My parents just left a few days ago for a three-year stay in Taiwan. In their process of getting prepared to live in a foreign country, many questions and concerns were raised regarding the people, their language, and their customs. My father lived in Taiwan many years ago and speaks Mandarin Chinese fluently, so he was much more at ease, but my mother was quite anxious about her fears. She began taking language and culture lessons, visiting with other individuals who had lived in or visited Taiwan, and then meeting with Taiwanese people to ask them questions about their country. Once my mother started learning more about this exciting place and how amiable the people are, she immediately was more willing to go and more accepting of her fears and the people of Taiwan. Her perceptions were much different from the reality behind Taiwan. My parents had different interpretations of the realities surrounding their stay in Taiwan.

In this first lesson, you will explore how reality, or true events of the real world, are interpreted in different ways. The lesson title concerns how people perceive reality and acknowledge that reality is an individual viewpoint. The genre of poetry will be used to express this theme.

What You’ll Learn to Do

1. Memorize the meanings of fifteen vocabulary words and be able to use the words appropriately.
2. Apply literary terms to the poetry you read.
3. Identify effective writing in the areas of ideas and content.
4. Write an introduction following the example I gave you.
5. Write poetry using the figures of speech discussed and illustrate in this lesson.

Objective 1

Memorize the meanings of fifteen vocabulary words and be able to use the words appropriately.

Expanding Your Vocabulary

The vocabulary words for each lesson are valuable to you, as they appear on the ACT and SAT. In addition, they are words that you will see and hear in society.

absolve (v.): to forgive or free from blame

advocate (v.): to support or be in favor of; (you cannot advocate a person, only an action)
**Objective 2**

Apply literary terms to the poetry you read.

Read the section below and make sure you understand each of the following definitions. You will be asked about these terms throughout the course.

**Literary and Poetry Terminology**

To help introduce the concept of how reality can be perceived in different ways, we will begin lesson 1 one by looking at poetry. Recognizing a
poem when you read one is much easier than describing what a poem is. That’s because poetry comes in a wide variety of forms. Some poems rhyme and have regular rhythmical patterns, while others do not. Some poems fill one or more whole books. Others are only one or two lines long. Many poems depend on special techniques of meaning such as metaphor and simile, and others depend on special devices of sound such as onomatopoeia and alliteration. Some are simply designs or word pictures, like this concrete poem: oo

BALL N

One thing that all poems have in common is that they use language in special ways to communicate thoughts or feelings. That’s a useful definition, but not a particularly interesting one. Here are some interesting definitions on poetry put forward by important literary figures from the past:

“...the spontaneous overflow of powerful feelings.”
—William Wordsworth

“...the best words in the best order.”
—Samuel Taylor Coleridge

“...musical thought.”
—Thomas Carlyle

“...a mixture of common sense, which not all have, with an uncommon sense, which very few have.”
—John Masefield

Poetry more than any other genre has the ability to capture glimpses of one’s inner character. The following pieces of poetry, and the ones that you will write, are all related in some way to acceptance.

Before we start with the poetry, there are some basic literary terms and some basic tools for reading poetry that will assist you as you read through the poems. Some or all of these may be a review for you, but make sure you master these concepts well, no matter what your background may be.

## Figurative Language

**Figurative language** is language that communicates ideas beyond the ordinary, literal meaning of words. You need to become very familiar with the following figures of speech, as you will be asked to apply them to your own writing.

**Similes:** comparison between two unrelated nouns that have something in common. The words *like* or *as* are used to make the comparison.

- Her hair was like silk.
- He wore a hat like an overturned pail.
- We are as the deer who walk in single file.

**Metaphors:** an implied comparison that does not use the words *like* or *as*. In most instances, something vague is compared to something specific so that the vague item is more easily understood.

- The road was a ribbon of moonlight.
- I am a pencil that is never sharpened.
- Mary is a wilting flower.

**Personification:** giving human characteristics to inanimate objects, ideas, or animals.

- The friendly hills seemed to welcome us.
- The stars danced around the sky.
- The ship was tossed upon the angry sea.

Personification is an effective figure of speech, as it creates a more interesting and creative feel for connecting with something that is not human. Personification is used in a variety of ways and genres. *(See the examples on following pages.)*

**Hyperbole:** an exaggeration for the sake of emphasis, not to be taken literally.

- I’m so hungry I could eat a horse.
- I cried buckets during that movie.
- I will love you until all the seas run dry.
Here are some amusing examples of personification.

How you know your car is in good shape.

She dumped me because she said I'm not her type.

Farmer John had never met a calf as moo-dy as Tim.

Your fridge is up and running again, m'am.
Here is another example of personification.
Let’s Check Your Mastery

Answer the following questions and then check your answers in the Answer Key at the back of this course manual. Do not submit your answers to Independent Study.

Match the following language elements with their correct definition.

### Elements of Sound

16. simile
17. hyperbole
18. personification
19. metaphor

**Alliteration:** the repetition of the initial letter or sound in two or more words in a line of verse. (Emphasis has been added to the quotes below.)

- “I know my friends from the feel of their faces. But I cannot really picture their personalities by touch . . .”
  —Helen Keller
- “While in the wild wood I did lie, a child with a most knowing eye.”
  —Edgar Allan Poe

**Onomatopoeia:** the use of a word to represent or imitate natural sounds
- buzz, crunch, sizzle, hiss, pop

**Assonance:** the similarity or repetition of a vowel sound in two or more words
- “Look out how you use proud words. When you let proud words go, it is not easy to call them back.”
  —Carl Sandburg

**Consonance:** the repetition of final consonant sounds within a line of verse
- “Let the boy try along this bayonet blade. How cold steel is, and keen with hunger of blood.”
  —Wilfred Owen

### Strategies for Reading

20. alliteration
21. assonance
22. onomatopoeia
23. consonance

**Poetry**

The following questions are tools to help you understand any poetry you will read. By asking these questions, you will be looking for specific items in or about the poem that will give you clues about the overall meaning of the work. Each tool that you can use will help you build meaning from the poem. These tools will be helpful in most poems, but you will not necessarily be enlightened by answering every question for every poem.

**What does the title reveal about the poem?** Always look at the title of the poem, because often it will have a key to understanding the work. It will often define the speaker, the audience, or the subject of the poem.

**Who is the speaker of the poem?** Always try to figure out who the speaker of the poem is. Never assume that the speaker is the author. In most cases, the speaker is not the author. If you can figure out who the speaker is, you will likely understand the poem better.

**Who is the audience of the poem?** In some poems, the audience is an inanimate object. Sometimes it is
a lover. Sometimes it is just a general public audience.

**What is the subject of the poem?** Always try to paraphrase/summarize in your own mind what the poem is about. What is being talked about and why?

**What is the theme of the poem?** What point is the author or speaker trying to make in the poem? What important ideas about life or human nature does the poem convey? If the poem is humorous, is there a deeper meaning beneath the humor?

**What is the tone of the poem?** Tone is crucial to the understanding of poetry. It is the nonverbal body language of poetry. Ask yourself these questions to understand tone: What is the author’s or speaker’s attitude toward the subject of the poem? What is the overall feeling that the poem creates? Go beyond saying the tone is positive or negative. Use more specific emotions such as

- depressing
- sarcastic
- thrilling
- exuberant
- humorous

Now that you have an understanding of these questions, do your best to put them to use in the poems that you will be reading for this lesson.

At this point, it would be a smart idea to go back over the information for all of objective 2. Refresh your memory on the figures of speech and devices of sound, especially if there are any that you cannot remember or do not understand. You will be asked to identify them in the poems that you will shortly be reading.

As you get started on the poetry, you must realize that although the poetry is relatively short, each work will require more than one simple reading. I would suggest that you read them multiple times and out loud. Use the questions above to help you decipher the poet’s intentions. Even though there aren’t too many poems in this lesson, to truly understand them, you will need to spend some time on them. Also, understand that the questions that follow each poem are designed to have you go back to the poem and look more closely at the work. The Speedback questions are not supposed to be closed book. **You may refer back to the poems.** Many of the questions would be impossible to answer if you did not go back and look at the poem while you are answering them. Happy reading!

**About the Author**

The following poem is by a poet named Mari Evans. She began writing in fourth grade when she had a story published in the school paper; her father was so proud of her that he named the occasion an important event in the family history. Evan’s career did grow from there, and as an adult she became a successful university professor, editor, poet, playwright, children’s book writer, and an advocate of building pride in the African-American community.

As you read this work, consider your own life and personality attributes that make you proud. Mari Evans does a wonderful job of discussing her own diversity and how she has learned to accept herself because of her differences. Her perceptions as an African-American female concerning her heritage are illustrated so well in this poem.

If you are unfamiliar with the meaning of the underlined words or the phrases that have numbers located behind them, look at the key following each poem for assistance.

**I Am a Black Woman**

Mari Evans

1 I am a black woman
   the music of my song
   some sweet arpeggio of tears
   is written in a minor key
2 and I
   can be heard humming in the night
3   Can be heard
4 humming
5 in the night
6
7 I saw my mate leap screaming to the sea
8 and I/with these hands/cupped the
9 life breath
10 from my issue in the canebrake
11 I lost NATS swinging body in a rain
12 of tears
13 and heard my son scream
14 all the way from Anzio
15 for peace he never knew . . .
16 I
17 learned Da Nang and Pork Chop Hill
18 in anguish
19 Now my nostrils know the gas
20 and these trigger tired fingers
21 seek the softness in my warrior’s beard

---

1. The reference here is to an African man jumping from a slave ship.
2. dense growth of sugarcane
3. Nat Turner was the valiant leader of a slave uprising in 1831.
4. World War II battlefield in Italy
5. Da Nang, a battlefield of the Vietnam War; Pork Chop Hill, a battlefield of the Korean War
am a black woman
tall as a cypress
strong
beyond all definition still
defying place
and time
and circumstance
assailed

imperious

indestructible

Look
on me and be
renewed

arpeggio (n.): playing of the notes of a chord quickly, one after the other, instead of together

anguish (n.): great suffering, as from grief or worry
cypress (n.): evergreen, native to North America, Europe, and Asia, with dark leaves and distinctive symmetrical form. The tree is often planted in graveyards and is thus a symbol of mourning.

imperious (adj.): not affected

Let’s Check Your Mastery

Answer the following questions and then check your answers in the Answer Key at the back of this course manual. Do not submit your answers to Independent Study.

24. What is written in a “minor key”?
   a. the song of those who have died in battle
   b. the song of the poet’s ancestors
   c. the song of the speaker
   d. the song of all African-American women

25. Who can be heard “humming in the night”?
   a. the man who jumped into the sea
   b. the speaker
   c. Nat Turner
   d. those who died in Anzio, De Nang, and Pork Chop Hill

26. Whom did the speaker see “leap screaming into the sea”?
   a. a soldier
   b. herself
   c. a friend
   d. a sister

The following poem is called “the lesson of the moth” by Don Marquis. As you read the poem, try to relate what Marquis is saying about goals to yourself. What do you want most out of life? What are your most cherished dreams? What would you be willing to sacrifice to make these dreams come true? This is one of my favorite poems because Marquis takes a moth and a cockroach and uses them to relate the concept of sacrificing to reach a goal, and how this strengthens our identity. This is a creative technique. As you read, notice how the perceptions of the moth and cockroach are completely different, even though they are involved with a similar circumstance.

The poem is missing all capitalization and punctuation. According to the poet, one morning he came into his office at the New York Sun and found he had left a sheet of paper in his typewriter. To his surprise, a poem had been typed on that paper. The poem was written during the night by a cockroach named Archy. Archy had typed the poem by jumping from key to key. Because Archy couldn’t hold down the shift key and type a character at the same time, all the letters in the poem were lowercase. He also was in a hurry to write the poem, and therefore did not want to concern himself with punctuation. From this brief explanation as to the aesthetic appearance of the poem, you can gather that Marquis had quite a sense of humor, and was a little eccentric.

I think you will enjoy this poem, as Marquis contrasts one perspective on life to another and uses insects as the narrators.

About the Author

Don Marquis was born in Illinois and worked as a newspaper journalist in Atlanta and New York. In addition to his newspaper work, he is best known for his humorous poems. Much of his work is satirical. It pokes fun at human failings and foolishness while celebrating our capacity to dream, to love, and to laugh at ourselves.

the lesson of the moth

Don Marquis

1 i was talking to a moth
   the other evening
   he was trying to break into
   an electric light bulb

5 and fry himself on the wires
   why do you fellows
   pull this stunt i asked him
   because it is the conventional
   thing for moths or why

10 if that had been an uncovered
   candle instead of an electric
   light bulb you would
   now be a small unsightly cinder
   have you no sense

15 plenty of it he answered
   but at times we get tired
   of using it
   we get bored with the routine
   and crave beauty
... and excitement
fire is beautiful
and we know that if we get
too close it will kill us
but what does that matter
it is better to be happy
for a moment
and be burned up with beauty
than to live a long time
and be bored all the while
so we wad all our life up
into one little roll
and then we shoot the roll
that is what life is for
it is better to be a part of beauty
for one instant and then cease to
exist than to exist forever
and never be a part of beauty
our attitude toward life
is come easy go easy
we are like human beings
used to be before they became
too civilized to enjoy themselves
and before i could argue him
out of his philosophy

he went and immolated himself
on a patent cigar lighter
i do not agree with him
myself i would rather have
half the happiness and twice
the longevity
but at the same time i wish
there was something i wanted
as badly as he wanted to fry himself

conventional (adj.): customary, usual
crave (v.): long for; desire
immolate (v.): to kill a sacrifice
longevity (n.): long life

... Let's Check Your Mastery

Answer the following questions and then check your answers in the Answer Key at the back of this course manual. Do not submit your answers to Independent Study.

27. The poet wants the reader to consider the importance of longevity versus beauty.
   a. true
   b. false

28. According to the moth, “beauty is worth dying for.”
   a. true
   b. false

Last summer one of my former students passed away. He was only seventeen years old. When I was told of his death I was shocked, as I had seen him only two weeks before at graduation... exuberant, vivacious, thrilled that he had been able to “walk to the music” so to speak. At his funeral service, his father gave a poignant eulogy, and one of the things he said about Jeff was that he was proud of the person his son had become. His father shared that a few minutes before Jeff passed away, he told his parents that he was content with his successes and his failures and that the reality of his life was perceived in a positive way, both by himself and by his family.

The following poem relates to Jeff and the attitude he possessed about himself. “Out, Out—” is written by Robert Frost and based on an actual incident recorded in a newspaper on March 31, 1901. The following is an excerpt from that article.

Raymond Tracy Fitzgerald, one of the twin sons of Michael and Margaret Fitzgerald of Bethlehem, died at his home on March 24th. He died as a result of an accident by which one of his hands was badly hurt in a sawing machine. The young man was assisting in sawing up some wood in his own dooryard.

The title, “Out, Out—” is a reference to a famous speech in Shakespeare’s play Macbeth. Macbeth has just heard of his wife’s death, and he speaks bitterly of the brevity of life.

Out, out, brief candle!
Life’s but a walking shadow, a poor player
That struts and frets his hour upon the stage.
And then is heard no more.
It is a tale told by an idiot, full of
Sound and fury,
Signifying nothing.

As you read this poem, consider the reaction of the boy’s family to his death. Also consider the reaction of the boy to the inevitable and how he accepts his fate.

About the Author

Robert Frost was born March 26, 1874 in San Francisco. His father died when he was eleven, and his mother then moved to New England, where Frost lived for most of the rest of his life. He attended high school in Lawrence, Massachusetts, and graduated at the top of his class, sharing the position of valedictorian with Elinor White, whom he later married. Frost wrote about the people and landscape of New England in verse that made him
the most popular poet of this century. In later years, Frost taught at various universities and gave many public readings of his works. He received honorary Doctorate of Letters degrees from Cambridge and Oxford and was invited to read a poem at the inauguration of President John F. Kennedy.

Out, Out—

Robert Frost

The buzz-saw snarled and rattled in the yard
And made dust and dropped stove-length sticks of wood,
Sweet scented stuff when the breeze drew across it.
And from there those that lifted eyes could count
Five mountain ranges one behind the other
Under the sunset far into Vermont.
And the saw snarled and rattled, snarled and rattled,
As it ran light, or had to bear a load.
And nothing happened: day was all but done.
Call it a day, I wish they might have said
To please the boy by giving him the half hour
That a boy counts so much when saved from work.
His sister stood beside them in her apron
To tell them “Supper.” At the word, the saw,
As if to prove saws knew what supper meant,
Leaped out at the boy’s hand, or seemed to leap—
He must have given the hand. However it was,
Neither refused the meeting. But the hand!
The boy’s first outcry was a rueful laugh,
As he swung toward them holding up the hand, half in appeal, but half as if to keep
The life from spilling. Then the boy saw all—
Since he was old enough to know, big boy
Doing a man’s work, though a child at heart—
He saw all spoiled. “Don’t let him cut my hand off—
The doctor, when he comes. Don’t let him, sister!”
So. But the hand was gone already.
The doctor put him in the dark of ether.
He lay and puffed his lips out with his breath.
And then—the watcher at his pulse took fright.
No one believed. They listened at his heart.
Little—less—nothing!—and that ended it.
No more to build on there. And they, since they
Were not the one dead, turned to their affairs.

Let’s Check Your Mastery

Answer the following questions and then check your answers in the Answer Key at the back of this course manual. Do not submit your answers to Independent Study.

30. The story behind Frost’s poem is based on a real event.
   a. true
   b. false

31. Frost uses Shakespeare’s mention of a candle in relationship to the brevity of life for the title of his poem.
   a. true
   b. false

32. Frost suggests that someone is to blame for the tragedy.
   a. true
   b. false

What are your perceptions of the problems in the world? Do you think they can never be solved? Or do you take the opposite view that they exist to strengthen mankind and that through determination, one can overcome them? The ideas presented in the following poem, “Desiderata,” are timeless views on life. The appeal of the poem lies in the hope and peace it offers in the midst of a chaotic, turbulent world. The troubled world mentioned in the poem can be perceived in different ways, depending on the reality of your own troubles.

About the Author

Max Ehrmann is the author of “Desiderata.” It has been said that “Desiderata” was copied from an inscription dated 1692 and found in Old Saint Paul’s Church in Baltimore. However, Ehrmann was adamant that he wrote the poem. It was registered with the Copyright Office of the Library of Congress in 1927.

Note: Prior to reading the poem, look up the word “desiderata” using a dictionary or other source. What does the word mean? Understanding the meaning of the word, will assist you in comprehending the poem.

Desiderata

Max Ehrmann

Go placidly amid the noise & the haste,
& remember what peace there may be in silence.
As far as possible without surrender be on good
terms with all persons.
Speak your truth quietly & clearly; and listen to
others, even the dull & ignorant; they too have
their story.
Avoid loud & aggressive persons, they are vexa-
tious to the spirit.
If you compare yourself with others, you may become vain & bitter; for always there will be greater & lesser persons than yourself. Enjoy your achievement as well as your plans. Keep interested in your own career, however humble; it is a real possession in the changing fortunes of time.

Exercise caution in your business affairs; for the world is full of trickery. But let not this blind you to what virtue is; many persons strive for high ideals; and everywhere life is full of heroism. Be yourself. Especially, do not feign affection. Neither be cynical about love; for in the face of all aridity & disenchantment it is as perennial as the grass. Take kindly the counsel of the years, gracefully surrendering the things of youth. Nurture strength of spirit to shield you in sudden misfortune. But do not distress yourself with imagining. Many fears are born of fatigue & loneliness.

Beyond a wholesome discipline, be gentle with yourself. [You are a child of the universe no less than the trees and the stars; you have a right to be here. And whether or not it is clear to you, no doubt the universe is unfolding as it should. Therefore be at peace with God, whatever you conceive Him to be. . . . And whatever your labors and aspirations, in the noisy confusion of life, keep peace in your soul. With all its sham, drudgery and broken dreams, it is still a beautiful world. Be cheerful. Strive to be happy.]

placidly (adv.): calmly; quietly

vexatious (adj.): annoying; troublesome

feign (v.): pretend

aridity (n.): dryness; lifelessness

aspirations (n.): strong desires or ambitions

sham (n.): false or deceptive action

Let’s Check Your Mastery

Answer the following questions and then check your answers in the Answer Key at the back of this course manual. Do not submit your answers to Independent Study.

33. According to the speaker, how should you go amid the noise and the haste?  
   a. be on good terms with others  
   b. you should go placidly  
   c. avoid being too cynical  
   d. keep peace in your soul

34. What is the poet’s attitude regarding the realities of the world?  
   a. naive  
   b. concerned  
   c. upbeat  
   d. negative

The following poem, “Incident in a Rose Garden,” by Donald Justice, is another of my favorite pieces of literary work. (Can you tell that I am passionate about what you are reading in lesson 1? I want to share some of my “favorites” with you.) It is what we call a dramatic poem, where the speaker is someone besides the author. As you read this poem, notice how the perception of the gardener is not the reality surrounding why Death has come for a visit. The poem contains a rather surprising tone. I hope that you will enjoy this selection.

Incident in a Rose Garden
Donald Justice

GARDENER
Sir, I encountered Death
Just now among our roses.
Thin as a scythe he stood there.
I knew him by his pictures.
He had his black coat on,
Black gloves, a broad black hat.
I think he would have spoken,
Seeing his mouth stood open.
Big it was, with white teeth.
As soon as he beckoned, I ran.
I ran until I found you.
Sir, I am quitting my job.
I want to see my sons
Once more before I die.
I want to see California.

MASTER
Sir, you must be that stranger
Who threatened my gardener.
This is my property, sir.
I welcome only friends here.

DEATH
Sir, I knew your father.
And we were friends at the end.
As for your gardener,
I did not threaten him.
Old men mistake my gestures.
I only meant to ask him
To show me to his master.
I take it you are he?

scythe (n.): a tool with a long, curved handle and long, thin blade, used for cutting down tall grass

Let’s Check Your Mastery

Answer the following questions and then check your answers in the Answer Key at the back of this course manual. Do not submit your answers to Independent Study.

35. What is a dramatic poem?
   a. one that is written with many different characters
   b. one that is written in the form of a monologue
   c. one that is written with speakers who are not the author
   d. one that is written with a dramatic tone

36. What misunderstanding occurs within the poem?
   a. The misunderstanding involves the individual for whom Death has come.
   b. The misunderstanding involves the master’s reaction to the gardener’s words.
   c. The misunderstanding involves what the master says to Death in the garden.
   d. all of the above

Objective 3

Identify effective writing in the area of ideas and content.

The Six Traits Writing Assessment Model

The second-to-last thing you will do in lesson 1 is become more familiar with the Six-Trait Analytical Model for Writing Assessment. It will be referred to as the Six Traits from this point on. (The official title is a bit laborious.) It was developed by the Northwest Regional Education Laboratory and is used with their permission.

The six traits give you a more accurate picture of your writing. Instead of me just reading your paper and saying it is wonderful or terrible, I can actually give you specific feedback on what makes it good or poor using the Six-Traits method. Instead of just giving you a B on your paper, I can tell you that the ideas and content are great, but the organization is weak. Once you know about each of the six traits, such comments will make sense to you. The other great thing about this approach is that it helps you as a writer to analyze your own strengths and weaknesses in relationship to writing, and to be able to add to your strong points and improve upon the weaknesses. This is an excellent writing model. If you give it the credit it deserves, you will leave this course with a better understanding of what makes good writing and hopefully an improvement on your own writing. Best wishes!

We will often be reviewing and referring to the Six Traits. Each lesson will focus on one of the Six Traits.

Let’s Check Your Mastery

Answer the following questions and then check your answers in the Answer Key at the back of this course manual. Do not submit your answers to Independent Study.

What points (1, 3, or 5) would the writer receive in the areas of ideas and content, based on the Six-Traits model?

____37. The writer does not share much information with the reader.
____38. The writer used many interesting details to make the piece fun and lively.
____39. The writer is sure the topic is small enough to handle.
____40. The writer uses detail that is quite general.

I am very interested in getting your input and feedback about the literature in these lessons. I really want you to share your experiences and perceptions with me in relationship to the literature that will be shared with you. I ask that you be completely honest with yourself. Don’t tell me what you think I want to hear, because I would probably surprise you. Be honest with your responses.

After each lesson, you will have a list of response journal options. Please choose two from the list in each lesson. (You will always have the option to come up with your own way of responding if you can’t find a response question that interests you.) Each response journal relates in some way to the literature you read for each lesson. Your journals should be at or close to one double-spaced
Follow the instructions given for this assignment. Save the assignment in your portfolio for submission later.

Response Journal Options

Select two responses.

1. Locate at least three pieces of music that contain figures of speech and elements of sound. (The music must have lyrics.) The songs may only have one figure of speech/element of sound or they may have twenty; it makes no difference. Include copies of the song lyrics and identify the figures of speech in each song by underlining them. After you have underlined the simile, metaphor, alliteration, etc., label each line with the name of the figure of speech that it exemplifies.

For Example:

**Fields of Gold**

by Sting

(who, by the way, used to be an English teacher!)

You’ll remember me when the west wind moves

Upon the fields of barley

You’ll forget the sun in his jealous sky

(*Example of personification*)

As we walk in fields of gold . . .

See the west wind move like a lover so

(*Example of a simile*)

If you haven’t noticed already, music is literally poetry in motion!

2. Think about aspects of your life and your personality that truly make you feel proud. Then complete this statement:

I am __________. Back up your statement by elaborating on the adjective you have selected. Include examples that will prove this.

3. Think about a childhood event that has made a significant impact on you. It should be something that you can remember vividly. Describe the circumstances behind the event and explain why it has made such an impression.

4. Do you ever feel that the world is overrun with problems? What good do you see in the world? How do you keep up your spirits in the face of chaos and tragedy? Include specifics to support your opinions.

5. What are some ways that people react to the death of a loved one? Consider yourself. Elaborate on one of your loved ones that has passed away. How did you react? How did others react? What causes their reactions to vary?

6. Refer back to “Out, Out—” for this response. This poem ends on a surprising matter-of-fact tone. Why is this tone ironic—that is, given what has happened, why is this tone inappropriate? What do you think of Frost’s message? Also make a connection between Macbeth’s words and the particular situation in the poem. What do you think of Macbeth’s view of life?

7. Describe a time when you were physically hurt. What were the circumstances behind your injury? How did you react? How did others around you react?

8. What is your philosophy on life? Do you agree with the philosophy of Max Ehrmann, the poet of “Desiderata”?

9. Locate biographical information on one of the poets included in lesson 1 besides the brief biographical information that I have given to you. For this response, include facts about the individual’s life that you found interesting.

10. Think of emotions that you have experienced, then describe them using at least 15 figures of speech.

11. Consider the poem “the lesson of the moth,” and respond to the following question. What do you want most out of life? What are your most cherished dreams? What would you be willing to sacrifice to make those dreams come true?

12. In “the lesson of the moth,” the moth believes it is worth dying to be part of beauty; the speaker of the poem believes that long life is better than happiness at the price of death. Which do you agree with and why?
Objective 4

Write an introduction following the example and format I will provide for you.

Writing Assignment 1

In this writing assignment, you will introduce yourself using prose, rather than poetry. You are to follow a specific format such as I have done in the example below:

I Am

Kelley Shane

I Am a mother of two - a sweet little angel girl, and a beautiful boy whom we often called “Mowgli” (after the character in The Jungle Book) because he is a little wild thing. I am a bit of a gypsy who has travelled all over the world and who has loved every minute of it, but I am also a homebody who loves more than anything just to be home with my family. I am married to John, my prince charming and soul mate, and I still get butterflies in my stomach when I see him.

I like books, especially those that enthral me so much I can’t put them down and I end up reading all night long. I like running mile after mile to the point of satisfied exhaustion; I don’t, however, like competition, and so I never race - I run purely for myself. I like spending time at home with my children, laughing at their antics, and seeing the excitement in their eyes when they learn new things.

I don’t care for negativity and pessimism, being late, intolerance, and mediocrity. I believe my mother’s saying is true: “If a job is worth doing, it’s worth doing well.” I don’t care for whining or complaining, poor table manners, and being late. I also don’t care for junk food, fried food or any food you can find at a state or county fair, fast food restaurant, or in the TV dinner aisle.

I believe that everyone is divine. C.S. Lewis said it best when he said, “There are no ‘ordinary’ people, you have never talked to a mere mortal.” I believe that we are all unique and special and that the only people we do not like are people we do not understand. I believe everyone deserves a chance to find their passion and divine potential.

The colors that best describe me are yellow and blue. Yellow because I LOVE to laugh and have fun! I am happy and full of life. Blue also describes me, however, because I also love to sit quietly and talk to people one-on-one. I love deep, abiding relationships that are not merely “Facebook” posts, but relationships that involve the communion of souls. I love understanding people, who they are and why they believe what they do.

I am a fan of the BYU COUGARS! But ai am also a HUGE Indianapolis Colts fan. We lived in Indianapolis when the Colts won the Super Bowl in 2006, and the Colts will always have a special place in my heart. I am also a fan of people who never give up and who keep trying no matter how daunting the task may be.

I favor the view that we choose to be happy. The world is full of sorrow and pain, but I believe that every moment of every day we are faced with the choice of how we will act. I favor joy.

I get tired of people who do not act with integrity and who do not honor their vows and commitments. I believe your word should be your bond. I also get tired of poor manners and callousness. I want people to treat each other and the world around them with respect.

If I could change one thing about myself it would be that sometimes I forget to live in the moment. I am a planner, and so I am always thinking about the future. I have to remind myself that each day is its own adventure, and that it is there for me to experience. Planning tomorrow is important, but enjoying today is essential.

Your “I Am” introduction should look just like my example, but it should tell me all about you. Take the headings that have been written using bold and underlined type and then elaborate on yourself. So, you would begin with: I Am... Once you have completed that section, then you would proceed to I like... and so on, finally finishing with If I could change one thing about myself...

Here is a complete list of the headings you should use in your introduction:

I Am ...

I like ...

I don’t care for ...

I believe ...

The colors that describe me best are ...

I am a fan of ...

I favor ...

I get tired of ...

If I could change one thing about myself it would be ...
Please be thorough, thoughtful, and sincere. This is an opportunity to tell me all about different aspects of your personality. Try to include things that not everyone will know about you. For example, the fact that I’m picky and have a very long list of foods I don’t like to eat isn’t something that I’m particularly proud of, nor is it something I tell very many people (most people just think it’s strange), but it is something that is a part of me and that makes me unique. What is unique about you? What makes you special and different from everyone else?

You will submit this first written assignment as part of lesson 4.

Note: Each piece of written work you submit as part of lesson 4 should be done on a separate sheet of paper. Your work must be neat and organized.

**Objective 5**

Write poetry using the figures of speech discussed and illustrated in this lesson.

Note: If you feel that you need to review the figures of speech, you are welcome to refer back to that section of lesson 1.

**Writing Assignments 2 and 3 for Lesson 1**

Writing Assignment 2 for lesson 1 is similar to the introduction that you have just written. The biggest difference is that this assignment will be written as a poem and your introduction was in the form of prose. Assignment 2 is called an “I Am” poem. You will have the opportunity to express who you are in the form of a poem, and use figures of speech to help with that expression. Below you will find the structure for the “I Am” poem. You are to copy the first two words in each line, and then fill in the rest using what has been written in italics as a guide. You will begin by describing two things about yourself—special things about yourself. Avoid the obvious, such as “I am a 16-year-old girl with brown hair.” There are millions of 16-year-old girls with brown hair. Think of things about yourself that are distinctive.

“I am a girl who likes astronomy and who lies awake at night watching the stars swirl along the night sky.” That is better because it gives a sense of the speaker and how she is different from other people. Don’t be afraid to be different.

Once you have an opening line, you are ready to take off. Here is a line-by-line guide you can follow. It may seem strange at first to write a poem this way, but give it a try. You may surprise yourself. Some students who have tried this approach have been amazed by the results.

**I Am**

**First Stanza**

*I am* (two special characteristics you have)
*I wonder* (something you are actually curious about)
*I hear* (an imaginary sound)
*I see* (an imaginary sight)
*I want* (an actual desire)
*I am* (the first line of the poem repeated)

**Second Stanza**

*I pretend* (something you actually pretend to do)
*I feel* (a feeling about something imaginary)
*I touch* (an imaginary touch)
*I worry* (something that really bothers you)
*I cry* (something makes you very sad)
*I am* (the first line of the poem repeated)

**Third Stanza**

*I understand* (something you know is true)
*I say* (something you believe in)
*I dream* (something you actually dream about)
*I try* (something you really make an effort about)
*I hope* (something you actually hope for)
*I am* (the first line of the poem repeated)

Your “I Am” poem is to be typed and must follow the format above. I have included the first stanza of an “I Am” poem so that you can see how it is designed.

I am of mystery and uninhibited youth.
I wonder if a woman became president would her husband be called “the first man.”
I hear the grass growing.
I see the wind lift the eagle to its highest flight.
I want to jump from the tallest mountain and land with my feet firmly on the ground.
I am of mystery and uninhibited youth.

Writing Assignment 3 is called an extended metaphor poem. It is called such because the first line of the poem must be a metaphor and the rest of the poem focuses on that same figure of speech. The following are examples that I wrote of extended metaphor poems.

**Island**

In my fears I am an island,
surrounded by water,
scarce from everything else.

My age is unknown.
My outskirts are cold. 
Water beats upon my shore.
But in my center rests a volcano. 
Hot, molten lava
eats away at my greenness
adding land to water.

Bitter

In my dreams I am a princess in a palace
wearing a yellow dress
that fits close.
Beggars cry for food
at the palace door
but I am too selfish
and give them nothing
but harsh words
and a body of whip marks.
But the regret of being cruel
and giving food
is hard to carry.
It makes me feel sour
like I am surrounded by thick yellow skin.

Hope

I am hope
as old as earth,
sun and moon.

Yet, I feel young,
like a crisp, warm breeze
sweeping down rainy dew fields.
I am the blue of skies,
oceans and rivers,
flowing gentle as rain.
I am hope.
I will not perish,
born of the first man.

To begin your metaphor poem, consider who you are and then connect yourself to a specific object that has similar characteristics to yourself. For example, you might be “a rose that is afraid to spread its petals” or “a pencil that is always sharpened.” Once you have decided on the metaphor that you will be using to describe yourself, extend it further by thinking of the object you have chosen and your own characteristics. Use the preceding examples as models to help guide you. Your poem should be typed, at least three stanzas in length, with approximately 15 lines. Your poem needs to include a title.

I look forward to reading your introduction, “I Am” poem, and extended metaphor poem. These assignments will be submitted as part of lesson 4.

You may submit your Speedback answer form to Independent Study for processing, or you may use WebGrade for immediate grading. See your Read Me First pamphlet for instructions.
LESSON 1
SPEEDBACK ASSIGNMENT

Mark all answers here, then transfer them to your Speedback answer form. You may either submit your completed answer form to Independent Study for processing, or you may use WebGrade for immediate grading. See your Read Me First pamphlet for instructions.

Multiple Choice

Fill in “a” on the speedback form if the sentence uses the vocabulary word appropriately; fill in “b” if it uses it inappropriately.

1. After hours of trying, Jennifer finally **absolved** the math problem.
   a. appropriate
   b. inappropriate

2. The principal **advocated** with the student during their meeting.
   a. appropriate
   b. inappropriate

3. Melissa is a very **aesthetic** and perceptive young artist.
   a. appropriate
   b. inappropriate

4. My **altruistic** grandmother is always taking in meals to the homeless shelter.
   a. appropriate
   b. inappropriate

5. Jeff’s **animosity** for Peter was so strong that he went out of the way to avoid him.
   a. appropriate
   b. inappropriate

6. After an **arduous** day of digging the hole for our pool, I decided it was time to rest.
   a. appropriate
   b. inappropriate

7. The money in your savings amount will slowly **augment** if you leave it alone.
   a. appropriate
   b. inappropriate

8. My history teacher is very **austere**. She never smiles and always wears dark clothes.
   a. appropriate
   b. inappropriate

9. I have a strong **aversion** to exercise. In fact, I run every day.
   a. appropriate
   b. inappropriate

10. I need to find a bank so I can **cache** my check.
    a. appropriate
    b. inappropriate
11. My callous boyfriend always writes me love letters and sends me roses.
   a. appropriate
   b. inappropriate

12. I think it’s important to censure children when they work hard to accomplish a goal.
   a. appropriate
   b. inappropriate

13. I get chastised every time I break my curfew.
   a. appropriate
   b. inappropriate

14. Steven is extremely circumspect. He always talks with me before making a decision.
   a. appropriate
   b. inappropriate

15. My husband never knows what I am thinking. It’s as if our minds have coalesced.
   a. appropriate
   b. inappropriate

Identify which figures of speech are used in the following statements.

16. She is a picture of beauty.
   a. simile
   b. hyperbole
   c. metaphor
   d. personification

17. The wind cried in the still of the night.
   a. personification
   b. simile
   c. hyperbole
   d. metaphor

18. A book is a ship that takes you to distant lands.
   a. hyperbole
   b. metaphor
   c. personification
   d. simile

19. I must have walked a thousand miles today.
   a. personification
   b. metaphor
   c. simile
   d. hyperbole

20. My baby sister is as pretty as a picture.
   a. simile
   b. personification
   c. hyperbole
   d. metaphor

21. His fist was a knotty hammer.
   a. hyperbole
   b. simile
   c. metaphor
   d. personification

22. The whistle blast made me jump ten feet in the air.
   a. metaphor
   b. personification
   c. simile
   d. hyperbole
23. I am the stall that is always without toilet paper.
   a. personification
   b. metaphor
   c. simile
   d. hyperbole

24. The still lake reflects the mountains like a mirror.
   a. simile
   b. metaphor
   c. hyperbole
   d. personification

25. The city shivered during the snowstorm.
   a. metaphor
   b. hyperbole
   c. personification
   d. simile

26. “But, soft! What light through yonder window breaks? It is the east, and Juliet is the sun.”
   a. personification
   b. hyperbole
   c. metaphor
   d. simile

27. You could have knocked me over with a feather.
   a. simile
   b. hyperbole
   c. personification
   d. metaphor

28. This suit is like the used rags in our basement.
   a. metaphor
   b. hyperbole
   c. simile
   d. personification

29. It was so hot today that I melted from the heat.
   a. metaphor
   b. simile
   c. hyperbole
   d. personification

Choose the best response for the following questions.

30. “Doubting, dreaming, dreams—no mortal ever dared to dream before.”
   a. Assonance
   b. Consonance
   c. alliteration
   d. onomatopoeia

31. “From the molten, golden, notes . . .”
   a. alliteration
   b. assonance
   c. onomatopoeia
   d. consonance

32. “it is better to be happy for a moment and be burned up with beauty than to live a long time.”
   a. consonance
   b. assonance
   c. onomatopoeia
   d. alliteration
33. “The buzz saw snarled and rattled in the yard.”
   a. assonance and alliteration
   b. onomatopoeia and assonance
   c. alliteration and consonance
   d. consonance and assonance

34. “From labor in the weekday weather made/banked fires blaze . . .”
   a. assonance and alliteration
   b. onomatopoeia and assonance
   c. consonance and assonance
   d. onomatopoeia and consonance

35. “Hear the mellow wedding bells.”
   a. alliteration
   b. onomatopoeia
   c. consonance
   d. assonance

36. “So long lives this, and this gives life to thee.”
   a. onomatopoeia
   b. assonance
   c. consonance
   d. alliteration

37. “The merry month of May is full of fun.”
   a. consonance
   b. alliteration
   c. assonance
   d. onomatopoeia

38. “Hear the bells how they clang.”
   a. assonance
   b. consonance
   c. onomatopoeia
   d. alliteration

39. “First and last,” “Odds and ends,” “Short and sweet”
   a. onomatopoeia
   b. alliteration
   c. assonance
   d. consonance

40. Why might the speaker’s song be in a minor key?
   a. The word “minor” reflects how little she believes in herself.
   b. The song is in a minor key because she is unhappy with being a black female.
   c. The song is in a minor key because it relates the suffering she and other African-American individual’s have experienced.
   d. The song is in a minor key to reflect the speaker’s hopeless tone.

41. What do all of the places the speaker mentions have in common?
   a. They are places where African-American men have been imprisoned.
   b. Each place is where African-American men have died fighting to gain their people’s freedom or to show support for their country.
   c. Each place represents the terrible treatment of African-Americans.
   d. Each place is mentioned to illustrate the destructive results of intolerance.

42. What specific trials or ordeals experienced by African Americans are mentioned in the poem?
   a. The poet mentions slavery.
   b. The poet mentions witnessing the death of a loved one.
   c. The poet mentions the death of African-Americans who fought in American Wars.
   d. All of the above are specific trials mentioned by the poet.
43. What is the tone of the poem?
   a. upbeat, loud, exuberant
   b. explosive, violent, angry
   c. sad, mellow, soft
   d. afraid, pensive, naive

44. Whom does the speaker address in the last three lines?
   a. the reader
   b. the lost mate
   c. the fallen soldiers
   d. her ancestors

45. In the poem "the lesson of the moth," by Don Marquis, what is the most predominant figurative language?
   a. metaphor
   b. simile
   c. personification
   d. hyperbole

46. What reason does the moth give for acting as he does?
   a. He says that moths are naturally interested in light.
   b. He says that moths become bored by routine. He wants beauty and excitement.
   c. He says that he wants to get Archy’s attention.
   d. He says that his wings are cold, and that the light will warm them.

47. What do the final three lines of the poem reveal about Archy?
   a. that he thinks the moth is a fool
   b. that he wishes he, too, could long for something badly enough to die for it
   c. that he believes the moth should have focused more on longevity rather than beauty
   d. that he admires the moth, but would never risk his life for anything

48. What keeps Archy from having the time to argue the moth out of his philosophy?
   a. He is distracted by the light of the bulb.
   b. He could not care less about the moth and his opinions.
   c. The moth immolates himself on a cigar lighter before Archy can change the moth’s mind.
   d. He has another engagement with a butterfly.

49. Which type of figurative language is evident in the following line of "Out, Out—"?
   At the word, the saw, as if to prove saws knew what supper meant, leaped out at the boy’s hand...
   a. simile
   b. metaphor
   c. personification
   d. onomatopoeia

50. What occurs when the sister comes to announce supper?
   a. The boy drops what he is doing and goes inside.
   b. The boy explains that he is not finished and will be in to eat shortly.
   c. The boy becomes distracted and loses control of the saw.
   d. The boy’s sister mocks him because he is not finished with his chores.

51. What is the boy’s reaction to the incident?
   a. His first reaction is to scream in agony.
   b. He laughs.
   c. He faints from the pain.
   d. He screams for help.

52. When the poet says that the boy “saw all spoiled,” what does he mean?
   a. The supper food will be wasted, as he will be in too much pain to eat.
   b. His life will end along with his hopes, dreams, and desires.
   c. He has ruined the evening due to not being more careful.
   d. His parents will be upset with him.
53. What is the significance of the comment at the end of the poem, “No more to build on there?”
   a. There is nothing more that can be done to save the boy’s hand.
   b. One grows, builds, and develops every minute of every day, and now that the boy is dead, others cannot build him into a man.
   c. The wood the boy was cutting will not be used for any building purposes, because it would be too painful for his family.
   d. The family will not build any lasting relationships with others, due to the fear of death.

54. In the poem *Desiderata*, what does the speaker say you are?
   a. He states that you are the sun and the moon.
   b. He states that you are the life force behind fire.
   c. He states that you are a child of the universe.
   d. He states that you are the world in motion.

55. Who does the speaker say you should avoid?
   a. greedy and power hunger people
   b. loud and aggressive people
   c. submissive and frightened people
   d. self centered and cocky people

56. What figure of speech is “love is as perennial as the grass.”
   a. metaphor
   b. simile
   c. hyperbole
   d. personification

57. According to the speaker, what might occur if you compare yourself to others?
   a. One might become bitter and vain.
   b. One might forget what is really important.
   c. One might never learn to appreciate others.
   d. One might fail to be grateful.

58. What figure of speech is evident in the following line:
   thin as a scythe he stood there.
   a. hyperbole
   b. simile
   c. metaphor
   d. onomatopoeia

59. Why does the gardener decide to leave so suddenly?
   a. He realizes that he is late for a previous appointment.
   b. He is afraid and uses the excuse of wanting to visit his sons in California before his death.
   c. He is anxious to end his employment with his master, and this is an excuse to leave.
   d. He realizes that he has not completed his other duties on the master’s property.

60. What does the dialogue of the poem suggest about the Master?
   a. uneducated and poor
   b. rich and cruel
   c. angry and violent
   d. wealthy and used to giving “orders”

61. Why does the poem end with this particularly question: “I take it you are he?”
   a. Death has caught up to the Master.
   b. Death asks his question to make sure that he has the correct person.
   c. The question is a surprise to the reader, as we do not assume that Death has come for the Master.
   d. all of the above
If you were the instructor grading a paper, what points would you give in the following situations? Match the following rubric numbers with the following writing scenarios.

62. The writer repeats him- or herself a lot and his or her writing seems like a bunch of disconnected thoughts.
   a. 1
   b. 3
   c. 5

63. The writer’s ideas are fresh and original.
   a. 1
   b. 3
   c. 5

64. It’s easy to see where the writer is going in his or her writing, but he or she could use more specifics.
   a. 1
   b. 3
   c. 5

65. The information that the writer shares is unclear and vague.
   a. 1
   b. 3
   c. 5

66. The writer has a hard time going from general to specific when he or she writes.
   a. 1
   b. 3
   c. 5