## WEEK AT A GLANCE WEEK 05

LITERATURE The Lantern Bearers Chs. 15-22

Annotation Chart for Tone Paragraph on The Lantern Bearers

COMPOSITION A Closer Look at Rhetorical Conclusion

# THE LANTERN BEARERS

### BY ROSEMARY SUTCLIFF

Setting: c. 400 Southern Britain, Denmark, Jutland

### CH. 15-22:

### **BRAIN DROP DIRECTIONS:**

Read chs. 15-22. Brain drop your thoughts on Aquila's relationships with his son and wife, how he matures emotionally through the end of the story, the way Sutcliff introduces Artos (Sutcliff's future King Arthur.) and how the story comes full circle at the end. Complete the template to receive full credit.

### **ANNOTATION CHART**

### **DIRECTIONS:**

For each chapter, circle the tone that you see the author exhibiting toward Aquila and give one example from the text as support.

Positive 17	Positive 16	Positive or 15	$\frac{\text{Tone}}{\text{Circle the}} \operatorname{Ch.\#} \left  \underbrace{P_{g.\#}}_{\text{author's tone.}} \right  \underbrace{P_{lot example showing the}}_{\text{direct quote.}} \operatorname{funce.} \left  \underbrace{P_{g.\#}}_{\text{author's tone.} \text{It should be a}} \right  \underbrace{P_{lot example showing the}}_{\frac{\text{direct quote.}}{\text{direct quote.}}} \right  \underbrace{P_{lot example showing the}}_{\frac{\text{direct quote.}}{\text{direct quote.}}} \left  \underbrace{P_{g.\#}}_{\text{author's tone.} \text{It should be a}} \right  \underbrace{\frac{P_{lot example showing the}}{\frac{\text{direct quote.}}{\text{direct quote.}}} \right  \underbrace{\frac{P_{lot example showing the}}{\frac{\text{direct quote.}}{\text{direct quote.}}} \right  \underbrace{\frac{P_{lot example showing the}}{\frac{\text{direct quote.}}{\frac{\text{direct quote.}}{\frac{1}{\text{showing the example}}} \right  \underbrace{\frac{P_{lot example showing the}}{\frac{1}{\text{showing the example}}} \right  \underbrace{\frac{P_{lot example showing the}}{\frac{1}{\text{should be a}}} \right  \underbrace{\frac{P_{lot example showing the}}{\frac{1}{\text{showing the example show the}}} \right  \underbrace{\frac{P_{lot example show the}}{\frac{1}{\text{show the}}} \right  \frac{P_{lot exam$	THE LANTERN BEARERS: ANNOTATION CHART FOR THE AUTHOR'S TONE (FEELING) TOWARD AQUILA	ANNOTATION CHART
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**ANNOTATION CHART** 

the sentence you just wrote connecting the example to Sentence Leveling: Write giving more details about one or more sentences how the author feels. THE LANTERN BEARERS: ANNOTATION CHART FOR THE AUTHOR'S TONE (FEELING) TOWARD AQUILA shows....It is as if the author is...."This can be more than is showing the reader. "This Explain what the example meaningful about what is significant, important, or happening in the <u>quote</u>. Comment on what is one sentence. Explain what is happening in the quote. author's tone. It should be a Plot example showing the direct quote. Pg.# Ch.# 18 19 20 Circle the author's Negative Negative Positive Negative Positive Positive Tone tone. or  $\mathbf{Or}$ or

WEEK 05

THE LANTERN BEARERS

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Positive or Negative	Positive or Negative	<u>Tone</u> Circle the author's tone.	THE LANT
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		<u>Plot example</u> showing the author's tone. It should be a <u>direct quote</u> .	S: ANNOTATION CHART
		<u>Explain</u> what is happening in the <u>quote</u> .	THE LANTERN BEARERS: ANNOTATION CHART FOR THE AUTHOR'S TONE(FEELING) TOWARD AQUILA
		Comment on what is <u>significant, important, or</u> <u>meaningful</u> about what is happening in the <u>quote</u> . Explain what the example is showing the reader. "This showsIt is as if the author is"This can be more than one sentence.	NE(FEELING) TOWARD AC
		Sentence Leveling: <u>Write</u> <u>one or more sentences</u> giving more details about the sentence you just wrote <u>connecting the example to</u> <u>how the author feels</u> .	JUILA

# A CLOSER LOOK AT RHETORICAL CONCLUSION

Rhetorical Conclusion is the author's intent for the text. This is a big picture, universal conclusion that the reader draws based on the author's use of plot, elements of fiction and style. For now, if you can think of the RC as a lesson you can learn from a story or overall universal theme, this will help you determine the RC of a story.

#### EXAMPLE RCS

The Divine Comedy	Behavior in life has unintended consequences
The Iliad	One choice can change the destiny of thousands
Hamlet	Death begets death
Wuthering Heights	Vengeance on others leads to death of self

Notice that none of the examples above mention characters or even allude to the narratives. These are universal ideas that can apply to anyone; however, a reader can specifically glean them from these stories. Think of the RC as a big picture idea that specifically applies to a particular story.

#### DIRECTIONS:

Think of five stories that you have read or watched. Write down the title and a Rhetorical Conclusion for each.

_	Title	Rhetorical Conclusion	
1.			
2.			
3.			
4.			
5.			