

6th Grade

Name: _____

WEEK AT A GLANCE!

Story:
"Predators"

Genre: Poetry

Vocabulary/Word Study Skill:
latin root: -dom-
=house or master

Writing: Compare & Contrast
Essay

Comprehension: Elements of
Poetry:

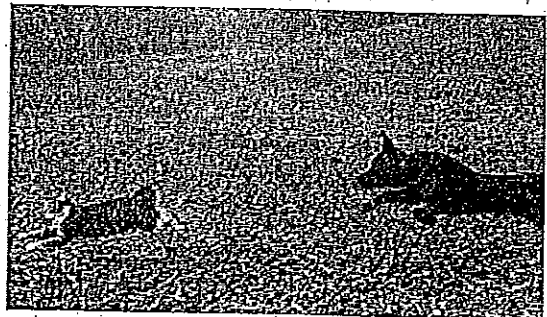
- ❖ line
- ❖ stanza

Author's Style: Diction (word
choice)

- ❖ denotation: definition
- ❖ connotation: emotional
association

Vocabulary:

- cultivate: to work and prepare the
land for growing plants
- wild: not tamed or domesticated
- domesticated: tamed; not wild



Name: _____

[illegible]

Name:	Date:
-------	-------

Predators

Linda Hogan

SHORT-RESPONSE QUESTIONS

DIRECTIONS: Complete the following items after you have read the text.

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

1. (a) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.

Reread lines 1–4 of “Predators” and focus on the description of the garden.

What does the speaker mean by “the garden swells with old and pungent herb art”? Explain the meaning of this figurative description and what it suggests about how the speaker feels about the garden. Consider both the literal, or dictionary, meaning and the connotations, or emotional associations, of key words such as *swells* and *art*.

- (b) Analyze the impact of a specific word choice on meaning and tone.

In line 4 of “Predators,” the speaker uses the word *pungent* to describe the herbs growing in her garden. This word has a stronger connotation than words such as *scented* or *fragrant*. Explain how the poet’s choice of the word *pungent* helps reveal the speaker’s experience of the garden. Then, explain how the choice of the word *pungent* activates, or triggers, a reader’s sense of smell.



RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. (a) Explain what the text says explicitly.

Reread lines 10–15 of “Predators.” What does the speaker see in these lines, and what is her reaction to it? Cite evidence from the text to support your response.

(b) Explain an inference you can draw from the text.

Based on lines 10–15 of “Predators,” what inference can you make about what the speaker thinks would be likely to happen if her cat came into contact with the foxes? Support your inferences using both details from lines 10–15 and your background knowledge.

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

3. (a) Identify a theme and explain how it is conveyed through particular details.

Identify a theme, or central message, about animals in “Predators.” Then, use details from the poem to explain how the poet develops this theme.

(b) Write a summary of a text.

Write an objective summary of “Predators” that includes main ideas but not your personal opinions or judgments. Be sure to include the author and title of the text.



EXTENDED RESPONSE ACTIVITY Poetic Structures

DIRECTIONS: Complete the following activity as either a written response or a group discussion.

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

4. Linda Hogan divides “Predators” into four stanzas. Explain how the structure of the third stanza of the poem is similar to and different from the structure of the first two stanzas. Also explain how the sentences in lines 10 and 11 of the third stanza differ from other sentences in the poem and how these lines call attention to key ideas in the poem. Then explain how these ideas help develop a theme of the poem.

Use these guidelines in your writing or discussion.

- Look at how the poet divides sentences in each stanza. Are sentences always completed in one stanza? How many lines are used to complete each sentence in the poem?
- Explain how the number of lines used for the sentences in lines 10 and 11 differs from the number of lines used for sentences in other stanzas. Then, explain how the number of lines used for sentences in lines 10 and 11 calls attention to key ideas.
- Identify the key ideas expressed in lines 10 and 11. Why are these ideas important?
- Explain how the ideas on lines 10 and 11 help develop a key theme about humans and domesticated animals.

TIP FOR WRITTEN RESPONSE

To avoid errors that will distract your reader, check your writing and correct any spelling and punctuation errors that you find.

TIP FOR DISCUSSION

Listen to everyone’s ideas and the reasons for their ideas.



COMPARE Point of View

DIRECTIONS: Complete the following question if you have also read the "A Blessing".

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

5. **Explain how an author develops the point of view of the speaker in a text.** Both "Predators" and "A Blessing" are poems about animals, but the speakers of these poems have different points of view, or ways of looking at their subjects. Reread both poems, looking for details that reveal each speaker's feelings about the animals he or she observes. Identify the speakers' points of view on these animals. Consider details in the poems, such as the speakers' thoughts and actions. Also think about how the title of each poem reveals the speaker's point of view.

Name:

Date:

TEXT QUESTIONS

Predators

Linda Hogan

DIRECTIONS: Respond to these questions. Use textual evidence to support your responses.

1. (a) **Interpret** Aside from herself, who does the speaker say owns the garden?
(b) **Support** What words does the speaker use to tell you this?

2. **Make Inferences** Do the predators that the title refers to include cats and dogs? Explain your reasoning.

3. **Interpret** Explain what the speaker means in the last two lines of the poem, "feed on a much smaller body/not the cat's...But it could be."

4. **Analyze** How does this poem create a sense of unease about nature?

Name:

Date:

CONCEPT VOCABULARY AND WORD STUDY

Predators

Linda Hogan

WORD LIST

domesticated

cultivate

wild

A. **DIRECTIONS:** In each of the following items, think about the meaning of the italicized word or phrase and then answer the question.

1. True or false? A wolf that has been *domesticated* would not behave like other wolves. Explain _____
2. True or false? To *cultivate* a garden you would drive your car over all the land where you wanted to grow crops. Explain _____
3. True or false? If you saw a field of *wild* onions, you can be sure that they were planted and tended by a farmer. Explain _____

B. **WORD STUDY:** The Latin root *-dom-* can form an adjective or a noun. As a word part, it means "house" or "home." It may also mean "lord" or "master." Below, write a brief definition of the following words and use each in a sentence. Use a dictionary to help you.

1. domineering *definition:* _____

2. dominate *definition:* _____

3. domesticity *definition:* _____

4. dominion *definition:* _____

Name: _____

Date: _____

WORD STUDY → LATIN ROOT *-DOM-*

The Latin root *-dom-* can form an adjective or a noun. As a word part, it means "house" or "home." It may also mean "lord" or "master."

A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word. Then, answer the question. Use a dictionary if necessary.

1. True or false: If you are required to do *domestic* chores, you are probably doing chores at work or at school.
Explain. _____
2. If dog A shows *dominance* over dog B, then is dog A most likely timid and shy? Explain. _____
3. If the *predominant* part of a custodian's job is emptying trash bins, is the custodian spending most of his or her time emptying trash bins? Explain.

4. True or false: A *dome* roof is another term for a flat roof.
Explain. _____

B. DIRECTIONS: Write each italicized word from part A next to its meaning.

1. _____ most frequent or common
2. _____ having control or authority over others
3. _____ having to do with the home
4. _____ a rounded roof or ceiling

Name: _____

Date: _____

WORD STUDY → LATIN ROOT **-DOM-****A. DIRECTIONS:** Select the correct word to complete each sentence

1. A house cat is considered a (domesticated/domineering) animal, while a lion is not.
2. Jerrod and his family moved into a three-bedroom (condominium/dome) on the corner of Washington and Rosewood Streets.
3. Rome had (domicile/dominion) over people in lands that stretched across continents.
4. At Jessie's school, female students were (domicile/predominant), but more and more male students were enrolling every year.
5. After the first half of the football game, the Rockets really (domesticated/dominated) the Wildcats.

B. DIRECTIONS: Use each of the following words in a complete sentence. Consult a dictionary to help you define the words if necessary

1. dominating _____
2. domesticity _____
3. domineer _____
4. dome _____
5. domicile _____

C. DIRECTIONS: Write a short story using the words *domesticate* and *dominate*. Consult a dictionary to help you define the words if necessary.

Name:

Date:

ANALYZE CRAFT AND STRUCTURE POETIC STRUCTURES

Predators

Linda Hogan

In poetry, **structure** is the way a poem is assembled using words, lines, and stanzas. A **line** in poetry is a row of words. The line can be any length, but the point at which the line ends, or breaks, is important. A **stanza** is a group of lines in a poem. Stanzas often express a single thought or idea. Like lines, stanzas can be any length, but the point at which the stanza ends is called a **stanza break**. Stanzas of specific lengths include:

two lines: *couplet*

four lines: *quatrain*

six lines: *sestet*

eight lines: *octave*

Poets use lines and stanzas to help them create meaning in a poem. For example, a poet may include a certain word at the end of a line to highlight that word. Alternatively, the poet may break a line or even a stanza to suggest a break or separation from something.

A. DIRECTIONS: Re-read "Predators" by Linda Hogan. Then, answer the questions below.

1. Why might the poet have ended line 1 with the word *cat* and line 4 with the word *fox*?

2. Do the stanzas end naturally at the end of a complete thought?

3. What meaning is suggested by the last line of the poem?

Name: _____

Date: _____

ANALYZE CRAFT AND STRUCTURE → POETIC STRUCTURES

In poetry, **structure** is the way a poem is assembled using words, lines, and stanzas. A **line** in poetry is a row of words. The line can be any length, but the point at which the line ends, or breaks, is important. A **stanza** is a group of lines in a poem. Stanzas often express a single thought or idea. Like lines, stanzas can be any length, but the point at which the stanza ends is called a **stanza break**. Stanzas of specific lengths include:

two lines: *couplet*four lines: *quatrain*six lines: *sestet*eight lines: *octave*

Poets use lines and stanzas to help them create meaning in a poem. For example, a poet may include a certain word at the end of a line to highlight that word. Alternatively, the poet may break a line or even a stanza to suggest a break or separation from something.

DIRECTIONS: Read the excerpt from the poem "The Walrus and the Carpenter," by Lewis Carroll. Then, answer the questions that follow.

The sea was wet as wet could be,
The sands were dry as dry.
You could not see a cloud, because
No cloud was in the sky:
No birds were flying over-head—
There were no birds to fly.

The Walrus and the Carpenter
Were walking close at hand;
They wept like anything to see
Such quantities of sand:
"If this were only cleared away,
They said, "It *would* be grand!"

"If seven maids, with seven mops,
Swept it for half a year,
Do you suppose," the Walrus said,
"That they could get it clear?"
"I doubt it," said the Carpenter,
And shed a bitter tear.

"O, Oysters, come and walk with us!"
The Walrus did beseech.
"A pleasant walk, a pleasant talk,
Along the briny beach:
We cannot do with more than four,
To give a hand to each."

1. Why has the poet broken the lines in this way? What has he achieved?

2. How is each stanza structured, in terms of lines and meaning?

Name:

Date:

ANALYZE CRAFT AND STRUCTURE ➤ POETIC STRUCTURES

A. DIRECTIONS: Read the poem "Dust of Snow," by Robert Frost. Then, answer the questions that follow. Use text evidence to support your answers.

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

Has given my heart
A change of mood
And saved some part
Of a day I rued.

1. What type of stanza structure is used in the poem?

2. Why might the poet have chosen to break the lines as he did?

3. Why might the poet have chosen to split the poem into two stanzas?

B. DIRECTIONS: Read the poem "A Book," by Emily Dickinson. Then, answer the questions that follow. Use text evidence to support your answers.

He ate and drank the precious words,
His spirit grew robust;
He knew no more that he was poor,
Nor that his frame was dust.
He danced along the dingy days,
And this bequest of wings
Was but a book. What liberty
A loosened spirit brings!

1. What type of stanza structure is used in the poem?

2. Did the poet break the lines for rhythm, rhyme, or both? Explain your answer.

Name:

Date:

AUTHOR'S STYLE WORD CHOICE AND TONE

Predators

Linda Hogan

A poet's **diction** refers to an author's word choice and style. A poet's diction may have many different qualities. For example, it might be formal, informal, precise, or slang. A poet might even use different kinds of diction in a single poem. A poet's diction is important, as it helps to establish meaning and tone, or the attitude the author has toward a subject. For example, an author's tone may be positive, negative, happy, sarcastic, or aggressive, among others.

In establishing meaning and tone, poets consider a word's dictionary definition as well as the emotional meaning that the word might carry. These two elements of word meaning are called denotation and connotation.

- **Denotation** is a word's dictionary meaning.
- **Connotation** is the meaning people associate with a word. For example, the word *thrifty* has a positive connotation. If a person is *thrifty*, it implies that the person spends their money carefully. *Stingy* is a synonym of *thrifty*, but it has a negative connotation. If a person is *stingy*, it implies that he or she is miserly or not generous.

A **DIRECTIONS:** Read the lines from the poem below. Then explain each underlined word's denotation.

1. I cannot smell the scent of the cat/who slept on this sweater

2. Oh, give me strength to watch their sorry / looks as a bevy of vixen / feed on a much smaller body

B. **DIRECTIONS:** Read the lines from the poem below. Then explain whether each underlined word has a positive or negative connotation.

1. In sun the fox / bows to my feline and her good / dog friends who rule this land.

2. The dogs do not understand wild nature.

Name:	Date:
-------	-------

AUTHOR'S STYLE WORD CHOICE AND TONE

A poet's diction refers to an author's word choice and style. A poet's diction may have many different qualities. For example, it might be simple, formal, informal, or emotional. A poet might even use different kinds of diction in a single poem. A poet's diction is important, as it helps to establish meaning and tone, or the attitude the author has toward a subject. For example, an author's tone may be relaxed, bitter, happy, playful, or curious, among others.

In establishing meaning and tone, poets consider a word's dictionary definition as well as the emotional meaning that the word might carry. These two elements of word meaning are called denotation and connotation.

- **Denotation** is a word's dictionary meaning.
- **Connotation** is the meaning people associate with a word. For example, the word *sip* means "to drink." It does not have a positive or negative connotation. The word *slurp* is a synonym of *sip*, but it has a negative connotation. It implies that a person is taking in loud, sloppy mouthfuls of their drink.

DIRECTIONS: Read each word below. Write the word's denotation, and then explain whether the word has a positive, negative, or neutral connotation.

Word	Denotation	Connotation
luxurious		
gaudy		
carefree		
pushy		

Name:	Date:
-------	-------

AUTHOR'S STYLE → WORD CHOICE AND TONE

A. **DIRECTIONS:** For each sentence below, write whether the underlined word has a positive or negative connotation.

- _____ Imani patiently asked the librarian for a different book.
- _____ Xia's idea to take over the position was brilliant.
- _____ Jalisa didn't understand why her sister was being so stubborn.
- _____ Alec schemed to get the best assignment in social studies class.
- _____ The barnyard reeked; he could smell it from across the yard.

B. **DIRECTIONS:** Read each pair of words in the left column. Then write the one that has a positive connotation in the middle column and the one that has a negative connotation in the right column.

Word	Positive	Negative
observe/spy		
meek /gentle		
cheap/inexpensive		
cunning/knowning		
delayed/tardy		
mature/old		

Name: _____

Date: _____

WRITING TO COMPARE ➤ COMPARISON-AND-CONTRAST ESSAY

A **comparison-and-contrast** essay is a type of explanatory essay that explains the similarities and differences between two or more items, such as two poems. A comparison-and-contrast essay has a clear introductory statement that explains to the reader what items are being compared and how. The body paragraphs of the essay develop the ideas with supporting information and quotations. The concluding paragraph draws the ideas together.

Comparison-and-contrast essays may be organized in the **block method**. In this method, the writer presents information about one poem in one paragraph. In a second paragraph, the writer presents information about the second poem. A second type of organizational pattern is the **point-by-point method**. In this type, the writer presents information about both poems, focusing on one element or point at a time, for example, on figurative language or word choice in each poem.

DIRECTIONS: After analyzing the two poems, "A Blessing" and "Predators," write down any details you learned or any new ideas you have about them. Based on your analysis, complete the following chart of similarities and differences in the poem to help you plan your comparison-and-contrast essay.

Main point of your essay: _____

Introductory sentence _____

	Details from "A Blessing" (line numbers)	Details from "Predators" (line numbers)
Similarities		
1.		
2.		
3.		
Differences		
1.		
2.		
3.		
Concluding sentence: _____		

Name _____

Unit 1 Independent Reading Log

Reading Time	Title and Author	What is it about?	How would you rate it?	Explain your rating.
Monday From _____ to _____			Great 5 4 3 2 1 Awful	
Tuesday From _____ to _____			Great 5 4 3 2 1 Awful	
Wednesday From _____ to _____			Great 5 4 3 2 1 Awful	
Thursday From _____ to _____			Great 5 4 3 2 1 Awful	
Friday From _____ to _____			Great 5 4 3 2 1 Awful	