

Count That Day Lost

By George Eliot

Basic Understanding – Vocabulary Practice

1. Find and highlight/underline the following words, in the poem.
2. Write their definition and translate them.

Word Phrase	Definition	Translation
at set of sun		
an act		
self-denial	Doing something for someone else at the expense of your own needs. (self-sacrifice)	
a deed		
to ease		
a glance		
to cheer		
cheer (noun)		
through		
to trace		
a soul		

3. Choose the correct definition of the word or phrase as used in the poem:

a. If you sit down **at set of sun**

1. In the morning 2. in the afternoon 3. in the evening

b. And count the **acts** that you have done,

1. things 2. performances 3. mistakes

c. One **self-denying** deed,

1. self- help 2. self-made 3. self-sacrifice

d. One self-denying **deed**,

1. promise 2. action 3. contract

e. That **eased** the heart of him who heard,

1. soothed 2. prepared 3. simplified

f. One **glance** most kind

1. act 2. sight 3. look

g. You've **cheered** no heart

1. enjoyed 2. made happy 3. yelled

h. **through** all the livelong day,

1. during 2. after 3. finished

i. nothing done that you can **trace**

1. draw 2. find 3. copy

j. That helped some **soul**

1. foot 2. heart 3. person

Basic Understanding Questions

1. According to the poem, what should a person do at sunset?

2. How many stanzas are there in the poem?

3. Name two things a person can do to count the day "well spent".

4. Name two things a person doesn't do on a day "as worse than lost".

1. Fill in the sentences, one for each stanza:

Stanza One:

If you do _____ then

_____.

Stanza Two:

If you do not _____ then

_____.

2. What kinds of things does the poet suggest you do in order to make someone feel better?
(Find at least two things in each stanza)

Stanza 1:

1) _____

2) _____

Stanza 2:

1) _____

2) _____

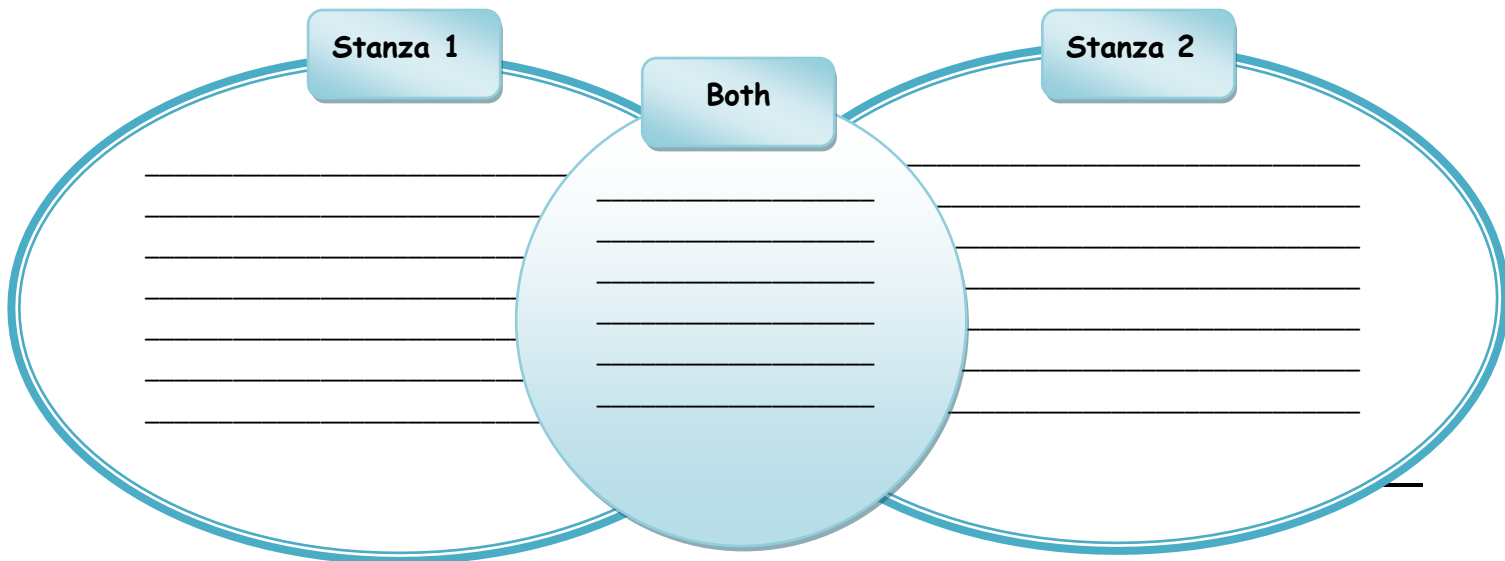
Analysis and Interpretation

HOTS – Comparing and Contrasting

Comparing and Contrasting means:

- Finding similarities between two or more things (comparing).
- Finding differences between two or more things (contrasting).
- Drawing conclusions based on these similarities and differences.

Think about how the two stanzas are similar and different.



Learn the following literary terms:

Rhyme	The Rhyme Scheme
It is the use of words with a similar sound, often at the end of lines of poetry.	It is the pattern of rhyming words with a stanza or throughout the poem. It is easy to figure out the rhyme scheme by giving all the words with the same sound the same letter.
E.g. The woods are lovely, dark and deep. But I have promises to keep.	E.g. I once saw a mouse a That lived in the house, a But never a cat b That lived in the hat! b

Find the words that rhyme with the following words in the poem:

sun	find	word	went	day	all	trace	cost

Further Analysis



Answer the questions:

1. What is the message of the poem?
2. "Count That Day Lost" is considered a motivational poem. Do you think it motivates people? If yes, what does it motivate them to do? If no, why not?
3. An old saying tells us that "it is better to give than to receive." Do you agree?
4. What are the little everyday things a person can do to bring sunshine into the life of another person?
5. How does it feel to do something kind for another person?

Bridging Text and Context Activity

1. Read the following background information about the poet's life:

George Eliot (pen name for Mary Ann Evans) was born in 1819 in Warwickshire, in Victorian England. The Victorian age was characterized by huge gaps between the classes. The lower classes lived in extreme poverty. The children were put to work in factories and mines to help support their families.

Eliot was one of the leading writers of that age. She used the male pen name because female writers were not taken seriously at the time, and she wanted to make a difference. Along with other writers of the time, she was openly critical of these conditions. They felt it was their duty to help improve society. Eliot's books often pointed out the differences between wealthy landlords and poor, ordinary people, and often criticized the behavior of the upper classes. She was concerned about the responsibility that people should take in their everyday lives and with the moral choices they must have.

Make a connection between the above information and the poem.
