ACTIVITY ANSWER KEY

Chapter 1, Section 3

Check your answers with this Answer Key. Answers separated by commas may be in any order. Answers separated by semicolons must be in stated order. Correct all errors, then complete your next goal.



Lesson 11: *Prose*
Creating Your Personal Prose

Answers may vary but must be in complete sentences when indicated.

1. As an author, you should establish yourself as one who is diligent, not sloppy, lazy, or unskilled, so that readers have confidence in the authenticity and accuracy of your work, otherwise, your readers will doubt your ability and integrity to represent the truth.
2. Reading good literature will help you as an author because you will have quality examples on which to draw.
3. Plagiarism is a blatant attempt to claim someone else's work as your own, or copying someone else's work and not giving them credit for it. However, using someone else's work as a pattern or example is acceptable and beneficial when learning to write essays.
4. Both fiction and nonfiction are forms of narration; however, fiction is imagined or made up by the author, and nonfiction reflects only true events and facts. Novels and short stories are fiction; whereas news stories, biographies, and autobiographies are nonfiction.
5. Certain elements are recognized worldwide as essential to narrative writing. These are plot, setting, characters, and point of view. The plot is the rise and fall of the action and events as they unfold and are referred to as the beginning, climax, and resolution. The setting is the time and place of the story and may alter from scene to scene as characters move through the plot. The characters are generally classified as major or minor. Typically one major character is the protagonist, and a strong minor character is the antagonist. Various other minor characters may be introduced throughout the story. The point of view is the narrator's voice as he/she tells the story. This can be done in a first or third person. A third person narrator can be objective, intrusive, omniscient, or limited omniscient.
6. (a) a child
7. The setting is at the wake of an elderly woman named Hattie, who is the great aunt of the first person narrator. The wake is being held in an old family home called the Franklin house. The room is candlelit, and folks are standing around in hushed reverence for the departed.
8. A wake is a tradition in which a family and loved ones gather to watch or keep a vigil over a corpse the night before the burial.
9. objective
10. (a) True
11. who, what, where, when, why, how
12. The public was concerned with the possibility of waste injection wells being drilled in their areas that could contaminate the ground water in the community. Protestors brought their appeal to the Railroad Commission who implied they would rework their agreement with the well company.
13. (c) a direct quote; (e) a fact
14. The author of the article included the fact that the district had submitted a letter opposing the well in the community of Alexander. The author also used a direct quote by the water district's general manager, Joe Cooper.
15. A special interest story is an article in a newspaper, magazine, internet website, television or radio

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broadcast that features a person or group of persons who are of "special interest" to the public because of certain accomplishments or choices that have impacted the community.

16. The Fort Worth Star Telegram ran a special interest story on Edna Gladney, a woman in the early 1900s in Fort Worth who helped establish adoptive homes for orphans. The story gave a brief background on the orphan trains and the Rev. Morris who laid a foundation for Gladney's work.
17. A letter to the editor is a forum in a newspaper through which citizens may express their points of view on certain topics.
18. The letter to the editor published in the Dublin Citizen expressed anger regarding an event televised during the 2004 Superbowl in which pop singer, Janet Jackson, committed an indecent act by exposing herself to the public.
19. An obituary is a public announcement of someone's death and burial arrangements. An obituary typically provides a person's vital statistics, such as his/her parentage, birth time and place, marriage time and place, names of spouse, children, and siblings, and surviving family members.
20. Charles Salter's obituary provided his age at death (65), his date of death (Tuesday, March 6, 2007), and his place of death (Comanche County Medical Center). The obituary also included his date of birth (February 19, 1942) and his parentage (Donald Dee Salter and Mary Neil Flanagan Salter). The obituary continued with Salter's date of marriage (January 17, 1964) and name of spouse (GeorgeAnn Scott Salter). The obituary provided a list of his survivors, including his wife, children, grandchildren, and siblings. The obituary concluded with the funeral arrangements being Thursday, March 8, 2007 at the Comanche Funeral Home Chapel, with the Rev. Burns officiating, and the burial being at the Oakwood Cemetery in Comanche.
21. Journalism presents impartial and objective information to the public regarding events that affect a community. Journal writing is a private account of one's life and can be told in a narrative style.
22. first person
23. The tone of Emma Balfour's journal reflects a time of shock and turmoil during war in which the narrator was confused and concerned about the events she was being told.
24. In Amin Sharif's exposé of a "rite of passage" for young African-American men, he included a short narrative of how the youngsters would recite "God's Trombones" by James Weldon Johnson.
25. Fernandez-Armesto's essay, "The Habitable Hell: Cultivating the Swamp" is about various cultures who dwell in swamp wastelands and cultivate it enough to make a living.
26. rhetoric, verbage, tone
27. In "The Law of Love", two topics are evident: real love verses lust, and boys' needs verses girls' needs.
28. "The Law of Love" is persuasive because it presents a choice to young people and provides them with rewards or punishments of making certain decisions in their "love" life.
29. Description benefits other styles of writing because it adds interesting details that bring the story or essay to life for the audience. For example, in "Hattie's Wake" description added to the setting of the story; in Emma Balfour's journal, description added to the action of being besieged by enemy forces; in "Habitable Hell", description added to the explanation of the lifestyles of various tribal groups and their habitats.
30. *For the sake of peace and justice, let us move toward a world in which all people are at last free to determine their own destiny.*



Lesson 12: *Poetry*
America's Legacy in Poetry

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Answers may vary but must be in complete sentences when indicated.

1. The expression, "America is a melting pot of nationalities" expresses the diverse culture of America as having citizens from many other countries who have given up their native lands to embrace the American way of life.
2. France; 1886; The year 1886 marked the 100th year of America's independence.
3. Liberty Enlightening the World; Lady Liberty
4. law; July 4, 1776; continents
5. (b) Each culture must lay aside their differences and become true Americans once they gain their citizenship and swear to uphold American laws and ways of life.
6. rhyme, meter, verse, and stanza
7. For thousands of years, poetry played the role of a history book or historical account for societies that did not have written languages. Elders and leaders would teach the young people and children important events, beliefs, ideas, and traditions through poetry and songs as a way of preserving the history and culture of that society.
8. Emma Lazarus
9. **Graded by teacher.**
10. **Graded by teacher.**
11. **Graded by teacher.**
12. Lazarus refered to the Greek Colossus as a bold (brazen) giant who conquered other lands. Lazarus characterized the Statue of Liberty as a mother-type figure who wanted to protect others from conquering dictators.
13. Lazarus described the gates as being washed with the waves of the sea and bathed in the light of the setting sun.
14. Lazarus used a metaphor when she said that the torch held a flame that was the "imprisoned lightning". Of course the flame was not actually lightning, but the metaphor was used to emphasize the power of the torch's significance to the free world.
15. Because the Statue of Liberty is an inanimate object, the references to her mild eyes "commanding" the harbor; her lips crying out, or her arms lifting the lamp are all uses of personification, in which the statue was given human-like qualities.
16. Other countries boasted of ancient and rich histories, or their conquests of war; Lazarus ignored those claims, infering that the true greatness of a nation was in its protection of the weak and poor. Lazarus implied that America was truly greater than other nations because of her welcoming arms to refugees.
17. **Graded by teacher.**
18. 1831; Samuel Smith; minister
19. **Graded by teacher.**
20. **Graded by teacher.**
21. **Graded by teacher.**
22. (a) his country
23. (b) God (the Author of liberty)
24. **Graded by teacher.**
25. Ralph Waldo Emerson
26. **Graded by teacher.**
27. Patriotism
28. (a) True
29. **Graded by teacher.**
30. "The Star Spangled Banner"; Francis Scott Key; 1931; "In God We Trust"
31. "The Star Spangled Banner" was written during the War of 1812 in which the British had again invaded America. Francis Scott Key was an attorney involved in negotiations on board a British vessel when British troops attacked Fort McHenry. Key wrote the song while watching that battle.
32. (b) the author had endured a dangerous night of fighting and was relieved to see the American flag still flying the next morning
33. (a) the author is aboard a ship watching, from a distance, through some fog, the battle for Fort McHenry
34. homes; victory, peace; heaven
35. Power
36. (b) Implied inference
37. **Graded by teacher.**
38. Sanitary Commission; "The Battle Hymn of the Republic"
39. (a) Stated fact
40. (d) militant
41. _b_ the fighting on the battlefield . . .
    _c_ the fires of the soldiers' camps . . .
    _a_ the clashing of steel swords . . .

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42. In the poem, an inference is made to trumpets sounding the signal to troops to retreat from the battlefield. Howe infers that the Lord's trumpet does not sound retreat, but only victory.
43. In stanza five, Howe implies that both Christ and the soldiers died selflessly to enable others to be free. Christ died to make men free from sin (to make them holy); and the soldiers died to make men free from slavery.
44. **Graded by teacher.**
45. Katherine Lee Bates; Pike's Peak
46. Bates used the simile that the expanse of America's fields was like the sea.
47. In stanza one, Bates mentioned 1) the spacious skies; 2) the fields of grain; 3) the purple mountains; 4) the plains of fruit trees and agriculture (produce)
48. In stanza two, Bates referred to the Pilgrims and pioneers who had braved the untamed wildernesses to establish America's first colonies.
49. In stanza three, Bates encourages Americans to seek godly treasure, not material things and to be honest and noble in all material pursuits, using divine and holy reasons for attaining gold, not selfish or greedy reasons.
50. The Founding Fathers had sought not only to create a nation and system of government that established and preserved freedom for them, but one that would last for years to come, beyond their own lives, for the sakes of their children and the descendants of all Americans.
51. Bates was celebrating the beautiful cities of America that were "undimmed by human tears", meaning that Americans did not languish under cruel and oppressive government, but were instead happy and free.
52. **Graded by teacher.**
53. anthems, hymns, psalms, scriptures, sonnets, limericks, haikus
54. persuasive, descriptive, explanatory
55. (b) False
56. A stanza or a verse is a grouping of lines that create something like a paragraph in prose.
57. capital letter
58. beat, flow; feet; diagonal; beat; feet
59. The four standard rhythm patterns of poetry are iambic, trochaic, anapestic, and dactylic. Iambic appears as (⏑ /); trochaic as (/ ⏑); anapestic as (⏑ ⏑ /); dactylic as (/ ⏑ ⏑).
60. Meter in poetry is counted by the number of feet that appear in each line. If a line has one foot, it is called monometer; two feet is called dimeter; three feet is called trimeter; four feet is called tetrameter; five feet is called pentameter, and so on.
61. The rhyme scheme of a poem is labeled with letters of the alphabet. The first line is labeled "a". If the next line rhymes with the first line, then the letter "a" is repeated; if the second line does not rhyme with the first line, then a new letter is assigned, such as "b", and so on.
62. 1) iambic pentameter; 2) dactylic dimeter; 3) iambic tetrameter; 4) iambic tetrameter; 5) anapestic tetrameter
63. (a) *a, b, a, b, c, d, c, d*
64. (a) rhyming couplet
65. (b) rhyming triplet
66. ⏑ / ⏑ / ⏑ / ⏑ /
    In silent night when rest I took,
    ⏑ / ⏑ / ⏑ / ⏑ /
    For sorrow neer I did not look,
    ⏑ / ⏑ / ⏑ / ⏑ /
    I waken'd was with thundring nois
    ⏑ / ⏑ / ⏑ / ⏑ /
    And Piteous shrieks of dreadful voice.
    ⏑ / ⏑ / ⏑ / ⏑ /
    That fearful sound of Fire! and Fire!
    ⏑ / ⏑ / ⏑ / ⏑ /
    Let no man know is my Desire.
    ⏑ / ⏑ / ⏑ / ⏑ /
    I, starting up, the light did spye,
    ⏑ / ⏑ / ⏑ / ⏑ /
    And to my God my heart did cry
67. iambic tetrameter
68. (a) rhyming couplet
69. "Upon the Burning of Our House"; Anne Bradstreet
70. *Brave men . . . work while others sleep.*

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Lesson 13: *Poetry*
America's First Poet Laureate and other Important Poets

Answers may vary but must be in complete sentences when indicated.

1. Henry Wadsworth Longfellow
2. A poet laureate is someone who is honoured for his/her distinguished achievements in poetry.
3. The introductions of the Psalms in the Bible often provide an explanation of the psalm, much like the introduction of "A Psalm of Life".
4. The theme of the poem is to make the best of everyday and not to waste your life. Longfellow urges his audience to be "earnest" and "to act, that each tomorrow find us further than today". Longfellow urges the audience not only to make the best of their lives, but to be mindful of God watching and of what example we leave behind for others to follow.
5. (b) urgent
6. (b) seize the day
7. (a) persuasive
8. Longfellow argues that life is not empty, and the soul who wastes his time "slumbering" is dead. Longfellow reminds us that this life is a training ground for the after life, and that even though the body dies, the soul lives on: "Life is real! Life is earnest! . . . dust thou art, to dust returnest was not spoken of the soul". Longfellow further urges us not to be so worried with comforts or disappointments of daily life, but to act in such a way, regardless of circumstances that makes us better day than we were yesterday, and better tomorrow than we were today. In stanza four, he reminds us that life is short, so we should make the best of it, "time is fleeting, and our hearts . . . are beating funeral marches to the grave." Longfellow urges readers to be heroic, not followers and not to be complacent, "trust no future, howe'er pleasant . . . Act--act in the living present." He urges us to look to the past at the lives of other great men who inspired us today, and to be like them. His last paragraph is the most motivating, "Let us, then, be up and doing, with a heart for any fate; still achieving, still pursuing, learn to labor and to wait."
9. In stanza two, Longfellow refers to the Biblical account of the creation when he states, "dust thou art, to dust returnest". In stanza four, Longfellow uses a simile "and our hearts . . . like muffled drums, are beating . . .". Stanza five is an allegory in which Longfellow compares life to a battlefield and heroism in the fight. He also uses another simile in which he tells us, "Be not like dumb, driven cattle". In stanza six, he again makes a reference to Biblical literature to a statement made by Jesus in the New Testament, "Let the dead bury the dead". In stanza seven, he uses visual description of footprints in the sand.
10. a, b, a, b
11. William Cullen Bryant was an astute observer of nature and noticed how when seeds died, they gave birth to new plants, thus death resulted in life. This inspired Bryant to look at death in a new way. He wrote a poem about his view of death and named the poem "Thantopsis" which is a combination of two Greek words that mean "death" and "seeing".
12. Bryant greatly impacted world literature and became the first American to receive acclaim among Europeans. They praised his poem as "perfect" and set a new precedent for writers all over the world.
13. Bryant gave nature the human qualities of speaking, smiling, sympathizing, and taking away the "sharpness" of "darker musings".
14. (d) death
15. (b) The soul and body remain in the ground along with all the other dead souls that join them throughout time.
16. (d) calmly and steadily as someone whose life will end for good
17. **Graded by teacher.**

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18. The poem, "Song of Marion's Men" is about Francis Marion, a renown American warrior during the Revolutionary War who put fear into the hearts of the British because of his prowess in battle as well as his espionage techniques.
19. "Song of Marion's Men" is iambic trimeter and tetrameter alternately.
20. a, b, c, b
21. Emerson describes the flower called the rhodora and its habitat.
22. a red bird
23. rose
24. iambic pentameter
25. A threnody is a song or poem of mourning for the dead.
26. south wind
27. He describes how his now dead child used to bring such joy, such as bringing cheer to the household with his little voice talking about his toys in his childish jabber; pestering the adults with childish requests that the older people were delighted to accommodate, or getting the older people to play a childish game with him or mend his wicker wagon.
28. his child (son)
29. The poem is about being prepared in life for whatever role you are in, whether you are an "anvil" (a steady, stable person), or a "hammer" (a more active, motivating person). The title is appropriate because it conveys exactly what the poem is about.
30. a, b, a, b
31. trochaic tetrameter
32. The transition from iambic (a more passive rhythm) to trochaic (a more aggressive rhythm) is very effective. The poem is about being prepared and being equipped to meet any challenge. The first two lines come across as mere suggestions or good advice; the last two lines come across more as commands. The switch from a passive rhythm to an aggressive rhythm is perfect to convey this message.
33. (b) social snobbishness
34. Robert Frost
35. The narrator of the poem is trying to decide which path to take in a "wood" that is an allegory of life.
36. The person took the path less traveled by others.
37. The rhyme scheme is *a, b, a, a, b* and is consistent throughout the poem.
38. *Eternal vigilance is the price of freedom.*



Lesson 14: *Poetry*
Important American and British Poets

Answers may vary but must be in complete sentences when indicated.

1. greatest of all American; controversial; free; structure
2. *Leaves of Grass*; O Captain! My Captain!; President Abraham Lincoln
3. Whitman characterized Lincoln as a loving father, watching over all the children of the country, and grieves for Lincoln's loss as a child would grieve the loss of his father.
4. ship; captain
5. In Stanza One, Lines 2 and 3 read, "The ship has weathered every rack, the prize we sought is won, the port is near, the bells I hear, the people all exulting". In Stanza Three, Lines 3 and 4 read, "The ship is anchored safe and sound, its voyage closed and done; from fearful trip the victor ship comes in with object won". Both examples reveal that the war was won, and the country was safe again, but no one suspected the cruel assassination of America's most beloved president after what seemed like the real dangers of the war had already passed.
6. Emily Dickinson; Belle of Amherst; A belle is a woman praised and celebrated for her beauty and charm.
7. In the poem, "Because I Could Not Stop for Death", the narrator tells of being taken on a carriage ride through the countryside. The narrator describes the scenes on the way and tells of coming to a strange house where the carriage stops. The tale is an allegory in which the carriage is a hurst, and the strange little house at the end of the ride is a

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grave. The scenes observed on the way could represent different stages of life experiences by the narrator.

8. ⏑ / ⏑ / ⏑ / ⏑ /
Because I could not stop for Death, **a**
⏑ / ⏑ / ⏑ /
He kindly stopped for me; **b**
⏑ / ⏑ / ⏑ / ⏑ /
The carriage held but just ourselves **c**
⏑ / ⏑ / ⏑ /
And Immortality. **b**
⏑ / ⏑ / ⏑ / ⏑ /
We slowly drove, he knew no haste, **a**
⏑ / ⏑ / ⏑ /
And I had put away **b**
⏑ / ⏑ / ⏑ / ⏑ /
My labor, and my leisure too, **c**
⏑ / ⏑ / ⏑ /
For his civility. **b**

9. In "Triumph", Dickinson mentioned triumph over death by faith; triumph of truth over falsehood; triumph over temptation; triumph over eternal damnation (when Jehovah allows you into heaven).
10. (a) True
11. In Phyllis Wheately's poem, "Thoughts on the Works of Providence", she celebrates the beauty of nature.
12. The theme of "Thoughts on the Works of Providence" is worship of God as the king of the universe and creator of all nature's beauty.
13. Bradstreet uses the metaphor of a nest of chickens to describe her home and her children.
14. 8; 4; 4
15. unknown
16. The author of "Footprints" used the allegory of a person walking along the beach, leaving footprints in the sand to represent one's journey through life.
17. (a) narrative)
18. The setting of "Footprints" is the beach, the characters are the man who dreams, and the LORD. The plot unfolds as the man (in his dream) is walking along the beach, sometimes struggling through life. He sees two sets of footprints in the sand most of the time, but in the hardest parts of his life, he notices only one set of footprints. He questions the Lord about this. The climax is when he accuses the Lord of abandoning him in his deepest hour of need; the resolution is when the Lord reassures the man that He had never abandoned his child, but that the one set of footprints was when the Lord was carrying the man.
19. (c) man to God
20. (b) False
21. She was recognized as America's poet laureate.
22. Angelou was requested to present a poem at the presidential inauguration of Bill Clinton in 1993. The only other person to receive such an honor was Robert Frost in 1963 at the inauguration of John F. Kennedy.
23. the mastadon and the dinosaur
24. She gives personification to the rock when she says it "cries out".
25. She refers to an historcal text in the New Testament of the Bible.
26. Angelou's theme in "On the Pulse of Morning" is that of being empowered to face life, and no longer to be the victim of circumstances, but to stand strongly upon the Rock and accomplish what you were supposed to do in life.
27. Isaac Watts was the author of the hymns torn out of hymn books by American chaplain Henry Caldwell during the War for Independence, in an effort to provide wading for the rifles of the colonial patriot soldiers.
28. church hymns
29. perfume (aroma)
30. ⏑ ⏑ / ⏑ ⏑ / ⏑ ⏑ / ⏑ ⏑ /
Yet the Rose has one powerful virtue to boast,
⏑ / ⏑ ⏑ / ⏑ ⏑ /
Above all the flowers of the field;
⏑ ⏑ / ⏑ ⏑ / ⏑ ⏑ / ⏑ ⏑ /
When its leaves are all dead, and fine colours are lost,
⏑ ⏑ / ⏑ ⏑ / ⏑ ⏑ /
Still how sweet a perfume it will yield!
31. (a) tetrameter and trimeter alternately
32. (a) a, b, a, b
33. ⏑ / ⏑ / ⏑ / ⏑ /
My heart leaps up when I behold

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⏑ / ⏑ / ⏑ /
A rainbow in the sky:
⏑ / ⏑ / ⏑ / ⏑ /
So was it when my life began;
⏑ / ⏑ / ⏑ / ⏑ /
So it is now I am a man;
⏑ / ⏑ / ⏑ / ⏑ /
So be it when I shall grow old,
⏑ / ⏑ /
Or let me die!
⏑ / ⏑ / ⏑ / ⏑ / ⏑ /
The Child is the father of the man:
⏑ / ⏑ / ⏑ / ⏑ /
And I could wish my days to be
⏑ / ⏑ / ⏑ / ⏑ / ⏑ /
Bound each to each in natural piety.

34. "The Rainbow" is iambic, although it alternates between trimeter, tetrameter, and pentameter.
35. In "The Rainbow", Wordsworth implies that as a child, he had taken delight in seeing a rainbow, and he hoped he would never grow old and stale in his mind, taking beauty for granted. If he ever became like that, he would rather die, "Or let me die!" He goes on to say that even though the child turns into the man, "the child is the father of the man", he wants to link his adulthood to the delights of childhood and always take innocent delight in nature, "And I could wish my days to be bound each to each in natural piety".
36. (a) narrative
37. the Lady of Shalott
38. The reapers hear singing that echoes down the river. They think that a fairy makes the sounds and do not know that the Lady of Shalott is real.
39. a mirror
40. She weaves a web.
41. From the mirror, the Lady sees the winding highway and river, as well as passersby, such as market girls in red cloaks, groups of damsels, an abbot, sometimes a shepherd or a paige, and even a knight or two.
42. The knight Lancelot rode into view, and the Lady forgot her curse and looked out the window.
43. The web she had weaved floated out the window, and the mirror cracked.
44. She left the castle and went down to the water's edge. She wrote her name about the bow of a boat and climbed in.
45. robe (or floating gown); The boat carried her to Camelot.
46. She was singing.
47. She died.
48. They gathered around, wondering who she was and from where she had come. Some of them were afraid that she was cursed and made the sign of the cross on their chests.
49. Lancelot, who had unknowingly caused the Lady's death saw her and made a passing comment that she was pretty.
50. Byron's poem, "And Thou Art Dead, As Young and Fair" is about a young person who has died. The narrator, in a mournful tone reflects on how in time, the grief will pass, and most people will walk by the grave and not think about who is buried there, but not he, "There is an eye which could not brook a moment on that grave to look". The narrator says that he will never forget.
51. Samuel Coleridge
52. "By thy long beard and glittering eye, now wherefore stopp'st thou me?"
53. (d) a relative of some sort to the wedding party
54. "There was a ship."
55. (b) tell the old man to let go of his arm
56. Eftsoon means "soon after" or "soon".
57. The blocks of ice were huge iceburgs and green in color.
58. (a) all around, everywhere, and nothing else but ice
59. an albatrose
60. He killed the albatrose.
61. a cross-bow
62. They grew angry and hung the albatrose around his neck.
63. The breeze does not blow, and the ship is stuck, unable to move, until the crew runs out of water and food and they all die except the foolish sailor.
64. The stillness of the water and the ship is compared to a painting, in which nothing moves at all.
65. The foolish sailor is cursed with never

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dying, but wandering for eternity, being forced to tell his story to others.

66. *Your sins will find you out.*



Lesson 15: *Poetry*

Many Forms of Poetry

Answers may vary but must be in complete sentences when indicated.

1. Fanny Crosby is perhaps the most celebrated hymn writer of all time. She wrote more hymns than any other writer, numbering over 9,000, and rose to become the most popular woman in America at one time.
2. Fanny was completely blind, but this did not slow her down. She became immensely successful as a writer.
3. (any five) "Blessed Assurance, Jesus is Mine"; "All the Way My Saviour Leads Me"; "He Hideth My Soul"; "Near the Cross"; "Redeemed, How I Love to Proclaim It"; "To God Be the Glory"
4. three; chorus
5. The hymn, "To God Be the Glory" is about praising God for all the wonderful things He has done. The song lists several reasons to express praise, such as Jesus coming to earth to save sinners, the forgiveness of sins for even the worst of offenders, and thanks for the wonderful things He teaches.
6. (c) jubilant and celebratory
7. John Newton; 1772
8. The hymn, "Amazing Grace" was inspired by the redemption of its author, John Newton, who had been one of the vilest sorts on earth. He wrote the song as an expression of repentance. The fact that he personally experienced such a change in his soul adds a great amount of meaning to the words, and more so than if they had been penned by someone who had never sinned so greatly.
9. He expressed that he had been both blind and lost.
10. Newton implied that grace had both taught him to fear God, and had then relieved that fear, bring comfort in God's salvation.
11. Stanza Three imples that because of grace, Newton had been spared death through the many dangerous paths life had taken him, but grace was also tasked with leading him home to God's safety.
12. Stanzas 1-3 portray a tone of sharp relief at having been spared his just dues for his vileness. Stanzas 4-6 portray a tone of joy at the future prospect of eternal life with God.
13. (d) godliness
14. Psalm 1 describes three situations that a godly man will avoid: 1) walking with ungodly people; 2) standing with sinners; 3) sitting with scornful people.
15. In Psalm 1, a godly man delights in and meditates on God's law.
16. A godly man is rewarded with being blessed, in that what he does will be successful, and he will prosper. He is also granted a sense of security and stability (like a tree firmly planted).
17. The ungodly man is tossed around in life without security and stability, which lends to not being successful or prosperous. Additionally, in the judgement, an ungodly man will not be able to "stand" but will fail the test.
18. In stanza four, the simile "like a tree" is used to describe the godly man. In stanza six, the simile "like the chaff" is used to describe the ungodly.
19. Although the Psalm appears to be instructional and expository, outlining the "do's" and "do not's" of godly living, it is in fact persuasive, because of the reward/punishment scenario offered in the text.
20. (b) love
21. Paul uses repetition of the word "love" throughout the poem, and the word "all" in the last stanza.
22. little song
23. A sonnet must be 14 lines and have iambic pentameter rhythm and meter.
24. Sonnets may be in either the Italian form or the English form. The Italian form divides the fourteen lines of the poem into an octave (a stanza of eight lines) and a sestet (a stanza of six lines). The English form divides the fourteen lines

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into three sets of quatrains (stanzas of four lines) and a couple at the end.

25. Both are numbered instead of titled.
26. William Shakespeare and Elizabeth Barrett Browning
27. In Sonnet 43, Browning celebrates the love she has for her husband.
28. eight; *a, b, b, a, a, b, b, a*; six; *a, b, a, b, a, b*; Italian
29. four; *a, b, a, b*; couplet; English
30. ◡ / ◡ / ◡ / ◡ / ◡ /
    One of my wishes is that those dark trees
    ◡ / ◡ / ◡ / ◡ / ◡ /
    So old and firm they scarcely show the breeze,
    ◡ / ◡ / ◡ / ◡ / ◡ /
    Were not, as 'twere, the merest mask of gloom,
    ◡ / ◡ / ◡ / ◡ / ◡ /
    But stretched away unto the edge of doom.
    ◡ / ◡ / ◡ / ◡ / ◡ /
    I should not be withheld but that some day
    ◡ / ◡ / ◡ / ◡ / ◡ /
    Into their vastness I should steal away,
    ◡ / ◡ / ◡ / ◡ / ◡ /
    Fearless of ever finding open land,
    ◡ / ◡ / ◡ / ◡ / ◡ /
    Or highway where the slow wheel pours the sand.
    ◡ / ◡ / ◡ / ◡ / ◡ /
    I do not see why I should e'er turn back,
    ◡ / ◡ / ◡ / ◡ / ◡ /
    Or those should not set forth upon my track
    ◡ / ◡ / ◡ / ◡ / ◡ /
    To overtake me, who should miss me here
    ◡ / ◡ / ◡ / ◡ / ◡ /
    And long to know if still I held them dear.
    ◡ / ◡ / ◡ / ◡ / ◡ /
    They would not find me changed from him they knew–
    ◡ / ◡ / ◡ / ◡ / ◡ /
    Only more sure of all I thought was true.
31. *a, a, b, b*; (<u>English</u>)
32. five; *a, a, b, b, a*; anapestic
33. The first line traditionally introduces a person, place, or thing, which is again referred to in the last line. The first, second, and fifth lines have three feet (trimeter), and the third and fourth lines have two feet (dimeter).
34. Each limerick contains five lines and is written in anapestic rhythm (◡ ◡ /). The first, second, and fifth lines have three feet (trimeter), and the third and fourth lines have two feet (dimeter). Each limerick introduces the object (a chin, nose, or beard) and then ends with the same object.
35. An anthem is a song of celebration that holds a particular meaning to a group of people and serves as a symbol for them. For example, Irving Berlin's song, "God Bless America" holds particular significance to Americans.
36. Folk music is often "home grown" music composed by local musicians, most of whom do not have formal musical training, such as Steven Foster's popular hit, "Oh, Susannah!"
37. A Negro Spiritual is an "Africanized" rendition of hymns or folk songs adapted by American slaves. These songs became their own genre and hold a unique place in literature. Among these are the popular hits, "Go Down, Moses" and "Swing Low, Sweet Chariot".
38. An eulogy is a tribute to someone living to praise or honor him/her. An elegy is a tribute to someone deceased.
39. Browder's eulogy, "I Remember When" is in honor of her father. Throughout the poem, Browder reminisces about certain events in her childhood that her dad was part of and how he contributed to her life.
40. An anaphora is a repeated line in prose; a refrain is a repeated line in poetry.
41. the repetition of the phrase "I remember when"
42. Alliteration is the repetition of a consonant sound in a line of poetry, such as the "g" sound in Fanny Crosby's hymn, "To <u>G</u>od be the <u>G</u>lory, <u>G</u>reat things He has done."
43. Assonance is the repetition of a vowel sound in a line of poetry, such as the "a" sound in John Newton's hymn, "Am<u>a</u>zing Gr<u>a</u>ce".
44. In "The New Colossus" Emma Lazarus used personification when she wrote that the statue of liberty had commanding eyes, crying lips, and welcoming arms.
45. Direct address is a literary technique that addresses something or someone

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directly in the poem. For example, in the song, "America", the author directly addresses the nation, "My country, 'tis of thee". By addressing someone or something, a "second" person is brought onto the scene.

46. In "O Captain! My Captain", Whitman directly addresses the deceased Abraham Lincoln as "the captain".
47. In "Thoughts on the Works of Providence", Wheately directly addresses her own soul when she says, "Arise, my soul . . ."
48. Onomatopoeia is the use of word that sounds like the word is described. For example, the word "buzz" sounds like the sound of a bee, or the word "gulp" sounds like the sound of a sharp shallow of the throat.
49. In "Bells", Poe uses onomatopoeia to describe for his readers the various types of bells, such as the "tinkle, tinkle, tinkle" of the silver sleigh bells, or the "shriek, shriek" of the alarm bells that "clang" and "clash" and "twang".
50. An oxymoron is a phrase that combines two, contradictory words, such as the oxymoron "one fine <u>day</u> in the middle of the <u>night</u>" in the Canadian folklore. The words "day" and "night" contradict each other.
51. *Love is patient; love is kind.*

Ask for your QUIZ over Section 3. Students who score 85% or higher on the three section quizzes may be exempt from the chapter test!

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