

Lesson 47

Read or explain the material in Part A.

Part A - Poetry

First, look at the third stanza of “The Raven” below.

Stanza 3

And the silken sad uncertain rustling of each purple curtain
Thrilled me - filled me with fantastic terrors never felt before;
So that now, to still the beating of my heart, I stood repeating
'Tis some visitor entreating entrance at my chamber door -
Some late visitor entreating entrance at my chamber door; -
This it is, and nothing more,'

There are **six lines** in this stanza. A stanza that has six lines is called a **sestet**.

Remember:

- When one word within a line of poetry rhymes with another word in that line, the rhyming words are called an **internal rhyme**.
- A **trochaic metrical foot** has one stressed syllable followed by one unstressed syllable.
- Lines with **eight metrical feet** are called **octameter lines**.
- Lines with **four metrical feet** are called **quatrameter lines**.

Part B - Poetry

Directions: After you read the fourth stanza of “The Raven,” answer the questions. You may look at Part A to help you answer the questions.

Stanza 4

Presently my heart grew stronger; hesitating then no longer,
'Sir,' said I, 'or Madam, truly your forgiveness I implore;
But the fact is I was napping, and so gently you came rapping,
And so faintly you came tapping, tapping at my chamber door,

Call on a student to read the directions in Part B.

Walk around and monitor students as they work.

That I scarce was sure I heard you' - here I opened wide the door; -
Darkness there, and nothing more.

1. The first and third lines of this stanza have **internal rhymes**. Which words rhyme in those lines?

first line: **stronger and longer**

third line: **napping and rapping**

2. Are there any internal rhymes in line 5?

no

3. Which line is a quatrameter line?

6, the last

4. Lines 1-5 are octameter lines, meaning they each have eight metrical feet. What kind of metrical feet do they have?

trochaic

5. Which word below is a **trochaic metrical foot** by itself? Remember, a trochaic metrical foot has one stressed syllable, followed by one unstressed syllable.

a. forgiveness

b. faintly

c. scarce

6. This stanza is a sestet. That means it has what?

six lines

Check and correct. Accept reasonable alternative answers.

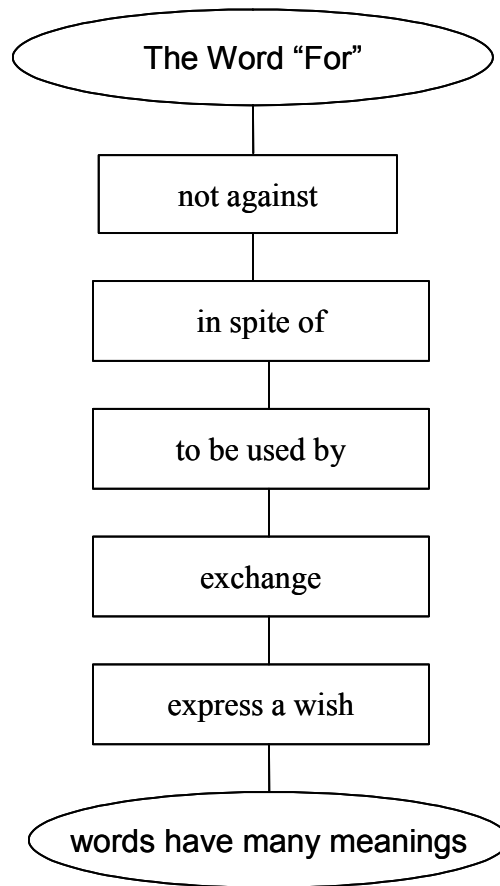
Part C - Paraphrase Paragraph

Call on a student to read the directions in Part C.

Directions: Paraphrase the paragraph below. The paragraph structure is provided for you in the chart below the paragraph. Write about the parts of the paragraph structure, using your own words.

A simple word like *for* has many different meanings. You can be *for* something, rather than against it. *For* can mean “in spite of,” as in “He is a nice guy, *for* all the problems he has had.” If a piece of equipment is *for* the Army, that means it is intended to be used by them. If you trade one type of card *for* another, then the word means to exchange. You can use *for* to express a wish, as in, “What I’d give *for* some chocolate ice cream about now.” Actually, most words have more than one meaning, including simple words like *for*.

Walk around and monitor students as they work.



Check and correct any paraphrases you couldn't get to during monitoring. Accept reasonable alternative answers.

Read the example answer to students, or have a student read his or her answer to the class.

Call on a student to read the directions in Part D.

Walk around and monitor students as they work.

A little easy word like “for” can have many meanings. It can mean the opposite of being against something, like you are “for” a plan to make the school day shorter. It can mean in spite of. “For” can mean that something is intended to be used by someone. For example, the books are for the students. If you say you’d give me a dollar for my lunch, then for would mean in exchange. You can also make a wish using for. Many words like “for” have several different meanings.

Part D - Review

Directions: Read the passage and then answer the questions.

When most of us hear the word “desert” we usually think of hot dry places. But there are actually places called “cold deserts.” Scientists define deserts as areas of land where less than ten inches of rain falls per year and few plants grow. These conditions apply to the arctic

and Antarctic regions. The little amount of moisture that does fall is always frozen in the form of ice or snow, so plants can't use it to grow.

Most deserts are a result of weather patterns. For example, The Gobi Desert in Asia is cold for most of the year. In another example, mountains on the edge of deserts prevent rain from entering. The rain stays on the other side of the mountain, creating rain forests next to many deserts. These deserts are called rain shadows. Tropical rain forests have the greatest variety of plants and animals. Deserts run a close second in number of different species of plants and animals. While deserts have a several different species of plants, because of the harsh conditions, very few of those plants are able to grow and survive.

Deserts can also be created as a result of man's overuse of the land. Two thousand years ago a desert was created by people where there had been a forest before. During the time of the Roman Empire, the northern Sahara was ideal for farming. Forests were cut for firewood and to make fields. The land was plowed (turned over) so much of the soil was continuously exposed. The soil was blown away by the wind or washed away by the rain. Animals overgrazed the supply of grass which also exposed the soil. The loss of topsoil resulted in a reduction of plants that could grow. Because there were fewer plants to hold moisture, water evaporated quickly.

It's hard to imagine, but two thousand years is a relatively short time in the history of the earth. During that short time, the climate in the area changed from moist to dry. In this case, the desert was actually damaged land. But the activities that occurred during the Roman Empire are still going on in some places on the Earth.

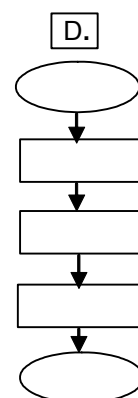
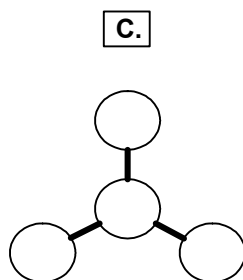
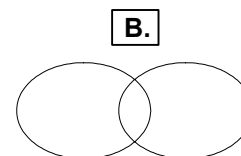
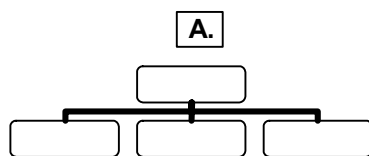
1. This passage is mostly about:
 - a. the variety of plants and animals that live in the desert
 - b. the creation of natural deserts, and the continuing activities of man that can create "damaged land" deserts
 - c. tropical rain forests and deserts living side by side separated only by mountains
 - d. the deserts of the Arctic and Antarctic regions
2. Deserts are the result of which of the following? (Note: There are **TWO** correct answers.)
 - a. many years of drought
 - b. rain patterns
 - c. man's use of the land

- d. huge sandstorms covering the topsoil with sand over hundreds of years
3. Which sentence from the passage would support the model statement?
Model: Even today, the forests of the world are shrinking.
The activities that occurred during the Roman Empire are still going on in some places on the Earth.
4. Which of the following is an *opinion*?
- a. Desert land is best used for something productive such as farming.
 - b. In order to grow crops in the desert, they need to be irrigated.
 - c. Many forms of wildlife would die out if deserts were destroyed.
 - d. The Sahara is the largest desert in the world.
5. All of the following were mentioned in the passage as man's use of land that may cause the development of a desert **except**:
- a. overgrazing of livestock
 - b. extended plowing of the land
 - c. cutting down forests
 - d. planting crops that need large amounts of water
6. Choose the best possible meaning for the underlined word in the model sentence.
Model: The loss of topsoil resulted in a reduction of plants that could grow.
- a. variety
 - b. decrease
 - c. rare type
 - d. surprising number
7. According to the passage, which of the following do rainforests and deserts have in common?
- a. They both have a wide variety of animals.
 - b. One has lots of rain and the other one doesn't.
 - c. Each area is disappearing at the same rate.
 - d. One is man-made and the other one isn't.
8. When *comparing* deserts with rainforests, which of the following cognitive maps would probably work best?
- a. B
 - b. C

Check and correct. Accept reasonable alternative answers to question #3.

c. D

d. A



Part E - Bonus Review

Read or explain the material in Part E.

Here is an **idiom**: “know the ropes.” When you belong to any organization, such as scouts, or a club, or even your school, you need to know the rules of the organization and how things work there.

Sailors of sailing vessels literally need to know the ropes. That is, they need to know which rope controls which sail on the boat.

Read this **quatrain stanza** from a Longfellow poem:

The first slight swerving of the heart,
 That words are powerless to express,
 And leave it still unsaid in part,
 Or say it in too great excess.

The **rhyming pattern** of this **stanza** is: a b a b.

Each one of the four lines is **quatrameter**. Each line has four **metrical feet**.