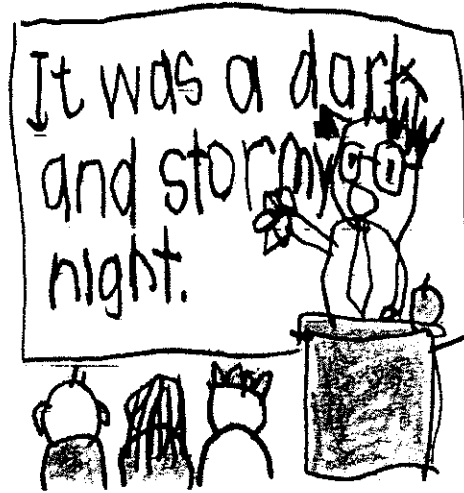


ENG2D Critical Reading Activities



- ▲ Today we are going to reawaken our love of language and our limitless imaginations by practicing some critical reading strategies! Perhaps some of you may not have read or written a single word all summer long...gasp! Let's change that by putting our minds and pens to work!
- ▲ The first unit of study in this course focuses on interpreting various forms of writing, primarily short stories, through in-depth literary analysis. Consequently, the strength of any skilled reader is to be able to interpret an author's central message through the inferences, imagery, narration, and figurative language that compose a piece of literature.

Your Task:

- ▲ For this activity your challenge is to read the following four literary excerpts (poems in this case), paying close attention to the language and subject matter of each, and to complete each critical reading activity provided. The activities include predicting the missing content of a piece of writing, connecting the beginning and end of a piece of writing, reassembling missing text in a piece of writing, and filling in missing words from a piece of writing. Be **creative** and **thoughtful** in your approach to each reading activity, and have fun!
- ▲ After you have finished all four reading activities, **share your completed pieces with another person in the class**. How do your interpretations differ from your partner's? Explain your critical/creative approach for each and your rationale for your chosen content. Discuss with one another in detail!

Activity #1: Predict the Missing Content

- ▲ In the poem below, the last **ten lines** have been removed. How do you think the poem ends? Make a prediction based on the content of the poem up to the point provided, and finish the final stanza of the poem.

The Bull Moose by Alden Nowlan

Down from the purple mist of trees on the mountain,
lurching through forests of white spruce and cedar,
stumbling through tamarack swamps,
came the bull moose
to be stopped at last by a pole-fenced pasture.

Too tired to turn or, perhaps, aware
there was no place left to go, he stood with the cattle.
They, scenting the musk of death, seeing his great head
like the ritual mask of a blood god, moved to the other end
of the field, and waited.

The neighbours heard of it, and by afternoon
cars lined the road. The children teased him
with alder switches and he gazed at them
like an old, tolerant collie. The woman asked
if he could have escaped from a Fair.

The oldest man in the parish remembered seeing
a gelded moose yoked with an ox for plowing.
The young men snickered and tried to pour beer
down his throat, while their girl friends took their pictures.

And the bull moose let them stroke his tick-ravaged flanks,
let them pry open his jaws with bottles, let a giggling girl
plant a little purple cap
of thistles on his head.

Activity #2: Beginnings and Endings: What's in the Middle?

- ▲ Below is a poem that has its original beginning and ending. Write what you think the deleted middle section is about (the section that has been deleted contains two four-line stanzas).

Stopping By Woods on a Snowy Evening by Robert Frost

Whose woods these are I think I know.
His house is in the village, though;
He will not see me stopping here
To watch his woods fill up with snow.

The woods are lovely, dark, and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Activity #3: Reassembling Scrambled Text

- ▲ The five lines of the following poem have been scrambled from their original order. Rearrange them to create meaning by numbering beside each line, what order you think it should appear in the poem (i.e. 1 is the line you think should appear first and 5 is the line that you think should appear last).

Night by Herbert Read

- _____ Resemble
- _____ The infinity of the sky:
- _____ The dark steep roofs chisel
- _____ Still hands at prayer.
- _____ But the white moonlight gables

Activity #4: Fill-in the Missing Words

- ▲ In the poem below, fill in the blanks with the words/images that seem appropriate to the other words/images that ARE provided. (For your reference, in the original poem there are 3 additional words on line 2, and 2 additional words on line 5).

Fog by Carl Sandburg

The fog comes	1
on _____.	2
It sits looking	3
over the harbour and city	4
on _____.	5
and then moves on.	6

Now find a partner and share your interpretations. Explain/justify your choices. Would anyone like to share theirs with the class?