

UNIT - 2

Let Me Sum Up



ACTIVITY - 1

“King Goldenlocks” is a very old fairy tale that was locked away for over 150 years! It was only recently discovered in Germany. This version is derived from the translation by Maria Tatar published in the New Yorker, April 2, 2012.

Read the story.

King Goldenlocks

Once there was a prince with beautiful golden hair. Everyone called him Goldenlocks. One day Goldenlocks’ father, the king, went hunting in the woods and found a giant leaning against a tree. The king blew his horn, called his men, and they came and caught the giant. Proud of his own bravery, the king invited many other kings to join him for a celebration so they could see the captured giant.

Now, on the day of the celebration, Goldenlocks was playing with his favorite toy, a golden ball. Accidentally, Goldenlocks threw the ball right into the giant’s cage! Oh, no, what could he do? He loved that ball!

“Please throw my ball back to me, Giant. I’ll give you a nice banana or apple or maybe a cookie if you just give it back.”

“I will only give your ball back if you release me,” he said.

The boy knew his father would be angry, but he wanted his ball. He stole the key to the cage and freed the giant!

That evening all the kings from all over the land were gathered in the palace to see the giant, but there was no giant! The king was so angry, he flew into a rage and swore that he would punish the person who had stolen his key and freed the giant, no matter who it was! When he found out it was his own son, he was heartbroken, but a king has no choice but to keep his promise.

The king sadly banished Goldenlocks. He told his best soldier to take Goldenlocks far, far away where he could never return. But the soldier did want to do this duty to so young a boy, so he decided to find a way out.





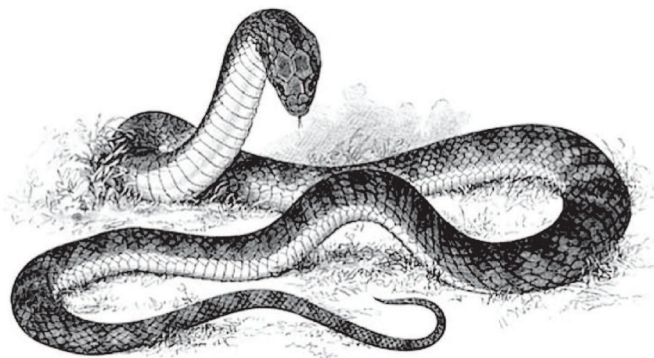
He put Goldenlocks in the poor clothes of a shepherd and sent him to live far away in the family of a gardener who had no sons of his own.

Now this gardener worked for the queen of his own land. Every day, he cut flowers and made bouquets for the queen's daughter, the most beautiful princess he had ever seen!

It was Goldenlocks' job to tie the flowers together and bring them to the princess. The princess always received the flowers so sweetly that, finally, Goldenlocks fell in love with her and began to feel he couldn't live without her. One day, to show her how he felt tied to her, he tied her bouquet with a strand of his own golden hair. When it was time for her to be married, princes came from miles

around, but she refused every one, saying that she would only marry the one who had tied her bouquet with golden hair. But the queen could not allow her daughter to marry a poor gardener's helper!

Not long after, Goldenlocks' father, the king, became very ill, and it was said that two drops of venom from the deadly tiger snake would cure him. There was only one tiger snake known in the land and it was the largest, meanest, deadliest snake anyone had ever seen. Goldenlocks heard of his father's illness and wanted to help, but what could he do? Most men were too scared to even try to milk the deadly snake. The few brave men who had tried all died terrible deaths.



Goldenlocks did not know what to do, but then he remembered the giant. Goldenlocks went to the giant and begged him to get the milk for him.

"You would ask this for the father who banished you? Why?"



“He’s still my father. He only did what he had promised his people he would do to punish a criminal.”

“Well, I do not think you were a criminal to free me. The king had no right to trap me. I have no love for the king, but if you want this, I will honor your request.”

“I do! Please save him!”

The giant got the venom from the snake, but he would not take it to the king himself. Goldenlocks would have to do it. Goldenlocks disguised himself as best he could, in old rags and with his golden hair covered in a plain white cloth.

He went to his father’s castle for the first time since he had been sentenced to death. He felt as if all the soldiers could see right through the cloth. He trembled, afraid he would be caught and jailed any moment, but no one recognized him.

In a low, rough voice that he hoped did not sound at all like the voice of young prince Goldenlocks, he told the guard at his father’s door that he carried the precious drops of venom from the tiger snake. He was ushered in immediately.

His father lay pale and dozing on his pillow. At a nod from the doctor, Goldenlocks placed the precious drops on his father’s lips. At first there was no response, but in moments, his father opened his eyes.

Goldenlocks quickly covered his face with the white headcloth, but it was too late.

“My son! Am I dead that I see my precious son again at last?”

“You are not dead father. I have brought the cure. I only hope it is enough for you to forgive me. And the giant. It is he who braved the snake to bring you this medicine.”

Goldenlocks and his father were reunited. The queen was happy to marry her daughter to a proper prince who would, one day, be king. But, the princess was just happy to be with her friend, the golden-haired gardener, who promised, even when he became king, to bring her a fresh new bouquet every morning.



ACTIVITY - 2

In Standard 6, you learned that many stories follow a common pattern, or structure.

In writing, we talk about “structure” to describe the sequence of ideas.

We learned that many stories use a structure that starts by describing a character and then telling how, one day, something happens that causes the character to have a problem.

Goldenlocks was a happy prince, until he lost a toy that he loved.

Next the story shows how the character tries to solve the problem, but it doesn’t work, and it causes a bigger problem!

Goldenlocks tried to get his toy, but when he freed the giant, he was banished!

Finally, the story shows that something changes and the character can solve the problem in an unexpected way.

When the king needed his son and the giant to cure his illness, Goldenlocks forgave his father, got the help of the giant, and cured the king. Goldenlocks and his father were reunited, and Goldenlocks became the prince once more.

The Tom Sawyer story has this structure, too. **Work with a partner to look again at “Strong Desire – Wise Action” from The Adventures of Tom Sawyer, by Mark Twain.**

One day... something happens to our character that causes a problem.	Who is the main character and what is his problem?
The character tries to solve the problem. But it doesn't work.	How did Tom first try to solve the problem? Why didn't it work?
Suddenly... something changes so that the character tries again and solves the problem in an unexpected way!	What changed so that Tom could solve the problem in an unexpected way? How did he solve it?

NEW WORDS I LEARNED IN THIS ACTIVITY:

ACTIVITY - 3

The story about Tom Sawyer had a few question tags in it:

Ben said: "Hello, you must work, must you?"

Tom turned suddenly. "Oh, Ben, it's you, is it? I did not see you."

Read the following sentences and note the tense in which the verbs are given and the use of question tags at the end of each sentences.

Read the following sentences.	Write a new sentence and question tag, using the same tense as the example.
1.He was singing happily, wasn't he?	
2. I must get the water, mustn't I?	
3. His hands moved more slowly, didn't they?	
4. Aunt Polly talks about it, doesn't she?	
5. Tom had planned to go swimming, hadn't he?	
6. I am going swimming, aren't I?	
7. She won't hurt you, will she?	
8. Tom had discovered a great law of human action, hadn't he?	
9. He did not turn from his work, did he?	
10.I will get the apple, won't I?	



ACTIVITY - 4

In the last unit, you learned about a type of summary that

- 1) is about a source.
- 2) is neutral.
- 3) references the source.
- 4) starts with the main idea of the source.

You learned to write one strong sentence to start a summary. The last thing you need for a summary are a few details from the source that show HOW the author expressed the main idea. It should not include ideas that don't explain the MAIN idea.

Read the summary of O. Henry's story, "After Twenty Years" . While reading, notice that the summary is 1) is about the source, 2) is neutral, 3) references the source, 4) starts with the main idea of the source, and 5) contains a few details that tell how the author expressed his main idea.

O. Henry's story, "After Twenty Years," written around 1905, has the typical O. Henry trick ending in which the reader and the main character are both surprised. The story begins with a conversation between a policeman and a man who is waiting outside a restaurant for a man he hasn't seen in twenty years. The two discuss the friend that the man is waiting for. The policeman recognizes the man as a wanted criminal, but, until the man is arrested, neither the man nor the reader know that the policeman is, himself, the man's friend.

Notice that the main idea is that the main character and the reader are both surprised. Notice that the summary then gives three details that show how O. Henry surprised us!

NEW WORDS I LEARNED IN THIS ACTIVITY:

Help line

The job of a teacher is to help students engage with ideas. Encourage students to discuss other summaries and to notice the parts of the summaries. Do you find any part missing in a particular summary? Why might the writer have omitted it? In addition, students may need support with negative question tags. The teacher may wish to model question tags while discussing the review checklist.



ACTIVITY - 5

In the summary of “After Twenty Years,” in Activity 4, notice how the detail sentences help to show how O. Henry expressed his main idea. They tell exactly how O. Henry surprised both the main character and the reader.

The sentences in the summary that give details show ways that the author of the source expresses the main idea.	EXAMPLE: If Shakespeare's theme is the main idea of Romeo and Juliet, the summary's details will be the details that help to create that theme. If a newspaper article's main idea is that India will solve a problem, the details in the summary will be the details that tell how India will solve the problem.
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Look at the details in the summary:

- 1) The first detail expresses the background situation and the idea that the characters interact.
The story begins with a conversation between a policeman and a man who is waiting outside a restaurant for a man he hasn't seen in twenty years.
- 2) The second detail lets you know that the character does not know the policeman is his friend and shows why the reader does not know it either.
The two discuss the friend that the man is waiting for.
- 3) The third detail tells what happens in the end and shows how the surprise appeared in the story.
The policeman recognizes the man as a wanted criminal, but, until the man is arrested, neither the man nor the reader know that the policeman is, himself, the man's friend.

In Unit 1, you wrote a sentence telling Mark Twain's main idea in, “Strong Desire – Wise Action”. What is it?

Find at least three details in the Tom Sawyer story that help Mark Twain express his main idea. Write more details if you think you need them.



Real writers know that it is always possible to improve their writing. Share your details with at least three classmates. Consider the ideas of your classmates. You may hear a detail that you think better expressed Mark Twain's main idea or you may think of a better way to express the details you have written. Change or modify at least one of your ideas to improve it after talking to your classmates.

I improved

NEW WORDS I LEARNED IN THIS ACTIVITY:

ACTIVITY - 6

Look back at the activities where you listed NEW WORDS you learned. List some of the words about summary here:

Use the words and ideas you have learned about summary so far to help you write a new cinquain.

Remember, cinquains are a kind of poem that has five lines and a certain pattern:

- Line 1: Title (noun) - 1 word
- Line 2: Description - 2 words
- Line 3: Action - 3 words
- Line 4: Feeling (phrase) - 4 words
- Line 5: Title (synonym or antonym for the title) - 1 word

Write a cinquain about Summary:

Summary

ACTIVITY - 7

Now you have learned a new way to write about someone else's ideas.

You learned about a type of summary that

- 1) is about a source.
- 2) is neutral.
- 3) references the source.
- 4) starts with the main idea of the source.
- 5) contains a few details that show how the author expresses the main idea

To write any summary, you need to

- 1) Read and understand the source.
- 2) Reference the source and write the main idea in one or two sentences.
- 3) Add a few details (3-4 sentences) that best show how the author expressed the main idea.

Write a neutral summary of “Strong Desire – Wise Action” from The Adventures of Tom Sawyer, by Mark Twain. You may use your reference and main idea sentence(s) from the last unit and details you wrote in the last activity of this unit.

ACTIVITY - 8

Real writers share their writing with other writers and help each other improve their writing. You can form your own “writers’ group”! In the group, you will do a “peer review” which means you will review the writing of your peers. “Peers” are people who are like you in age, interests, jobs, etc. Your classmates are your peers.

For example, if your classmate, **Jatin**, uses too many words that show how very much he likes the story and your classmate, **Kajal**, forgets to reference the source, your review might look like this:

EXAMPLE: PEER REVIEW CHECKLIST						
writer's name	about source	neutral	reference	main idea	details show how main idea expressed	Your suggestions to help writer improve
Jatin	✓	?	✓	✓	✓	change feeling words to neutral words
Kajal	✓	✓	?	✓	✓	need to give name of source and author

NEW WORDS I LEARNED IN THIS ACTIVITY:

Help line

It is common for students to experience some confusion the first time they do a new activity type. Teachers can help students overcome this with peer review by engaging them in a discussion so that they “try out” different possibilities. What if Jatin rewrote his summary to change all the feeling words, then how would your checklist appear? What if Kajal did not finish writing details?

ACTIVITY - 9

Sit with five or six of your classmates. This works best if you can all sit in a circle where you can easily hear and see each other. Share your summary. You will use the peer review checklist to mark the parts of each summary you hear.

PEER REVIEW CHECKLIST						
writer's name	about source	neutral	reference	main idea	details show how main idea expressed	Your suggestions to help writer improve

Share your suggestions with the writers in your group. Consider their suggestions to improve your own writing. Real writers know that writing can ALWAYS be improved. Find one way to improve your summary. Make the changes, then record what you did here.

I improved my summary about Tom Sawyer by changing



ACTIVITY - 10

Write a summary of King Goldenlocks that

- 1) is about a source.
- 2) is neutral.
- 3) references the source.
- 4) starts with the main idea of the source.
- 5) contains a few details that show how the author expresses the main idea.



ACTIVITY - 11

Share your summary with classmates with whom you **DID NOT** share your Tom Sawyer summary. Listen to summaries written by five or six of your classmates that you have not reviewed in the previous activity. Listen carefully and mark the parts you hear on the peer review checklist. Then, use the checklist to suggest ways your classmates can improve their summary.

PEER REVIEW CHECKLIST						
writer's name	about source	neutral	reference	main idea	details show how main idea expressed	Your suggestions to help writer improve

Be sure to share your suggestions with each writer! Take some of your peers' suggestions to improve your own writing. Find at least one way to improve your summary. Make the changes, then record what you did here.

I improved my summary about King Goldenlocks by changing

