



INDIAN SCHOOL AL WADI AL KABIR

Class: VII	Department: ENGLISH	Date of submission: MAY-2026
Worksheet No: 8	Topic: TRY AGAIN	Note: To be done in English notebook



❖ Central Idea

The central idea of the poem is that perseverance and determination are the ultimate keys to success. Failure is not a permanent state, nor is it a sign of weakness. The poem illustrates that even the most powerful people (like a King) can lose heart, but inspiration can come from the smallest creatures in nature (like a spider). True success belongs to those who pick themselves up and try "once more."

❖ Core Themes

• **Perseverance (The Will to Keep Going):**

The core message is to never give up. The spider fails nine times but succeeds on the tenth, proving that continuous effort bears fruit.

• **Inspiration from Nature:**

Human beings can learn valuable life lessons by observing nature. A tiny insect ends up teaching a mighty king.

• **Overcoming Despair and Self-Doubt:**

It is natural to feel low and want to surrender ("*I'll give it all up*"), but one must brace their mind and conquer their inner hopelessness.

❖ Literary Analysis & Poetic Devices

Rhyme Scheme

The poem primarily follows an **ABAB** rhyme scheme across its stanzas, giving it a lyrical, storytelling rhythm that is easy to read.

Poetic Devices

- **Metaphor:** The spider's struggle to reach its web is an implied comparison (metaphor) for King Bruce's political and military struggles to free Scotland. Their battles against failure are identical.
- **Repetition:** Words like "*tried and tried*", "*steadily, steadily*", and "*up, up*" are repeated to lay heavy emphasis on the continuous, unending nature of hard work.
- **Alliteration:** Repetition of consonant sounds close together.
"*But down it came with a slippery sprawl*" (Repetition of the 's' sound).



Ex. 1. Answer the following questions

Q.1. How does the first stanza help in setting the mood of the poem?

Q. 2. Describe how King Bruce's attitude changes from the beginning towards the end of the poem.

Q.3 The poet describes every action of the spider in great detail. What does this tell us about his attitude towards the spider?

Q. 4. How does the spider inspire us to overcome despair and not give up?

Q.5.The poem teaches us that failures are stepping stones to success. Explain.

Q. 6. The spider's journey tells us that anyone can be a source of inspiration in our lives. Elaborate.

E.2. Reference to Context (RTC) Questions & Answers

Extract 1:

*He flung himself down in low despair,
As grieved as man could be;
And after a while he pondered there,
"I'll give it all up," said he.*



Q1. Who is 'He' in these lines and why is he in "low despair"?

Q2. What does the word 'pondered' mean here?

Q3. What negative decision does he make in this stanza?

Extract 2:

*Till up and down, now fast, now slow,
Nine brave attempts were counted.
"Sure," cried the King, "that foolish thing
Will strive no more to climb..."*

Q1. Whose "nine brave attempts" are being spoken of?

Q2. Why did the King call the spider a "foolish thing"?

Q3. How does this extract set up the climax of the poem?



Extract 3:

*"Bravo, bravo!" the King cried out,
"All honour to those who try;
The spider up there, defied despair;
He conquered, and why shouldn't I?"*

Q1. What makes the King shout "Bravo, bravo!"?

Q2. What life lesson does the King learn from the spider?

Q3. What action does the King take immediately after this realization?

Extra Practice

Assertion & Reasoning Questions

Instructions: * Choose (a) if both (A) and (R) are true and (R) is the correct explanation of (A).



- Choose (b) if both (A) and (R) are true but (R) is *not* the correct explanation of (A).
- Choose (c) if (A) is true but (R) is false.
- Choose (d) if (A) is false but (R) is true.

1. **Assertion (A):** The King called the spider a "foolish thing" during its initial attempts.
 - **Reason (R):** The spider succeeded in reaching its home on its very first try.
2. **Assertion (A):** The mood of the poem shifts from sorrowful to celebratory by the end.
 - **Reason (R):** The spider's ultimate success inspires King Bruce to cast off his own despair and try again.

❖ Value-Based Questions (Long Answer Type)

Q.1. . In the poem, the poet mentions that the spider made "nine brave attempts." Do you think failing multiple times makes a person a 'loser'? Explain your view based on the values learned from the poem.

✓ Activity-Based Question: Learning from the Spider

In Eliza Cook's poem "Try Again," King Bruce watches a tiny spider fail nine times before it successfully weaves its web and reaches its "native cot" on the tenth attempt.

Look at the steps shown in **Figures 1 to 4**, which demonstrate how to make a model of a spider's web using ice-cream sticks (or twigs) and a piece of yarn/thread.



Part A: Craft & Reflection (Hands-On)

1. Try to recreate this yarn spiderweb craft at home or in the classroom following the sequence shown in the image.
2. If your thread slips, knots up, or the sticks fall apart on your first few attempts, **do not give up!** Keep trying until your web looks like **Fig. 4**.

Part B: Short Answer Questions

Q1. The Patience Test: How many times did you have to adjust or restart your yarn wrapping before you successfully created a steady web pattern? Connect your experience with the struggle of the spider in the poem.

Q2. Identifying the Steps: Look closely at **Fig. 2** and **Fig. 3**. Describe what specific action the hands are doing to ensure the thread stays firmly anchored to the sticks. Why do you think a "steady" hand is important here?

Q3. Character Connection: Imagine King Bruce was sitting next to you while you were struggling to loop the yarn perfectly in **Fig. 3**. Based on the lesson he learned in the poem, what lines or words of encouragement would he say to motivate you?

Q4. The Value of Effort: Once you reach the final stage shown in **Fig. 4**, how does it feel to see the completed web compared to the messy, tangled start in **Fig. 1**? Explain how this visual journey represents the core theme of Eliza Cook's poem.

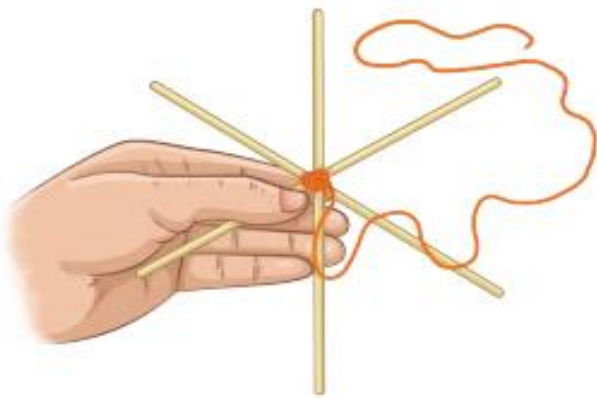


Fig. 1



Fig. 2



Fig. 3

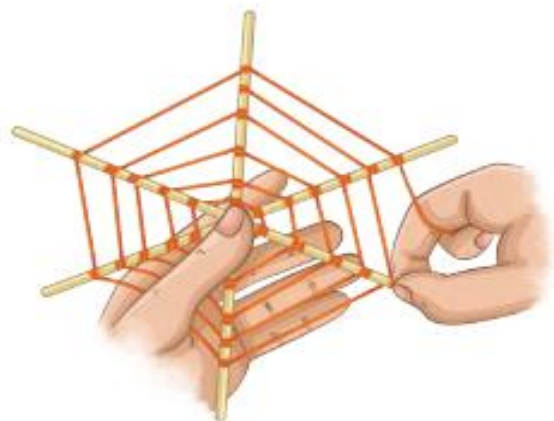


Fig. 4
