

GRADE 12

Gulliver's Travels

Evidence Sentence Starters for Grades 7-12

Good writers use evidence to support their ideas. Include evidence from texts to develop and support your CLAIMS and REASONS (*IN AN ARGUMENT*) or your TOPIC and SUBTOPICS (*IN AN INFORMATIVE ESSAY*).

- According to _____, " _____ " (_____).
TEXT TITLE QUOTATION AUTHOR NAME PAGE NUMBER
- In _____, it says, " _____ " (_____).
TEXT TITLE QUOTATION AUTHOR NAME PAGE NUMBER
- This is seen in _____ when it says, " _____ " (_____).
TEXT TITLE QUOTATION AUTHOR NAME PAGE NUMBER
- This idea is supported by _____, when he/she says, " _____ " (_____).
AUTHOR'S NAME QUOTATION PAGE NUMBER
- On page _____ of _____, it says, " _____ " (_____).
PAGE NUMBER TEXT TITLE QUOTATION PAGE NUMBER
- For example, on page _____ of _____, it says, " _____ " (_____).
PAGE NUMBER TEXT TITLE QUOTATION AUTHOR'S NAME

Making a concession or acknowledging the other side of an issue is one way to strengthen an argument. COUNTERCLAIMS are those ideas which are opposite or run counter to the claims of an argument. Good writers cite and provide evidence for counterclaims to strengthen their argument. They do this using particular transitions.

- While some agree with _____ when _____ says, " _____ " (_____), _____ of _____ says, " _____ " (_____) which _____.
TEXT TITLE AUTHOR'S NAME QUOTATION PAGE NUMBER AUTHOR'S NAME TEXT TITLE QUOTATION PAGE NUMBER REASON FOR AGREEING WITH THIS TEXT
- Whereas _____ indicates that _____ (_____), _____ illustrates the opposite is accurate when it says, " _____ " (_____).
TEXT TITLE SUMMARY OF TEXT AUTHOR NAME PAGE NUMBER TEXT TITLE QUOTATION AUTHOR NAME PAGE NUMBER

- When _____ says, " _____ " (_____) in _____, he/she disagrees
AUTHOR NAME QUOTATION PAGE NUMBER TEXT TITLE
 with _____ who says, " _____ " (_____) in _____.
AUTHOR NAME QUOTATION PAGE NUMBER TEXT TITLE
- The author of _____ disagrees with the author of _____ because in
TEXT TITLE TEXT TITLE
 _____ it says, " _____ " (_____). _____
TEXT TITLE QUOTATION PAGE NUMBER EXPLAIN WHY THIS IS A DISAGREEMENT
- By saying, " _____ " (_____) in _____, _____
QUOTATION AUTHOR NAME PAGE NUMBER TEXT TITLE AUTHOR NAME
 overlooks the deeper problem _____ presents in _____. In that text,
AUTHOR NAME TEXT TITLE
 _____ presents/describes/indicates _____ (_____).
AUTHOR NAME SUMMARY OF TEXT AUTHOR NAME PAGE NUMBER
- On the one hand, _____ says, " _____ " (_____) in _____,
AUTHOR NAME QUOTATION PAGE NUMBER TEXT TITLE
 but on the other hand, _____ says, " _____ " (_____) in _____.
AUTHOR NAME QUOTATION PAGE NUMBER TEXT TITLE
- Although most of what _____ says in _____ is
AUTHOR NAME TEXT TITLE
inaccurate/misleading/unsupported, he/she is accurate when he/she says,
CHOOSE ONE
 " _____ " (_____). In _____, _____ provides further evidence
QUOTATION PAGE NUMBER TEXT TITLE AUTHOR NAME
 which supports this point.

A Modest Proposal

**For preventing the children of poor people in Ireland, from being a burden
on their parents or country,
and for making them beneficial to the publick.**

Jonathan Swift (1729)

It is a melancholy object to those, who walk through this great town, or travel in the country, when they see the streets, the roads and cabin-doors crowded with beggars of the female sex, followed by three, four, or six children, all in rags, and importuning every passenger for an alms. These mothers instead of being able to work for their honest livelihood, are forced to employ all their time in strolling to beg sustenance for their helpless infants who, as they grow up, either turn thieves for want of work, or leave their dear native country, to fight for the Pretender in Spain, or sell themselves to the Barbadoes.

I think it is agreed by all parties, that this prodigious number of children in the arms, or on the backs, or at the heels of their mothers, and frequently of their fathers, is in the present deplorable state of the kingdom, a very great additional grievance; and therefore whoever could find out a fair, cheap and easy method of making these children sound and useful members of the common-wealth, would deserve so well of the publick, as to have his statue set up for a preserver of the nation.

But my intention is very far from being confined to provide only for the children of professed beggars: it is of a much greater extent, and shall take in the whole number of infants at a certain age, who are born of parents in effect as little able to support them, as those who demand our charity in the streets.

As to my own part, having turned my thoughts for many years, upon this important subject, and maturely weighed the several schemes of our projectors, I have always found them grossly mistaken in their computation. It is true, a child just dropt

from its dam, may be supported by her milk, for a solar year, with little other nourishment: at most not above the value of two shillings, which the mother may certainly get, or the value in scraps, by her lawful occupation of begging; and it is exactly at one year old that I propose to provide for them in such a manner, as, instead of being a charge upon their parents, or the parish, or wanting food and raiment for the rest of their lives, they shall, on the contrary, contribute to the feeding, and partly to the cloathing of many thousands.

There is likewise another great advantage in my scheme, that it will prevent those voluntary abortions, and that horrid practice of women murdering their bastard children, alas! too frequent among us, sacrificing the poor innocent babes, I doubt, more to avoid the expence than the shame, which would move tears and pity in the most savage and inhuman breast.

The number of souls in this kingdom being usually reckoned one million and a half, of these I calculate there may be about two hundred thousand couple whose wives are breeders; from which number I subtract thirty thousand couple, who are able to maintain their own children, (although I apprehend there cannot be so many, under the present distresses of the kingdom) but this being granted, there will remain an hundred and seventy thousand breeders. I again subtract fifty thousand, for those women who miscarry, or whose children die by accident or disease within the year. There only remain an hundred and twenty thousand children of poor parents annually born. The question therefore is, How this number shall be reared, and provided for? which, as I have already said, under the present situation of affairs, is utterly impossible by all the methods hitherto proposed. For we can neither employ them in handicraft or agriculture; we neither build houses, (I mean in the country) nor cultivate land: they can very seldom pick up a livelihood by stealing till they arrive at six years old; except where they are of towardly parts, although I confess they learn the rudiments much earlier; during which time they can however be properly looked upon only as probationers: As I have been

informed by a principal gentleman in the county of Cavan, who protested to me, that he never knew above one or two instances under the age of six, even in a part of the kingdom so renowned for the quickest proficiency in that art.

I am assured by our merchants, that a boy or a girl before twelve years old, is no saleable commodity, and even when they come to this age, they will not yield above three pounds, or three pounds and half a crown at most, on the exchange; which cannot turn to account either to the parents or kingdom, the charge of nutriments and rags having been at least four times that value.

I shall now therefore humbly propose my own thoughts, which I hope will not be liable to the least objection.

I have been assured by a very knowing American of my acquaintance in London, that a young healthy child well nursed, is, at a year old, a most delicious nourishing and wholesome food, whether stewed, roasted, baked, or boiled; and I make no doubt that it will equally serve in a fricasie, or a ragoust.

I do therefore humbly offer it to publick consideration, that of the hundred and twenty thousand children, already computed, twenty thousand may be reserved for breed, whereof only one fourth part to be males; which is more than we allow to sheep, black cattle, or swine, and my reason is, that these children are seldom the fruits of marriage, a circumstance not much regarded by our savages, therefore, one male will be sufficient to serve four females. That the remaining hundred thousand may, at a year old, be offered in sale to the persons of quality and fortune, through the kingdom, always advising the mother to let them suck plentifully in the last month, so as to render them plump, and fat for a good table. A child will make two dishes at an entertainment for friends, and when the family dines alone, the fore or hind quarter will make a reasonable dish, and seasoned with a little pepper or salt, will be very good boiled on the fourth day, especially in winter

I have reckoned upon a medium, that a child just born will weigh 12 pounds,

and in a solar year, if tolerably nursed, encreaseth to 28 pounds.

I grant this food will be somewhat dear, and therefore very proper for landlords, who, as they have already devoured most of the parents, seem to have the best title to the children.

Infant's flesh will be in season throughout the year, but more plentiful in March, and a little before and after; for we are told by a grave author, an eminent French physician, that fish being a prolifick dyet, there are more children born in Roman Catholick countries about nine months after Lent, the markets will be more glutted than usual, because the number of Popish infants, is at least three to one in this kingdom, and therefore it will have one other collateral advantage, by lessening the number of Papists among us.

I have already computed the charge of nursing a beggar's child (in which list I reckon all cottagers, labourers, and four-fifths of the farmers) to be about two shillings per annum, rags included; and I believe no gentleman would repine to give ten shillings for the carcass of a good fat child, which, as I have said, will make four dishes of excellent nutritive meat, when he hath only some particular friend, or his own family to dine with him. Thus the squire will learn to be a good landlord, and grow popular among his tenants, the mother will have eight shillings neat profit, and be fit for work till she produces another child.

Those who are more thrifty (as I must confess the times require) may flea the carcass; the skin of which, artificially dressed, will make admirable gloves for ladies, and summer boots for fine gentlemen.

As to our City of Dublin, shambles may be appointed for this purpose, in the most convenient parts of it, and butchers we may be assured will not be wanting; although
rather recommend buying the children alive, and dressing them hot from the knife, as we do roasting pigs.

A very worthy person, a true lover of his country, and whose virtues I highly

esteem, was lately pleased, in discoursing on this matter, to offer a refinement upon my scheme. He said, that many gentlemen of this kingdom, having of late destroyed their deer, he conceived that the want of venison might be well supply'd by the bodies of young lads and maidens, not exceeding fourteen years of age, nor under twelve; so great a number of both sexes in every country being now ready to starve for want of work and service: And these to be disposed of by their parents if alive, or otherwise by their nearest relations. But with due deference to so excellent a friend, and so deserving a patriot, I cannot be altogether in his sentiments; for as to the males, my American acquaintance assured me from frequent experience, that their flesh was generally tough and lean, like that of our school-boys, by continual exercise, and their taste disagreeable, and to fatten them would not answer the charge. Then as to the females, it would, I think, with humble submission, be a loss to the publick, because they soon would become breeders themselves: And besides, it is not improbable that some scrupulous people might be apt to censure such a practice, (although indeed very unjustly) as a little bordering upon cruelty, which, I confess, hath always been with me the strongest objection against any project, how well soever intended.

But in order to justify my friend, he confessed, that this expedient was put into his head by the famous Salmanaazor, a native of the island Formosa, who came from thence to London, above twenty years ago, and in conversation told my friend, that in his country, when any young person happened to be put to death, the executioner sold the carcass to persons of quality, as a prime dainty; and that, in his time, the body of a plump girl of fifteen, who was crucified for an attempt to poison the Emperor, was sold to his imperial majesty's prime minister of state, and other great mandarins of the court in joints from the gibbet, at four hundred crowns. Neither indeed can I deny, that if the same use were made of several plump young girls in this town, who without one single groat to their fortunes, cannot stir abroad without a chair, and appear at a play-house and assemblies in foreign fineries which they never will pay for; the kingdom would not be the worse.

Some persons of a desponding spirit are in great concern about that vast

number of poor people, who are aged, diseased, or maimed; and I have been desired to employ my thoughts what course may be taken, to ease the nation of so grievous an incumbrance. But I am not in the least pain upon that matter, because it is very well known, that they are every day dying, and rotting, by cold and famine, and filth, and vermin, as fast as can be reasonably expected. And as to the young labourers, they are now in almost as hopeful a condition. They cannot get work, and consequently pine away from want of nourishment, to a degree, that if at any time they are accidentally hired to common labour, they have not strength to perform it, and thus the country and themselves are happily delivered from the evils to come.

I have too long digressed, and therefore shall return to my subject. I think the advantages by the proposal which I have made are obvious and many, as well as of the highest importance.

For first, as I have already observed, it would greatly lessen the number of Papists, with whom we are yearly over-run, being the principal breeders of the nation, as well as our most dangerous enemies, and who stay at home on purpose with a design to deliver the kingdom to the Pretender, hoping to take their advantage by the absence of so many good Protestants, who have chosen rather to leave their country, than stay at home and pay tithes against their conscience to an episcopal curate.

Secondly, The poorer tenants will have something valuable of their own, which by law may be made liable to a distress, and help to pay their landlord's rent, their corn and cattle being already seized, and money a thing unknown.

Thirdly, Whereas the maintainance of an hundred thousand children, from two years old, and upwards, cannot be computed at less than ten shillings a piece per annum, the nation's stock will be thereby encreased fifty thousand pounds per annum, besides the profit of a new dish, introduced to the tables of all gentlemen of fortune in the kingdom, who have any refinement in taste. And the money will circulate among our selves, the goods being entirely of our own growth and manufacture.

Fourthly, The constant breeders, besides the gain of eight shillings sterling per annum by the sale of their children, will be rid of the charge of maintaining them after

the first year.

Fifthly, This food would likewise bring great custom to taverns, where the vintners will certainly be so prudent as to procure the best receipts for dressing it to perfection; and consequently have their houses frequented by all the fine gentlemen, who justly value themselves upon their knowledge in good eating; and a skilful cook, who understands how to oblige his guests, will contrive to make it as expensive as they please.

Sixthly, This would be a great inducement to marriage, which all wise nations have either encouraged by rewards, or enforced by laws and penalties. It would encrease the care and tenderness of mothers towards their children, when they were sure of a settlement for life to the poor babes, provided in some sort by the publick, to their annual profit instead of expence. We should soon see an honest emulation among the married women, which of them could bring the fattest child to the market. Men would become as fond of their wives, during the time of their pregnancy, as they are now of their mares in foal, their cows in calf, or sow when they are ready to farrow; nor offer to beat or kick them (as is too frequent a practice) for fear of a miscarriage.

Many other advantages might be enumerated. For instance, the addition of some thousand carcasses in our exportation of barrel'd beef: the propagation of swine's flesh, and improvement in the art of making good bacon, so much wanted among us by the

great destruction of pigs, too frequent at our tables; which are no way comparable in taste or magnificence to a well grown, fat yearly child, which roasted whole will make a considerable figure at a Lord Mayor's feast, or any other publick entertainment. But this, and many others, I omit, being studious of brevity.

Supposing that one thousand families in this city, would be constant customers for infants flesh, besides others who might have it at merry meetings, particularly at weddings and christenings, I compute that Dublin would take off annually about twenty thousand carcasses; and the rest of the kingdom (where probably they will be sold somewhat cheaper) the remaining eighty thousand.

I can think of no one objection, that will possibly be raised against this proposal, unless it should be urged, that the number of people will be thereby much lessened in the kingdom. This I freely own, and 'twas indeed one principal design in offering it to the world. I desire the reader will observe, that I calculate my remedy for this one individual Kingdom of Ireland, and for no other that ever was, is, or, I think, ever can be upon Earth. Therefore let no man talk to me of other expedients: Of taxing our absentees at five shillings a pound: Of using neither cloaths, nor household furniture, except what is of our own growth and manufacture: Of utterly rejecting the materials and instruments that promote foreign luxury: Of curing the expensiveness of pride, vanity, idleness, and gaming in our women: Of introducing a vein of parsimony, prudence and temperance: Of learning to love our country, wherein we differ even from Laplanders, and the inhabitants of Topinamboo: Of quitting our animosities and factions, nor acting any longer like the Jews, who were murdering one another at the very moment their city was taken: Of being a little cautious not to sell our country and consciences for nothing: Of teaching landlords to have at least one degree of mercy towards their tenants. Lastly, of putting a spirit of honesty, industry, and skill into our shop-keepers, who, if a resolution could now be taken to buy only our native goods, would immediately unite to cheat and

exact upon us in the price, the measure, and the goodness, nor could ever yet be brought to make one fair proposal of just dealing, though often and earnestly invited to it.

Therefore I repeat, let no man talk to me of these and the like expedients, 'till he hath at least some glimpse of hope, that there will ever be some hearty and sincere attempt to put them into practice.

But, as to my self, having been wearied out for many years with offering vain, idle, visionary thoughts, and at length utterly despairing of success, I fortunately fell upon this proposal, which, as it is wholly new, so it hath something solid and real, of no expence and little trouble, full in our own power, and whereby we can incur no danger in disobliging England. For this kind of commodity will not bear exportation,

and flesh being of too tender a consistence, to admit a long continuance in salt, although perhaps I could name a country, which would be glad to eat up our whole nation without it.

After all, I am not so violently bent upon my own opinion, as to reject any offer, proposed by wise men, which shall be found equally innocent, cheap, easy, and effectual. But before something of that kind shall be advanced in contradiction to my scheme, and offering a better, I desire the author or authors will be pleased maturely to consider two points. First, As things now stand, how they will be able to find food and raiment for a hundred thousand useless mouths and backs. And secondly, There being a round million of creatures in humane figure throughout this kingdom, whose whole subsistence put into a common stock, would leave them in debt two million of pounds sterling, adding those who are beggars by profession, to the bulk of farmers, cottagers and labourers, with their wives and children, who are beggars in effect; I desire those politicians who dislike my overture, and may perhaps be so bold to attempt an answer, that they will first ask the parents of these mortals, whether they would not at this day think it a great happiness to have been sold for food at a year old, in the manner I prescribe, and thereby have avoided such a perpetual scene of misfortunes, as they have since gone through, by the oppression of landlords, the impossibility of paying rent without money or trade, the want of common sustenance, with neither house nor cloaths to cover them from the inclemencies of the weather, and the most inevitable prospect of intailing the like, or greater miseries, upon their breed for ever.

I profess, in the sincerity of my heart, that I have not the least personal interest in endeavouring to promote this necessary work, having no other motive than the publick good of my country, by advancing our trade, providing for infants, relieving the poor, and giving some pleasure to the rich. I have no children, by which I can propose to get a single penny; the youngest being nine years old, and my wife past child-bearing.

This text is in the public domain.

Guided Reading of "A Modest Proposal"¹

| Note these details... | | How do you know? Cite specific evidence from the text. |
|--|---|---|
| Prereading | <ul style="list-style-type: none"> What does the title suggest to you? From the title, what do you expect this essay to be about? | |
| Introduction and definition of the problem (ll. 1–51) | <ul style="list-style-type: none"> What is the problem, and to what extent is it a problem? What information leads you to your conclusion? | |
| Proposed solution (ll. 52–62) | <ul style="list-style-type: none"> What is the proposed solution? In what ways does it appear serious? In what ways is it preposterous? | |
| Implementation (ll. 62–102) | <ul style="list-style-type: none"> Briefly, what would be involved in implementing the proposal? | |
| Endorsements (ll. 103–140) | <ul style="list-style-type: none"> Who are the persons who appear to endorse the proposal? In what ways do their endorsements help or hurt the proposal? How do you know? | |
| Advantages (ll. 141–187) | <ul style="list-style-type: none"> What are some of the principal advantages of the proposal? | |

| | | |
|--|--|--|
| Possible objections, concession, and refutation (ll. 188–209) | <ul style="list-style-type: none">• What are the possible objections to the proposal?• In what ways does Swift concede some of the objections?• In what ways does Swift refute some of the objections? | |
| Closing (ll. 210–239) | <ul style="list-style-type: none">• What means does Swift use to reiterate his apparent sincerity? | |

Commonly Used Satiric Devices¹ Practice with "A Modest Proposal"

Directions: Read the three excerpts from "A Modest Proposal" and identify as many satirical devices as possible.

- I think it is agreed by all parties, that this prodigious number of children in the arms, or on the backs, or at the heels of their mothers, and frequently of their fathers, is in the present deplorable state of the kingdom, a very great additional grievance; and therefore whoever could find out a fair, cheap and easy method of making these children sound and useful members of the common-wealth, would deserve so well of the publick, as to have his statue set up for a preserver of the nation (Paragraph 2)
- It is true, a child just dropt from its dam, may be supported by her milk, for a solar year, with little other nourishment: at most not above the value of two shillings, which the mother may certainly get, or the value in scraps, by her lawful occupation of begging; and it is exactly at one year old that I propose to provide for them in such a manner, as, instead of being a charge upon their parents, or the parish, or wanting food and raiment for the rest of their lives, they shall, on the contrary, contribute to the feeding, and partly to the cloathing of many thousands. (Paragraph 4)
- The number of souls in this kingdom being usually reckoned one million and a half, of these I calculate there may be about two hundred thousand couple whose wives are breeders; from which number I subtract thirty thousand couple, who are able to maintain their own children, (although I apprehend there cannot be so many, under the present distresses of the kingdom) but this being granted, there will remain an hundred and seventy thousand breeders. I again subtract fifty thousand, for those women who miscarry, or whose children die by accident or disease within the year. (Paragraph 6)
- I shall now therefore humbly propose my own thoughts, which I hope will not be liable to the least objection. (Paragraph 8)

| Device | Definition | Example | Personal Example | Example from text (include text name and page/paragraph number) |
|-----------|------------|---------|------------------|---|
| Hyperbole | | | | |

¹Adapted from http://www.readwritethink.org/files/resources/30827_commonly.pdf

| Device | Definition | Example | Personal Example | Example from text (include text name and page/paragraph #) |
|-----------|------------|---------|------------------|--|
| Invective | | | | |
| Inversion | | | | |
| Irony | | | | |
| Sarcasm | | | | |
| Satire | | | | |

| | | | | |
|---------------------|--|--|--|--|
| Understate- ment | | | | |
|---------------------|--|--|--|--|

Commonly Used Satirical Devices

| Device | Definition | Example | Personal Example | Example from text (include text name and page/line number) |
|-----------|------------|---------|------------------|--|
| Hyperbole | | | | |
| Invective | | | | |

| | | | | |
|---------|--|--|--|--|
| Irony | | | | |
| Sarcasm | | | | |

| | | | | |
|---------------------|--|--|--|--|
| Satire | | | | |
| Understate- ment | | | | |

Analyzing an Author’s Choices Across Text

As you read the texts, consider the following questions:

- What attitude or mood does this choice reveal?
- How does word choice impact tone?

| Text | Word Choices What strategic word choices is the author making? | Syntax How do these choices impact the meaning? | Tone How do these choices impact the tone? | Point of View Do these choices reinforce or contradict the author’s point of view |
|------|--|---|--|---|
| | | | | |

| Text | Word Choices | Syntax | Tone | Point of View |
|------|--------------|--------|------|---------------|
| | | | | |
| | | | | |

Notice and Note Signposts

| Signpost and Definitions | Clues to the Signpost | What Literary Element it Helps Us Understand | Anchor Questions |
|---|-----------------------|--|------------------|
| Contrasts and Contradictions A sharp contrast between what we would expect and what we observe the character doing; behavior contradicts previous behavior or well-established patterns. Also contrasts between characters or situations. | | | |
| Again and Again Events, images, or particular words that recur over a portion of the novel. | | | |
| Memory Moment A recollection by a character that interrupts the forward progress of the story. | | | |

| Signpost and Definitions | Clues to the Signpost | What Literary Element it Helps Us Understand | Anchor Questions |
|---|-----------------------|--|------------------|
| Aha Moment A character's realization of something that shifts his actions or understanding of himself, others, or the world around him. | | | |
| Tough Questions Questions a character raises that reveal his/her inner struggles. | | | |
| Words of the Wiser The advice or insight a wiser character--usually older--offers about life to the main character. | | | |

Gulliver: Part One, Chapter Two Questions

| Consider these questions... | Write your response and revise as needed throughout the discussion. |
|---|---|
| Why does Gulliver feel so guilty for “answering nature’s call” at the beginning of chapter 2? What does this tell you about Gulliver? | |
| What is the biggest point of frustration between Gulliver and the Lilliputians in chapter 2? Why does this pose such a problem? | |
| Gulliver eats far more than the Lilliputians can. What do the Lilliputians consider as they ponder the solution to this problem? What does that say about who the Lilliputians are? How does Gulliver change their minds? | |

| | |
|--|--|
| <p>For what did the Lilliputians search Gulliver? What did they actually find? What does this tell us about Gulliver vs. the Lilliputians?</p> | |
| <p>Overall, did your expectations of the Lilliputians before reading chapter 2 meet the reality of what you read in chapter 2? Why or why not?</p> | |
| <p>How do the contrasts and contradictions displayed by Gulliver and the Lilliputians in chapter 2 affect the meaning of the text?</p> | |

Dialectical Journal - Contrasts and Contradictions in *Gulliver's Travels*

[illegible]

Socratic Seminar Questions

| Consider these questions... | Write your response and revise as needed throughout the discussion. |
|--|--|
| How does Swift introduce and develop the Lilliputians? What does this say about what Swift is attempting to communicate? | |
| How do Swift's descriptions of the Lilliputian's warlike nature and political processes convey his true intent? | |
| How does Swift use the narrator, Gulliver, to distinguish what is directly stated in the text from what he really means? | |
| What has the adjective "lilliputian" come to mean? (Consult a dictionary if necessary.) How has this meaning been derived from Swift's characterization? Cite evidence from the text to support your answer. | |

Conversation Stems for Grades 9-12

If you want to express your ideas clearly...

| Listener Prompt | Speaker Response |
|--|--|
| <ul style="list-style-type: none"> What do you think about_____? How did you answer [the question]? | |
| <ul style="list-style-type: none"> What is the most important idea you are communicating? What is your main point? | <ul style="list-style-type: none"> Overall what I'm trying to say is_____. My whole point in one sentence is_____. |

If you want to make sure you are listening carefully and clearly understand the ideas presented...

| Listener Prompt | Speaker Response |
|---|---|
| <ul style="list-style-type: none"> You said_____. Did I hear you correctly? I heard you say_____. Is that correct? Put another way, are you saying_____? | <ul style="list-style-type: none"> Yes/no. I said_____. |
| <ul style="list-style-type: none"> Tell me more about_____. or Say more about_____. I'm confused when you say. Say more about that. Give me an example. | <ul style="list-style-type: none"> Sure. I said [restate what was said and add further explanation or examples]. An example is_____because [explain why]. |
| <ul style="list-style-type: none"> Who can rephrase what X said? | <ul style="list-style-type: none"> X said_____. |

If you want to dig deeper and provide evidence to support your claims...

| Listener Prompt | Speaker Response |
|---|--|
| <ul style="list-style-type: none"> What in the text makes you think so? How do you know? Why do you think that? Explain how you came to your idea. | <ul style="list-style-type: none"> According to the text_____. This means_____. If you look at_____, it says_____. This means_____. I think_____because_____. |

If you want to establish new ways of thinking by elaborating on or challenging the thinking of others...

| Listener Prompt | Speaker Response |
|---|---|
| <ul style="list-style-type: none"> Who can add to what X said? | <ul style="list-style-type: none"> Adding to what X said,_____. |
| <ul style="list-style-type: none"> Who agrees/disagrees with X? Who wants to challenge what X said? Why? | <ul style="list-style-type: none"> I see it similarly/differently because_____. I agree/disagree with X's view that_____because in the text,_____. I agree that_____, but we also have to consider_____. Although I grant that_____, I still maintain that_____. While it is true that_____, it does not necessarily follow that_____. On one hand I agree with X that_____. But on the other hand, I insist that_____. I agree/disagree with X's view that_____because in the text,_____. Certainly_____, but_____. or Perhaps_____, yet_____. |
| <ul style="list-style-type: none"> How does that idea compare with X's idea? What do you think about X's idea? | <ul style="list-style-type: none"> X's point_____is important/flawed because_____. |
| <ul style="list-style-type: none"> Whose thinking has changed as a result of this conversation? How and why has it changed? | <ul style="list-style-type: none"> Before I thought, but now I think because_____. My new thinking is_____because_____. |
| <ul style="list-style-type: none"> Now that you've heard [summarize the conversation so far], what are you thinking? What are you still wondering about? | <ul style="list-style-type: none"> I still think_____, but now I wonder_____. |

¹ Adapted from Michaels, S., & O'Connor, C. (2012). *Talk Science Primer* [PDF]. Cambridge, MA: TERC. Retrieved from https://inquiryproject.terc.edu/shared/pdf/TalkScience_Primer.pdf and Graff, G., Birkenstein, C., & Durst, R. K. (2016). *"They Say/I Say": The Moves that Matter in Academic Writing* (3rd ed.). New York: W.W. Norton & Company.

Claims, Counterclaims, and Refutations¹**What's a Claim?**

What's a Counterclaim?

It is when you recognize the other side of the debate in order to strengthen your own argument. In other words, it's the thesis making the OPPOSITE (aka: counter) point.

What's a Refutation?

Refute means to prove wrong.

Refutation is **saying why the counter argument is wrong** (or not as right as your thesis).

Sample Claim, Counterclaim, and Refutation**Claim**

Human Trafficking is a major problem in the world today. We can all help to end this problem by avoiding the purchase of products made by slaves. For example, I will challenge my audience to exclusively purchase fair-trade chocolate and boycott all chocolate producers that cannot guarantee their products are slave-free.

Counterclaim

One person is not enough to make a difference. Changing my personal purchasing habits will not be enough to affect the profits of major companies. Thus, there is no reason for me to pay more for my chocolate since it won't make a difference.

Refutation

While it is true that one individual alone will only have a minor impact on the profits of major chocolate companies, we should never underestimate the power of an individual. Your purchases make only a small difference, but they still make a difference. Furthermore, we cannot forget the impact our actions have on others. Your dedication to becoming part of the solution *will* inspire others to do the same. Together we can make a difference. But before we can become a group, we must be dedicated individuals. As Margaret Mead once said: "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has."

Sentence Starters

You could use the following phrases to help you get started writing counter arguments and refutations...

Standard Format

Some people may say that (my thesis) is not true because... However, this is wrong because...

Counter Argument Sentence Starters...

Some will say that (my thesis) is not true because...

Some people might say that...

Some will argue...

Those on the other side of the issue may say that...

It's true that...

While it is true that...

Admittedly...

Refutation Sentence Starters...

That is not the case. As we see (bring up new evidence)...

While that may be the case, (my thesis) is still true because...

That point is true, but it is unimportant because..

Nevertheless, my point still stands because...

However, that point is not important because...

Transition words: but, yet, however, nevertheless

Argumentative Essay Planner

Directions: Write an argumentative essay that includes a claim, counterclaim, and refutation addressing the following question:

What are the social and political issues that Swift is satirizing in Part I of Gulliver's Travels?

Support your response with reasoning and evidence from the text.

| Claim: | | |
|--|--|--|
| | | |
| Relevant Evidence 1 | Relevant Evidence 2 | Relevant Evidence 3 |
| | | |
| Explain how this piece of evidence is relevant to the claim: | Explain how this piece of evidence is relevant to the claim: | Explain how this piece of evidence is relevant to the claim: |
| | | |

| | | |
|--|--|--|
| Counterclaim: | | |
| | | |
| Relevant Evidence 4 | Relevant Evidence 5 | Relevant Evidence 6 |
| | | |
| <i>Explain how this piece of evidence is relevant to the counterclaim:</i> | <i>Explain how this piece of evidence is relevant to the counterclaim:</i> | <i>Explain how this piece of evidence is relevant to the counterclaim:</i> |
| | | |
| Refutation: | | |
| | | |

Film Comparison Chart

Before viewing the video clips, list key events from the story in the first column of the organizer below. In the second column, you will explain the interpretation from Sturridge's film, and in the third column, you will explain the interpretation from Letterman's film.

| Key Details from Chapter | Interpretation from Sturridge's Film | Interpretation from Letterman's Film |
|--------------------------|--------------------------------------|--------------------------------------|
| | | |
| | | |

Analyzing an Author's Choices Across Text

As you read the texts, consider the following questions:

- What attitude or mood does this choice reveal?
- How does this choice enforce or contradict the author's point of view?

| Text | Word Choices What strategic word choices is the author making? | Syntax How do these choices impact the meaning? | Tone How do these choices impact the tone? | Point of View Do these choices reinforce or contradict the author's point of view |
|--|--|---|--|---|
| "Only a few of the true Gulliver's journeys, to Lilliput and, briefly, to the land of the Brobdingnags, fall within the narrow Compass of this Narrative, which has been transported from my Time to yours. Withal, the Lilliputians are, in some wise, much as I had envisioned them — tiny creatures, indeed, but also proud and ingenious." | | | | |

| Text | Word Choices | Syntax | Tone | Point of View |
|--|--------------|--------|------|---------------|
| <p>“Surely I state what can only be apparent to any man not a Jackass when I observe that it bears little relation to my original Work. Perhaps you construe that my intent in this epistle is to thunder against a grievous misappropriation of my Book, but please be assured that I have no such complaint. An Apple is but an Apple, while an Orange is some other thing.”</p> | | | | |
| | | | | |

Film Comparison Chart

Before viewing the video clips, list key events from the story in the first column of the organizer below. In the second column, you will explain the interpretation from Sturridge’s film, and in the third column, you will explain the interpretation from Letterman’s film.

| Key Details from Chapter | Interpretation from Sturridge’s Film | Interpretation from Letterman’s Film |
|--------------------------|--------------------------------------|--------------------------------------|
| | | |
| | | |

Part II, Three-Column Graphic Organizer

| Brobdingnag Actions | Contrasts | Contradictions |
|---------------------|-----------|----------------|
| | | |

Deep Dive Close Reading Notes

Directions: Read the passage from Part II, Chapters 7-8 with your group, completing each set of annotations, and responding to each prompt using complete sentences.

Round One:

| | |
|--|--|
| <p>For I have always borne that laudable partiality to my own country...would hide the frailties and deformities of my political mother, and place her virtues and beauties in the most advantageous light. This was my sincere endeavour in those many discourses I had with that monarch, although it unfortunately failed of success.</p> | <p>Annotate for: Juxtapositions of words with positive and negative connotations.</p> <p>Respond: How does Swift use connotation to convey Gulliver's conflicted feelings about his country?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|--|--|

Round Two:

| | |
|--|--|
| <p>For I have always borne that laudable partiality to my own country...would hide the frailties and deformities of my political mother, and place her virtues and beauties in the most advantageous light. This was my sincere endeavour in those many discourses I had with that monarch, although it unfortunately failed of success.</p> | <p>Annotate for: Words the indicate Swift's tone towards European governments.</p> <p>Respond: What is the author's tone regarding Gulliver's attempt to express the greatness of the European government in this excerpt? What tone does Swift take toward nationalism?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|--|--|

Round Three:

| | |
|--|---|
| <p>For I have always borne that laudable partiality to my own country...would hide the frailties and deformities of my political mother, and place her virtues and beauties in the most advantageous light. This was my sincere endeavour in those many discourses I had with that monarch, although it unfortunately failed of success.</p> | <p>Annotate for:</p> <ul style="list-style-type: none"> What is Gulliver admitting in this passage <p>Respond: What central idea displayed in this excerpt has Swift developed over the course of the text</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|--|---|

Round Four:

| | |
|--|--|
| <p>For I have always borne that laudable partiality to my own country...would hide the frailties and deformities of my political mother, and place her virtues and beauties in the most advantageous light. This was my sincere endeavour in those many discourses I had with that monarch, although it unfortunately failed of success.</p> | <p>Annotate for:</p> <ul style="list-style-type: none"> What is Gulliver saying about his own country in this excerpt? What is Gulliver saying about the Brobdingnags in this excerpt? <p>Respond: How does Swift use Gulliver's attempts to explain English culture to convey his point of view?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|--|--|

Identifying and Analyzing Central Ideas in Parts I and II of *Gulliver's Travels*

| Passage | Central Ideas |
|--|--|
| <p>I perceived it to be a human creature not six inches high, with a bow and arrow in his hands, and a quiver at his back...I felt at least forty more of the same kind ...following the first. I was in the utmost astonishment, and roared so loud, that they all ran back in a fright; and some of them...were hurt with the falls they got by leaping from my sides upon the ground.</p> | <p>What central idea does Swift convey regarding the way governments treat their people through his descriptions of Gulliver's travels to Lilliputia?</p> |
| <p>I swore and subscribed to these articles with great cheerfulness and content, although some of them were not so honourable as I could have wished; which proceeded wholly from the malice of Skyresh Bolgolam, the high-admiral: whereupon my chains were immediately unlocked, and I was at full liberty.</p> | <p>How does this excerpt reiterate Swift's central idea that the government exerts an inordinate amount of power over its citizens?</p> |
| <p>The farmer, by this time, was convinced I must be a rational creature. He spoke often to me; but the sound of his voice pierced my ears like that of a water-mill, yet his words were articulate enough.</p> | <p>What central idea does Swift convey through Gulliver's initial experiences with the Brobdingnagian family?</p> |
| <p>His majesty seldom keeps above six hundred horses in his stables: they are generally from fifty-four to sixty feet high. But, when he goes abroad on solemn days, he is attended, for state, by a military guard of five hundred horse, which, indeed, I thought was the most splendid sight that could be ever beheld, till I saw part of his army in battalia...</p> | <p>What central idea does Swift convey regarding the way governments treat their people through his descriptions of Gulliver's travels to Brobdingnag?</p> |

***Gulliver's Travels* Parts I and II Explanatory Essay**

Identify how Swift's development of central ideas through the use of the narrator creates the author's overall purpose in Parts I and II of *Gulliver's Travels*. Be sure to cite strong and thorough textual evidence to support your inferences drawn from the text.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Symbolism and Allegory in *Animal Farm* and *Gulliver's Travels***Directions:**

1. Partner A and Partner B read their assigned passage and answer the analysis questions.
2. Share your response with your partner, make sure that both partners take notes and make annotations.
3. Answer the final analysis question during the whole class discussion.

Passage A:

Their most faithful disciples were the two cart-horses, Boxer and Clover. These two had great difficulty in thinking anything out for themselves, but having once accepted the pigs as their teachers, they absorbed everything that they were told, and passed it onto the other animals by simple arguments.

1. How are Boxer and Clover described?
2. What characteristics do Boxer and Clover exhibit?
3. Are these characteristics more similar to Russian society or the leaders of that society? Why?
4. What phrases indicate that these two are followers, not leaders?

Who could Boxer and Clover symbolize in this allegory?

Passage B:

In past years Mr. Jones, although a hard master, had been a capable farmer, but of late he had fallen on evil days. He had become much disheartened after losing money in a lawsuit, and had taken to drinking...His men were idle and dishonest, the fields were full of weeds, the buildings wanted roofing, the hedges were neglected, and the animals were underfed.

1. Who is to blame for the state of the farm?
How does this justify the need for a revolution?
2. What characteristics does Mr. Jones exhibit?
3. Who do the idle and dishonest men represent?
4. What does the field full of weeds represent?
5. What/who does the neglected buildings and animals represent?

Who could Mr. Jones symbolize in this allegory?

Class Discussion Prompt:

In what ways are *Gulliver's Travels* and *Animal Farm* both examples of allegory?

- What hidden moral or political meaning is revealed through story *Gulliver's Travels*? *Animal Farm*?
- What symbols does Swift use to reveal that meaning? Orwell?

Discussion Notes:

Directions: Write two paragraphs that respond to the following prompt on your exit ticket: Describe how Swift and Orwell use allegory to convey their political criticism.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Allegory and Satirical Device Fishbowl Graphic Organizer**Directions:**

1. Complete the questions for your assigned text.
2. During the discussion, add to your notes for both texts/discussions.
3. Record your notes during the final whole class discussion.

Group 1: *Gulliver's Travels*

What are the most significant examples of satire in *Gulliver's Travels*?

“But by what I have gathered from your own relation, and the answers I have with much pains wrung and extorted from you, I cannot but conclude the bulk of your natives to be the most pernicious race of little odious vermin that nature ever suffered to crawl upon the surface of the earth.”

How do the satirical elements in *Gulliver's Travels* convey Swift's political/societal criticism?

Group Two: *Animal Farm*, Chapter 2

What are the most significant examples of satire in *Animal Farm*?

"Never mind the milk, comrades!" cried Napoleon, placing himself in front of the buckets. "That will be attended to. The harvest is more important. Comrade Snowball will lead the way. I shall follow in a few minutes. Forward, comrades! The hay is waiting."
...when they came back...it was noticed that the milk had disappeared."

How do the satirical elements in *Animal Farm* convey Orwell's political/societal criticism?

Whole Class Discussion: *Gulliver's Travels* and *Animal Farm*

How do the elements of satire in *Gulliver's Travels* and *Animal Farm* reflect each author's use of allegory in each text?

Exit Ticket

Directions: Explain how both *Gulliver's Travels* and *Animal Farm* are allegories by:

- Identifying the moral/political message of each, and
- Identifying how each is conveyed through the elements of allegory.

Write one to two paragraphs to explain your response, using specific examples from the text.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Excerpts from *The Devil's Dictionary***Ambrose Bierce****Author's preface:**

The Devil's Dictionary was begun in a weekly paper in 1881, and was continued in a desultory way at long intervals until 1906. In that year a large part of it was published in covers with the title *The Cynic's Word Book*, a name which the author had not the power to reject or happiness to approve. To quote the publishers of the present work:

"This more reverent title had previously been forced upon him by the religious scruples of the last newspaper in which a part of the work had appeared, with the natural consequence that when it came out in covers the country already had been flooded by its imitators with a score of 'cynic' books—*The Cynic's This*, *The Cynic's That*, and *The Cynic's t'Other*. Most of these books were merely stupid, though some of them added the distinction of silliness. Among them, they brought the word 'cynic' into disfavor so deep that any book bearing it was discredited in advance of publication."

Meantime, too, some of the enterprising humorists of the country had helped themselves to such parts of the work as served their needs, and many of its definitions, anecdotes, phrases and so forth, had become more or less current in popular speech. This explanation is made, not with any pride of priority in trifles, but in simple denial of possible charges of plagiarism, which is no trifle. In merely resuming his own the author hopes to be held guiltless by those to whom the work is addressed—enlightened souls who prefer dry wines to sweet, sense to sentiment, wit to humor and clean English to slang.

A conspicuous, and it is hoped not unpleasant, feature of the book is its abundant illustrative quotations from eminent poets, chief of whom is that learned and ingenious cleric, Father Gassalasca Jape, S.J., whose lines bear his initials. To Father Jape's kindly encouragement and assistance the author of the prose text is greatly indebted.

A.B.

EDUCATION, n. That which discloses to the wise and disguises from the foolish their lack of understanding.

IDIOT, n. A member of a large and powerful tribe whose influence in human affairs has always been dominant and controlling. The Idiot's activity is not confined to any special field of thought or action, but "pervades and regulates the whole." He has the last word in everything; his decision is unappealable. He sets the fashions and opinion of taste, dictates the limitations of speech and circumscribes conduct with a dead-line.

FOOL, n. A person who pervades the domain of intellectual speculation and diffuses himself through the channels of moral activity. He is omnific, omniform, omnipercipient, omniscient, omnipotent. He it was who invented letters, printing, the railroad, the steamboat, the telegraph, the platitude and the circle of the sciences. He created patriotism and taught the nations war—founded theology, philosophy, law, medicine and Chicago. He established monarchical and republican government. He is from everlasting to everlasting— such as creation's dawn beheld he fooleth now. In the morning of time he sang upon primitive hills, and in the noonday of existence headed the procession of being. His grandmotherly hand was warmly tucked-in the set sun of civilization, and in the twilight he prepares Man's evening meal of milk-and-morality and turns down the covers of the universal grave. And after the rest of us shall have retired for the night of eternal oblivion he will sit up to write a history of human civilization.

MARRIAGE, n. The state or condition of a community consisting of a master, a mistress and two slaves, making in all, two.

QUEEN, n. A woman by whom the realm is ruled when there is a king, and through whom it is ruled when there is not.

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Part III Point of View and Satire Graphic Organizer**Directions:**

1. Complete your assigned passage and be ready to share out with the whole class
2. During the whole class share out, fill in the notes for the other passages.

Group 1:

| | |
|---|--|
| Imagination, fancy, and invention, they are wholly strangers to, nor have any words in their language, by which those ideas can be expressed; the whole compass of their thoughts and mind being shut up within the two forementioned sciences. | <p>According to this excerpt, what ideas are the Laputans unable to express?</p> <p>How does Swift use the Laputans to critique science?</p> |
|---|--|

Group 2:

| | |
|---|---|
| This may perhaps pass with the reader rather for an European or English story, than for one of a country so remote. But he may please to consider, that the caprices of womankind are not limited by any climate or nation, and that they are much more uniform, than can be easily imagined. | <p>How does Gulliver's explanation of the women's plight indicate his sympathy?</p> <p>How does the reader know that Swift does not agree that the "caprices of womankind...are much more uniform, than can be easily imagined"?</p> <p>How does Gulliver's opinion of Laputan women differ from Swift's point of view?</p> |
|---|---|

Group 3:

His majesty discovered not the least curiosity to inquire into the laws, government, history, religion, or manners of the countries where I had been; but confined his questions to the state of mathematics, and received the account I gave him with great contempt and indifference, though often roused by his flapper on each side.

What topics does the king NOT ask Gulliver about?

What topics DOES the king ask Gulliver about?

What message does Swift want the reader to understand in this excerpt?

Group 4:

His majesty discovered not the least curiosity to inquire into the laws, government, history, religion, or manners of the countries where I had been; but confined his questions to the state of mathematics, and received the account I gave him with great contempt and indifference, though often roused by his flapper on each side.

What words and phrases does the author use to convey Gulliver's feelings about the Laputans?

How does Swift convey his message to the reader?

How does Swift use the narrator, Gulliver, to distinguish what is directly stated in the text from what he really means?

Gulliver's Travels and The Devil's Dictionary Comparison Chart

| Denotative Definition | Bierce's Cynical Definition | Irony, Sarcasm, or Understatement? | Paraphrase from <i>Gulliver</i> Part III, chs. 1-3 |
|--|--|---|--|
| Ex. IDIOT: an utterly foolish or senseless person. | "IDIOT, n. A member of a large and powerful tribe whose influence in human affairs has always been dominant and controlling. The Idiot's activity is not confined to any special field of thought or action, but 'pervades and regulates the whole.' He has the last word in everything; his decision is unappealable. He sets the fashions and opinion of taste, dictates the limitations of speech, and circumscribes conduct with a dead-line." | Sarcasm | "They are very bad reasoners, and vehemently given to opposition, unless when they happen to be of the right opinion, which is seldom their case. Imagination, fancy, and invention, they are wholly strangers to, nor have any words in their language, by which those ideas can be expressed; the whole compass of their thoughts and mind being shut up within the two forementioned sciences." (ch2) |

| Denotative Definition | Bierce's Cynical Definition | Irony, Sarcasm, or Understatement? | Paraphrase from <i>Gulliver</i> Part III, chs. 1-3 |
|-----------------------|-----------------------------|------------------------------------|--|
| | | | |

Satiric Devices *Gulliver's Travels* and *The Devil's Dictionary*

| Examples of irony or sarcasm that you find in Parts I-III of <i>Gulliver's Travels</i> . | Examples of irony or sarcasm that you find in <i>The Devil's Dictionary</i> . |
|--|---|
| | |

***Gulliver's Travels* Part III and *Devil's Dictionary* Explanatory Essay**

Directions: Both Swift and Bierce attempt to use sarcasm, irony, or understatement to achieve their purpose. Determine each author's purpose and the strategies each uses to convey his purpose and evaluate the effectiveness of each author in achieving his purpose. Then, write an explanatory essay in response to the prompt, be sure to include specific evidence from the text.

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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Structural Analysis of *Gulliver's Travels*

| Consider these questions... | Write your response and revise as needed throughout the discussion. |
|--|---|
| What is the structure of this text? | |
| What genre does this text best fit into? | |
| Discuss how the author's position has developed from the first part I (the Lilliputians) to the part IV (the Yahoos and the Houyhnhnms.) | |
| How does the text structure of <i>Gulliver's Travels</i> contribute to Swift's overall meaning? | |

| | |
|---|--|
| How does the text structure of <i>Gulliver's Travels</i> contribute to the aesthetic impact? <i>(Aesthetic impact refers to the beauty and emotional/intellectual impact of the text.)</i> | |
| How do paragraphs 4 through 10 in chapter 1 of part IV convey the author's feelings about the follies of man? | |
| How does Swift's choice to begin <i>Gulliver's Travels</i> in Lilliput contribute to the overall meaning? | |
| How does Swift's choice to end <i>Gulliver's Travels</i> in the land of the Houyhnhnms contribute to the overall meaning? | |

Text Structure Exit Ticket

Directions: Create an outline of *Gulliver's Travels*, including information about the structure in terms of central ideas embedded into each part and how they contribute to the overall meaning and aesthetic impact

Analyzing the Development of the Yahoos and the Houyhnhnms in Part IV of Gulliver's *Travels***Part One: Jigsaw Discussion**

| | |
|---|--|
| <p><u>Passage One:</u></p> <p>The mare soon after my entrance rose from her mat, and coming up close, after having nicely observed my hands and face, gave me a most contemptuous look; and turning to the horse, I heard the word Yahoo often repeated betwixt them; the meaning of which word I could not then comprehend, although it was the first I had learned to pronounce.</p> | <p>What does Gulliver look like to the mare? What kind of reaction does the mare have upon initially seeing Gulliver?</p> |
| <p><u>Passage Two:</u></p> <p>While he and I were thus employed, another horse came up; who applying himself to the first in a very formal manner, they gently struck each other's right hoof before, neighing several times by turns, and varying the sound, which seemed to be almost articulate. They went some paces off, as if it were to confer together, walking side by side, backward and forward, like persons deliberating upon some affair of weight, but often turning their eyes towards me, as it were to watch that I might not escape. I was amazed to see such actions and behaviour in brute beasts; and concluded with myself, that if the inhabitants of this country were endued with a proportionable degree of reason, they must needs be the wisest people upon earth.</p> | <p>This is a quotation from chapter 1, where Gulliver makes one of his first observations of the Houyhnhnms. "What is ironic about his observation?"</p> |

| | |
|---|---|
| <p>Passage Three:</p> <p>I had made use of many circumlocutions in describing to him the nature of the several crimes...He was wholly at a loss to know what could be the use or necessity of practising those vices....I endeavoured to give some ideas of the desire of power and riches; of the terrible effects of lust, intemperance, malice, and envy. All this I was forced to define and describe...After which...he would lift up his eyes with amazement and indignation. Power, government, war, law, punishment...had no terms wherein that language could express them...he at last arrived at a competent knowledge of what human nature...is capable to perform, and desired I would give him some particular account of that land which we call Europe, but especially of my own country.</p> | <p>What concepts does the Houyhnhnm struggle to understand?"</p> <p>To what conclusion does the Houyhnhnm come after learning of crime?</p> |
| <p><u>Passage Four:</u></p> <p>He said, "whoever understood the nature of Yahoos, might easily believe it possible for so vile an animal to be capable of every action I had named, if their strength and cunning equalled their malice. But as my discourse had increased his abhorrence of the whole species, so he found it gave him a disturbance in his mind to which he was wholly a stranger before...although he hated the Yahoos of this country, yet he no more blamed them for their odious qualities, than he did a gnnayh (a bird of prey) for its cruelty, or a sharp stone for cutting his hoof. But when a creature pretending to reason could be capable of such enormities, he dreaded lest the corruption of that faculty might be worse than brutality itself...instead of reason we were only possessed of some quality fitted to increase our natural vices; as the reflection from a troubled stream returns the image of an ill shapen body, not only larger but more distorted."</p> | <p>This is the Houyhnhnm's response to Gulliver's explanation of what the concept of war is, specifically European wars., What epiphany does the Houyhnhnm have about Yahoos and humans?"</p> |

Part Two: Central Ideas Whole Class Discussion

The word Houyhnhnm, in their tongue, signifies a horse, and, in its etymology, the perfection of nature.

What is a central idea that Swift conveys through his development of the Houyhnhnms in chapters 1-3?

What is a central idea that Swift conveys through his development of the Houyhnhnms in chapters 4-6?

Character Development Analysis: *Gulliver's Travels*

| Consider these questions/prompts... | Write your response and revise as needed throughout the discussion. |
|--|---|
| <p>Discuss the similarities and differences regarding how the Lilliputians and the Houyhnhnms and Yahoos are introduced and developed. Be sure to include examples from Part I and Part IV of Gulliver's Travels to support your answers.</p> | |
| <p>Discuss the similarities and differences regarding how the Brobdingnags and the Houyhnhnms and Yahoos are introduced and developed. Be sure to include examples from Part II and Part IV of Gulliver's Travels to support your answers.</p> | |
| <p>Discuss the similarities and differences regarding how the Laputans and the Houyhnhnms and Yahoos are introduced and developed. Be sure to include examples from Part III and Part IV of Gulliver's Travels to support your answers.</p> | |

Houyhnhnms and Yahoos Analysis Graphic Organizer**Directions:**

1. Complete your assigned prompt with your group.
2. During the class discussion, add to or revise your notes.

| Consider these questions/prompts... | Write your response and revise as needed throughout the discussion. |
|---|---|
| <ul style="list-style-type: none">• What has the word “Yahoo” come to mean? (Consult a dictionary if necessary.)• How has this meaning been derived from Swift’s characterization? Cite evidence from the text to support your answer. | |
| What impact is Swift attempting to make by introducing and developing the characters of the Houyhnhnms and the Yahoos this way? | |

| | |
|---|--|
| <p>What is Swift insinuating by contrasting the reasonable society of the Houyhnhnms with the barbaric one of the Yahoos?</p> | |
| <p>How does Swift use the narrator, Gulliver, to distinguish what is directly stated in the text from what he really means?</p> | |

Analyzing Multiple Satirical Perspectives

Part 1: Respond to each of the following questions with your group. During the whole class discussion, add to your notes as others share out.

| Consider these questions/prompts... | Write your response and revise as needed throughout the discussion. |
|---|---|
| What is the central idea of this fake panel discussion? | |
| How does this central idea impact the true intent of The Onion? | |
| Use examples from Part IV of Gulliver's Travels, chapter 2 of Animal Farm, and "Should Animals Be Doing More for the Animal Rights Movement?" | |

Part 2: Write a short argument identifying Swift's purpose in humanizing animals and animalizing humans in these chapters, citing strong and thorough textual evidence to support your inferences.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Culminating Writing Task: Literary Analysis Essay

Prompt: *Age of Reason* writer—and contemporary of Jonathan Swift—Alexander Pope penned, “Know then thyself, presume not God to scan/The proper study of Mankind is Man.” In *Gulliver's Travels*, Swift uses satire to hold a mirror up to the follies of mankind. Lemuel Gulliver's travels allow Swift to satirize everything from government and politics to academics and scientific study.

Consider how Swift develops a narrator with a perspective different from his own in order to convey his point of view to the reader. How is Swift's point of view conveyed through Gulliver's choice of words, travels to imaginary lands, and attempts to explain his culture to others and other cultures to the reader?

To answer this question:

- Examine the selected details and the author's word choice surrounding the main characters' words, actions, and interactions.
- Examine the structure and outcomes of various events in the text.
- Trace the patterns and changes in tone over the course of the text to determine instances of satire and their impact on the meaning of the text. (For example, Swift uses Gulliver's view of Europe's superiority to highlight its inferior natures.)
- Evaluate the author's use of satire in conveying his point of view.

Write a literary analysis to support your claims in answer to the question. Be sure to use appropriate transitions and varied syntax, grade-appropriate language and a formal style, including proper grammar, conventions, and spelling. Provide strong and thorough textual evidence that is integrated while maintaining the flow of ideas and including proper citation.

Claim:

Word Choice: Examine the selected details and the author’s word choice surrounding the main characters’ words, actions, and interactions.

| Text Excerpt/Author’s Word Choice | Characters Words | Characters Thoughts | Characters Interactions | How this excerpt reflects Swift’s Purpose |
|---|------------------|------------------------|----------------------------|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Structure & Outcomes

How the structure and outcomes of various events in the text convey Swift's point of view?

| Gullivers Travels: | Place (include description) | Who Lives There | Main Events | Impact on Gulliver |
|--------------------|-----------------------------|-----------------|-------------|--------------------|
| Part One: | | | | |
| Part Two: | | | | |
| Part Three: | | | | |
| Part Four: | | | | |

Tone, Satire, and Impact on Meaning:

| | Excerpt/Word Choice Examples | Impact of word choice on tone? | Satiric Devices Used (look for patterns and similarities) | What is the impact of tone, patterns, and satire on meaning? |
|--------------------|-------------------------------------|---------------------------------------|--|---|
| Part One: | | | | |
| Part Two: | | | | |
| Part Three: | | | | |
| Part Four: | | | | |

Conclusion:

- Sum up your analysis
- Evaluate the author's use of satire in conveying his point of view.

Grades 9-12 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

| Construct Measured | Score Point 4 | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|--|--|--|---|--|--|
| Reading Comprehension and Written Expression | <p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis; addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task, purpose, and audience; uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic; <ul style="list-style-type: none"> is effectively organized with clear and coherent writing; establishes and maintains an effective style. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to the task, purpose, and audience; uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task, purpose, and audience; uses some reasoning and text-based evidence in the development of the claim or topic; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; addresses the prompt and provides minimal development of the claim or topic that is limited in its appropriateness to the task, purpose, and audience; uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; has a style that is minimally effective. | <p>The student response</p> <ul style="list-style-type: none"> demonstrates no comprehension of ideas by providing an inaccurate or no analysis; is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no text-based evidence; lacks organization and coherence; has an inappropriate style. |

| | | | | | |
|---------------------------------------|--|--|---|---|--|
| Knowledge of Language and Conventions | | The student response demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear . | The student response demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding , but the meaning is generally clear . | The student response demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding . | The student response does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding . |
|---------------------------------------|--|--|---|---|--|

Point of View Graphic Organizer

| | <i>Gulliver's Travels</i> | "Modern Satire Loses Its Bite" | <i>The Onion</i> |
|--|---------------------------|--------------------------------|------------------|
| Point of View First, Second, Third | | | |
| Point of View Limited or Omniscient | | | |
| How does the point of view impact the author's purpose? | | | |