Moorland Theme Tracing

Compare a theme in British poems from different eras, then extend a fictional scaffold.

12.RL.1.A "Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in British literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one detail in each paragraph that shows how a character relates to the moor, then number your underlined details 1, 2, and 3 to trace how that relationship changes over time. Paragraphs 1–3 are an original fictional classroom scaffold, not works from those historical dates. Then read the actual British selections in the supplied literary-selection table. Underline how each speaker moves from change or reflection toward lasting beauty or pleasure.

The Moor's Lessons

1 In 1381, twelve-year-old Alys carried her father's sheep across the Yorkshire moor before dawn. Frost silvered the heather, and the animals pressed close when wind rose. Alys feared the wide dark until she noticed a line of larks lifting above the hill. Their song gave her a direction no road could offer. By noon, she had found a lamb caught in brambles and freed it with her own scarf. Returning home, she understood that the moor was not empty land but a stern companion, demanding patience and attention.

2 Four centuries later, in 1784, Thomas walked beside the same moor after twelve hours at a Leeds mill. Smoke from new chimneys blurred the sunset, and a drainage ditch cut through ground where his grandmother had gathered peat. He remembered her warnings that land, once wounded, gives less back. Yet his wages bought bread for his younger sisters, so he could not simply condemn the mill. At the ditch, Thomas planted an alder seedling he had carried in his pocket. The small act did not repair the moor, but it changed his anger into responsibility.

③ Now, Mira crosses the moor with a school ecology group, carrying a phone that maps each patch of restored heath. She reads Alys's name in a parish record and finds Thomas's alder, enormous beside the old ditch. The group records fewer skylarks than last spring, then clears plastic from a stream feeding the wet ground. Mira does not imagine that one afternoon will save the moor. Still, she sends their findings to the council and returns the next week. For her, nature is neither a test to endure nor a resource to use, but a living neighbor whose future requires collective care.

BRITISH LITERARY SELECTIONS: ACTUAL WORKS FROM DIFFERENT ERAS

Selection	Verified literary text
A: Shakespeare Sonnet 18	Shall I compare thee to a summer's day? Thou art more lovely and more temperate: Rough winds do shake the darling buds of May, And summer's lease hath all too short a date: Sometime too hot the eye of heaven shines, And often is his gold complexion dimm'd, And every fair from fair sometime declines, By chance, or nature's changing course untrimm'd: But thy eternal summer shall not fade, Nor lose possession of that fair thou ow'st, Nor shall death brag thou wander'st in his shade, When in eternal lines to time thou grow'st, So long as men can breathe, or eyes can see, So long lives this, and this gives life to thee. William Shakespeare: complete Sonnet 18, Shakespeare's Sonnets (1609), English Renaissance. Public-domain text: Project Gutenberg ebook 1041. gutenberg.org/ebooks/1041
B: Wordsworth Daffodils	For oft, when on my couch I lie In vacant or in pensive mood, They flash upon that inward eye Which is the bliss of solitude; And then my heart with pleasure fills, And dances with the daffodils. William Wordsworth: final stanza of "I wandered lonely as a cloud," first published 1807, Romantic era. William Knight edition (1896), Poetical Works vol 3. Public-domain text: Project Gutenberg ebook 12383. gutenberg.org/ebooks/12383 Classroom context, not quoted verse: "They" refers to previously seen daffodils; "inward eye" suggests memory or imagination.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does Alys learn about the moor by the end of paragraph 1? Use one detail from the paragraph to support your answer.

2. What conflict makes Thomas's relationship with the moor more complicated in paragraph 2?

3. Compare Alys's action with Thomas's action. How does the theme of people's relationship with nature develop from paragraph 1 to paragraph 2?

4. How does Mira advance the theme beyond Thomas's idea of individual responsibility? Cite two actions or ideas from paragraph 3.

5. Read selections A and B. Compare how each develops the theme that beauty can endure beyond a passing experience. Trace an early-to-late turn in each selection and use one quoted detail from each. Explain a meaningful difference between the speakers' solutions.

3 YOUR TURN

Your own words

Write a 120 to 160 word continuation paragraph for the fictional moor story in paragraphs 1–3 set at least 50 years later. Through a new character's actions and thoughts, develop the relationship-with-nature theme beyond collective care, and underline one phrase that reveals the new stage.

ANSWER KEY

Moorland Theme Tracing

GRADE 12 · 12.RL.1.A

PART 1 · READ AND MARK

Underline one detail in each paragraph that shows how a character relates to the moor, then number your underlined details 1, 2, and 3 to trace how that relationship changes over time. Paragraphs 1–3 are an original fictional classroom scaffold, not works from those historical dates. Then read the actual British selections in the supplied literary-selection table. Underline how each speaker moves from change or reflection toward lasting beauty or pleasure. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does Alys learn about the moor by the end of paragraph 1? Use one detail from the paragraph to support your answer.	**Alys learns that the moor is a demanding companion that requires patience and attention. Freeing the trapped lamb shows her careful response to its needs.**
2	What conflict makes Thomas's relationship with the moor more complicated in paragraph 2?	**The mill harms the land, but Thomas's wages from the mill provide bread for his younger sisters.**
3	Compare Alys's action with Thomas's action. How does the theme of people's relationship with nature develop from paragraph 1 to paragraph 2?	**Alys responds with immediate, personal care by freeing a lamb. Thomas responds to larger human damage by planting a tree, so care for nature develops into responsibility for harm people have caused.**
4	How does Mira advance the theme beyond Thomas's idea of individual responsibility? Cite two actions or ideas from paragraph 3.	**Mira treats nature as a shared responsibility. She works with a group, sends findings to the council, and returns to continue the work, showing collective and ongoing care.**
5	Read selections A and B. Compare how each develops the theme that beauty can endure beyond a passing experience. Trace an early-to-late turn in each selection and use one quoted detail from each. Explain a meaningful difference between the speakers' solutions.	**Shakespeare begins with summer's short lease and changing beauty, then turns to eternal lines that preserve the addressed person: "So long lives this." Wordsworth moves from a vacant or pensive mood to remembered daffodils filling the heart with pleasure. Both develop lasting beauty or joy, but Shakespeare relies on written verse and Wordsworth on the inward eye of memory. Accept other text-supported readings; do not say the poems simply express ecological conservation.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

In 2094, Leena arrived at the moor before the heat-warning siren sounded across Leeds. Her neighborhood had voted to turn the old mill grounds into a rain garden, but the work had stalled when summer floods ruined several homes. At the alder, now hollow but still leafing, Leena opened a shared repair schedule on her tablet. She matched volunteers with tasks, then asked elders which paths had once carried water safely. By evening, children were placing stones along a new channel, and shopkeepers had brought tools. Leena knew the moor could not be managed like a machine or protected by a few devoted people. Its changing needs would guide the town's changing choices. She added tomorrow's forecast to the plan and listened for skylarks above the wet heath.

Accept answers that accurately trace the theme from personal attention, to responsibility for human harm, to collective care. For Part 3, accept varied future settings and actions if the response is 120 to 160 words, extends the theme beyond collective care, and underlines a phrase showing that new stage. The historical settings of the fictional scaffold are not literary provenance. Question 5 must analyze the supplied Renaissance and Romantic works with a detail/turn from each, not only the scaffold. Accept defensible alternative comparisons; the two poems do not claim the same conservation theme. Preserve intentional verse breaks. Shakespeare's full poem and Wordsworth's identified final stanza were checked against the free primary literary texts, with sources credited; no invented external quotation.