away. (5)
08. Chuckling to himself, the teacher signed a pass for the student. (3)
09. The signs printed on heavy paper warned of the construction hazards lying ahead. (4) (2)
10. The armadillo blinded by the headlights became road kill. (4)

EXERCISE ON VARIOUS KINDS OF PHRASES

Directions: Determine the identity of the bold-faced phrase (verb phrase, prepositional phrase, gerund phrase, participial phrase):

01. **Hitting the ball** was the main concern of the boys playing on the team.
02. Hitting the ball was the main concern **of the boys** playing on the team.

03. Hitting the ball was the main concern of the boys **playing on the team**.
04. His job, **the only income he had**, was ending.
05. His job, the only income he had, **was ending**.
06. **Completing the patio**, the men working for the contractor sat down and rested for a while.
07. Completing the patio, the men **working for the contractor** sat down and rested for a while.
08. Completing the patio, the men working for the contractor sat down and rested **for a while**.
09. The activity **most enjoyed by the girls** was talking on the phone.
10. The activity most enjoyed by the girls was **talking on the phone**.

EXERCISE ON VERB PHRASES

Directions: Circle the verb phrases:

01. Have you ever been seen at the swimming pool? (3)
02. Most of the men had never been to the museum. (2)
03. Could they possibly have eaten at that cafe? (3)
04. He was typing a test. (2)
05. Did any of the students in that class ever finish their work? (2)
06. They could not have been going to the store at that hour. (4)
07. Can she see the light at the end of the tunnel? (2)
08. The light at the end of the tunnel is a train that is speeding toward her. (1) (2)
09. The clock was loudly chiming the hour. (2)
10. None of them had been warned about the problem. (3)

EXERCISE ON PREPOSITIONAL PHRASES

Directions: Circle the prepositional phrases:

01. Have you ever been seen at the swimming pool? (1)
02. Did any of the students in that class ever finish their work? (2)
03. The light at the end of the tunnel is a train that is speeding toward her. (3)
04. None of them had been warned about the problem. (2)
05. Raised on a remote farm, the girl knew nothing of the amenities provided by a large city. (3)
06. Chuckling to himself, the teacher signed a pass for the student. (2)
07. Summarize the exchange between Galadriel and Gimli at this point. (2)
08. What had Aragorn's intent been before the loss of Gandalf? (2)
09. In what order do they proceed to their audience with Celeborn and Galadriel? (3)
10. In addition to a lot of his possessions, what had Bilbo lost? (2)

VOCABULARY

UTOPIA/SPANISH ARMADA INVASION/THE PRINCE

Directions: Match the definition to the word by writing the letter of the definition in front of the word:

- | | |
|-----------------|------------------|
| 01. abstain | 06. astuteness |
| 02. adjust | 07. beggary |
| 03. appropriate | 08. commit |
| 04. arrogance | 09. compensation |
| 05. assure | 10. confiscation |

11. consistent
12. deemed
13. despicable
14. despise
15. dignity
16. dissemblers
17. disuse
18. effeminate
19. endeavor
20. fealty
21. feeble
22. forwardness
23. frivolous
24. haughty
25. humane
26. incompetent
27. liberal
28. majesty
29. mischief
30. multitudes
31. patrimony
32. presumptuous
33. profession
34. prudent
35. rapine
36. reckless
37. recreation
38. reputed
39. resign
40. revenues
41. safeguard
42. scorn
43. scruple
44. self-indulgence
45. sentiment
46. violation
- a. Careless; heedless; rash
- b. Attempt; effort
- c. Contemptible; deserving to be scorned or despised
- d. A seizing for the public treasury
- e. Extreme poverty
- f. Give up an office, position, or employment
- g. Grandeur or stateliness
- h. Always holding to the same principles or values
- I. High position, rank, or title; degree of worth, repute, etc.
- j. Thought, judgement, feeling, or attitude
- k. Indulgence of one's own desires, impulses, etc.
- l. Lacking the strength, abilities, etc. for a purpose; incapable
- m. Overbearing pride or self-importance
- n. Hate; detest; consider contemptible
- o. Change so as to fit, conform, or make suitable
- p. Incomes
- q. Harm, damage, or injury, especially as done by a person
- r. Fact or state of no longer being in use
- s. Repayment; payment for services
- t. Breach or infringement of some law, rule, or right
- u. Suitable for a purpose; fit; proper
- v. Large numbers; crowds
- w. To make known views, ambitions, course of action
- x. Refreshment of the body or mind; play; amusement
- y. Weak; lacking strength
- z. Utter disdain; contempt
- aa. Readiness; eagerness; promptness
- bb. Give confidence to; reassure; declare or promise
- cc. Taking too much for granted; too bold or forward
- dd. Considered
- ee. Declaration; avowal; affirmation
- ff. Not restrictive; favoring reform or progress
- gg. Having the qualities generally ascribed to a woman; weak; soft
- hh. Kind; tender; merciful
- ii. Proud; showing great disdain, contempt, or scorn for others
- jj. Trifling; trivial; of little value or importance
- kk. Accounted; supposed to be
- ll. Careful; cautious; taking due precautions
- mm. Liars
- nn. Loyalty; faithfulness
- oo. The seizing and carrying off by force the property of another; plunder
- pp. Hesitancy about what is right or correct
- qq. Hold oneself back; voluntarily do without
- rr. Inheritance
- ss. Cleverness; cunning; slyness
- tt. Protect; shelter

STUDY QUESTIONS FOR UTOPIA

Directions: Answer the following questions:

01. What does Sir Thomas More propose to show in his opening sentence?
02. What obligation does this put upon the king?
03. Why does More make the statement that he does at the opening of the second paragraph?
04. What kind of people are most likely to start a revolution?
05. What does More think is most appropriate and most consistent with the dignity of a king?
06. To what does he compare a cruel and self-centered ruler in the third paragraph?
07. Summarize the duties of a king, according to More, as set forth in the fourth paragraph.
08. Are any of these duties and responsibilities considered part of our modern government?

STUDY QUESTIONS FOR SPEECH BEFORE THE SPANISH ARMADA INVASION

01. What does Queen Elizabeth I say she has been advised to guard against?
02. How does she answer this? In other words, how does she feel about her subjects?
03. What three things does she say she is willing to risk her life for?
04. What apparently self-disparaging remark does she make about herself?
05. What does this reveal about social attitudes of the times?
06. What three roles will she fill if war comes?
07. What does she promise to do for those who support her?
08. What three things on the part of her supporters does she say will gain victory?

STUDY QUESTIONS FOR THE PRINCE

01. About what does Machiavelli warn in the closing lines of the first paragraph?
02. What must a prince learn to do, according to Machiavelli's second paragraph?
03. After contrasting various qualities and vices in a ruler, what does Machiavelli say must be the deciding factor in how a prince acts?
04. Why does Machiavelli say that a prince who is cruel may actually be better for his people than one who is tender?
05. According to Machiavelli, why is better to be feared than loved if one cannot have both?
06. Modern popular belief is that people respond to love and liberality, that they can be rewarded into doing good. Does Machiavelli believe this?
07. Does he feel that love and gratitude are more motivating than fear of punishment?
08. If a prince makes himself feared to maintain order and prosperity, what must he guard against doing?
09. Does Machiavelli feel that cunning and dishonesty are ever justified in a prince? Why or why not?
10. What metaphors does Machiavelli employ in the paragraph beginning "A prince being thus....."?
11. Why does he say that a prince is not necessarily obliged to keep faith with his subjects?
12. Machiavelli praises being merciful, faithful, humane, sincere, and religious. What, however, does he say a prince must be willing to do?
13. Does Machiavelli believe that a prince's actions must be in accord with what he says publicly?
14. In a few words, summarize what Machiavelli believes is the first and foremost responsibility of a prince?

COMPOSITION ASSIGNMENT

Directions: Choose one of the following topics. Find information and write a three paragraph essay about it. Word count of the essay should be between 250-350 words.

TOPIC ONE:

The modern world is rife with civil wars, revolutions, and general civil unrest in many parts of the world. Grinding poverty is the norm in many places. Find information about modern countries in which the government is failing absolutely to govern according to the precepts set forth by Sir Thomas More in his essay *Utopia*.

TOPIC TWO:

In her speech concerning the Spanish Armada Invasion, Elizabeth I says that she has the loyalty and good-will of her subjects. Explore the condition of Catholics and dissenting religious groups during the reign of Elizabeth I. Contrast this to what had come recently before. Be sure to give adequate information about what led up to this situation, including the roles played by her own family.

TOPIC THREE:

Looking at the modern world, including the United States, consider whether modern political leaders are in league with or opposed to the tenets set forth by Machiavelli, which are patently amoral. Give examples from the United States or other countries.