

## Lesson 5



# THE LAND OF STORY-BOOKS

At evening when the lamp is lit,  
Around the fire my parents sit;  
They sit at home and talk and sing,  
And do not play at anything.

Now, with my little gun, I crawl  
All in the dark along the wall,  
And follow round the forest track  
Away behind the sofa back.

There, in the night, where none can spy,  
All in my hunter's camp I lie,  
And play at books that I have read  
Till it is time to go to bed.

These are the hills, these are the woods,  
These are my starry solitudes;  
And there the river by whose brink  
The roaring lions come to drink.

I see the others far away  
As if in firelit camp they lay,  
And I, like to an Indian scout,  
Around their party prowled about.

So, when my nurse comes in for me,  
 Home I return across the sea,  
 And go to bed with backward looks  
 At my dear land of Story-books.

— ROBERT LOUIS STEVENSON



## Lesson 5.1

# Prose & Poetry

### A LOOK AT LITERARY ELEMENTS IN "THE LAND OF STORY-BOOKS"

## 1

#### Read

- ◆ Follow along and listen carefully the poem is read aloud, OR read it aloud yourself. Read it at least two or three times. **Delight** in the meter, the rhyme, and the images.

## 2

#### Inquire

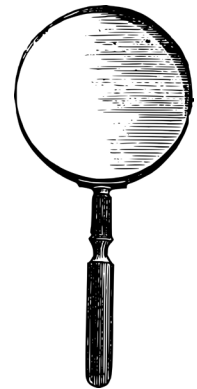
- ◆ Does the **title** give any hint as to the content or message of the poem? If this work was published by the poet in a larger book or anthology, does that title give any hint?
- ◆ Are there any unfamiliar persons, places, or things mentioned in the poem? Discuss these with your teacher.
- ◆ Discuss the meaning of these words in the context of the story: *lamp*, *spy*, *solitudes*, *brink*, *prowled*, *nurse*, and any unfamiliar words, and any unfamiliar words.
- ◆ Was there any part of the poem you did not understand? If so, discuss this with your teacher and classmates.

## 3

#### Observe the **Invention** and **Arrangement**

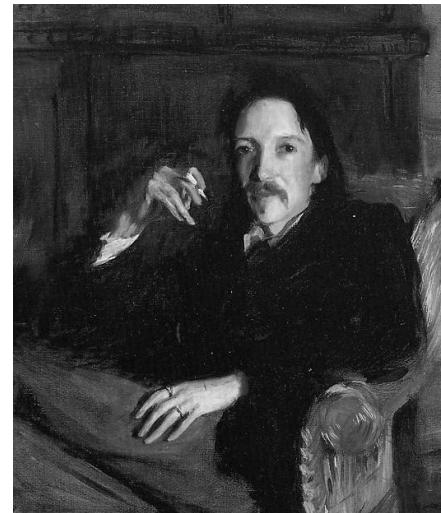
#### ◆ Lyrical Elements

- What does the poet describe?
- Does the poet make you see, hear, smell, taste, or touch anything?



- Does the poet compare something in the poem to some other thing?
- ♦ **Narrative Elements** Does this poem tell a story? If so, observe the
  - **Setting** When and where does this story take place?
  - **Characters** Who is (are) the main character(s) in this story?
  - **Conflict** What is the main problem or crisis for the character(s)?
  - **Resolution** Is the problem solved? If so, how? If not, why not?

**4 Investigate the Context** Born in Edinburgh, Scotland in 1850, Robert Lewis (later Louis) Balfour Stevenson is one of the world's most translated authors. His famous adventure stories, *Treasure Island* and *Kidnapped*, are included in almost every list of classic children's literature. His adult horror story, *Dr. Jekyll and Mr. Hyde*, is a staple in high school and college literature courses. He was also a renowned poet, essayist, and travel writer. He died at age 44, leaving a remarkable body of work, after suffering ill health for most of his life.



His early childhood was spent mostly in bed, under the care of his devoted nurse, Alison Cunningham. She made sure that he learned his Bible and his Shorter Catechism. She told him the great hero tales of Scottish history, including the stories of the Covenanters who would show up in his later works. She read and recited poetry to him for countless hours and encouraged him from a very early age to write his own stories. In 1905, Stevenson published *A Child's Garden of Verses*, the anthology from which "The Land of Story-books" is taken. He dedicated it to Alison Cunningham with these words:

For the long nights you lay awake  
And watched for my unworthy sake . . .  
For all the story-books you read:  
For all the pains you comforted

- ♦ Identify the poem's **Literary Genre**
  - **Genre by literary period** – In which century (time period) and country was this work written?
  - **Genre by poetic/narrative category** – Is this poem chiefly **lyrical** (describes an event, or a person, or a feeling, or a time and place, etc., but it does not tell a particular story) or **narrative** (tells a story)? If narrative, is it primarily **non-fiction** (a story that really happened) or **fiction** (a story told as if it really happened)?

**5** **Connect** the thoughts

- ♦ Does this poem remind you of other poems, or of stories with similar plots, messages, or characters?
- ♦ Does this poem remind you of any proverbs or other well-known quotations? If so, enter these in your Commonplace Book.



**6** **Profit and Delight**

- ♦ **Delight** – What are the sources of delight in this poem?
- ♦ **Wisdom** – What wisdom does this poem furnish?
- ♦ **Read** the poem aloud to your teacher with expression and with proper pauses. (See Lesson 1.1)
- ♦ **Memorize** this poem and **recite** it before an audience.

## Language Logic

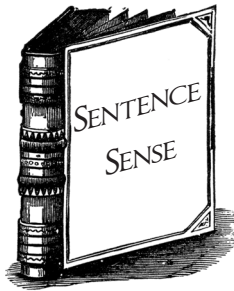


### GRAMMAR TERMS & DEFINITIONS

- ◉ Review your grammar flashcards following the daily review system.

### SENTENCE DIAGRAMMING AND PARSING

- ◉ Study the following sections in *Sentence Sense* with your teacher.



#### III. Sentence Diagramming – Modifiers

- ♦ 13.7 Adverbial Nouns

- ◉ Copy the sentence into your Writer's Journal. Mark the prepositional phrases, subjects, and verbs. Then diagram the sentence. Refer to *Sentence Sense* as needed.



Home I return across the sea, and go to bed with backward looks  
at my dear land of Story-books.

- Orally parse these nouns with your teacher, using the chart in *Sentence Sense* to guide you. Check your answers as you go in *Bards & Poets Teaching Helps*.

looks, sea, Story-books

## Eloquent Expression

### COPIA OF WORDS: VOCABULARY STUDY

- Conduct a vocabulary study for "The Land of Story-Books."
- A. Choose at least two words to study. If you need suggestions, see the list under Read and Comprehend in Literary Elements above. Work in your Writer's Journal.
  - B. Complete Vocabulary Study steps A-G for each word (see *Bards & Poets Appendix*).



## Commonplace

### POETRY

Session one of three commonplace sessions for this lesson. Literary selection: "The Land of Story Books."

- Set your timer and begin copying. When finished, check your work carefully against the original for accuracy.



### Lesson 5.2

---

## Prose & Poetry

### RHYME

- Mark the end rhyme in the stanzas below.

At evening when the lamp is lit,  
 Around the fire my parents sit;  
 They sit at home and talk and sing,  
 And do not play at anything.

Now, with my little gun, I crawl  
 All in the dark along the wall,  
 And follow round the forest track  
 Away behind the sofa back.

There, in the night, where none can spy,  
 All in my hunter's camp I lie,  
 And play at books that I have read  
 Till it is time to go to bed.

These are the hills, these are the woods,  
 These are my starry solitudes;  
 And there the river by whose brink  
 The roaring lions come to drink.

I see the others far away  
 As if in firelit camp they lay,  
 And I, like to an Indian scout,  
 Around their party prowled about.

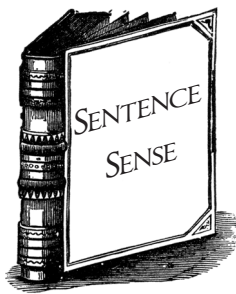
So, when my nurse comes in for me,  
 Home I return across the sea,  
 And go to bed with backward looks  
 At my dear land of Story-books.

## Language Logic

### THE PRONOUN



Study and discuss the lessons in *Sentence Sense* with your teacher as indicated below. These lessons review and add to concepts learned in Language Lessons for Grammar Students.



#### I. Etymology – The Pronoun

- ♦ 2.1 Definition
- ♦ 2.2. Antecedent
- ♦ 2.3 Pronoun Properties
- ♦ 2.4 Pronoun Classes



Move the flashcards that you have mastered backwards in your file system. Leave any that you have not mastered behind the **Daily** tab. Add these flashcards to your box behind the Daily tab, and begin to memorize them:



- ♦ Antecedent
- ♦ Pronoun Properties
- ♦ Pronoun Classes

 Review all flashcards according to tabs.

## Eloquent Expression

### SENTENCE STYLE – COPIA REVIEW: VERBS

 For each of the following verbs from "The Land of Story-Books":

- ♦ List several substitutions that fit the context. Make your verbs strong and fitting. Use the dictionary for synonyms if you wish.
- ♦ Paraphrase the sentence. Use different verbs, and add adverbs to help clarify or intensity the action.

1. So, when my nurse comes in for me, home I return across the sea.
2. I go to bed with backward looks at my dear land of Story-books.




## Commonplace

### POETRY

Session two of three commonplace sessions for this lesson.

Literary selection: "The Land of Story Books."

-  Set your timer and begin where you stopped in the last session. When finished, check your work carefully against the original for accuracy.



Lesson 5.3

# Prose & Poetry

RHYMING WORDS

- 🌿 Do these exercises in your Writer's Journal.
- A. Read "The Land of Story-Books" aloud once more.
  - B. List pairs of rhyming words in the poem spelled the same.
  - C. List pairs of rhyming words in the poem spelled differently.
  - D. Write several other words that rhyme with *crawl*. At least one of them should have an ending that is spelled differently.



# Language Logic

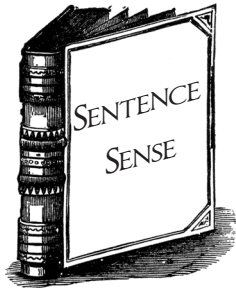


GRAMMAR TERMS & DEFINITIONS

- 🌿 Review your grammar flashcards following the daily review system.

THE PRONOUN, CONTINUED

- 🌿 Study and discuss the lessons in *Sentence Sense* with your teacher at home as indicated below. Note that we are skipping Lesson 62, having to do with pronoun cases; these will be covered in *Poetics & Progym*.

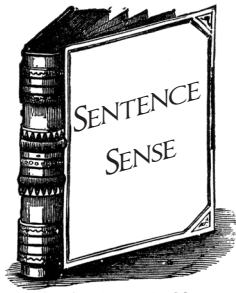


- I. Etymology – The Pronoun
  - ♦ 2.5A Personal Pronouns
- IV. A Method of Parsing
  - ♦ 27.5 Parsing a Pronoun
- V. Exercises
  - ♦ Oral exercise: Parse the pronouns only in *Harvey's* 65, sentences 1, 3, 6, 11, and 12. Use the chart in *Sentence Sense* 27.5 to guide your parsing.



## SENTENCE DIAGRAMMING: POSSESSIVES AND APPOSITIVES

🌿 Study the following sections in *Sentence Sense* with your teacher.



## III. Sentence Diagramming – Possessives

- ♦ 14.1 Nouns and Pronouns Showing Possession

## III. Sentence Diagramming – Appositives

- ♦ 15.1 Appositives and Their Modifiers

🌿 In your Writer's Journal, copy these sentences. Mark the prepositional phrases, subjects, and verbs. Then diagram the sentence. Refer to *Sentence Sense* as needed.

1. Have you seen him today?
2. I saw it with my own eyes.
3. The Scot, Robert Louis Stevenson, wrote this poem.
4. Stevenson himself was a sickly child.



## Eloquent Expression

## SENTENCE STYLE – COPIA REVIEW

Complete these exercises in your Writer's Journal.

🌿 Copy this sentence. List as many synonyms as you can for each of the underlined words. Paraphrase the sentence twice, using your favorite synonyms. Also use the synonyms for *comes* and *go* from Lesson 5.2 in your rewritten sentences. Compare your rewritten sentences with the original.

When my nurse comes in for me, home I return across the sea, and go to bed with backward looks at my dear land of Story-books.

🌿 Copy this sentence. List as many antonyms as you can for the underlined words. Paraphrase the sentence using a negated antonym. Compare your rewritten sentences with the original.



I see the others far away.

## Commonplace

### POETRY

Session three of three commonplace sessions for this lesson.

Literary selection: "The Land of Story Books"



Set your timer and begin where you stopped in the last session.

When you finish, check your work carefully against the original for accuracy.



## Lesson 5.4

---

## Prose & Poetry

### STANZA FORM

A poet chooses the form of a poem in addition to the words in order to communicate the message. A **stanza** is a grouping of verses (lines) in a pattern, which is often repeated throughout the poem. The word **verse** correctly refers to a single line of the poem. Although many people commonly use **stanza** and **verse** interchangeably, this is not technically correct when you are analyzing a poem.

**Stanza Forms** are named according to the number of lines that are grouped together. For example, if the stanza has two lines, it is called a **couplet**.<sup>1</sup> Most of these are named using Latin derivatives for numbers:

<u># OF LINES</u>	<u>STANZA FORM</u>
2	Couplet
3	Tercet
4	Quatrain
5	Quintain (also called cinquain or quintet)
6	Sextet (also called sextain, sixain, sexain, sestet, or my favorite—hexastich!)
7	Septet
8	Octave (also called octet)

<sup>1</sup> The term **couplet** may also refer to any two successive lines of poetry that are rhymed, even if they are part of a larger stanza.

Certain rhyme patterns within a particular stanza form also are named. Quatrains are categorized by rhyme pattern:

<u>RHYME PATTERN</u>	<u>NAME</u>
ABAB	Cross-Rhymed
ABBA	Envelope Rhyme
AAAA	Mono-Rhymed
AABB	Heroic
AAxA	Rubai (a Persian form)

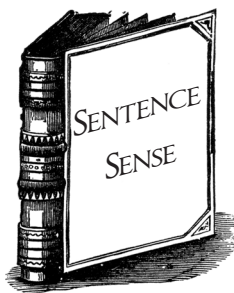
If a quatrain fits one of these patterns, add the rhyme pattern name to the name of the stanza. For example *The Swing* by Robert Louis Stevenson (from the example in Lesson 1) is a **cross-rhymed quatrain**.

- 🌿 What is the stanza name (including rhyme pattern if applicable) for *The Land of Story-Books*? Review the other poems we have studied so far that are written in quatrain stanza form. For each one, identify the stanza name (including rhyme pattern).

## Language Logic

### THE PRONOUN, CONTINUED, AND SENTENCE CLASSES BY USE

- 🌿 Study and discuss the lessons in *Sentence Sense* with your teacher at home as indicated below. Note that we are skipping Lessons 70-74, having to do with relative pronouns; these will be covered in a later lesson.



#### I. Etymology – The Pronoun

- ♦ 2.6 Possessive Pronouns
- ♦ 2.7 Interrogative Pronouns

#### V. Exercises

- ♦ Oral exercise: Parse the possessive pronouns only in *Harvey's* 69, sentences 1, 2, 4, 5, and 7. Use the chart in *Sentence Sense* 27.5 to guide your parsing.
- ♦ Oral exercise: Parse the interrogative pronouns only in *Harvey's* 78, Set A, sentences 1, 2, 5, and 8. Use the chart in *Sentence Sense* 27.5 to guide your parsing.

#### III. Sentence Diagramming – Possessives

- ♦ 14.2 Possessive Pronouns

☉ In your Writer's Journal, copy these sentences. Mark the prepositional phrases, subjects, and verbs. Then diagram the sentence. Refer to *Sentence Sense* as needed.

1. He is an old friend of ours.
2. This book is not mine; it must be yours or hers.
3. Whom did he call?



GRAMMAR TERMS & DEFINITIONS

☉ Review your grammar flashcards following the daily review system.

DICTIONATION: POETRY

☉ Work in your Writer's Journal. Write as your teacher dictates a passage to you from your Commonplace Book. When you are done, check your work carefully, word by word, against the original. Check for accurate spelling, capitalization, and punctuation.

# Eloquent Expression

SENTENCE STYLE: COPIA REVIEW

Complete these exercises in your Writer's Journal.

☉ Copy this sentence, then Paraphrase it twice changing the opening words each time.

When my nurse comes in for me, home I return across the sea,  
and go to bed with backward looks at my dear land of Story-  
books.



## Lesson 5.5

## Prose &amp; Poetry

## POETRY APPRECIATION

- Read and enjoy a few poems in your poetry anthology. Try to find one of each kind of stanza and rhyme pattern. Read one or two aloud with expression and proper pauses. Pause at punctuation, but not necessarily at the ends of lines.

## Language Logic

## GRAMMAR TERMS &amp; DEFINITIONS



- Ask your teacher to quiz you with the grammar flashcards. Alternately, use the test feature in the Cottage Press *Bards & Poets* Quizlet Classroom for an online or printed quiz for Lesson 5.

## SENTENCE DIAGRAMMING AND PARSING

- Copy the sentence into your Writer's Journal. Mark the prepositional phrases, subjects, and verbs. Then diagram the sentence. Refer to *Sentence Sense* as needed.

They sit at home and talk and sing, and do not play at anything.

- Orally parse these nouns and pronouns with your teacher, using the chart in *Sentence Sense* to guide you. Check your answers as you go in *Bards & Poets* Teaching Helps.

They, home, anything



## Eloquent Expression

## SENTENCE STYLE – COPIA REVIEW

Complete these exercises in your Writer's Journal.

☉ Copy this sentence. Paraphrase it as each of the other sentence classes by use.

I play at books that I have read.

☉ Copy this direct quotation into your Writer's Journal. Paraphrase it twice, varying your dialogue tags and their position in the sentence each time.

The poet said, "They sit at home and talk and sing, and do not play at anything."



## Commonplace

### FROM YOUR READING

☉ Choose a poem from your anthology to copy into your Commonplace Book. Include the title of the poem and its attribution (the name of the poet). Refer to the Appendix under Commonplace Book for examples of this. Below the poem, make note of its rhyme scheme and stanza form.

