



Rime of the Ancient Mariner – Group Work

Have a Timekeeper, Work Diligently, these are due at the end of the period. Please show me what you are capable of and what you can do. Group Work, well done, is the best possible way to bring your grade up – if you answer completely with plenty of specifics – you will get 100%. **Questions 1-6 are due at the end of the period – these won't be accepted later.** You may come in with your group before school, or during your lunch period (but your entire group must check in with me) or you may turn in 7-10 on your own on Friday (there is no other homework) Oh, by the way – bring comfortable clothes tomorrow.

1. Why is the Mariner being punished? What horrible act does he commit (see the illustration to the left)? Though he tries and tries – the albatross stays around his neck – Ultimately, what does the Mariner do to (begin to)¹ redeem himself? Be very specific – what happens at the instant he is redeemed? Why does the Albatross fall from his neck? Be specific. Find at least one quote to

support your answer.

2. With number one above in mind, what do you think the line: “He prayeth well, who loveth well” (from the end of the poem) means? Explain. A student once told me they loved the poem, except for the ending (which they found anticlimactic) – I beg to differ: How does the “prayeth” quote so much of what has happened in the poem earlier, together? Talk about (and summarize) the beginning, middle, and end of the poem.

3. Ok – let's go like the mariners “into that silent sea” that none had gone before: Look at lines 59-60. Now look at lines 119-122 (famous lines at that). There is an obvious connection. Now, think about a connection we can make between those lines and at first his inability to pray (lines 244-247) and then his blessing of the sea snakes (see your answer to question 1). What is that connection? Now, ok – we go even deeper into those *uncharted* waters: why a single wedding guest at a wedding filled with happy celebrating people – answer fully and connect to your answer to the previous part of this question and with questions 2 & 1.



tie

4. What does *the hermit* have to do with all of this? Why a Hermit – how has the Ancient Mariner become a kind of hermit – explain specifically. How does the Ancient Mariner try – through his curse (where he must find someone and tell them his story) to draw people out of their “hermit” lives? Remember Wordsworth's poem – “The World is Too Much With Us” – I've given it to you on the back. Quickly relate a line or two from that poem to what the Mariner is doing. Be specific.



5. Ok, the big kielbasa: Why does the wedding guest rise a “**sadder** and **wiser** man” (emphasis mine)? Why **sadder** (what has he learned about the nature of life – why at a wedding – yes, these are big deep questions, and yes, I know that you are more than capable of answering them in a VERY SPECIFIC way)? Why **wiser** (think about the Mariner having to tell this story to others as part of his (the Mariner's penance)? What does this answer have to do with your answers to the four questions above? Be specific. Why choose to tell this at a wedding? Think big, and don't be afraid to bring other works into this.

¹ Ok, when you get to question 5 think back on why I put (begin) in parenthesis here.

6.. In Shakespeare's *The Tempest*, the main character Prospero creates a labyrinth that he puts his enemies through before they were forgiven at the end of the play. Well, from the shot of his bow to the encounter with the guest, how does the Ancient Mariner and the wedding guest (and the reader) go through a similar maze towards redemption? And more importantly, why? Use at least one quote from the poem.

7. *continuing with this idea* - In the Anglo-Saxon epic poem, "The Seafarer" (we acted it out at the beginning of the year – remember the sounds of the waves?) the title character goes through a long journey, also over the sea – here is an extended quote from that epic poem: Life ebbs, the flesh feels less / and fails to savour sweet or sour / is frail of hand, feeble of mind / Though men may bury treasured pelf / beside their brother's born remains / and sow his grave with golden goods / he goes where gold is worthless." Link this and the poem (what you remember) to Coleridge's "Rime of the Ancient Mariner" and what you've talked about so far in this group work.

8. *continuing with this idea* At the end of Wordsworth's poem, "Michael" (yes, get it out) – the title character has (and the reader too, I hope) has a realization – he (Michael) had thought that it was his farm (and keeping ownership of it) that was important – it turns out to be something else. How can you relate this to "Rime" to what you wrote for questions 6-7.

9. *continuing with this idea* – How can you relate these ideas (you've been speaking about from "Rime") to the epigraph of *Grendel* (this can be a short answer, but it should be specific and thoughtful)?

10. **This is short** - Name two things (from the intro to *Lyrical Ballads*) that make this a "Romantic" poem – name one thing that perhaps works against it.

The World Is Too Much With Us **BY WILLIAM WORDSWORTH**

The world is too much with us; late and soon,
Getting and spending, we lay waste our
powers;—

Little we see in Nature that is ours;
We have given our hearts away, a sordid
boon!

This Sea that bares her bosom to the moon;
The winds that will be howling at all hours,
And are up-gathered now like sleeping
flowers;

For this, for everything, we are out of tune;
It moves us not. Great God! I'd rather be
A Pagan suckled in a creed outworn;
So might I, standing on this pleasant lea,
Have glimpses that would make me less
forlorn;

Have sight of Proteus rising from the sea;
Or hear old Triton blow his wreathèd horn.



Homework

Friday – GRADE BOOK closes – all late work and Extra Credit due. Monday (04/01) – no homework (or start reading Byron) Tuesday Intro to Byron (710) and poems by Byron 710-724