“The Cremation of Sam McGee”

BY ROBERT W. SERVICE
Text Annotation and GIST Summary

Directions: Using the guidelines below, analyze the text by annotating.

Writing
Summarize important/confusing sections of the text
Underline or place brackets around important information
Ask questions about the text in the margins
Comment on the text, noting personal thoughts or literary elements (plot development, characterization, theme)

Symbols
Circle unfamiliar vocabulary
Place an exclamation point next to exciting or interesting information
Place a question mark next to confusing information

GIST Summary
Directions: Below the text, compose a twenty-word summary that highlights important points.
Materials

1. “The Cremation of Sam McGee” handout
2. Spiral open to a blank space
GIST Summary

After analyzing the text, compose a twenty word summary.

Example
Arrogant, wealthy officials insult the courage of women; however, a lion-hearted dame saves the party from a lethal, hissing cobra.
Story Illustration Four Corners Activity

Step One: Based on your evidence, determine which portion of the text engages the reader most effectively. Within thirty seconds, relocate to that section of the room.

Step Two: Within your new group, determine why you believe that portion of the text best engages readers.
Literature Graphic Organizer Mini-Jigsaw

Step 1: Within your group, complete the indicated sections of the chart:

- Theme
- Characterization
- GIST Summary
- Plot Development
- Point of View
Literature Graphic Organizer Mini-Jigsaw

Step 2: Now, by taking turns, each group member will teach his or her section of the graphic organizer to the group members.

Teachers
Please read your response verbatim.

Learners
Record brief notes on the “teacher's” response.

Currently Teaching
Theme
Plot Development
Characterization
Point of View
GIST summary
Literature Graphic Organizer Four Corners Activity

Step One: Based on your evidence, determine the element of the text which engages the reader most effectively. Within thirty seconds, relocate to that section of the room.

Step Two: Within your new group, determine why you believe that portion of the text best engages readers.

- Theme
- Characterization
- Plot Development
- Point of View
Theme Notes

A **theme** is a lesson about life or human nature that the writer teaches the reader.

**Example:**

Theme: Appearances can be deceiving.
Disguised as Grandmother, the Wolf lured Little Red towards the bed.
TNReady Analysis: Theme

Directions: Select the letter of the response that best answers the following question:

1. Which statement best expresses the theme of the poem?
   A. Happiness is not a station you arrive at, but a manner of traveling
   B. Friends are a person’s most valuable possession.
   C. Enjoy life while you can.
   D. No matter the difficulty, a true friend honors his or her word.
TNReady Analysis: Theme

Directions: Select the letters of the responses that best answer the following question:

2. Which two of the following lines best convey the theme of the passage?
   a. “Then I made a hike, for I didn't like to hear him sizzle so;” (49).
   b. “A pal's last need is a thing to heed, so I swore I would not fail;” (25).
   c. “The flames just soared, and the furnace roared—such a blaze you seldom see; / And I burrowed a hole in the glowing coal, and I stuffed in Sam McGee” (47-48).
   d. “'Yet 'tain't being dead—it's my awful dread of the icy grave that pains;’” (24).
TIDE Response: Theme

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph which analyzes how the narrative addresses the theme that people should honor their promises. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate question] because [insert point 1]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; on the other hand, some may argue [insert counter claim], but [explain why your evidence matters]. Ultimately, [restate question and point one].
Comprehension Notes

**Comprehension** refers to your ability to understand the text.

**Example**

Aladdin impersonated a prince in order to impress Jasmine.
TNReady Analysis: Comprehension

Directions: Select the letter of the response that best answers the following question:

1. Which line from the passage best explains why the speaker follows through with his promise to cremate Sam McGee’s body?
   
a. “And before nightfall a corpse was all that was left of Sam McGee” (28).
   
b. “There wasn't a breath in that land of death, and I hurried, horror-driven” (29).
   
c. “A pal's last need is a thing to heed, so I swore I would not fail” (25).
   
d. “Now a promise made is a debt unpaid, and the trail has its own stern code” (30).
TNReady Analysis: Comprehension

Directions: Select the letters of the responses that best answer the following question:

2. Why is it important that the speaker curses Sam’s body in line 34?

a. He always loathed Sam, but he was afraid to berate him while he was alive.
b. He planned to dump Sam’s body and disregard his promise.
c. The thought of transporting a corpse disgusted him.
d. He hated Sam for compelling him to commit such a horrifying act.
TIDE Response: Comprehension

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph which analyzes why the speaker curses Sam McGee’s body until he is able to cremated him. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate question] because [insert point 1]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; on the other hand, some may argue[insert counter claim], but [explain why your evidence matters]. Ultimately, [restate question and point one].
TNReady Analysis: Point of View

Directions: Select the letter of the response that best answers the following question:

1. How does Sam’s view of the cold differ from the other members of his team?
   a. Sam thrives on the cold weather, whereas other members of the party shiver in despair.
   b. While most people fail to enjoy the cold, Sam is the only person to vocalize his discomfort.
   c. Though the others relish in the cold weather, Sam merely tolerates it.
   d. Despite Sam’s cheery attitude in the Arctic, his companions remain sullen due to the frigid temperatures.
TNReady Analysis: Point of View

Directions: Select the letters of the responses that best answer the following question:

2. Which line from the text best supports this difference in point of view?

a. “If our eyes we'd close, then the lashes froze till sometimes we couldn't see; / It wasn't much fun, but the only one to whimper was Sam McGee” (15-16).

b. “Why he left his home in the South to roam 'round the Pole, God only knows” (10).

c. “He was always cold, but the land of gold seemed to hold him like a spell; / Though he'd often say in his homely way that ‘he'd sooner live in hell’” (11-12).

d. “And that very night, as we lay packed tight in our robes beneath the snow” (17).
TIDE Response: Point of View

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph which analyzes Sam McGee’s view of the Arctic. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate question] because [insert point 1]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; on the other hand, some may argue[insert counter claim], but [explain why your evidence matters]. Ultimately, [restate question and point one].
Claim: Essential Question

Based upon the prompt below, compose a well-structured claim. Moreover, include three main points within your assertion.

Prompt
Write a claim analyzing how the narrative addresses the theme the consequences of death affect individuals and society at large.

Claim Model
[restate question] because [insert point one], [insert point two], and [insert point three].
TIDE Response: Essential Question

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and poem title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph which analyzes how the passage addresses the theme the consequences of death affect individuals and society at large. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate question] because [insert point 1]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; on the other hand, some may argue[insert counter claim], but [explain why your evidence matters]. Ultimately, [restate question and point one].
Four Corners TIDE Activity

Step One: Within thirty seconds, examine your TIDE paragraph and determine your most effective sentence. Then, relocate to the appropriate section of the room for that TIDE sentence.

Step Two: Within your new group, determine why you believe this sentence proved engaging.

<table>
<thead>
<tr>
<th>Topic Sentence</th>
<th>Important Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed Analysis</td>
<td>Point of View</td>
</tr>
</tbody>
</table>
Claim

A claim is a short, concise sentence which establishes an argument.
Debate Activity

Directions: In preparation for today’s debate, compose a well-structured claim concerning the prompt. Moreover, argue three effective points, and support each of these points with evidence from the passage.

Prompt

Write a claim evaluating whether or not Sam McGee’s request for the narrator to cremate him was acceptable. Develop your claim by providing textual evidence from the passage.

Claim Model

[restate question] because [insert point one], [insert point two], and [insert point three].
Debate Agree/Disagree Activity

**Step One:** Based on your analysis, determine whether you agree or disagree with the prompt. Within thirty seconds, relocate to that section of the room.

**Step Two:** Within your new group, defend your position utilizing evidence gathered on your graphic organizer.

**Prompt**
Write a claim evaluating whether or not Sam McGee’s request for the narrator to cremate him was acceptable. Develop your claim by providing textual evidence from the passage.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a claim evaluating whether or not Sam McGee’s request for the narrator to cremate him was acceptable. Develop your claim by providing textual evidence from the passage.</td>
<td></td>
</tr>
</tbody>
</table>
Four Corners Claim Activity

Step One: Within thirty seconds, examine your claim and determine your most effective point. Then, relocate to the appropriate section of the room for that point.

Step Two: Explain why you believe this sentence proved engaging.
Coordinate Adjective Notes

**Coordinate adjectives** build on one another and describe the same noun.

Insert a comma between two *coordinate adjectives*.

**Example**

Professional athletes now earn *lavish, superfluous* salaries.

**Tests for coordinate adjectives:**

Test 1: Insert the word and between the adjectives.
Test 2: Switch the adjectives.

**Example**

Rikki nearly drowned in the *swirling Ganges* River.

Failed Test 1: swirling and Ganges River.
Failed Test 2: Ganges, swirling River
Editing: Coordinate Adjectives

Directions: Rewrite the bold and underlined text. Revise the text if needed; however, if the text is correct, write “C.”

Now Sam McGee was from (1) grand, Tennessee, where the (2) fluffy white cotton blooms and blows. Why he left his home in the (3) scorching South to roam 'round the Pole, God only knows. He was always cold, but the land of (4) shimmering, gold seemed to hold him like a (5) charming, glittering spell; Though he'd often say in his homely way that "he'd sooner live in hell."
Claim

A claim is a short, concise sentence which establishes an argument.
Prompt

Write an essay which analyzes how the consequences of death affect individuals and society at large in “The Cremation of Sam McGee.” Develop your essay by providing textual evidence from the passages.
HIT Introductory Paragraph Notes

1. Hook the audience
2. Introduce sources
3. Topic sentence (thesis statement or claim)
1. A **hook** engages the reader with shocking descriptions or facts.

2. An **introduction of** sources allows the reader to better understand your argument’s sources; it also proves your credibility.

3. A **topic sentence** contains a claim and establishes an argument relating to the prompt.
Essay Notes: HIT Introductory Paragraph

Directions: Compose an essay employing the HIT, TIDE, and RIP models, including the following: organization, conventions, and development.

[insert prepositional phrase], [insert a broad statement about the essay’s topic]. According to [insert text title] by [insert author], [briefly summarize the text]. Likewise, in [insert text title] by [insert author], [briefly summarize the text]. [If necessary, repeat for other sources.] Undoubtedly, [restate question] because [insert point 1], [insert point 2], and [insert point 3].

Sample Prepositions: after, before, beyond, despite, during, for, from, over, regarding, throughout, within, since, by

Prompt: Write an essay which analyzes how the consequences of death affect individuals and society at large in “The Cremation of Sam McGee.” Develop your essay by providing textual evidence from the passages.
Four Corners HIT Activity

Examine your HIT paragraph and determine your most effective sentence. Then, relocate to the appropriate section of the room.

- Hook
- Introduce Sources
- Topic Sentence
Essay Notes: TIDE Body Paragraph 1

Directions: Compose an essay employing the HIT, TIDE, and RIP models, including the following: organization, conventions, and development.

Fundamentally, [restate point one]. For example, [insert speaker’s name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why this evidence matters]; however, [insert counterclaim]. Ultimately, [restate point one].

If needed, repeat the **important evidence** and **detailed analysis** in order to expand your argument.

Prompt: Write an essay which analyzes how the consequences of death affect individuals and society at large in “The Cremation of Sam McGee.” Develop your essay by providing textual evidence from the passages.
Essay Notes: TIDE Body Paragraph 2

Directions: Compose an essay employing the HIT, TIDE, and RIP models, including the following: organization, conventions, and development.

Moreover, [restate point two]. In particular, [insert speaker’s name] comments, “[insert evidence]” [(insert line numbers)]. Undoubtedly, [explain why this evidence matters]; contrarily, [insert counterclaim]. Altogether, [restate point two].

If needed, repeat the **important evidence** and **detailed analysis** in order to expand your argument.

**Prompt:** Write an essay which analyzes how the consequences of death affect individuals and society at large in “The Cremation of Sam McGee.” Develop your essay by providing textual evidence from the passages.
Directions: Compose an essay employing the HIT, TIDE, and RIP models, including the following: organization, conventions, and development.

Furthermore, [restate point three]. Notably, [insert speaker’s name] declares, “[insert evidence]” [(insert line numbers)]. Certainly, [explain why this evidence matters]; additionally, [explain why your evidence matters]. Overall, [restate point three].

If needed, repeat the **important evidence** and **detailed analysis** in order to expand your argument.

**Prompt:** Write an essay which analyzes how the consequences of death affect individuals and society at large in “The Cremation of Sam McGee.” Develop your essay by providing textual evidence from the passages.
Four Corners TIDE Activity

Examine your TIDE paragraph and determine your most effective sentence. Then, relocate to the appropriate section of the room.
RIP Conclusion Paragraph Notes

1. Restate the topic sentence (thesis statement or claim).
2. Identify main points.
3. Powerful statement
RIP Conclusion Paragraph Notes

1. Restate the topic sentence (thesis statement or claim) to remind the reader of your essay’s purpose.

2. Identify your main points to emphasize your argument’s strength.

3. A powerful statement makes a strong, final impact on the reader through shocking descriptions or facts.
All in all, [restate question]. Notably, [restate point one], [restate point two], and [restate point three]. [insert prepositional phrase], [insert a powerful statement about the topic].

Sample Prepositions: after, before, beyond, despite, during, for, from, over, regarding, throughout, within, since, by

Prompt: Write an essay which analyzes how the consequences of death affect individuals and society at large in “The Cremation of Sam McGee.” Develop your essay by providing textual evidence from the passages.
Four Corners RIP Activity

Examine your RIP paragraph and determine your most effective sentence. Then, relocate to the appropriate section of the room.