

Literary Element (page 80)

Allusion

from A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson MARY ROWLANDSON

By using allusions, writers draw on readers' prior knowledge to create powerful images. During the seventeenth century, when many readers knew the Bible very well, biblical allusions were common. Mary Rowlandson's biblical allusions reflect both her own deep faith and her recognition that her readers would be familiar with the Bible.

ACTIVITY

Directions Find two biblical allusions in the selection. In the first column of the graphic organizer shown below, copy the allusion. In the second column, restate the allusion in your own words. In the third column, explain why Mary Rowlandson used it. Using the chart, explain the effect that the use of allusions had on Mary Rowlandson's account.

Biblical Allusion	Restatement	Why Author Used
Come, behold the works of the Lord, what desolation he has made in the earth.	Look at how powerful God is. He can bring great misery to the world.	The author may have taken solace from the fact that she was not the first to have experienced great misery.

Reading Strategy (page 80)**Analyze Historical Context***from A Narrative of the Captivity and Restoration
of Mrs. Mary Rowlandson* MARY ROWLANDSON

Mary Rowlandson's Indian-captivity narrative provides a glimpse of what it meant for an English settler to be captured and held against her will. It also provides important historical insights into the way the Wampanoags lived in the late seventeenth century and the way they treated their captives.

ACTIVITY

Directions Answer all of the following questions.

1. What did the Wampanoags' diet consist of? Find all of the references to food in the selection, including the ways in which it was prepared.

2. What does the selection tell you about the burial practices of the Wampanoags?

3. What does the selection tell you about the dwellings in which the Wampanoags lived?

4. What does the selection tell you about the geography of the area? Find all of the references to terrain.

5. What does the selection tell you about slavery among the Wampanoags?

6. What does the selection tell you about how the Wampanoags treated their captives?

7. What does Mary Rowlandson's account tell you about her religious beliefs? Find all of the references in the selection that indicate her faith in God.

Active Reading Graphic Organizer

To organize your material, ask your teacher for a copy of the Supporting Details Graphic Organizer. You can use a separate organizer to prepare your response to each question.

Selection Vocabulary Practice (page 80)
from A Narrative of the Captivity and Restoration
of Mrs. Mary Rowlandson MARY ROWLANDSON

Vocabulary

- desolation** *n.* devastation; misery; sadness
- daunt** *v.* to overcome with fear; to intimidate
- compassion** *n.* deep awareness of another’s suffering with a desire to help
- discern** *v.* to recognize as different and distinct; distinguish
- lament** *v.* to express deep sorrow or grief

EXERCISE A Practice with Word Usage

Complete each question with a vocabulary word from the box above.

1. What signs of _____ from the Indian attack did Rowlandson see?
2. Why did Rowlandson feel _____ for her child?
3. When Rowlandson was visiting her son, what made it difficult for her to _____ one wigwam from another?
4. What thoughts made Rowlandson “moan and _____” for her children?

EXERCISE B Applying Meanings

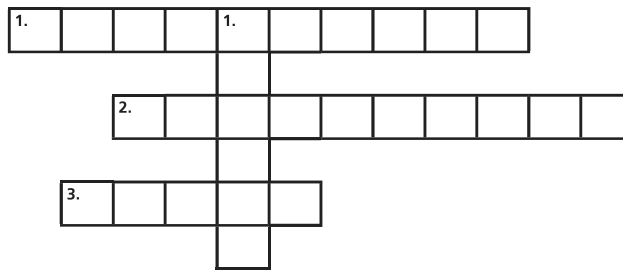
Use these clues to complete the puzzle.

Down

1. You might _____ an action that you felt was wrong

Across

1. Abandoned buildings and piles of rotting garbage might be part of a scene of _____.
2. Someone who feels _____ for victims of a natural disaster might send money.
3. A large guard dog can _____ an intruder.



EXERCISE C Responding to the Selection

On the back of this sheet, write a summary of what Mary Rowlandson experienced during her captivity. Use all FIVE of the vocabulary words in your summary.

Vocabulary Strategy (p. 80)

Denotation and Connotation

from A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson MARY ROWLANDSON

“Oh the doleful sight that now was to behold at this house!”

—*Mary Rowlandson, from A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson*

Connecting to Literature Mary Rowlandson could have used descriptive words other than *doleful*. She might have described the sight of the attacked village as *sad* or *depressing* or *miserable*, words that have similar meanings to *doleful*. But each of these words also conveys subtle differences. Words can have similar **denotations** (dictionary definitions) but different **connotations** (ideas, images, or feelings suggested by the word). The power of a word to suggest an array of connotations contributes to precision in speaking and in writing.

A chart like the one below can help you analyze the words *doleful*, *sad*, *depressing*, and *miserable*—their similarities, their differences, and their shades of meaning. Follow these instructions to create the chart.

- Place the words to be analyzed in the left-hand column of the chart.
- Find different definitions, or denotations, for each word in a dictionary.
- In the second column of the chart, record the definition for each term.
- In the third column of the chart, list ideas, images, or feelings that you associate with each word. For example, you may associate *doleful* with deep sorrow.

Semantic Features Chart		
	Denotation	Connotation
doleful		
sad		
depressing		
miserable		

ACTIVITY

1. Complete the chart above. With your classmates, discuss the denotations and connotations for the words. Why do you think Rowlandson chose to describe the sight of the attacked village as *doleful* and not as *sad* or *depressing*?
2. Find three or four words in the selection that Rowlandson might have chosen for their connotations. Create and fill in a Semantic Features Chart with these words. Explain what particular shades of meaning the connotations of the words help Rowlandson to suggest.

Grammar Practice (page 80)

Parts of Speech: Linking Verbs

from A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson MARY ROWLANDSON

A **linking verb** links, or joins, the subject of a sentence with a word or phrase that identifies or describes the subject. The most common linking verbs are the forms of *be*. Some examples are *am, is, are, was, were, will be, has been,* and *was being*.

Gerald **is** handsome. Marta **was** the president

OTHER LINKING VERBS				
appear	feel	look	seem	smell
become	grow	remain	sound	taste

ACTIVITY

Directions Draw a line under each linking verb.

- Mary Rowlandson was the wife of a minister.
- From her writings, she appears to be resourceful and deeply spiritual.
- Regardless of the circumstances, she remained calm throughout her ordeal.
- Because she was always hungry, she learned to appreciate food she had once disliked.
- Although she refers to her captors as “roaring lions” and “savage beasts,” they seem humane.
- Her son sounded as brave as his mother.
- Her recollections became the first Indian-captive narrative.
- Her memoir is also the finest of its kind.

Selection Quick Check (page 80)

from A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson MARY ROWLANDSON

Use complete sentences to answer the following questions.

1. What do Rowlandson's captors do for her while she carries her wounded child?

2. What is Rowlandson's status among her captors?

3. What tasks does she perform for Philip?

4. Why is she worried about her son and daughter?

5. How does her attitude toward hardship change as a result of her captivity?
