

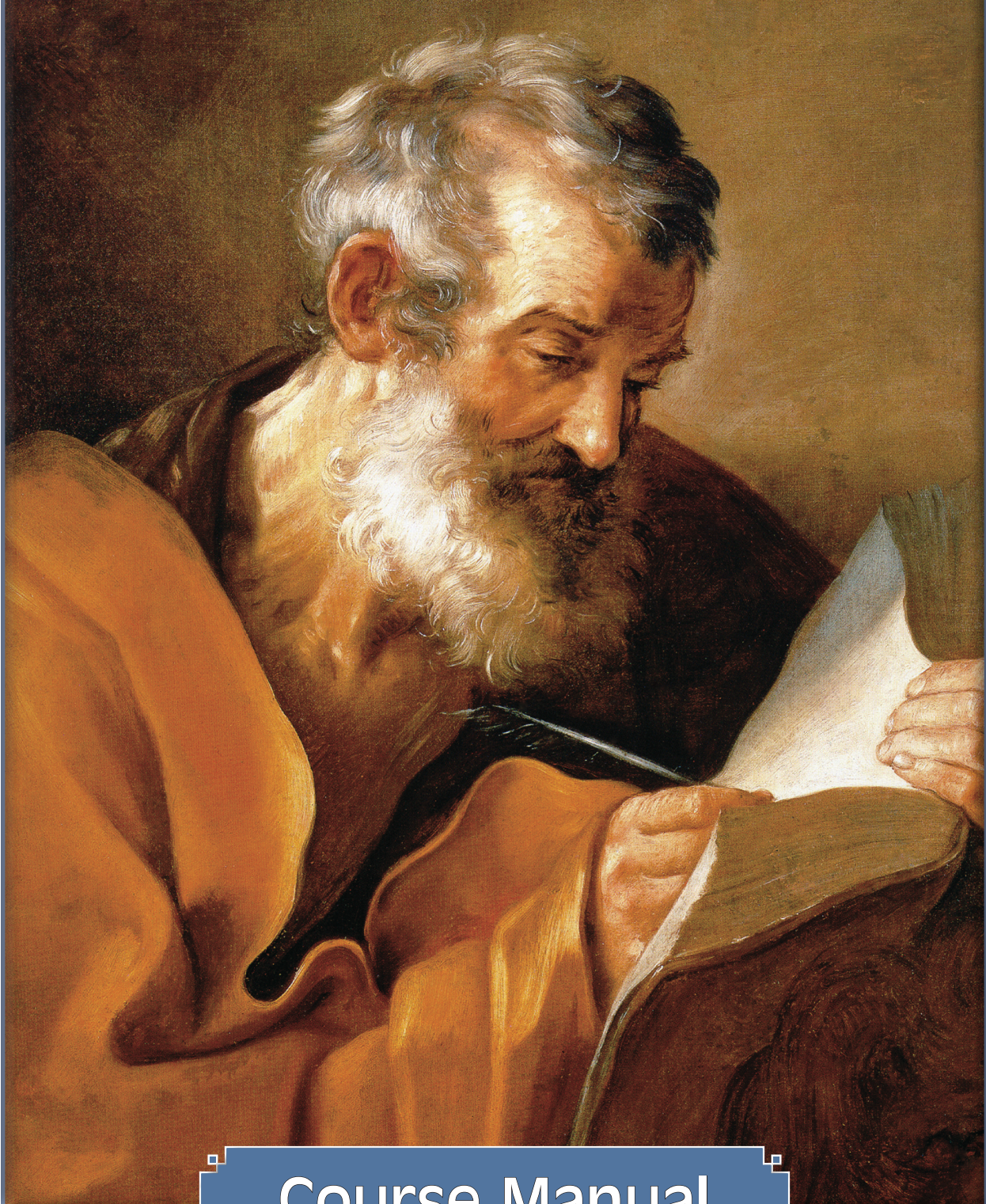


World Literature

SETON HOME STUDY SCHOOL

Important
notice on
page 8

Lesson Plans ♦ Tests ♦ Answer Keys ♦ Quarter Report Forms



Course Manual

ENG431_14A



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- Read about the author, Zona Gale, on p. 89.

WEEK SEVEN

Day 1

“The Rime of the Ancient Mariner” by Samuel Taylor Coleridge, was written in 1797. It was the opening poem in the first edition of *Lyrical Ballads*. Inspired by a dream of a friend, Coleridge and William Wordsworth, another great English poet, began work on the poem together. Wordsworth left the writing of the poem to Coleridge.⁴

- Read pp. 90 – 92, Part I of “The Rime of the Ancient Mariner.” The last paragraph of the introduction will provide you insight into the meaning of the poem. As you read the selection, be sure to read the side notes first, to aid you in understanding the poem.

Rime is a variation of the word “rhyme.”

In Part I, the ancient Mariner stops a man on his way to a wedding. The Mariner begins to tell the man his story that occurred while he was at sea. Notice what the Mariner admits to doing in line 82.

- Reread Part I. Try reading this section out loud or go on the Internet at www.gutenberg.org/etext/12713 where each part of the poem can be downloaded for listening.
- Answer “Helps for Study,” Part I, p. 108.
- Read p. 93 – 94, Part II of “The Rime of the Ancient Mariner.” This is probably one of the most famous poems written in the English language.

In Part II, since the albatross has been killed, bad luck seems to come upon the ship and its crew. Beginning with lines 119 – 122, what did the Mariner mean by “Water, water, everywhere, ... Nor any drop to drink”? The ship was surrounded by water in the ocean, but they could not drink the ocean water because it was salt water and not drinking water.

Have you ever heard the expression, “It is an albatross around one’s neck”? This means it is a burden.

- Reread Part II out loud.
- Answer “Helps for Study,” Part II, p. 108.

Day 2

- Read p. 94 – 97, Part III of “The Rime of the Ancient Mariner.”

In Part III, a mysterious ship appears. This ship brings Death and Life-in-Death to the crew. Do you remember the definition of personification? **When human characteristics are given to non-human things, this is known as personification.** Death and Life-in-Death are examples of personification. Death, the state of being dead, is not human but is referred to as a woman who has “her crew” and a “mate.” Life-in-Death, also not a person, is referred to as the “mate” of Death. Life-in-Death is described as a woman with red lips, yellow-gold hair, and white skin. Death and Life-in-Death were casting dice, an action that humans would do.

⁴William C. Bassell, *Adventures in English Literature, Pegasus Edition* (Orlando, FL: Harcourt Brace Jovanovich, Inc., 1989), 492.



Imagery is words or phrases that use description to create pictures, or images in the reader's mind. Look at lines 190 – 192. This is an example of imagery; the author's description of Life-in-Death.

- Reread Part III out loud.
- Answer “Helps for Study,” Part III, p. 108.
- *Online Enrichment:* Continue to listen to the lecture for Week Seven. This lecture discusses Parts I, II, and III of the poem.

A **ballad** is a narrative poem that depends on regular verse patterns and strong rhymes for its effect. “The Rime of the Ancient Mariner” is a ballad. Read the following definitions to learn about two types of ballads.

A **folk ballad** is a ballad that originates as an anonymous song and is passed on orally before being written down.

A **literary ballad** is composed by a known writer and may or may not be sung. Most ballads have lots of action and adventure, and most are tragic. “The Rime of the Ancient Mariner” is a literary ballad.

Repetition is the return of a word, phrase, stanza form, or effect. Look at lines 119 and 121 to see the repetition of the words “water” and “everywhere.”

Alliteration is the repetition of similar sounds, usually consonants or consonant clusters, in a group of words close together. They most often appear at the beginning of words but sometimes in the middle and at the end. Look at lines 103 and 105 for examples of alliteration of the letter “f”: fair, foam flew, furrow, followed free, first.

Day 3

- Read p. 97 – 98, Part IV of “The Rime of the Ancient Mariner.”

Notice what happens at the end of Part IV. The Mariner sees beauty in the beasts he previously saw as slimy (line 125). His love for the water snakes enables him to pray, the curse begins to break, and God's help follows (lines 273 - 290).

Lines 278 – 281 are more examples of imagery. Coleridge creates a visual of the water snakes.

- Reread Part IV out loud.
- Answer “Helps for Study,” Part IV, p. 108. For question #2, stanzas 54 – 63 are lines 232 – 276. In question #4, stanzas 61 – 64 are lines 263 – 281.

Day 4

- Read p. 99 – 102, Part V of “The Rime of the Ancient Mariner.”

In Part V, the occurrences on the ship are of a supernatural nature. “Penance” in lines 408 and 409 on p. 102 means punishment.

- Reread Part V out loud.
- Answer “Helps for Study,” Part V, p. 108, questions #1 and 2.



Day 5

- Read p. 102 – 105, Part VI of “The Rime of the Ancient Mariner.”

In the end of Part VI, the Mariner sees a boat with men and hears human voices, the Pilot, the Pilot’s boy, and the Hermit. The Mariner realizes that the Hermit, who is a priest, can hear his confession for his sin of killing the Albatross.

- Reread Part VI out loud.
- Answer “Helps for Study,” Part VI, p. 109.

WEEK EIGHT

Day 1

- Read p. 105 – 107, Part VII of “The Rime of the Ancient Mariner.”

Part VII reveals to the reader the on-going penance of the Mariner. He must tell his tale to certain strangers throughout the world so that they learn to respect and love all things that God has created.

- Reread Part VII out loud.
- Answer “Helps for Study,” Part VII, p. 109.

Day 2

- *Online Enrichment:* Listen to the lecture for Week Eight. This lecture discusses Parts IV, V, VI, and VII of the poem.

Some of the motifs in “The Rime of the Ancient Mariner” are sin and punishment, guilt, repentance, confession and final penance.

- Answer “Quick Quiz,” and “Class Discussion,” p. 109.

Enrichment: In Composition, Written, p. 109: Write a paragraph or more: What ideas in the poem show Catholic influence? Explain the use of these ideas in the poem.

- *Discussion Questions:* Answer the following questions:
 1. Romantic poets like Wordsworth and Coleridge rejected the clockwork-like, mechanical universe of the eighteenth-century deists who denied the reality of miracles and the presence of God’s eternal providence in human history and in daily life. According to these rationalists, God created the world and set it in motion, without ever needing to intervene or interfere with the clockwork mechanism of the universe. Instead of seeing nature as a hollow, un-mysterious universe lacking wonder and freshness, the Romantic poets saw spiritual realities and mysterious wonders in Nature. How does Coleridge in “The Rime of the Ancient Mariner” present Nature as having these mysterious, supernatural properties?

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