

Lightning Literature & Composition ***Eighth Grade***

Student Guide

Preparing for High School Composition Skills
by Responding to Great Literature

**“The difference between the right word and the almost-right word
is the difference between the lightning and the lightning bug.”**

—Mark Twain

by
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REQUIRED BOOKS FOR THIS COURSE

You need unabridged copies of the following books:

Stories & Poems for Extremely Intelligent Children by Harold Bloom

Treasure Island by Robert L. Stevenson

A Day of Pleasure by Isaac B. Singer

A Christmas Carol by Charles Dickens

The Hobbit by J. R. R. Tolkien

My Family and Other Animals by Gerald Durrell

To Kill a Mockingbird by Harper Lee

Welcome to Lightning Literature

Welcome to the Eighth Grade Lightning Literature Program!

This year you will be reading four novels, two nonfiction books, three short stories, and several poems for this class. I have tried to choose stories and poems that are interesting, yet very different from each other. I'm sure you will like some of them more than others (I do), but I hope you will find much to enjoy and maybe meet authors that you want to read again.

Each chapter has an **INTRODUCTION** which you should read before you start on the book, short story, or poems. As you read the assignment, you may encounter words you don't know. Some of these are defined in this book, in the **VOCABULARY** section. There are also **COMPREHENSION QUESTIONS** which you should answer. How often you answer them (every day, once a week, etc.) you can decide with your parent or teacher.

After you're done with the reading, do all the **WORKBOOK** pages that go with that chapter. (These are together either in the back of this notebook or packaged in an envelope if you purchased the workbook pages separately.) All the workbook pages are required except the games (crosswords and word searches) and extra challenge pages (found at the end of each section). These you can do if you wish, or you can skip them. After you've done the workbook pages, read the **WRITING EXERCISES**. I recommend you complete at least one writing exercise per chapter. If you've done a lot of writing before or you like to write, you may want to do two papers for some chapters.

Above all, try to enjoy yourself! Reading should be fun, and writing should be satisfying. As you may already have discovered, reading will take you to new places, expose you to new ideas, and introduce you to wonderful people. Writing can be hard, but it's wonderful to have written something you're proud of and want to show to others. I hope this year's English class will help you with both.



Chapter One

“A Crazy Tale” by G. K. Chesterton

Stories and Poems for Extremely Intelligent Children of All Ages
—Pages 28 to 33

Teacher Guide—Pages 15 to 23

Workbook—Pages 1 to 18

Before authors start to write they must have some purpose for writing. This lesson examines various authors’ purposes for fiction and nonfiction.

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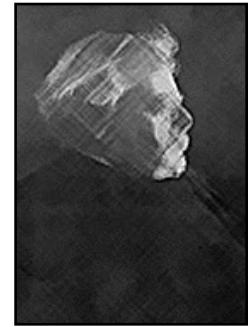
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Chapter 1: “A Crazy Tale”

***“Fable is more historical than fact,
because fact tells us about one man
and fable tells us about a million men.”***

—G. K. Chesterton



Introduction

G. K. Chesterton may have written more pages than any other author you will read in this class. He wrote dozens of novels, hundreds of poems and short stories, and thousands of essays. Yet it is possible you have never heard of him, in spite of the fact that his writings have been very influential. Chesterton did not really write for children or young adults; his writings tended to be on heavy subjects like philosophy or theology, though he did write some murder mysteries as well. His fiction writing often seems quite peculiar at first glance, and the story you’re about to read is no exception.

Gilbert Keith Chesterton was born in London in 1874. No one would have guessed early in his life that Chesterton would become such a prolific writer and respected intellectual. He did not even learn to read until he was eight years old. He took some classes at college, but never got a degree. Around 1900 three big changes came to Chesterton’s life: he became a Christian (first he was Anglican but later became Roman Catholic), he married Frances Blogg, and he started publishing his writing.

Had you met Chesterton, or even just seen him walking down the street, you would never have forgotten him. He was 6 feet 4 inches tall and weighed around 300 pounds. He usually wore a cape and carried a cane. He was also quite eccentric. While he could quote whole chapters of Charles Dickens’ books from memory, he often couldn’t remember where he was supposed to go on a simple errand. Sometimes he sent telegrams to his wife telling her he was at the wrong place and asking where he was supposed to be.

Although he never graduated from a college or university, eventually Chesterton received honorary degrees from the universities of Edinburgh, Dublin, and Notre Dame. He was well respected as a journalist, literary critic, author, and public speaker. Eventually

Chesterton's grueling work schedule, lack of exercise, and overeating caught up with his heart, and he died in 1936.

Some of you will find this first story a bit heavy-going. As I said, Chesterton really didn't write for children or young adults. Don't worry though, as it is short, and nothing else you read in this class will be anything like it. Others of you will enjoy the story immensely, and you should find more of Chesterton's short stories to read. One excellent place to get started on learning more about Chesterton is the American Chesterton Society's website: <<http://www.chesterton.org/>>.

While You Read

Authors always have a purpose for writing. As you read this story, ask yourself what you think Chesterton's purpose might have been in writing such a crazy tale.

Vocabulary List

- **Apocalypse** final revelation or end of the world
- **incalculable** unpredictable
- **proximity** nearness
- **instantaneous** occurring in an instant
- **compass** area
- **spire** something thin that narrows to a point; also, the top part of a church
- **multitudinous** numerous
- **abortion** something malformed or monstrous
- **portent(s)** a prophetic thing or event; an omen
- **anarchy** chaos
- **colossal** huge
- **quaint** odd
- **irony** a twist; when something happens other than what is expected
- **inscrutable** mysterious
- **fancy** image
- **plumage** feathers
- **Cherubim** angels
- **premonition** forewarning
- **mad** crazy (it does not mean angry here)
- **swathe(ing)** wrapping, enfolding
- **proclamation** announcement

- **cultivated** refined; no longer in its natural state
- **“dervish and anchorite, Crusader and Ironside”** These are all people noted for extreme religious devotion. *Dervishes* are members of an Islamic sect who are monk-like in their religious practice. *Anchorites* are Christian hermits who devote themselves entirely to God. *Crusaders* were knights of the Middle Ages who fought in the Crusades or Holy Wars. *Ironside* refers to Henry Ironside who was a popular American evangelist in the early part of the twentieth century.

Comprehension Questions

1. The narrator of this tale says that after he heard the man speak he knew there had been the creation of a second what?
2. What does the man describe as “the growing fingers of the earth”?
3. What is the man talking about when he says, “High in the empty air blazed and streamed a great fire, which burnt and blinded me every time I raised my eyes to it”?
4. Who does the man describe as giants?
5. When the girl asks him if he doesn’t hear the thunder, what does the boy say he does hear?
6. What was the greatest event of the man’s life?
7. What does the man say his function is?
8. What does the man describe as “those two creatures I see everywhere, stumping along the ground, first one and then the other”?
9. After the man leaves, what does the narrator decide about him?



Literary Lesson: Author's Purpose

As I said, authors always have a purpose in mind for writing. Discovering the author's purpose can help you understand and appreciate a piece of writing more. Also, it helps you better judge the writing, because if you don't know what the author was aiming for, how can you judge how well they achieved their aim?

AUTHOR'S PURPOSE IN NONFICTION

Let's look at some authors' purposes for writing nonfiction first, even though the story you just read is fiction. There are five basic purposes for nonfiction writing:

- To inform
- To explain (or instruct)
- To persuade
- To describe
- To explore

It's usually easy to tell what the author of a piece of nonfiction writing is trying to do. For example, newspaper articles usually mean **to inform** us of events that are happening in the world. The instructions for how to put your little brother's tricycle together that your parents frown over are meant **to explain** how to assemble the trike through a step-by-step process. Letters to the editor in a newspaper are meant **to persuade** others to share the same opinion as the author. Someone writing a brochure advertising the beauties of Vermont will need **to describe** the state's natural wonders. A private journal kept by someone is often used **to explore** his or her own feelings and ideas.

You can't judge a piece of nonfiction appropriately unless you understand what the author was trying to do. For example, it would be pointless to fault a brochure of Vermont for not explaining how to make maple syrup if all the author meant to do was describe the wonderful maple syrup you can buy there. A newspaper article informing you about a forest fire in Vermont shouldn't be thought inadequate because it doesn't describe the beautiful fall foliage of that state.

Following are five paragraphs on my state of Oregon. Each has a different purpose:

To inform:

The state of Oregon is bordered on the north by Washington, on the south by California and Nevada, on the east by Idaho, and on the west by the Pacific Ocean. Oregon became a territory in 1848 and the 33rd state in 1859. There are many little quirks about Oregon. For example, it boasts the world's smallest park (Mills End Park) and shortest river (the D River). It has the only state flag with a different front (the state seal) and back (a beaver—the state animal). Also, Oregonians are privileged to not pay sales tax and not have to pump their own gas (as it is illegal to do so).

To explain/instruct:

Many people drive from northern California through Oregon to Portland or even to Washington; here is the best route for doing so. First, take Interstate Highway I-5 to Ashland, where you can stay for a few days in this quaint town and see some first-rate Shakespearean theater. Once you have had enough culture, get back on I-5, but only as far as Sutherlin. Then take State Highway 138 to 38, then west to the Pacific Ocean. Here you can play in the Oregon Dunes National Recreation Area. When you've frolicked enough, drive the remainder of your trip up the coast highway, 101. It's wonderfully scenic, and you can stop at various beaches along the way, if you wish. If you're going to Portland, take 6 or 26 over. If you're going to Washington, stay on 101 until Astoria (another lovely town), then cross back over on 30 to I-5.

To persuade:

Moving is always a hard decision, but if you decide to move to Oregon, it will be the best decision you've ever made. Say good-bye to sales tax and pumping your own gas. Say hello to wonderful hiking, beautiful beaches, and world-class skiing. Like the city life? Then live in thriving downtown Portland, close to wonderful restaurants, theater, ballet, and concerts. Prefer the suburbs? Portland is surrounded with safe, friendly, interesting neighborhoods, each a little different from the next. Is it the country you're looking for? Oregon is full of beautiful farmland. Or maybe you prefer to settle on the beach? We've got that too!

To describe:

Oregon is a natural wonder, with something for everyone. Starting on the west coast, there are dozens of beaches, some rocky, some sandy, all beautiful. There's no better way to end a day than with friends on the soft sand, digging your toes in, sitting around a bonfire and watching the sunset. Get in your car and travel east and you'll quickly come to beautiful forests full of pine, fir, and maple with wonderful hiking trails for everyone from beginners to experts. If a quaint little town is what you're looking for, travel south to Ashland with its open-air theater, mock-Tudor homes, and charming park. And let's not forget the mountains. Mount Hood, for example, has great skiing year round. If you don't ski, just go up to enjoy the tranquility of the woods in a fresh snowfall. Travel east again, and you'll end up in the desert where you'll find the best stargazing for miles.

To explore:

Dear Chris,

Well, I think we've finally settled here in Oregon. It's quite a nice place, really. The people are friendly, and I'm getting used to the rain. Portland is a bigger city than I'm used to though, and I'm still not sure what I think about that. I suppose it will just take time. Dad says we'll go skiing soon. He promises to teach me. I'm a bit scared about that, but I'm sure I'll be glad in the end. Well, almost sure. I say I'm getting used to the rain, but actually it is a bit gloomy. People tell me I'll feel much better when summer comes; they say summers here are very nice. I hope so.

You may have noticed that, although each paragraph has a primary purpose, other purposes crop up as well. For example, the explanatory paragraph sounds a bit persuasive and the persuasive paragraph has some description. This is natural. Authors' purposes are not tightly sealed boxes that must keep all other purposes out. Authors often have multiple purposes, though usually one is primary. For example, the primary purpose of the persuasive paragraph is to persuade people to move to Oregon. Authors who believe, however, that some wonderful description will help to persuade, will include that description. Now the author has two purposes: to persuade and to describe, but the second is subservient to the first.

AUTHOR'S PURPOSE IN FICTION

It probably occurred to you that when authors write fiction their purpose is very different than when they write nonfiction. But what purposes do authors have for writing fiction?

An author's primary purpose in writing fiction is to entertain. If the author is not able to entertain readers, no one will read the work, and any other purpose will be lost. Sometimes this is their only purpose. I do not mean that to sound bad—we all enjoy being entertained, and it is a function of art to do so.

What other purposes might fiction writers have? Here are some:

- To illuminate human nature
- To share their culture (or a culture they are fascinated by)
- To provide comfort
- To challenge people's ideas
- To create a world
- To criticize or expose social problems and injustice
- To inspire
- To share a different way of looking at the world

I cannot give you quick examples of these things, because they are more complex than the reasons for writing nonfiction. Also, don't think of them as a complete list to be memorized. Instead, recognize that these are some of the more common purposes in fiction; and the more you read, the more purposes you will discover. As you read the books and stories in this course, you'll probably spy some of these purposes.

For now, let us focus on Chesterton's purpose for writing this story. Certainly, one of his purposes was to entertain, but another is in the above list. You might be able to guess it already, but first let's look more closely at Chesterton himself.

KNOWING THE AUTHOR

I cheated you a bit in the introduction and did not give you the information you needed to know Chesterton's purpose for this story. But I did that for a reason. I wanted you to experience reading this story without having any idea about the author's purpose, because often you will read stories where you know little or nothing about the author. Sometimes when people do this, and they do not understand or enjoy

the story, they assume the author cannot write well or that the story is pointless. I hope to prevent you making this mistake.

It is often important to know something about the author of a work to know the author's purpose, and hence to understand the work more fully. Now, you do know something about Chesterton, but there is more you should know. During the late years of the nineteenth century and early years of the twentieth century, an idea called *rationalism* was growing in popularity in England. Rationalists believed in logic and in science. Logic and science are not bad of course, but rationalists tended to believe in nothing else. They believed that the only way to correctly view the world was through scientific eyes. Chesterton was against this way of looking at the world, and he frequently debated famous rationalists in public (though some of them were also his friends). Chesterton instead believed very deeply in God, and that the world could only be correctly seen with a knowledge of God and a fresh eye to his creation. He also believed that fables, fairy tales, and literature could help people find this fresh view. I gave you a hint about that with the opening quote to this chapter. These quotes from Chesterton can also give you some idea of his thoughts on these matters:

Nothing is poetical if plain daylight is not poetical; and no monster should amaze us if the normal man does not amaze.

The aim of life is appreciation; there is no sense in not appreciating things; and there is no sense in having more of them if you have less appreciation of them.

The whole order of things is as outrageous [extraordinary] as any miracle which could presume to violate it.

There is a road from the eye to heart that does not go through the intellect.

Now that you know this about Chesterton, can you make a better guess as to his purpose in writing this story? It was the last purpose mentioned above—**to share a different way of looking at the world**. He probably also had the penultimate purpose mentioned above—**to inspire** the reader to see the world with fresh eyes. You could say that Chesterton also wanted **to challenge people's ideas**, and that is true; but he did more than just challenge them, because he also shared what he thought was a better way.

CLUES IN THE STORY

In addition to knowing something about the author, you must pay close attention to a story (or poem), when trying to figure out the author's purpose. Such things as setting, character, and symbolism can all contribute to our understanding of an author's purpose, and you'll learn more about that throughout this course. Did you get any clue from this story as to the author's purpose?

When you first read this story, you may have thought that the narrator was actually correct in stating that the man with the crazy story was mad. You may have wondered why you had to read this story, which was merely the ramblings of a crazy person. What is the use of seeing the world through the eyes of a crazy man? After all, no one wants to be crazy, and someone who is genuinely crazy can't have much to teach us.

But Chesterton believed very deeply that we should pay close attention to all the ordinary things around us—that we should see them with new eyes. In this story, he takes that to its logical extreme—someone with the vocabulary and eloquence of an adult tells what it's like to see these things through the eyes of a baby. Chesterton hoped that we would be charmed by the man's descriptions, that they would stir us to look at things like grass and the sun with new feeling. So our first clues in the text are the descriptions themselves—they are intriguing and attractive. That Chesterton believes this is the ideal way to look at the world is expressed most clearly at the end of the story when the man says he was produced “with an intellect capable of performing a new function never before conceived truly; thanking God for his creation.” Clearly, this is the highest ideal for a man who said, “The aim of life is appreciation.”

AUTHOR'S PURPOSE AND APPRECIATION

If the aim of life is appreciation, can we enrich our lives by learning to better appreciate great literature? I said in the introduction to this chapter that some of you would like this story and some would not. I hope those of you who did not enjoy the story can at least appreciate it somewhat more now. I enjoy Chesterton's writing, and I think he fulfills his purpose very well when he writes. I hope even if you didn't enjoy this story that you can appreciate how well it fulfills its purpose.

But what of those of you who enjoyed it to begin with? Did discovering the author's purpose make you enjoy it more? Perhaps, and perhaps not. Often finding the author's purpose (or discovering anything additional about a piece of writing) helps you to appreciate the writing more. You find more depth in it, more to enjoy. But sometimes it doesn't make any difference. You may have enjoyed it so much that finding out it had a serious purpose didn't make any difference to you. Sometimes (though this is rare) discovering an author's purpose can detract from the story, usually because you do not like the author's purpose.

KNOWING YOUR PURPOSE WHEN YOU WRITE

While understanding an author's purpose will increase the depth of your reading, knowing your own purpose when writing will improve the clarity and strength of your writing. When you start to write something, whether fiction or nonfiction, ask yourself what you're hoping to communicate to your reader. If you are not clear in your own mind whether your article on a dog show is meant to inform people about the show, instruct them on how to participate, or persuade them to attend, your article may be vague and scattered. It can sometimes help to write a clear sentence stating your purpose before you begin your paper. The sentence need never appear in the paper itself; it is merely there to keep you on track.

CONCLUSION

There are four important things to remember about an author's purpose:

1. You cannot adequately judge a piece of writing without knowing the author's purpose.
2. You may be able to better appreciate and enjoy a piece of fiction by knowing the author's purpose (though not always).
3. You may have to examine the author's life and beliefs as well as the writing in question to discover the author's purpose.
4. You must keep your own purpose clear in your mind, or your writing may become unfocused.



Mini Lesson: Taking Notes

One purpose for nonfiction writing that you will encounter often in your school assignments is writing to inform. For example, you may have to write a report on the Battle of Gettysburg for history or on the birds of the South American rainforest for biology. These are informational reports (also called research papers), where you look information up in encyclopedias, books, magazines, and the Internet, then retell the information in your own words. Because you'll write many of these reports, it's important to learn how to do so well, and several of the mini-lessons this year concern various aspects of this kind of writing.

Once you find a source of information for your report (and I hope you find more than one), you need to take notes from it. When taking notes, remember these things:

- Know what the topic of your paper is and only take notes pertinent to it.
- When you paraphrase a source (as you will most often do), avoid plagiarism.
- When you quote directly from a source, quote accurately and in context.
- Note all pertinent information for proper citation later.

The first one is probably obvious. If you're writing a paper on toucans and you're reading through a book about a variety of birds, you only need to take notes on toucans. If your topic is the migration habits of geese, don't note down everything about geese, just information about their migration habits.

A paraphrase is rewriting what someone else says in your own words. Often this means you will just take down some bare notes and fill in the wording later. Suppose you read this paragraph in a book:

Many people have been influenced by G. K. Chesterton's writing including C. S. Lewis, Dorothy Sayers, and Jorge Louis Borges. For Lewis and Sayers, the influence was more personal; Chesterton's book *The Everlasting Man* was instrumental in Lewis's conversion to Christianity and *Orthodoxy* helped keep

Sayers from losing her faith. With Borges, the influence was more literary, as Borges' short stories, with their twists and paradoxes, are direct descendants of Chesterton's queer tales.

Let's say the focus of your paper is on Chesterton's religious influence. You only want to take notes that are applicable to your paper topic. Here are notes you might take on this paragraph:

Influenced: C. S. Lewis, Dorothy Sayers

Lewis: conversion, The Everlasting Man

Sayers: kept her faith, Orthodoxy

When you write from these notes, you don't want to repeat what the original paragraph said in the same way it said it (though you may want to convey the same information). If you copy down an exact sentence or even a particularly interesting phrase (without giving credit), that is plagiarism. But there are many ways to write the same information. Here's how your paragraph from these notes might end up:

G. K. Chesterton was not just a great writer, but he had a huge influence on the spiritual lives of many people. The equally great writers C. S. Lewis and Dorothy Sayers were only two of these. Chesterton's book *The Everlasting Man* brought C. S. Lewis to his faith while another great work of his, *Orthodoxy*, kept Sayers from leaving hers.

You'll learn more about plagiarism and rewriting something in your own words in the Mini-Lesson for Chapter 2.

Sometimes you'll like the way an author puts something so well that you'll want to quote them. That's fine—just be sure to give credit for the quote. (You'll see how to do that in your paper in the Mini-Lesson for Chapter 5.) When taking a note for a quote, be sure to write the quote down exactly right. Double-check this, as misquoting someone is never good. Also be honest about what the quote means. Sometimes quotes can be lifted from context, and it sounds like they're saying something they're not really saying. Do not do this, no matter how tempting it is. Consider this paragraph:

There has long been debate about whether, or to what degree, Chesterton was anti-Semitic. While it cannot be denied that there are some anti-Jewish remarks in Chesterton's writing, these beliefs were all too common in Chesterton's day. It should also be noted that Chesterton had many Jewish friends and denounced racism and particularly anti-Semitism towards the end of his life.

Someone writing a paper trying to prove that Chesterton was a rabid anti-Semite might stoop to the following quote from the above paragraph:

". . . it cannot be denied that there are some anti-Jewish remarks in Chesterton's writing . . ."

I'm sure you can see how this quote, taken out of context, sounds completely different from the original paragraph. To do this is dishonest, and if you cannot support your topic without this sort of thing, you need to choose a different topic.

As to what form your notes should take, that is really up to you. Some people love 3-by-5 note cards; others hate them. You may prefer using a plain notebook. Use whatever works best for you. Your notes need to contain the following identifying information about your sources:

- The complete name of the book, magazine, or website
- The author's complete name
- The page number(s)
- The publisher's name (book)
- The publication date (book)
- The city of publication (book)
- The complete name of the article (magazine or website)
- The issue and number (magazine)
- The web address (website)
- The date you took the notes (website)
- The date the website was last updated, if known

[Continued]

Be sure you have correctly spelled any names or unusual words.

If you use note cards, you need only write down this information once. Then, on your second note card for the same book or article, just write the title (you'll already have all the other information on the previous card) and page numbers (as these will usually be different). If you use a notebook, you can put all the information at the top of the page, then list your notes down the page, using a new page for each new source.

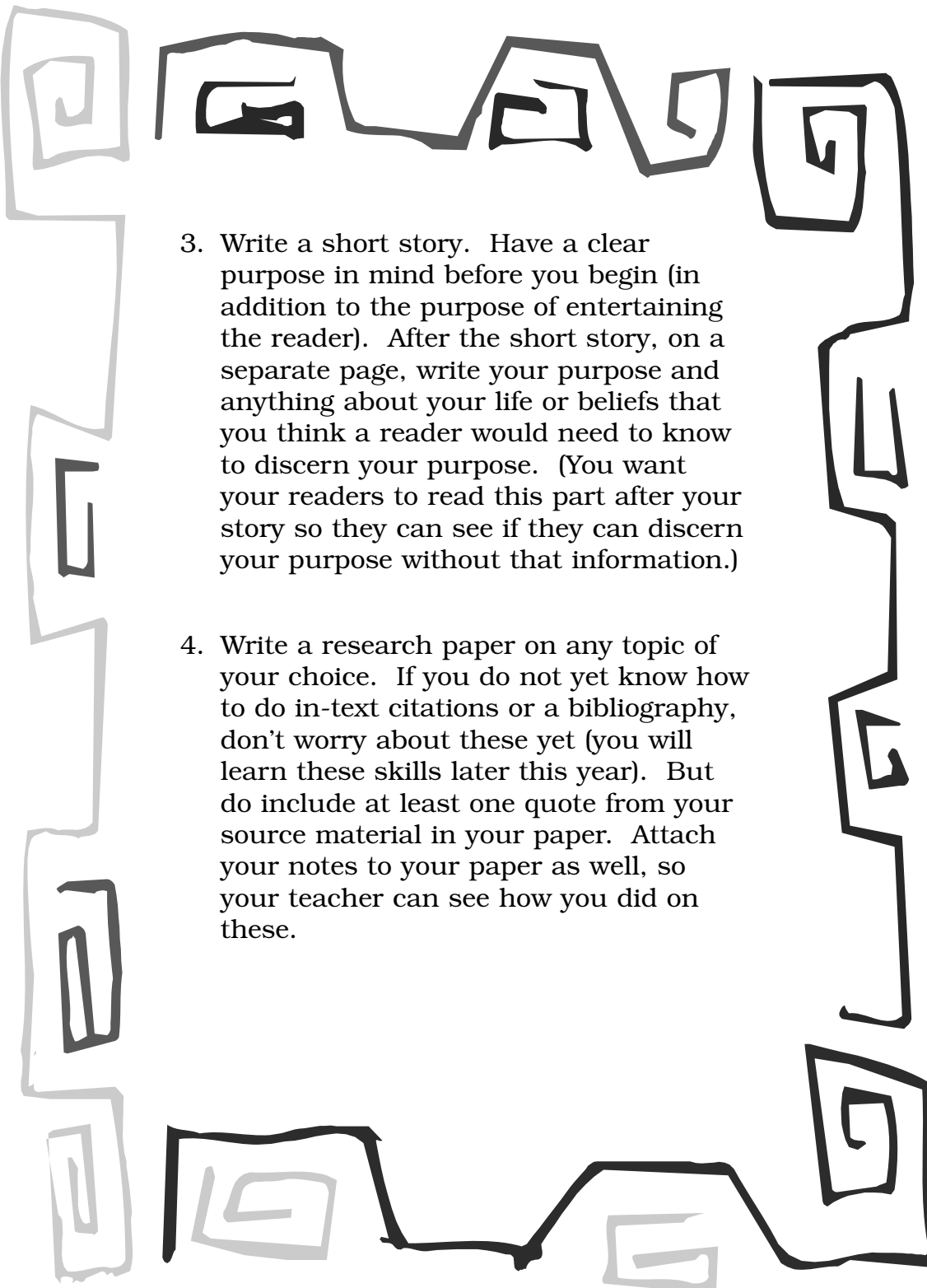
Taking notes can be tedious, but it is the first step in actually writing your paper. The more organized and complete your note-taking, the easier time you will have with the later parts of your research paper.



Writing Exercises

1. The man in Chesterton's story describes common, every-day things as if he is a baby seeing them for the first time. Choose some common thing not mentioned in this story that you can look at while you write. Write a paragraph or two describing it as if you've never seen it before. Don't just describe how it looks, but also how it makes you feel—or how it would make you feel if you were a baby looking at it for the first time.
2. Choose any topic you like. Write five paragraphs on this topic, one to inform, one to explain (instruct), one to persuade, one to describe, and one to explore. If you like, you may use the same topic and two paragraphs you've written for workbook assignment 1.2.L and simply add three more paragraphs. If you prefer, you may choose a different topic and write five new paragraphs. This will not be a proper paper, but rather, five separate paragraphs.

[Continued]

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3. Write a short story. Have a clear purpose in mind before you begin (in addition to the purpose of entertaining the reader). After the short story, on a separate page, write your purpose and anything about your life or beliefs that you think a reader would need to know to discern your purpose. (You want your readers to read this part after your story so they can see if they can discern your purpose without that information.)
 4. Write a research paper on any topic of your choice. If you do not yet know how to do in-text citations or a bibliography, don't worry about these yet (you will learn these skills later this year). But do include at least one quote from your source material in your paper. Attach your notes to your paper as well, so your teacher can see how you did on these.

Chapter One

“A Crazy Tale” by G. K. Chesterton

Stories and Poems for Extremely Intelligent Children of All Ages
—Pages 28 to 33

Student Guide—Pages 3 to 20

Teacher Guide—Pages 15 to 23

1.1.L	Discovering Author’s Purpose	Page 3
1.2.L	Writing with a Purpose	Page 5
1.3.G	Capitalization and Apostrophes	Page 7
1.4.T	Fact and Opinion	Page 9
1.5.M	Taking Notes	Page 11
1.6.P	“A Crazy Tale” Crossword Puzzle	Page 13
1.7.P	“A Crazy Tale” Wordsearch	Page 14
1.8.E	Author’s Purpose?	Page 15



Name _____

Discerning Author's Purpose

Directions

For each paragraph, circle its primary purpose. There is one of each type: to inform, to explain/instruct, to persuade, to describe, or to explore.

1. **Inform Explain/Instruct Persuade Describe Explore**

Dinner consisted of a mushroom bisque, lamb chops, roasted beets, and shredded zucchini. The bisque was creamy with just a hint of spiciness. Cooked to a perfect medium rare, the lamb chops were finished with a port sauce and garnished with parsley. The roasted beets and shredded zucchini lent lovely dashes of color to the meal.



2. **Inform Explain/Instruct Persuade Describe Explore**

The Runcible Spoon, on the corner of Hyde Street and Willow Avenue, is a four-star restaurant with surprisingly affordable dishes. Starters include shrimp cocktail, escargot, and stuffed mushrooms, none for over seven dollars. They have a wide range of entrees including lamb chops, chicken in cream, and a New York Steak, most for under twenty dollars. Desserts are no different; choose from chocolate mousse, fresh berries in cream, or a peach and raspberry crisp for less than five dollars each.



3. **Inform Explain/Instruct Persuade Describe Explore**

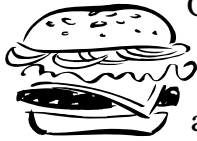
Dear diary, as part of my weight-loss, I'm supposed to journal what I eat each day, so here goes. Breakfast was fried eggs, bacon, toast, and orange juice. I know it was too much, but it felt so good. I'm so hungry when I get up in the morning! I was good for my snack, and had an apple. That felt very virtuous. Lunch wasn't bad either—a salad with oil and vinegar and a veggie burger. That felt good at the time, but I got hungry again less than two hours later. I hadn't planned on a second snack, so I went to the vending machine and got a chocolate bar. I was so hungry on the way home tonight that I got a fast food hamburger for dinner. Let's hope tomorrow goes better.



[Continued]



4. **Inform Explain/Instruct Persuade Describe Explore**

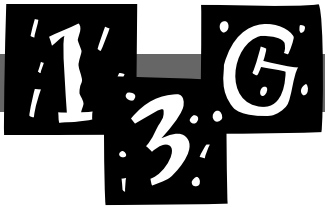


Come eat at Joe's Cafe—we've got the best food in town! If you're interested in good food and lots of it, we're the place for you. We've got hamburgers, hot fries, and all kinds of sandwiches for lunch. At dinner time we can load you up with fish and chips, meat loaf, or a good old fashioned stew. Got picky kids? I've never yet seen one turn away our macaroni and cheese or peanut butter and jelly sandwiches, both available at any time. So come on in to Joe's Cafe where you can get a filling home-cooked meal for less than ten bucks.

5. **Inform Explain/Instruct Persuade Describe Explore**

To make shredded zucchini, you will need two to three zucchini (smaller zucchini are better), a tablespoon of extra virgin olive oil, and a few cloves of garlic. Wash the zucchini, then shred them using a cheese grater, food processor, or salad shooter. Take shredded zucchini and place between some paper towels. Squeeze the zucchini to remove its excess water. Dice or press the garlic cloves. Heat the olive oil and garlic over medium heat in a nonstick frying pan for a few seconds. Add the zucchini all at once and cook, stirring often, for about 7 to 9 minutes.





Name _____

Capitalization and Apostrophes

Directions

G. K. Chesterton debated many people in his lifetime, but his most famous debates were those against his good friend George Bernard Shaw. Read the paragraphs below from an article entitled "Shaw for Better or Worse" by Margo Sturgis in a magazine entitled *Luck of the Irish* (Issue 5, Number 9, pages 32–36)*. Underline every letter that should be capitalized and insert apostrophes where needed. Then answer the question.

george bernard shaw was an irishman, born to protestant parents, though he became an outspoken atheist. atheism wasnt shaws only unusual belief or practice. he was also a vegetarian (more unusual in those days than now, but it may have done his health well, as he lived until age 94), and a radical socialist who believed that land and property should be distributed equally.

Its hard to say which was more important to shaw—his politics or his plays. he wrote many of these, perhaps the most famous of which are *major barbara* and *pygmalion*. but shaws plays are not free of his politics. in fact, they sometimes include lengthy introductions filled with politics. one needs to have an understanding of shaws socialism to really understand his plays.

*The author, article title, and magazine are all fictitious—though the information in the paragraphs is factual. I've provided this fictitious information for workbook page 1.5.M.

[Continued]



say what you might about shaw, he was a witty man. he is famous for such quotes as, “most people would rather die sooner than think. in fact, they do so” and “youth is wasted on the young.” if someone tells you that you have a “shavian wit,” its a compliment—*shavian* being the adjective form of shaws name.

shaws good friend, g. k. chesterton, said this about him: “most people say that they agree with bernard shaw or that they do not understand him. i am the only person who understands him, and i do not agree with him.” shaw was often hard to understand, and even harder to agree with; but his writing has endured, and he is still a fascinating read.

What is the primary purpose of these paragraphs?



Name _____

Fact and Opinion

Directions

Read the following paragraphs from an article by Arthur Bailey on a website called *Distributism Facts and Fallacies*. The website address is www.distributismisforyou.com.* Underline each opinion. Then answer the questions that follow.

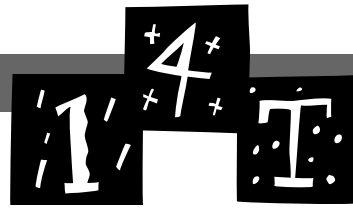
G. K. Chesterton was not a communist, socialist, or capitalist. Instead, he and a friend named Hilaire Belloc formulated a new economic system called *distributism*. Distributism is a fascinating system.

In communism all businesses and resources (formally called “means of production”) are owned by the government. In socialism, only some means of production are controlled by the state. In capitalism, people, rather than the government, control businesses; but usually it is only a few people rather than many. Distributism is better than all these ways.

In distributism, the means of production would be distributed among all the people. Everyone would own a small parcel of land

*The author and website are fictitious—though the information in the paragraphs is factual (except for the opinions, of course). I’ve provided this fictitious information for workbook page 1.5.M.

[Continued]



(rather than a few people owning much land and many people owning none). Distributism also emphasizes small-scale production such as small farmers and craftspeople rather than large-scale production in factories. Distributists believe these practices will help keep families together (the sacredness of family is very important in distributism) and make people feel more connected to their work.

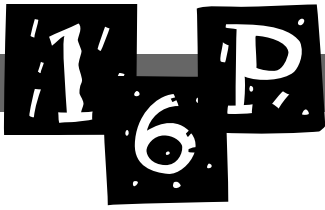
Chesterton and Belloc were brilliant men, and they devised an economic system that would make the world a better place.

Distributism would be healthy for families and would preserve people's dignity and elevate the human spirit better than communism, socialism, or capitalism. Distributism is the way of a brighter future.

1. What is the primary purpose of these paragraphs?

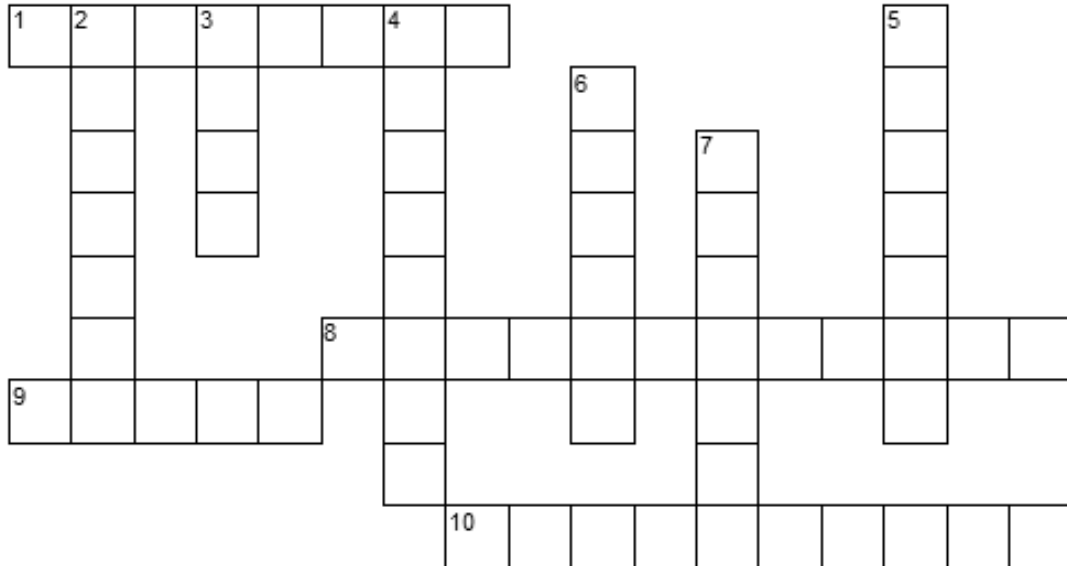
2. Does the writer of these paragraphs have a bias?

3. If you answered yes to the last question, what is that bias?



Name _____

“A Crazy Tale” Crossword Puzzle



www.CrosswordWeaver.com

Across

- 1 Purpose of a political pamphlet
- 8 The economic system that Chesterton created
- 9 Middle name of author of “A Crazy Tale”
- 10 Last name of author of “A Crazy Tale”

Down

- 2 Purpose of a private journal
- 3 Chesterton had many famous debates with this man.
- 4 You write to your parents while at camp, telling them all about the place. What is your primary purpose?
- 5 Purpose of a recipe
- 6 Purpose of most news articles
- 7 First name of author of “A Crazy Tale”



Name _____

“A Crazy Tale” Word Search

Directions

Find the words in the grid. When you are done, the beginning unused letters in the grid will spell out a quote by

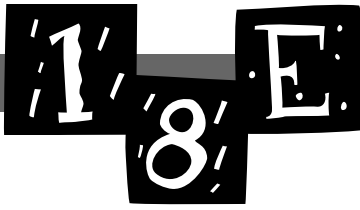
G. K. Chesterton. Pick them out from left to right, top line to bottom line. Words can go horizontally, vertically and diagonally in all eight directions.

L	O	V	M	E	M	E	A	N	S	S	N	L
D	O	V	R	I	N	G	T	H	E	I	C	E
I	E	U	O	N	L	O	V	T	A	H	A	T
S	B	L	F	E	O	R	O	L	E	I	T	A
T	I	S	N	N	O	N	P	S	V	I	R	I
R	T	U	I	D	E	X	T	A	T	A	L	C
I	E	L	N	M	E	E	N	P	R	C	Y	E
B	X	M	P	E	R	S	U	A	D	E	N	R
U	P	X	M	T	J	R	C	H	L	J	G	P
T	L	K	O	H	P	W	M	R	T	F	T	P
I	O	N	L	O	L	X	R	G	I	I	Q	A
S	R	W	S	T	D	K	Z	L	M	B	E	T
M	E	E	T	T	R	E	B	L	I	G	E	K

APPRECIATE
CHESTERTON
DESCRIBE
DISTRIBUTISM

EXPLAIN
EXPLORE
GILBERT

INFORM
KEITH
NOTES
PERSUADE



Name _____

Author's Purpose?

Directions

G.K. Chesterton was a man of no mean wit. In this article on Asparagus, we get a close look at his humor and his ability to mock society in so obscure a way, that merely mortal men might miss his point altogether. Read this essay which was written in June of 1914, and then answer the questions which follow it. If you want an even greater challenge, select your own vegetable, and choose another aspect of today's society with which to compare it.

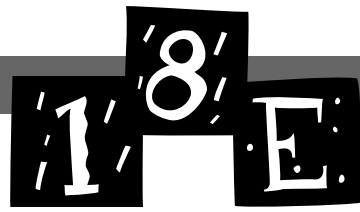
ASPARAGUS

G. K. Chesterton

At about twenty-one minutes past two today I suddenly saw that asparagus is the secret of aristocracy. I was trying to put long limp stalks into my mouth, when the idea came into my head; and the stalk failed to do so. I do not refer to any merely metaphorical and superficial comparisons which could easily be made between them. We might say that most of the organism was left dead white, merely that a little button at the top might be bright green. We might draw the moral that average aristocrats are made out much stronger than they are; and illustrate it from average asparagi. They say that any stick is good enough to beat a dog with; but did anyone ever try to beat a dog with a stick of asparagus? We might draw the moral that aristocratic traditions are made out much more popular than they really were. 'Norman' gets mispronounced as English. In this way three French leopards were somehow turned into British lions. And in this way also the solemn word *Asparagus*, which means nothing so far as I know, was turned by the populace into 'sparrowgrass', which means two of the most picturesque things in the world. Asparagus, which I presume to have been the name of a Roman pro-consul, Marcus Asparagus Esculens, or what not, never deserved such luck as to lose its origin in two things so true and common as the bold birds of the town and the green democracy of the fields. Or again, we might say of sticks of asparagus that they have often lost their heads, and we might say the same of aristocrats. Both heads have been bitten off by the guillotine before now. But to complete the parallel we must maintain that the head



[Continued]



of the aristocrat was the best part of him; and this is often hard to maintain. But, indeed, I do not base the view upon any such fancies from phraseology. Far deeper in earth are the roots of asparagus.

The one essential of an aristocracy is to be in advance of its age. That is, there must be something new known to a few. There must be a password; and it must always be a new password. Moreover, it must be, by its nature, an irrational password, for anything quite rational might rapidly be calculated even by the uninitiated. In the same way it is essential to any social observance that involves a social distinction, that the observance should be, in this sense at least, artificial. That is, you can only know the observance as the soldier knows the password, because he has been told.

The working instance best known to us of the middle classes is the old arbitrary distinction about how to eat asparagus. Now, excluding cannibalism and the habit of eating sand (about which I can offer no opinion) there is really nothing one can eat which is less fitted to be eaten with the fingers than asparagus. It is long; it is greasy; it is loose and liable to every sort of soft yet sudden catastrophe; it is always eaten with some sort of oily sauce; and its nice conduct would involve the powers of a professional juggler confirmed with some practice in climbing the greasy pole. Most things could quite easily be eaten with one's fingers. Cold beef could quite easily be eaten with one's fingers; or simply with one's teeth. I have seldom seen a noble cheese without an impulse merely to fix my fangs in it. New potatoes could be eaten with the fingers as cleanly as Easter eggs; and whitebait might as well be shovelled into our open mouths by a Whitebait Machine, for all the use we make of a knife and fork to dissect them. We could easily eat fish-cakes as we eat seed cake. Cold Christmas pudding is a substance with all the majesty of coloured marble; far cleaner, stronger and more coherent than any ordinary bread or biscuit. Yet all these we are supposed to approach through the intervention of a little stunted sword or a stumpy trident. Only this one tiresome, toppling vegetable, I eat between my finger and thumb. I should be better off as a giraffe eating the top of a palm tree: it doesn't want any holding up.

We will not exaggerate. Eating soup with the fingers, the young student should not attempt; and sauces, custards and even curries are no field for the manual labourer. I would not eat stewed rhubarb with my fingers, or, indeed, with any instrument that science could devise. Even with things involving treacle, I have not a good touch. But, while strictly avoiding anything like exaggeration or frivolity, I still note that the point of asparagus is that it is not the food, among other foods,

specially fitted to the fingers. In other words, the principle could not have been deduced from abstract reason, or have grown out of the general instincts of men. It could not have been custom: that is why it was etiquette.

The brotherhood of man is a fact which in the long run wears down all other facts. Therefore, a privileged class, if it would avoid sliding naturally back into the body of mankind, must keep up an incessant excitement about new projects, new cultures and new prejudices, new skirts and stockings. It must tell a new tale every day or perish, like the lady of the Arabian Nights. Tennyson, who was too much touched with this aristocratic—or snobbish—Futurism, wrote, ‘Lest one good custom should corrupt the world’, which really means lest everybody should learn the right way of eating asparagus. And so, out of luxury and waste and weariness, the fever they call Progress came into the world.

Do you tell me they don’t eat asparagus with their fingers now? Do I not know that in some of the best houses they have little tongs for each person, which are charming? Have I not heard that asparagus is now lowered into the open mouth on a string, or shot into the mouth with a small gun, or eaten with the toes, or not eaten at all? No; I do not know, that is what I wish to point out. They have changed the password.

<http://www.dur.ac.uk/martin.ward/gkc/books/asparagus.html>

1. Chesterton’s purpose is
 - a. To inform
 - b. To explain (or instruct)
 - c. To persuade
 - d. To describe
 - e. To explore

2. Chesterton is primarily saying in this essay that:
 - a. Asparagus is a silly vegetable to eat
 - b. People look foolish when eating asparagus
 - c. The aristocracy is snobbish about life, much in the same way as people think there is a right/wrong way to eat asparagus
 - d. Progress has never improved society
 - e. Each sector of society has a “password” that is always changing

[Continued]



Name _____

3. The section that supports the author's purpose is:
 - a. In other words, the principle could not have been deduced from abstract reason, or have grown out of the general instincts of men. It could not have been custom: that is why it was etiquette.
 - b. The one essential of an aristocracy is to be in advance of its age. That is, there must be something new known to a few.
 - c. There must be a password; and it must always be a new password. Moreover, it must be, by its nature, an irrational password, for anything quite rational might rapidly be calculated even by the uninitiated.
 - d. It must tell a new tale every day or perish, like the lady of the Arabian Nights. Tennyson, who was too much touched with this aristocratic—or snobbish—Futurism, wrote, 'Lest one good custom should corrupt the world', which really means lest everybody should learn the right way of eating asparagus. And so, out of luxury and waste and weariness, the fever they call Progress came into the world.
 - e. The brotherhood of man is a fact which in the long run wears down all other facts. Therefore, a privileged class, if it would avoid sliding naturally back into the body of mankind, must keep up an incessant excitement about new projects, new cultures and new prejudices, new skirts and stockings.

4. If you were to write a similar essay about today's society you might compare:
 - a. Email to popcorn
 - b. Computer usage to fast food
 - c. Fashion trends to coffee-kiosk mania
 - d. Mega-churches to "have-it-your-way" Burger Kings
 - e. Television to junk food

5. Why do you think Chesterton chose asparagus?
