

4. *The storm and the missing child.* Stanza 8. The reading will be ominous of coming disaster. The first and last lines are emphatic.

5. *The search and its results.* Stanzas 9-14. In reading, a pause may mark the shifting of the scene to the parents. Their desponding story is told until the sudden change to hope. Ah joy! She will be found. Then the exciting tracking of the footsteps—stage by stage—to the middle of the plank—“*And further there were none.*” A pause. That is the whole story, alas!

What did the parents do? How long did they search? What result? Where did daybreak find them? What did they see from the hill? How far was the bridge from their door? What did they say as they turned homeward? What did the mother then find? Through what four stages did they track the footsteps? Where did this bring them? How far did the footmarks go? And then?

6. *Her memory.* Stanzas 15 and 16. This beautiful epilogue may be read in a changed, brighter manner, in the major strain after the minor. It is the Lucy Gray motif, as the musicians would say, recalling for final picture the living child in all her sweetness and gaiety, an abiding vision of beauty upon that lonesome wild.

What kind of a girl was Lucy Gray? What was her character? See how much you can gather from the poem.

7. Write in your own words the story of Lucy Gray.

(Abridged and adapted from Chubb's "Teaching of English.")