Grade 11 NTI Day #35 ELA Teacher: Mrs. Lee

Text:

Storm at Point Sur

By Chitra Divakaruni

Assignment Instruction:

- Task 1 Read and Annotate the Poem
 - o Underline key ideas and details
 - 0 Make notes in the margin every 5-10 lines write a summary or ask a question
- Task 2 Complete the text dependent questions (1-4). Be sure to respond to short answer prompts with complete sentences.

Important:

This assignment will also be available in Google Classroom. Please feel free to contact Mrs. Lee with any questions via email: <u>andrea.lee@pineville.kyschools.us</u>



Name:

Class:

Storm at Point Sur

By Chitra Divakaruni 2009

Chitra Divakaruni is an award-winning writer, activist, professor and speaker, and the author of 21 books. Point Sur is located on the California coastline.

As you read, take notes on the poet's description of the storm.

- [1] Stillness is the harbinger¹ of desire, containing all things. Look how, wings unriffled,² the gull hangs in this weighted purple air that carries the burnt smell
- [5] of an approaching lightning. The ground squirrels have all disappeared, knowing the storm in their nostrils, their porous bones. Salt on our tongues, lips,
- [10] is the first taste, mother-sweat sucked in with milk. Today, if we two kiss,

what is taken? What given back? An uneasy light

- [15] flickers at the edges of the giant cumulus clouds, in your hands.
 Leave him, you say, why can't you leave him, your thumb tracing the small nub of bone just above
 [20] my elbow. The cry of a cormorant
- falls from the black cliff into the black sea. We live our lives by metaphor. Shape, season. And now the wind flings fistfuls of grit at our hair,
- [25] eyes. We begin to run,but it is difficult on this looseshift of sand. In the distant parking lot,only our two cars, smudges of brown and blue,to take us to our separate homes.



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1. **Harbinger** (*noun*) a sign of something to come

2. untouched by a ruffling action; undisturbed



[30] I stop to shake gravel from my shoe, then walk barefoot. Deep under, safe in their tunnels of packed damp, claws furled, the sandcrabs wait

[35] for thunder, for rain.

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

- 1. Which statement best describes how two themes of the poem interact with each other?
 - A. The theme of longing for independence as we grow older is built upon the theme of gratitude for our mothers' care.
 - B. The theme of anger toward those who wrong us is developed in parallel with the theme of finding security in community.
 - C. The theme of awe and wonder in the face of nature is used as a preview for the theme of awe and wonder in the face of growing old.
 - D. The theme of the human desire for connection, even if it may be frightening, is contrasted with the theme of the natural desire for safety.
- 2. What is the impact of these lines on the tone of the poem?

"The cry of a cormorant / falls from the black cliff into / the black sea." (Lines 20-22)

- A. They create a fearful and agitated tone.
- B. They create a wild and unrestrained tone.
- C. They create a distant and incredulous tone.
- D. They create a peaceful and contemplative tone.
- 3. Which statement best describes how the author's choices concerning text structure contribute to the poem's overall meaning?
 - A. By beginning the poem with images of animals like gulls and squirrels, the poet shows that humans are adventurous and curious creatures.
 - B. By beginning and ending the poem with descriptions of a storm, the poet implies that life is cyclical and we are doomed to repeat our mistakes.
 - C. By surrounding the narrative with fierce and wild images of nature, the poet suggests that the relationship between the two lovers is tormented.
 - D. By ending the poem with a picture of crabs underground, the poet illustrates that each individual must protect themselves against the repercussions of their actions.
- 4. How does the poet's use of storm imagery help to develop the poem's meaning?