

**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
- \* text of various poems
- \* exercises on punctuation

**OBJECTIVES TO BE TESTED:**

- \* vocabulary
- \* story content
- \* punctuation

## STUDY QUESTIONS FOR HOLY SONNET 10

01. To whom, or what, is the sonnet addressed?
02. What kind of figurative language is this?
03. In what ways does the poet contradict what Death thinks in the first few lines?
04. What are the “pictures” of death?
05. What hope does the poet express in the last two lines?

### THE BAIT (DONNE)

Come live with me and be my love,  
And we will some new pleasures prove,  
Of golden sands and crystal brooks,  
With silken lines and silver hooks.

There will the river whispering run,  
Warmed by thine eyes more than the sun.  
And there the enamored fish will stay,  
Begging themselves they may betray.

When thou wilt swim in that live bath,  
Each fish, which every channel hath,  
Will amorously to thee swim,  
Gladder to catch thee, than thou him.

If thou, to be so seen, beest loath,  
By sun or moon, thou darkenest both;  
And if myself have leave to see,  
I need not their light, having thee.

Let others freeze with angling reeds,  
And cut their leges with shells and weeds,  
Or treacherously poor fish beset  
With strangling snare or windowy net.

Let coarse bold hands from slimy nest  
The bedded fish in banks out-wrest,  
Or curious traitors, sleeve-silk flies,  
Bewitch poor fishes' wandering eyes.

For thee, thou needest no such deceit,  
For thou thyself art thine own bait;  
That fish that is not caught thereby,  
Alas, is wiser far than I.

*This poem is another answer to Marlowe's  
“Passionate Shepherd to His Love”.*

### SONG (DONNE)

### STUDY QUESTIONS FOR THE BAIT

01. What is the setting of this poem?
02. Chart the rhyme scheme of the first stanza.
03. Cite examples of alliteration in the first stanza.
04. Cite the hyperbole in the second stanza.
05. What other compliment is made in the second stanza?
06. What does the poet say the fish will do, in the second stanza?
07. What extravagant compliment is paid to the fish?
08. What is described, in general, in the fifth and sixth stanzas?
09. What “redneck sport” is described in the lines of the sixth stanza?
10. What, according to the poet, does the object of the fish's love do?

### STUDY QUESTIONS FOR MEDITATION 17

*(abridged version in the textbook)*

01. What does the tolling of a bell signify?
02. Summarize the first few lines of the poem.
03. What are “God’s translators”?
04. What is being “translated”?
05. Cite evidence the poet is sick.
06. To what are man and mankind compared in the poem?
07. A very famous person of the 20th Century is mentioned in the poem. Who is it?
08. What 20th Century author used part of the last line of the poem?

Go and catch a falling star,  
Get with child a mandrake root,  
Tell me where all past years are,  
Or who cleft the Devil's foot,  
Teach me to hear mermaids singing,  
Or to keep off envy's stinging,  
    And find  
    What wind  
Serves to advance an honest mind.

If thou beest born to strange sights,  
Things invisible to see,  
Ride ten thousand days and nights,  
Till age snow white hairs on thee,  
Thou, when thou return'st, wilt tell me  
All strange wonders that befell thee,  
    And swear  
    No where  
Lives a woman true, and fair.

If thou find'st one, let me know,  
Such a pilgrimage were sweet;  
Yet do not, I would not go,  
Though at next door we might meet;  
Though she were true when you met her,  
And last till you write another letter,  
    Yet she  
    Will be  
False, ere I come, to two, or three.

### STUDY QUESTIONS FOR SONG

01. What do the missions in the first stanza have in common?
02. What does he ask the addressee of the poem to do in the second stanza?
03. What does he want the addressee of the poem to tell him when he returns?
04. Cite the alliteration in the first two lines of the second stanza.
05. What does the poet say he will not do in the final stanza?
06. What is his general appraisal of women?
07. Chart the rhyme scheme of the final stanza.

### SONNET XVIII (SHAKESPEARE)

Shall I compare thee to a summer's day?  
Thou art more lovely and more temperate:  
Rough winds do shake the darling buds of May,  
And summer's lease hath all too short a date:

Sometime too hot the eye of heaven shines  
And often is his gold complexion dimmed;

And every fair from fair sometime declines,  
By chance or nature's changing course untrimmed;

But thy eternal summer shall not fade  
Nor lose possession of that fair thou owest;  
Nor shall Death brag thou wander'st in his shade,  
When in eternal lines to time thou growest:  
So long as men can breathe or eyes can see,  
So long lives this, and this gives life to thee.

### STUDY QUESTIONS FOR SONNET XVIII

01. What problems detract from a summer's day as compared to the object of the poet's sonnet?
02. What further shortcomings of nature are listed by the poet in the second stanza?
03. Chart the rhyme scheme of the third stanza.
04. What does the poet say will never happen to the object of his poem?
05. What is personified in the third stanza?
06. In what way, according to the poet, will the object of his poem live forever?
07. What is the purpose of the last two lines?

*Just for your amusement:*

### UPON JACK AND JILL. EPIGRAM (ROBERT HERRICK)

When Jill complains to Jack for want of meat,  
Jack kisses Jill, and bids her freely eat.  
Jill says, Of what? Says Jack, On that sweet kiss,  
Which full of nectar and ambrosia is,  
The food of poets. So I thought, says Jill;  
That makes them look so lank, so ghost-like still.  
Let poets feed on air or what they will;  
Let me feed full till that I fart, says Jill.

### EXERCISES ON PUNCTUATION

*Directions: Place the appropriate end marks:*

01. What a terrible storm is approaching (1)
02. The rain fell heavily most of the day (1)
03. Is the weather going to be bad all day (1)
04. Class begins at 7: 40 A M (2)
05. The Moors entered Spain in 711 A D (2)
06. Who made this potato salad (1)
07. His dentist is Dr Joe Schmo, D D S
08. We bought books, pens, binders, etc ; then we went home (2)
09. Wow That was a great show (2)
10. Be sure to complete your homework (1)

*Directions: Correctly place the commas:*

01. Yes I think the stock market will crash again. (1)
02. Oh it really isn't that important. (1)
03. First take a bath. Second get dressed. (2)
04. When the sun sets the mosquitoes come out. (1)
05. Working hard all day they finished on time. (1)
06. If you would Mary please stop belching. (2)
07. Is this your briefcase Mr. Guelph? (1)
08. On Tuesday May 4 2008 the sun rose. (3)
09. Joe Bell our middle linebacker always plays well. (2)
10. This book I believe belongs to you. (2)
11. Instead of three four cars were parked there. (1)
12. Who if I may ask is responsible for this mess? (2)
13. They were late; furthermore they weren't prepared. (1)
14. My cat who started life wild is now old and lazy.

- (2)
15. Books piles of papers old computers and junk littered the crowded office. (3)
16. Mariela please bring me your test paper. (1)
17. She talked he sang and all of us danced. (2)
18. In the box by the door he placed a book. (1)
19. Lush green trees lined the field followed the creek and clustered around the pond. (2)
20. Because they planned ahead and worked hard they succeeded. (1)

*Directions: Place the colons and semi-colons:*

01. Here is the map over there is the compass. (1)
02. The business letter began "Dear Mrs. Smith" .(1)
03. We need these things a box, some tape, and a rat. (1)
04. It was a bad situation both sides were pointing guns at each other. (1)
05. The show begins at 3 30 P.M. (1)
06. His sermon was based on Revelations 4 1-4. (1)
07. The article was printed in Volume IV pages 12-25. (1)
08. It is time to leave besides, I am tired. (1)
09. Marcia has visited these places London, England
10. The answer is simple do your work on time. (1)

Caracas Venezuela Bangkok Thailand and Havana Cuba. (4)

**HYPHENS/DASHES/PARENTHESES**

*Directions: Place the appropriate marks:*

01. Never had I been to such a great orchestra concert! (1)
02. This house is built on the mother in law plan. (2)
03. This new tool but I guess you already know is very expensive. (2)
04. There were twenty one books on the shelf. (1)
05. Put in four pieces of chicken, one cup of carrots, and one half bottle of red wine. (1)

**ITALICS/UNDERLINING/QUOTATION MARKS**

*Directions: Place the appropriate marks:*

01. We read the poem *Evangeline* in English class.
02. The article was entitled *Making a Good Living* .
03. The roadside bomb was blown in situ.
04. The next book is entitled *The Two Towers*.
05. *The Minute Waltz* is a short piece of music.
06. He used outdated expressions like *phat* and *rad*.
07. Maria asked, Did Mr. Chaffin say, Read the next chapter ?
08. Bring your books, he said, and be on time.
09. He wrote an essay entitled *How I Wasted My Summer*.
10. Have you ever, she asked, tried skiing through revolving doors ?