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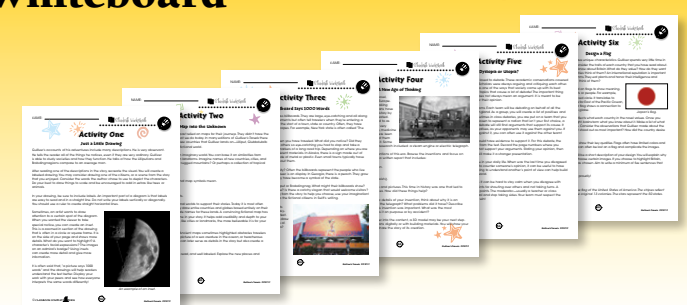
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Jonathan Swift

Jonathan Swift was born in Dublin, Ireland in 1667. When he was an infant, he was raised by family members in England after the death of his father. As he got older, his uncle took responsibility for him.

He learned to read the Bible at an early age and in college attended classes for priesthood. There he learned the importance of debate and how to make a case for both sides of an argument. It is said he was an average student but still got his Master's degree.

When Ireland had a revolution in 1688, Swift went back to England. He got a job as a diplomat's secretary. As an adult, Swift was often ill and went back to his home country. He became a priest but often wrote in letters that he didn't like it at first. Swift often wrote political pieces that promoted the Church.

Jonathan Swift was involved with politics. He was an advisor to many high officials, even the Queen of England knew of him! The book, *Gulliver's Travels*, was first published anonymously.

After the deaths of many of his close friends, Swift's writing often talked about death. He began to show illness himself. Historians now think he suffered from a stroke. Many believe he had dementia and the last few chapters of *Gulliver's Travels*, show that. Lots of scholars have studied Swift's personal friendships with many women, whom he never married but were well respected.

Jonathan Swift wrote under many pen names. They included: Lemuel Gulliver, Isaac Bickerstaff, AND M. B. Drapier. Lots of other works were published without an author. He remains a key author of the Enlightenment era and admired by many writers to follow.

**Did You Know...?**

- His writing style created the phrase "Swiftian" when talking about a certain kind of satire.
- Swift borrowed from the Horatian and Juvenalian styles of satire.
- Encyclopedia Britannica called him one of the biggest authors of satire.



Part 1 Chapters V to VIII

Answer the questions in complete sentences.

1. Will Gulliver be able to respect the customs of the Lilliputians?

2. How might Gulliver's presence impact the daily lives of the Lilliputians?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	Fleet	Distant, isolated or all alone.	A
2	Apprehension	Foolishness or silly actions.	B
3	Antiquity	Combination.	C
4	Nobility	A convoy, often with the navy.	D
5	Ignominious	Worry or caution.	E
6	Sublime	High society or upper class.	F
7	Conjunction	An artifact or relic.	G
8	Follies	A barrier or obstacle.	H
9	Remote	Shameful or embarrassing.	I
10	Impediment	Beautiful or inspiring.	J



Part 3 Chapters I to IV

1. Put a checkmark (✓) next to the answer that is most correct.

- a) What is the name of the ship?
- A Hope Well
- B New Hope
- C S.S. Gulliver
- D New Lilliput
- b) Who attacks the crew?
- A Lilliputians
- B the French
- C the English
- D pirates
- c) How does Gulliver refer to Laputa?
- A Hopeful Island
- B small Lilliput
- C New England
- D Flying Island
- d) What nation is below Laputa?
- A Blufescu
- B Balnibarbi
- C Lilliput
- D France
- e) What sets Munodi apart from his fellow citizens?
- A He can't speak.
- B He has traveled to England.
- C His crops are growing well.
- D Nothing.



Part 3 Chapters V to VIII

Answer each question with a complete sentence.

1. What tax measures can Balnibarbian take against their neighbors?

2. What rating scale is proposed toward the citizens?

3. The leader of Glubbudrib can raise people from the dead. What is some information Gulliver learns from the people brought back?

4. Caesar confesses to Gulliver that Brutus was really the one who gained something. What was it?

5. When Gulliver was observing modern dead, he notices some traits are as noted as a family's coat of arms. What are some examples?

6. Gulliver seems to be disappointed with the modern English man. If this is a commentary on Jonathan Swift's time, what could it be implying?

Journaling Prompt

At the Grand Academy, there are many outrageous experiments being tested. Gulliver doesn't think highly of any of them. Which do you think, if any, would do some good? Imagine you're at the Grand Academy. Is there an invention or experiment you would like to propose? What problem would it solve? Explain what you want to be a result, and how you would get there.



Part 1 Chapters I to IV

Travel Tales

Historically, there have been many travel logs discovered. It was common for people to write down every detail of their voyage. Diaries are often found from the past. All the tiny things were recorded—what they ate, who they talked to, what they bought, were all recorded. Imagine you are writing an account of your daily life. You can choose either a trip you've been on, or an average day. Remember, no detail is too small! Perhaps your words will be studied by future generations.



Part 1 Chapters V to VIII

The View from Below

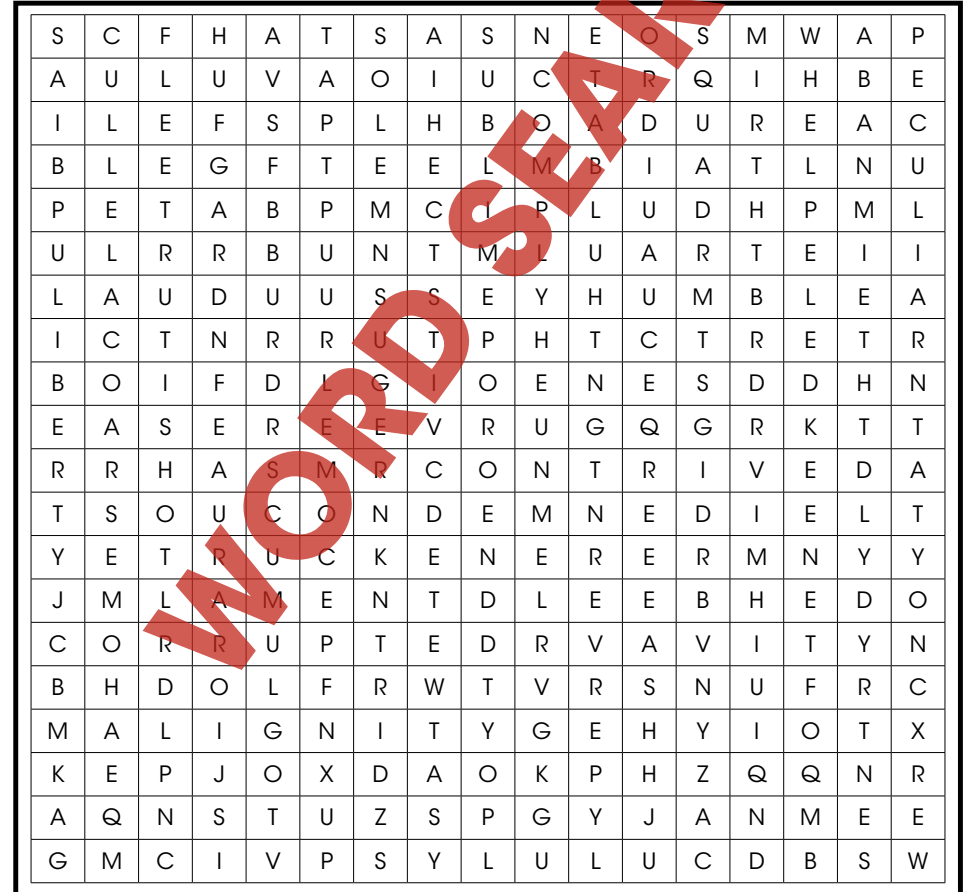
The Lilliputians are the first people Gulliver meets in his travels. These people are what *Gulliver's Travels* are most famous for. He towers over the inhabitants and whole cities. He learns from them but ultimately is cast away. Imagine you are a Lilliputian. What do you think when a giant comes to town? Write a paragraph describing your feelings when you saw a mammoth man! Draw attention to what perspective someone much smaller would have. What is it like, staring at an ankle? Perhaps you'd like to explain the size of a shoe coming from above? You never know what things you could notice from down below.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are even backwards.

coarse	embargo	malignity	sentry
comply	fleet	mirth	solemn
condemned	humble	odious	stout
contrived	lament	peculiar	sublime
corrupted	liberty	plunder	vanity



Comprehension Quiz

Answer each question in a complete sentence.

- What adjective, similar to "Gulliver", may be used to describe him?

- Gulliver describes the Lilliputian Emperor positively. What does he mention?

- How does the Emperor try to use Gulliver for his benefit?

- What animals attack Gulliver in Brobdingnagion?

- How do the Brobdingnagian ladies pester Gulliver in the sailboat?

- The Brobdingnagian king is baffled by what trait that Gulliver possesses?

- What did one of the Glubbdubdrib experiments want to change into its natural state?

What is Satire?

What is satire in writing? Jonathan Swift is often credited as being one of the first writers to make this writing style popular. Satire is using humor to make fun of someone or something in order to prove a point. Often, the jokes point out something negative. Satire hopes to make people think about whether or not something is as it says it is. Try your hand at satire in your daily life. Write a sentence or two that finds satire in the following:

NAME: _____

After You Read 



Part 4 Chapters V to VIII

Answer each question with a complete sentence.

1. Why are the "English Yahoos" worse than the Yahoos of Houyhnhnm?

2. Gulliver argues that wealth is not as great as it seems. Why?

3. How does Gulliver feel about the Houyhnhnms? How do you know?

4. Is Gulliver truthful when he discusses humans? Why?

5. What does the Houyhnhnm master believe now of humans?

6. How do the Houyhnhnms settle arguments?

Journaling Prompt

Gulliver talks a lot about vices in English society. A vice is something you do often, but it is not always good for you. An example of this could be eating junk food daily. You know it isn't good for your body, but you can't help but have another serving! Some people have social media as their vice. What is a habit that you would like to change? What is a vice of yours that seems to be always sticking around? Write about why you love it so much, and how could you possibly change it.

1.

The English are worse because they use their intelligence to justify their bad actions.

2.

He says the wealthy often have problems of vices, and spend them on things that bring disease (alcohol).

3.

He approves of their thinking and wishes he could stay there forever.

4.

No, because he brushes aside their problems but trusts about their good more than needed.

5.

He is convinced they are very closely linked to Yahoos in body and mind.

6.

There is a mediation council every four years. There are never many problems to present.

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. sentiments

2. corrupted

3. inferior

4. mortification

5. swoon

6. solemn

7. proposal

8. vanity

1.

a) F

b) T

c) T

d) T

e) F

f) F

2.

a) 2

b) 4

c) 1

d) 6

e) 3

f) 5

1.

He told them that they castrate and use animals for work, the Houyhnhnms think they should do that to the Yahoos.

2.

They hate the human-like Yahoos, and that is what Gulliver looks most like. He doesn't want to be thought of as a Yahoo.

3.

The Houyhnhnms are worried that Gulliver will recruit the other Yahoos to revolt.

4.

He had to walk and eat like a horse. He made materials out of human skin and fat.

5.

He spends a lot of time in the stable, and his speech sounds like a neigh.

6.

He cannot stand to be around them, because he only thinks of them as Yahoos and inferior to himself.



Gulliver's Travels

- **RSL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RSL.7.3** Analyze how particular elements of a story or drama interact.
- **RSL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- **RSL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RSL.7.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RSL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RSL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RSL.8.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **RSL.8.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **WS.7.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **WS.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 7 Reading standards* to literature. **B)** Apply *grade 7 Reading standards* to literary nonfiction.
- **WS.8.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
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- **WS.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 8 Reading standards* to literature. **B)** Apply *grade 8 Reading standards* to literary nonfiction.



Part 1 Chapters V to VIII

Answer the questions in complete sentences.

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Vocabulary

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- 2 Apprehension
- 3 Antiquity
- 4 Nobility
- 5 Ignominious
- 6 Sublime
- 7 Conjunction
- 8 Follies
- 9 Remote
- 10 Impediment

- A Distant, isolated or all alone.
- B Foolishness or silly actions.
- C Combination.
- D A convoy, often with the navy.
- E Worry or caution.
- F High society or upper class.
- G An artifact or relic.
- H A barrier or obstacle.
- I Shameful or embarrassing.
- J Beautiful or inspiring.

Part 1 Chapters I to IV

Travel Tales

Historically, there have been many travel logs discovered. It was common for people to write down every detail of their voyage. Diaries are often found from the past. All the tiny things were recorded—what they ate, who they talked to, what they bought, were all recorded. Imagine you are writing an account of your daily life. You can choose either a trip you’ve been on, or an average day. Remember, no detail is too small! Perhaps your words will be studied by future generations.

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**Your
cafeteria
food**



**Crowded
tourist
destination**



**Three
weeks
of rain**



**Having
to talk to
customer
service**

