I pledge that I have neither given nor received unpermitted aid while working on this packet.
All work is entirely my own or cited properly.

Sources:
https://www.commonlit.org/en/texts/this-world
https://www.commonlit.org/en/texts/i-wandered-lonely-as-a-cloud
https://literarydevices.net/literary-devices/

Student Message:
Greetings! In the same vein as the last packet, we will continue our exploration of POETRY! We will be adding the work of Mary Oliver to our growing knowledge base. “Mary Oliver (1935-2019) was an American poet who won the National Book Award, as well as the Pulitzer Prize. In this poem, a speaker describes the nature that surrounds them (CommonLit).” We know the world is ever changing around us by the day, and sometimes by the minute. Students, take a moment to recognize your place in the world matters and just know that what you commit to learn now can one day change our world for the better.

- The learning outcomes of your journey through this packet will allow you to:

**MCCRS Standards:**

RL.8.1 Cite the textual evidence that most supports an analysis of what the text says explicitly as well as inference drawn from the text

W.8.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text

RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
I would like to write a poem about the world that has in it nothing fancy. But it seems impossible. Whatever the subject, the morning sun glimmers it. The tulip feels the heat and flaps its petals open and becomes a star. The ants bore into the peony bud and there is a dark pinprick well of sweetness. As for the stones on the beach, forget it. Each one could be set in gold.  

1: **Think about it:** The author's tone indicates he thinks inspiration someone? So I tried with my eyes shut, but of course the birds were singing. And the aspen trees were shaking the sweetest music out of their leaves. 

10: **Think about it:** The author's tone indicates he thinks inspiration someone? And that was followed by, guess what, a momentous and beautiful silence as comes to all of us, in little earfuls, if we're not too hurried to hear it.  

2: **Think about it:** Awe-inspiring is how the author describes the sounds of nature here. How do you know this is true of the text? As for spiders, how the dew hangs in their webs even if they say nothing, or seem to say nothing. So fancy is the world, who knows, maybe they sing. So fancy is the world, who knows, maybe the stars sing too, and the ants, and the peonies, and the warm stones, so happy to be where they are, on the beach, instead of being locked up in gold.  

20: **Think about it:** The author's tone indicates he thinks inspiration someone? What are some causes of nature being disturbed that could influence the author to feel this way?
Assignment 1: This World Discussion Question:

Have you ever felt captivated by nature in the same way as the speaker? Cite examples from the text, your own experience, and other literature, art, or history in your answer. Write a 5-8 sentence paragraph.

In your writing think back to a time when you were captivated by nature as the speaker of the poem. Refer back to the text and compare the speaker's feelings with your own feelings or experiences.

Example: I am captivated by the vibratory humming of the honey bees as I lean against the old hollowed tree. The speaker also relates to sounds of nature and how he is captivated by them. In lines 11-14 when he states, “So I tried with my eyes shut, but of course the birds were singing”. The speaker was drawn to the singing of the birds despite his need for silence, as my silence was drawn to the humming of the honey bees. Both mine and the speaker's experiences were disrupted by nature but, we both enjoyed the beauty of the sounds.
Assignment 2: “This World” Text Dependent Questions:

Directions: For the following questions, choose the best answer.

1. PART A: In line 7 of “This World,” what does the phrase “bore into” mean?
   A. dig a hole in
   B. intensely stare at
   C. quickly break apart
   D. build small nests in

2. PART B: Which word from “This World” helps the reader understand the meaning of the phrase “bore into”?
   A. star (Line 6)
   B. bud (Line 7)
   C. well (Line 8)
   D. sweetness (Line 8)

3. PART A: In “This World,” what technique does the poet use to emphasize the central idea?
   A. similes comparing plants to animals
   B. personification of objects in nature
   C. a vivid description of the speaker
   D. the creation of a solitary mood

4. PART B: Which TWO pieces of evidence support the answer in Part A?
   A. “The tulip feels the heat” (Line 6)
   B. “becomes a star.” (Line 6)
   C. “bore into the peony bud” (Line 7)
   D. “the birds / were singing.” (Lines 11-12)
   E. “a momentous and / beautiful silence” (Lines 15-16)
   F. “and the warm stones, / so happy to be where they are” (Lines 23-24)

5. PART A: How does the poet reveal the speaker’s attitude about life?
   A. by including advice on how to complete creative work
   B. by listing plans that ensure one’s time is well spent
   C. by providing a description of how to study the behaviors of plants and animals
   D. by showing the benefits of slowing down and appreciating one’s surroundings

6. PART B: Which phrase from the poem best supports the answer in Part A?
   A. “I would like to write a poem” (Line 1)
   B. “of course the birds / were singing.” (Lines 11-12)
   C. “And that was followed by” (Line 15)
   D. “if we’re not too / hurried to hear it.” (Lines 17-18)

7. PART A: What is a central theme of “This World”?
A. People sometimes destroy nature.  
B. People should study nature.  
C. Nature is wonderfully complex.  
D. Nature is ancient.

8. PART B: Which evidence from “This World” best supports the answer in Part A?  
A. “I would like to write a poem” (Line 1)  
B. “So I tried with my eyes shut” (Line 11)  
C. “as comes to all of us” (Line 17)  
D. “So fancy is the world” (Line 21)

10. PART B: What other line from the poem has a similar shift in tone?  
A. “Each one could be set in gold.” (Line 10)  
B. “the Aspen trees were shaking” (Line 13)  
C. “that was followed by, guess what” (Line 15)  
D. “even if they say nothing, or seem to say nothing.” (Line 20)

Assignment 2: “This World”  
Text Dependent Questions (continued):

9. PART A: Read line 9 from the poem. “As for the stones of the beach, forget it.” How does the line reflect a shift in tone in the poem?  
A. The line is informal, but the tone of the poem is formal.  
B. The line is vague, but the tone of the poem is specific.  
C. The line is joyful, but the tone of the poem is frustrated.  
D. The line is humorous, but the tone of the poem is serious.
**Assignment 3**: In Packet #3 we revisited the acronym iShampoo. Use that same tool to complete this assignment. Find 5 examples of figurative language and list them in the spaces below. Be sure to identify which type and explain your answer. Remember, a line from the poem can use more than one type of figurative language.

<table>
<thead>
<tr>
<th>Imagery</th>
<th>Simile</th>
<th>Hyperbole</th>
<th>Alliteration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metaphor</td>
<td>Personification</td>
<td>Onomatopoeia</td>
<td>Oxymoron</td>
</tr>
</tbody>
</table>

“This World: by Mary Oliver

Example:

“
**Assignment 4 (Two Parts):** Revisit the William Wordsworth poem from Packet #3, *I Wandered Lonely as a Cloud*, in addition to the previous poem, *This World* to complete assignments 4.1 and 4.2.
Assignment 4.1: Literary Devices-Literary devices & writing techniques the author uses to help the reader better understand the text. Using the definitions provided, revisit both poems and list an example of each literary device (use
<table>
<thead>
<tr>
<th></th>
<th>Definition</th>
<th>Cite example from text including the line number</th>
<th>Cite example from text including the line number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imagery</td>
<td>It is the use of <strong>figurative language</strong> to create visual representations of actions, objects and ideas in our mind in such a way that they appeal to our physical senses.</td>
<td>“A host of golden daffodils” line (5)</td>
<td>And the aspen trees were shaking the sweetest music out of their leaves. (12-13)</td>
</tr>
<tr>
<td>Setting</td>
<td>It refers to the time and place in which a story takes place.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mood</td>
<td>A literary element that evokes certain feelings or vibes in readers through words and descriptions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tone</td>
<td>The author’s feelings towards the subject. Usually positive or negative. <em>(usually through word choice)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assignment 4 (Two Parts continued...):

**Assignment 4.2:** Make the Connection: Revisit the poem below which was the highlight of Packet #3, “I Wandered Lonely as a Cloud” by William Wordsworth. After reading both (“I Wandered Lonely as a Cloud and This World),

Write at least 1 paragraph contrasting and 1 paragraph comparing how the author uses nature to convey (show) their feelings. Reference the chart you completed in Assignment 4.1 to utilize citations/ideas from each poem. Also, feel free to use the signal words in the chart below to indicate comparison or contrast. *Remember you can do your own pre-writing such as using a graphic organizer like a Venn Diagram to organize your similarities and differences.

![Venn Diagram](image)

**Words to help you Compare and Contrast.** The chart below is to help guide you during your writing process.

<table>
<thead>
<tr>
<th>Compare</th>
<th>Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Either or likewise</td>
<td>In comparison</td>
</tr>
<tr>
<td>The same as</td>
<td>As well as</td>
</tr>
<tr>
<td>In the same way</td>
<td>Similarly</td>
</tr>
<tr>
<td>Most important</td>
<td></td>
</tr>
</tbody>
</table>
Activity 5: Write your own poem

Revisit Haikus from your notes. Go outside and gather inspiration from the spring weather and blooming plants. Write a Haiku about what you see.

Example:

What Spring is to me

Blooming Tulip buds (5 syllables)

Fields of yellow butter cups (7 syllables)

Tadpoles in the streams (5 syllables)

*** Notice that none of the lines rhyme Q1

Now you try: