

Lesson for Friday, January 10

I was prepared to go over the following material in Friday's lesson. You may teach as much as you would like. If time allows, I will go over some of the material next week. However, rest assured, if you do not have the time or inclination to teach all of this material, it is not absolutely necessary: I realize that you are not Mr. Walter who has been teaching it for thirty years. However, since I took time to prepare it, and since I feel very sorry for having missed the lesson, it would make me feel better if it was of use to you!

1. Go over Poem

In the lesson for this week, I would have reviewed the poem "Gathering Leaves" and particularly its theme (expressing humorously the frustration of gathering leaves in autumn). You may go over the missed lesson by first going over the previous two stanzas, then the last stanza as they memorize it. (I usually have the students memorize two lines at a time by repeating the first two ten times, the second two ten times, and then the entire four lines five times.) In between the repetitions, I go over the following (in simple terms).

STANZA 4

- The last line may be viewed as a *rhetorical question*, a question that is asked for effect, which in this case is to emphasize the fact that there is a lot of labor that goes in gathering leaves but no produce, as one would expect with a crop of corn or wheat. I have already gone over rhetorical questions in class, but I am sure they need a reminder!

STANZA 5

- In this stanza Robert Frost uses the poetic device of *anaphora*, or repetition of beginning words, found in lines 1 and 4: *Next to nothing*. The repetition reinforces the frustration the speaker experiences in raking leaves. He feels that though raking leaves is very labor intensive, *next to nothing* is gained from it. Stanza 6, line 1 continues the repetition.
- There is feminine end rhyme in lines 2 and 4 in the poem: *duller* and *color*. Masculine rhyme involves only one syllable in the rhyme, while feminine rhyme involves at least two. An easy way for students to remember the distinction between the two rhymes is that feminine rhymes have NO stress on the last syllable of the word.

STANZA 6

- Robert Frost uses the poetic device of *anaphora* once more in line 1 of this stanza, *Next to nothing for use*. Again, the device emphasizes the speaker's frustration, which is resolved in the next line.
- In this stanza Robert Frost uses the poetic device of *ploce*, or repetition of words in a line of poetry, found in line 2. *But a crop is a crop*. The repetition reinforces the resignation that the speaker feels about his situation.

- The last line is another instance of a rhetorical question, which stresses the frustrating but nevertheless humorous situation that everyone who rakes leaves annually experiences: the leaves never seem to stop coming down and the job never seems to be finished!

2. Do follow-up questions on the Reading Selection 1 from last week.

1. In what ways did Prince Hal show himself to be fun-loving? In what ways did he show that he could also be serious?

Prince Hal showed his good humor by playing a joke on John Falstaff, the king's knight. When the prince became king, however, he knew that ruling a kingdom was not a game and vowed to be more serious. He said to his friends that he would no longer lead a reckless life.

2. Why did Henry V attack France?

Like the kings before him, such as Edward III, Henry thought that the Kingdom of France belonged to him by right. (His great-grandfather, Edward III, was the son of a French princess; his grandfather had been the King of France. Although the story makes no suggestions to the fact, many kings went to war from the glory and riches that they would receive from it. Teachers may explain that ideas on war were very different than what they are today.

3. When the English army had fewer men than in the French army, one officer said that he wished that more would join them in their fight. What did Henry V say? What did his reply mean?

Henry V said that their victory against such a large army with such few men would prove that God had favored the English.

4. The English fought against France in the Battle of Agincourt. Who won the battle? Who had the bigger army?

Henry V did in fact defeat the French army with his fewer men. You may want to go over the Battle of Agincourt, and include the following in the lesson. The Battle of Agincourt may be discussed in the context of the Hundred Years' War, which began in the reign of Edward III (1312–1377). Edward II's mother, Isabella, was the daughter of Philip IV of France.

And Reading Selection 2:

5. There is an expression that says that “all is fair in love and war.” What did Henry do that was not “fair” to the country people of France? Do we look at Henry V more kindly because he acted cruelly during war and not during peace?

Explain to the students what a “siege” is, and what happened to Rouen as a

result of it. Henry V decided to starve the city rather than burn or destroy it. His course of action was hardly more meek than his other options, and the country people, who sought to return to their homes, fared very poorly as a result of his strictness. Teachers may want to broach the topic of morality and ethics. There are some who say that rules for moral behavior change according to one's situation; however, others say that one's situation never allows one to lie, steal, and kill. What if the state executes a murderer? Does that mean that the state is a murderer? Some people who are against capital punishment say so. What if the only thing that will save someone's life is to tell a lie? Would the lie be wrong? Some say it would. It is a complicated subject that requires much thought before giving an answer.

6. What did the city of Rouen finally do as winter came on?

They set fire to the city and made a desperate attack on the English.

7. What did the French finally agree to do? Do you think this was cowardly or wise?

The French allowed Henry to become king of France once the French king died. They also gave the king's daughter Katherine to Henry to marry. Henry VI, then, was the son of an English king and a French princess. Not giving Henry V what he wanted would have caused more hardship for the people of France. Those who value life more than freedom would say that they were wise, while those who value freedom more than life would say that they were cowardly.

8. What happened to all of the French territory gained by the English when Henry V died and his son took over the English throne?

The royalty of England and France had been so intertwined since the Norman duke William I (called William the Conqueror) fought and won against Harold, the Saxon King of England at the Battle of Hastings in 1066. After the Hundred Years' War, England lost all of their French territory except Calais, which it held onto until the reign of Queen Mary, daughter of Henry VIII. However, even after England had no possessions in France, English kings continued to claim that they were the true French rulers. In the Mayflower Compact, for instance, James I (1566–1525) is titled the King of France. George III was the last monarch to make the ridiculous claim.

3. Prepare students for the story to be read for this week.

First go over words to read and know by reading sentences with words in context:

1. Father told my brother not to leave his bike on the walkway, and now because of his *negligence*, the mailman tripped on it; fortunately he wasn't hurt.
 - a) not doing what you are supposed to

- b) being naughty
- 2. The nation's army stood *in array* alongside the hill.
 - a) ready
 - b) organized in some way, such as in rows or lines
- 3. Was kidding me or was he *serious*?
 - a) lucky
 - b) being truthful and not joking
- 4. Unlike my school days, on which I do the same thing everyday, my Saturdays are *varied*.
 - a) exciting
 - b) different from each other

Prepare your child for the story by going over aspects of fantasy. The theme of “The Magic Pen” concerns the writer’s imagination and the “magical” qualities of fiction. Before the characters Anna and Dana come to write anything, they must imagine what they cannot see, hear, smell taste or feel. Then, through the “magic” of writing, it comes to life right before their eyes. Before reading the two parts, ask students the following questions.

1. What things can you imagine that are not real? Even though they are not real, do they have something real about them?

Students may come up with exciting things such as flying carpets or dreaded things such as monsters under the bed. Although flying carpets and monsters may not be real, in some way both are embodiments of our wishes and fears and our imagination creates something from them like the potter does from his clay. The real monster might be a bully at school, a fear of swimming, or a food that we are forced to eat but do not like, but our imagination makes it a giant gorilla-like creature with long teeth.

2. Are the things that most people think about from day to day part of their imagination or are they real?

Since much of our thought life involves imaginary conversations that we have with friends, secret wishes that we have but think that are unlikely to come true, thoughts about what we might eat for lunch, and dreams of a future life. It is really hard to say, then, what people think about more—imaginary or real things.

3. How do we know that something is real? Can we always trust our senses, or do they sometimes trick us? What things can we know for sure are real?

Ask the students whether the oar that they see in the water is bent or straight. Although it looks bent, it really is straight. We can, therefore, never completely

trust what we see, hear, taste, smell or touch. What is even harder, though, is believing that those things we cannot sense are real, like the love of a friend, parent, or God.

4. How are writers able to make the things that they write about seem real to us? Is it something that they do, something that we do, or both?

Because a writer uses descriptive words to project images in the readers' mind, we might say that it is the writer who is responsible for the "magic." However, without the reader's imagination, the writer cannot do the trick of making them seem real.

5. Can you think of an invention that in the past people only imagined and wrote about, but today now exists?

The science fiction genre is full of examples of things only imagined in the past coming to be. Many writers wrote about things that did not exist a century or more ago but that exist today, such as travel to the moon, robots, the world wide web, and wrist watch phones. Today people dream and write about time travel. Ask the students do they think that sometime in the future we will be able to travel through time on some time machine.

4. Have your child read aloud in the "Reading Aloud" Section of the book. I usually check for pronunciation, difficult words, and intonation. If your child makes mistakes, have them slow down and confidently approach the word by sounding it out.

In addition to reviewing the *ai* and *ee* letter combinations (found in Lesson 4), prepare for this week's lesson by writing out any number of the following words for the students on the board (for classroom instruction) or a piece of paper (for one-on-one lessons). The *age* letter combination makes an *ij* sound.

garbage, cabbage, package, message, damage, storage, passage, village, savage, voyage, cottage, pottage, rummage, plumage, forage, courage, pillage, image, bondage, ravage, adage, usage, language, average, advantage, marriage, carriage

Students may try to guess the meaning of the words *savage*, *adage*, *rummage*, *forage*, and *pillage* in context. Read the following sentences and have the student choose the correct answer from the multiple choice. Where possible, gestures may help make the meaning clear.

1. The little boys were acting like *savages* with their rough play!
 - a) polite ladies
 - b) wild, violent people
3. John liked to work and followed the *adage*, "Never leave for tomorrow what you can do today."

- a) a saying
 - b) a duty
3. Do not *rummage* through my drawers.
- a) look through messily
 - b) ruin
3. The hungry hunters *foraged* for food in the forest while looking for game.
- a) drank a large quantity of something
 - b) looked for food in the wild
3. Did the violent soldiers *pillage* the sleepy village?
- a) rob when taking over an army or a country
 - b) treat kindly