Summary

In “Because I could not stop for Death,” the poet imagines that a carriage takes her to her grave after she dies. The poet also writes about her own death in “I heard a fly buzz—when I died.” “There’s a certain slant of light” tells about the sad afternoon light of winter. In “My life closed twice before its close,” the poet thinks about enduring a terrible event. The poet speaks of the soul’s tendency to prefer one person over all others in “The Soul selects her own Society.” “The Brain—is wider than the sky—” is a poem that claims that all of nature and even God can be contained in the mind. In “There is a solitude of space,” the soul offers more solitude than any earthly place. The poet suggests that things can only be known through their opposites in “Water, is taught by thirst.”

Note-taking Guide

Record references to nature found in Dickinson’s poems in the diagram below.
Emily Dickinson’s Poetry

Reading Strategy: Analyze Images

Good poets use language efficiently to create images that appeal to one or more of the five senses: sight, touch, hearing, taste, and smell. Often these concrete images help a poet convey abstract ideas. Consider the images in this stanza, which appeal to the senses of sight and touch:

The Brain is deeper than the sea—
For—hold them—Blue to Blue—
The one the other will absorb—
As Sponges—Buckets—do—

The brain, says Dickinson, is like a wide blue sea, only deeper—so deep, in fact, that it absorbs the sea as easily as a sponge absorbs a bucketful of water. The image of the wide blue sea helps us visualize the brain. The image of the sponge absorbing the bucketful of water helps us visualize the brain’s activity and appreciate its capacity.

Directions: On the lines after each stanza from “The Soul selects her own Society—,” explain how the image or images that the stanza contains help to convey abstract ideas.

1. The Soul selects her own Society—
   Then—shuts the door—
   To her divine Majority—
   Present no more—

2. Unmoved—she notes the Chariots—pausing—
   At her low Gate—
   Unmoved—an Emperor be kneeling
   Upon her Mat—
Emily Dickinson’s Poetry

Literary Analysis: Slant Rhyme

In **exact rhyme**, two or more words have the identical vowel and final consonant sounds in their last stressed syllables. For example, *pound* and *sound* rhyme exactly, as do *brain* and *contain*. In **slant rhyme**, the final sounds are similar but not identical. For example, *pond* and *sound* are slant rhymes, as are *brain* and *frame*.

**DIRECTIONS:** On the lines after each passage from Dickinson’s poetry, identify the words that rhyme, and indicate whether the rhymes are exact or slant.

1. My life closed twice before its close—
   It yet remains to see
   If Immortality unveil
   A third event to me.

2. Or rather—He passed Us—
   The Dews drew quivering and chill—
   For only Gossamer, my Gown—
   My Tippet—only Tulle—

3. None may teach it—Any—
   ’Tis the Seal Despair—
   An imperial affliction
   Sent us of the Air—

4. Compared with that profounder site
   That polar privacy
   A soul admitted to itself—
   Finite Infinity.
BUILD SKILLS

Emily Dickinson’s Poetry

LITERARY ANALYSIS

Poets use rhyme to create pleasant musical sounds and to unify groups of lines. **Exact rhyme** occurs when two words have identical sounds in their final accented syllables. In **slant rhyme**, the final sounds are similar but not identical.

- Exact rhyme: glove/above
- Slant rhyme: glove/prove

Dickinson used both types of rhyme in her poetry. As you read her poems, look for her uses of rhyme and consider the effects they create.

READING STRATEGY

Poets often link concepts such as love and death to images, or word pictures. It is helpful to **analyze images** to clarify the poet’s message. As you read Dickinson’s poems, use the chart below to connect images with abstract ideas.

<table>
<thead>
<tr>
<th>Image</th>
<th>Abstract Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. **Analyze:** In which poems does Dickinson write about the limitless nature of human consciousness?

2. **Literary Analysis:** Identify the three words that create slant rhymes for the words *Immortality, Civility,* and *Eternity* in “Because I could not stop for Death.”

3. **Literary Analysis:** The chart below shows the *abc* system of representing rhyme scheme. Use the chart to describe the pattern of rhyme in “There’s a certain slant of light.”

<table>
<thead>
<tr>
<th></th>
<th>Stanza One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Line 2</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Line 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Line 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Reading Strategy:** Analyze the image Dickinson uses to represent a gravesite in “Because I could not stop for Death.”

5. **Reading Strategy:** Identify two images in “The Brain—is wider than the Sky” and two images in “Water, is Taught by thirst.” Write them on the lines.
**Summary**
The parson, Mr. Hooper, arrives at church wearing a black veil over his face. He wears the veil without explanation through his sermon, through the following sermon, and then through a funeral and a wedding. The congregation whispers among themselves. They fear the veil. Only Mr. Hooper’s fiancée has the courage to ask him why he wears the veil. She does not understand the answer and leaves him. Mr. Hooper wears the veil for the rest of his life. In fact, he offers no other explanation for it until his death.

**Note-taking Guide**
Use this character wheel to record information about Reverend Hooper.
"The Minister's Black Veil" by Nathaniel Hawthorne

Literary Analysis: Parable

A **parable** teaches a moral lesson through a simple story about humans. Often a parable leaves out specific details about characters or about the location of the story. This technique makes the story more applicable to all readers. For example, in “The Minister's Black Veil,” Hawthorne does not reveal the reason Parson Hooper is wearing the veil because the people’s reaction to the veil is the critical part of the parable.

Hawthorne calls “The Minister's Black Veil” a parable because he feels strongly about the moral lesson of the story.

**DIRECTIONS:** Look at each of the following excerpts. Then, in the space provided, write how you think the language reinforces the message of the parable for all readers.

<table>
<thead>
<tr>
<th>Excerpt</th>
<th>How the Language Conveys the Parable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Children, with bright faces, tripped merrily beside their parents, or mimicked a graver gait, in the conscious dignity of their Sunday clothes. Spruce bachelors looked sidelong at the pretty maidens, and fancied that the Sabbath sunshine made them prettier than on weekdays.</td>
<td></td>
</tr>
<tr>
<td>2. At its conclusion, the bell tolled for the funeral of a young lady. The relatives and friends were assembled in the house, and the more distant acquaintances stood about the door, speaking of the good qualities of the deceased . . .</td>
<td></td>
</tr>
<tr>
<td>3. When Mr. Hooper came, the first thing that their eyes rested on was the same horrible black veil, which had added deeper gloom to the funeral, and could portend nothing but evil to the wedding.</td>
<td></td>
</tr>
</tbody>
</table>
**“The Minister’s Black Veil” by Nathaniel Hawthorne**

**Reading Strategy: Draw Inferences About Meaning**

When you **draw an inference** in reading a story, you use the surrounding details to make a reasonable guess about what parts of the story mean. To draw thoughtful inferences, look carefully at the writer’s description of events and characters and use of literary devices. For example, note Hawthorne’s detail as he describes Mr. Hooper’s black veil on the Sunday he appears in church.

Swathed about his forehead, and hanging down over his face, so low as to be shaken by his breath, Mr. Hooper had on a black veil. On a nearer view it seemed to consist of two folds of crape . . . With this gloomy shade before him, good Mr. Hooper walked onward, at a slow and quiet pace, stooping somewhat, and looking on the ground . . .

Based on Hawthorne’s description, you might infer that something bad has happened to someone close to Hooper.

**DIRECTIONS:** Read the details from “The Minister’s Black Veil” in the following chart. Write down what you know from the story and from your own life. Write what you think the author means.

<table>
<thead>
<tr>
<th>Details</th>
<th>What I Know</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. That mysterious emblem was never once withdrawn. It shook with his measured breath . . . it threw its obscurity between him and the holy page . . . and while he prayed, the veil lay heavily upon his uplifted countenance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. It was remarkable that of all the busybodies and impertinent people in the parish, not one ventured to put the plain question to Mr. Hooper . . . Hitherto whenever there appeared the slightest call for such interference, he had never lacked advisers . . .</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BUILD SKILLS

The Minister's Black Veil

LITERARY ANALYSIS

A parable is a simple, usually brief, story that teaches a moral lesson. Unlike a fable, which features animal characters, a parable features human beings. A parable is a type of allegory—a story with both a literal and a symbolic meaning. In subtitling this story “A Parable,” Hawthorne indicates that the story conveys an important moral message. As you read, think about the lesson Hawthorne wants his story to communicate.

The veil that Mr. Hooper vows never to remove is a symbol—something that has meaning in itself while also standing for something greater. To discover the veil’s symbolic meaning, notice Hawthorne’s descriptions of the veil and its effects on the characters in the story.

READING STRATEGY

When the message of a work of fiction is conveyed indirectly, as it is in this symbolic story, the reader must draw inferences, or conclusions, by looking closely at details, especially description and dialogue. Use this chart to draw inferences about the story’s characters and events.

<table>
<thead>
<tr>
<th>Description/Dialogue</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPLY THE SKILLS

The Minister’s Black Veil

1. **Analyze:** In what way does the veil affect Mr. Hooper’s relationship with his congregation?

2. **Literary Analysis:** In what ways does this parable convey the message that people possess the potential to be both good and evil?

3. **Literary Analysis:** A symbol is something that has meaning in itself but also represents something else. Record three descriptions of the veil in this chart. Analyze the emotional associations and symbolic meaning of each description.

<table>
<thead>
<tr>
<th>Descriptive Detail</th>
<th>Emotional Associations</th>
<th>Symbolic Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>

4. **Reading Strategy:** Draw inferences about Hawthorne’s views of human nature based on the villagers’ reactions to Mr. Hooper.

5. **Reading Strategy:** “What can you infer about the author’s attitude toward the Puritans from this story? Explain.”
Summary  Captain Ahab has led the crew of the Pequot on a whale hunt. In the first excerpt from *Moby-Dick*, Ahab explains that they are not hunting for business. Instead, Ahab is looking for revenge. He wants to hunt and kill the great white whale called Moby-Dick. He blames the whale for the loss of his leg. The second excerpt from *Moby-Dick* is the final chapter. Here, the narrator tells what happens when Ahab and his crew finally catch up with the whale.

Note-taking Guide

Put the events in order according to when they happen in the story. Write the letter for each event in the chart.

A  Moby-Dick is harpooned and attacks the ship.
B  Ahab tells the crew that they will hunt Moby-Dick.
C  Ahab’s ship is destroyed and Ahab is lost at sea.
D  Ahab sets off in a whale boat to chase Moby-Dick.
E  Ahab paces the deck.
F  The ship’s crew drinks together and swears to kill the whale.
from Moby-Dick by Herman Melville

Literary Analysis: Symbol

In *Moby-Dick*, many elements take on symbolic meanings as the novel progresses. A *symbol* is a person, place, action, or thing that also represents an abstract meaning beyond itself. In the following passage, for example, the sharks may be symbols of Ahab’s destructive behavior or the destructive response of nature to Ahab’s mad pursuit of the whale.

And still as Ahab glided over the waves the unpitying sharks accompanied him; and so pertinaciously struck to the boat; and so continually bit at the plying oars, that the blades became jagged and crunched, and left small splinters in the sea, at almost every dip.

**DIRECTIONS:** Read the following passages from *Moby-Dick*. On the lines provided after each passage, identify one symbol that the passage contains and explain what the symbol might represent.

1. “I came here to hunt whales, not my commander’s vengeance. How many barrels will thy vengeance yield thee even if thou gettest it, Captain Ahab? It will not fetch thee much in our Nantucket market.”
   “Nantucket market! hoot! But come closer, Starbuck...”
   “Vengeance on a dumb brute!” cried Starbuck, “that simply smote thee from blindest instinct! Madness! To be enraged with a dumb thing, Captain Ahab, seems blasphemous.”

2. “The ship? Great God, where is the ship?”... Concentric circles seized the lone boat itself, and all its crew, and each floating oar, and every lance pole, and spinning, animate and inanimate, all round and round in one vortex, carried the smallest chip of the *Pequod* out of sight.

3. A sky hawk that tauntingly had followed the main-truck downwards from its natural home among the stars, ... this bird now chanced to intercept its broad fluttering wing between the hammer and the wood: and simultaneously feeling that ethereal thrill, the submerged savage beneath, in his deathgrasp, kept his hammer frozen there: and so the bird of heaven, with archangelic shrieks, and his imperial beak thrust upwards, and his whole captive form folded in the flag of Ahab, went down with his ship, which like Satan, would not sink to hell till she had dragged a living part of heaven along with her.
Reading Strategy: Recognize Symbols

To recognize symbols, take note of any connections an author makes between a person, place, event, or object and an abstract idea or concept. Consider, for example, the following passage:

“Give way!” cried Ahab to the oarsmen, and the boats darted forward to the attack; but maddened by yesterday’s fresh irons that corroded in him, Moby-Dick seemed combinedly possessed by all the angels that fell from heaven.

Here Melville connects Moby-Dick to a larger idea by comparing him to “all the angels that fell from heaven,” or devils. The connection suggests that Moby-Dick might be a symbol of evil or of the darker side of human nature.

DIRECTIONS: Read the following passage, which opens your textbook selection from Moby-Dick. Then, on the lines provided, answer the questions about the passage.

One morning shortly after breakfast, Ahab, as was his wont, ascended the cabin gangway to the deck. There most sea captains usually walk at that hour, as country gentlemen, after the same meal, take a few turns in the garden.

Soon his steady, ivory stride was heard, as to and fro he paced his old rounds, upon planks so familiar to his tread, that they were all over dented, like geological stones, with the peculiar mark of his walk. Did you fixedly gaze, too, upon that ribbed and dented brow; there also, you would see still stranger footprints—the footprints of his one unsleeping, ever-pacing thought.

But on the occasion in question, those dents looked deeper, even as his nervous step that morning left a deeper mark. And, so full of his thought was Ahab, that at every uniform turn that he made, now at the mainmast and now at the binnacle, you could almost see that thought turn in him as he turned, and pace in him as he paced; so completely possessing him, indeed, that it all but seemed the inward mold of every outer movement.

1. Which details suggest that Ahab is a symbol?

2. With what abstract idea or ideas does Melville seem to connect him here?

3. Identify one more thing in the passage that might have symbolic significance.

4. Which details suggest that it is a symbol?

5. What abstract idea or ideas does it seem to symbolize?
LITERARY ANALYSIS

A symbol is a person, place, or thing that has its own meaning and also represents something else. Writers often use symbols that appear in the literature of many different cultures. Such symbols are called archetypes. For example, Melville’s whale is like the whale that swallows Jonah in the Bible. However, Moby-Dick is an extremely complex symbol. To understand Moby-Dick’s meaning, examine every aspect of the whale’s behavior and appearance.

- Moby-Dick is massive, threatening, and awe-inspiring yet beautiful.
- Moby-Dick seems unpredictable but is controlled by natural laws.
- Moby-Dick seems immortal and indifferent to human suffering.

Analyzed in this way, Moby-Dick seems to symbolize all that is mysterious and uncontrollable in life.

READING STRATEGY

To recognize symbols, look for characters, places, or objects that are mentioned repeatedly or linked to larger concepts. For example, Ahab’s description of Moby-Dick gives the whale symbolic meaning:

I see him in outrageous strength, with an inscrutable malice sinewing it. That inscrutable malice is chiefly what I hate . . .

From this description, you might guess that Moby-Dick symbolizes nature’s destructive power. Use this chart to record and interpret other symbols.
1. **Compare and Contrast:** What does Moby-Dick’s reaction to the ship reveal about the real whale versus the whale in Ahab’s imagination?

2. **Literary Analysis:** Use this chart to identify the meaning of some of the *symbols* in this excerpt from *Moby-Dick*.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>the color white</td>
<td></td>
</tr>
<tr>
<td>the crew of the <em>Pequod</em></td>
<td></td>
</tr>
<tr>
<td>Moby-Dick</td>
<td></td>
</tr>
<tr>
<td>the voyage of the <em>Pequod</em></td>
<td></td>
</tr>
</tbody>
</table>

3. **Reading Strategy:** What events, dialogue, or descriptions lead you to recognize Moby-Dick as a *symbol* of nature’s power?

4. **Reading Strategy:** This novel has been called a symbolic “voyage of the soul.” Would you agree or disagree with that assessment? Explain.
**Summary** Roderick Usher has asked the narrator to stay with him while he is ill. The narrator answers his old friend’s request and travels to Usher’s gloomy mansion. There, he learns that Usher is not well physically or mentally. The narrator also finds out that Usher’s twin sister, Madeline, is ill. One evening, Usher tells the narrator that his sister has died. Usher and the narrator take her coffin to a vault within the mansion. After they seal her inside, strange things begin to happen.

**Note-taking Guide**

Complete the following timeline with events from the story.

1. Narrator comes to Usher’s mansion.

2. 

3. 

4. 

5. 

6. 

7. 

8. 

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**Summary** The speaker in this poem sits alone reading at night. A mysterious raven comes knocking at his door. The speaker has been grieving for his lost love, Lenore. He begins to ask the raven questions, but the raven only has one response. Through the man’s conversation with the raven, Poe explores a mind falling into madness.

**Note-taking Guide**

Complete the following chart by telling how the raven responds to the speaker.

<table>
<thead>
<tr>
<th>What the speaker of the poem says</th>
<th>What the speaker hears the raven answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Excuse me, I was napping.</td>
<td></td>
</tr>
<tr>
<td>• Lenore!</td>
<td></td>
</tr>
<tr>
<td>• Tell me your name.</td>
<td></td>
</tr>
<tr>
<td>• The bird will leave me tomorrow, as others have.</td>
<td></td>
</tr>
<tr>
<td>• I need respite from my grief over Lenore.</td>
<td></td>
</tr>
<tr>
<td>• “Is there balm in Gilead?”</td>
<td></td>
</tr>
<tr>
<td>• Will I hold Lenore again?</td>
<td></td>
</tr>
</tbody>
</table>
“The Fall of the House of Usher” and “The Raven” by Edgar Allan Poe

**Literary Analysis: Single Effect**

Edgar Allan Poe said that a short story should be written to create a single effect. Every character, detail, and incident, from the first sentence on, should contribute to this effect. Certainly the effect of “The Fall of the House of Usher” is one of eerie terror, with mounting dread in every scene.

**DIRECTIONS:** Following are settings and characters described in “The Fall of the House of Usher.” On the lines below each setting or character, list three specific details about that setting or character that you feel contribute to the single effect.

1. **Setting:** The room in which Usher spends his days
   - A. 
   - B. 
   - C. 

2. **Setting:** Madeline’s tomb
   - A. 
   - B. 
   - C. 

3. **Setting:** The house at the end of the story
   - A. 
   - B. 
   - C. 

4. **Character:** Roderick Usher
   - A. 
   - B. 
   - C. 

5. **Character:** Madeline Usher
   - A. 
   - B. 
   - C. 

“The Fall of the House of Usher” and “The Raven” by Edgar Allan Poe

Reading Strategy: Break Down Long Sentences

When an author writes a long, complicated sentence, you can clarify the meaning by breaking it down into its logical parts. Look especially for the subject and predicate at its core. After you have identified them, state the core in your own words.

Poe’s sentence: A cadaverousness of complexion; an eye large, liquid, and luminous beyond comparison; lips somewhat thin and very pallid, but of a surpassingly beautiful curve; a nose of a delicate Hebrew model, but with a breath of nostril unusual in similar formations; a finely molded chin, speaking, in its want of prominence, of a want of moral energy; hair of a more than weblike softness and tenuity—these features, with an inordinate expansion above the region of the temple, made up altogether a countenance not easily to be forgotten.

Core sentence: These features made up a countenance not easily forgotten.

Own words: He had a memorable face.

DIRECTIONS: Underline the core of the following sentences from “The Fall of the House of Usher.” Then restate the core in your own words.

1. During the whole of a dull, dark, and soundless day in the autumn of that year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country, and at length found myself, as the shades of evening drew on, within view of the melancholy House of Usher.

2. I reined my horse to the precipitous brink of a black and lurid tarn that lay in unruffled luster by the dwelling, and gazed down—but with a shudder even more thrilling than before—upon the remodeled and inverted images of the gray sedge, and the ghastly tree stems, and the vacant and eyellite windows.

3. He admitted, however, although with hesitation, that much of the peculiar gloom which thus afflicted him could be traced to a more natural and far more palpable origin—to the severe and long-continued illness—indeed to the evidently approaching dissolution of a tenderly beloved sister, his sole companion for long years, his last and only relative on earth.

4. Our books—the books which, for years, had formed no small portion of the mental existence of the invalid—were, as might be supposed, in strict keeping with this character of phantasm.
LITERARY ANALYSIS

Edgar Allan Poe argued that a short story should be constructed to achieve a single effect. Poe believed that every character, event, and detail should contribute to this single effect. As you read, consider the ways in which Poe writes to produce a single effect.

Both “The Fall of the House of Usher” and “The Raven” are examples of Gothic literature. The Gothic style uses the following elements:

- bleak or remote settings
- gruesome or violent plot incidents
- tormented and disturbed characters
- supernatural or otherworldly events

As you read, pay attention to how Poe uses different Gothic elements.

READING STRATEGY

Long, complex sentences can challenge your understanding. A good strategy is to break down long sentences into logical parts. First, look for the sentence’s subject and verb. Then, look for other clues, such as punctuation, conjunctions, and modifying words. Use this chart to break down some of Poe’s lengthy sentences into manageable parts.
1. **Connect:** In what ways is the appearance of the interior of Usher’s house related to the condition of Usher’s mind?

2. **Analyze:** By the end of the poem, what does the Raven come to represent?

3. **Literary Analysis:** How does the storm contribute to the single effect of a growing sense of terror in “The Fall of the House of Usher”?

4. **Literary Analysis:** Use this chart to compare the Gothic elements in the story and poem.

<table>
<thead>
<tr>
<th>Gothic Element</th>
<th>House of Usher</th>
<th>Raven</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Violence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Characterization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Supernatural</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **Reading Strategy:** Break down this sentence and rewrite it in your own words.

At times, again, I was obliged to resolve all into the mere inexplicable vagaries of madness, for I beheld him gazing upon vacancy for long hours, in an attitude of the profoundest attention, as if listening to some imaginary sound.
**The Devil and Tom Walker**

*Washington Irving*

**Summary**

Tom Walker meets the Devil ("Old Scratch") in a swamp. The Devil offers the pirate Captain Kidd’s treasure to Tom on certain conditions. Tom’s wife encourages him to accept, but Tom refuses. She leaves to find the Devil and make her own bargain. After her second try, she doesn’t come back. Later, Tom finds her apron with a heart and liver in it. He assumes that the Devil has killed her. Almost grateful, Tom looks for the Devil again. This time, he makes a deal. Tom will get Captain Kidd’s treasure if he becomes a moneylender. Later, Tom regrets his deal and starts going to church often. But the Devil returns and sends Tom off on horseback into a storm. Tom never comes back, though his troubled spirit appears on stormy nights.

**Note-taking Guide**

Use this sequence chart to keep track of events in the story.

<table>
<thead>
<tr>
<th>Event 1: Tom Walker takes a shortcut through the swamp and finds a skull.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event 2:</td>
</tr>
<tr>
<td>Event 3:</td>
</tr>
<tr>
<td>Event 4:</td>
</tr>
<tr>
<td>Event 5:</td>
</tr>
<tr>
<td>Event 6:</td>
</tr>
<tr>
<td>Event 7:</td>
</tr>
<tr>
<td>Event 8:</td>
</tr>
<tr>
<td>Event 9:</td>
</tr>
<tr>
<td>Event 10:</td>
</tr>
</tbody>
</table>
“The Devil and Tom Walker” by Washington Irving

**Literary Analysis: Omniscient Point of View**

The narrator who stands outside the action and relates many characters’ thoughts and feelings is called the **omniscient point of view**. *Omniscient* means “all-knowing.”

**DIRECTIONS:** On the lines provided, identify what the omniscient narrator tells the reader about a character’s thoughts and feelings in each passage.

1. What these conditions were may easily be surmised, though Tom never disclosed them publicly. They must have been very hard, for he required time to think of them, and he was not a man to stick at trifles where money was in view.

2. He [Tom] was not prone to let his wife into his confidence; but as this was an uneasy secret, he willingly shared it with her.

3. All her [Tom’s wife’s] avarice was awakened at the mention of hidden gold, and she urged her husband to comply with the black man’s [Devil’s] terms and secure what would make them wealthy for life.

4. However Tom might have felt disposed to sell himself to the Devil, he was determined not to do so to oblige his wife; so he flatly refused, out of the mere spirit of contradiction.

5. At length she [Tom’s wife] determined to drive the bargain on her own account, and if she succeeded, to keep all the gain to herself.

6. The old blacklegs [the Devil] played shy, for whatever people may think, he is not always to be had for calling for: he knows how to play his cards when pretty sure of his game.
“The Devil and Tom Walker” by Washington Irving

Reading Strategy: Infer Cultural Attitudes

The characters in “The Devil and Tom Walker” are American colonists living in New England in the late 1720s and early 1730s. The dialogue, the narrator’s comments about the characters, and the events that the characters experience help the reader to infer cultural attitudes of the period. Of course, some of these influences and attitudes are often exaggerated in Irving’s satirical story. Nevertheless, readers do get a picture of colonial life in the New England of Tom Walker’s day.

DIRECTIONS: On the basis of each passage that follows, draw an inference about the ethical, social, and cultural influences and attitudes of New Englanders, or American colonists in general, in the 1720s and 1730s. Write the inference on the lines provided.

1. Tom Walker . . . had a wife as miserly as himself: they were so miserly that they even conspired to cheat each other . . . many and fierce were the conflicts that took place about what ought to have been common property.

2. “I [the Devil] amuse myself by presiding at the persecutions of Quakers and Anabaptists; I am the great patron and prompter of slave dealers, and the grandmaster of the Salem witches.”

3. About the year 1727, just at the time that earthquakes were prevalent in New England, and shook many tall sinners down upon their knees . . .

4. Such was the end of Tom Walker and his ill-gotten wealth. Let all griping money brokers lay this story to heart.
1. **Evaluate**: What kind of people do you think Tom Walker and his wife are? Explain.

2. **Literary Analysis**: Using the diagram shown, give two examples of what the omniscient point of view narrator reveals about the thoughts and feelings of each character.

3. **Reading Strategy**: Based on Irving’s story, what inference can you make about New Englanders’ cultural attitudes toward religion in the 1720s?

4. **Reading Strategy**: Based on Irving’s story, what inference can you make about New Englanders’ cultural attitudes toward moneylenders in the 1720s.
Crossing the Great Divide

Meriwether Lewis

Summary Lewis reports on his early exploration of the American West. He speaks about the Native Americans he meets and how they helped him. He tells a positive story of American movement westward. Lewis tells the Native Americans that the United States government wishes to be friendly toward them. He also explains how new trade routes will help them.

Note-taking Guide

Use this diagram to record the main idea in Lewis's report. Then, list three details that support or illustrate this idea.
Summary Powell speaks of the beauty of the Grand Canyon. He explains that rain and rivers formed the canyon over many centuries. He describes the complexity and depth of the canyon’s history and beauty. Rather than speaking about himself, Powell focuses entirely on the magnificence of the Grand Canyon.

Note-taking Guide

Use this diagram to record the main idea in Powell’s report. Then, list three details that support or illustrate this idea.
“Crossing the Great Divide” by Meriwether Lewis
“The Most Sublime Spectacle on Earth” by John Wesley Powell

**Literary Analysis: Description**

**Description** is writing that captures sights, sounds, smells, tastes, and physical feelings or sensations. Through description, writers bring scenes and objects to life.

**Directions:** On the line after each passage, indicate whether the passage appeals to the sense of sight, sound, taste, smell, or touch. Some passages may appeal to more than one of the senses.

1. We now formed our camp just below the junction of the forks on the Lard. [larboard] side in a level smooth bottom covered with a fine turf of greensward. Here we unloaded our canoes and arranged our baggage on shore; formed a canopy of one of our large sails and planted some willow brush in the ground to form a shade for the Indians to sit under while we spoke to them.

2. Consider a rock 200,000 square miles in extent and a mile in thickness, against which the clouds have hurled their storms and beat into sands and the rills have carried the sands into the creeks and the creeks have carried them into the rivers and the Colorado has carried them into the sea.

3. The black gneiss below, the variegated quartzite, and the green or alcove sandstone form the foundation for the mighty red wall. The banded sandstone entablature is crowned by the tower limestone.

4. The river thunders in perpetual roar, swelling in floors of music when the storm gods play upon the rocks and fading away in soft and low murmurs when the infinite blue of heaven is unveiled.

5. Mountains of music swell in the rivers, hills of music billow in the creeks, and meadows of music murmur in the rills that ripple over the rocks. Altogether it is a symphony of multitudinous melodies. All this is the music of waters. The adamant foundations of the earth have been wrought into a sublime harp, upon which the clouds of the heavens play with mighty tempests or with gentle showers.
“Crossing the Great Divide” by Meriwether Lewis
“The Most Sublime Spectacle on Earth” by John Wesley Powell

Reading Strategy: Note Spatial Relationships

Keeping track of physical dimensions and relative positions of things—and comparing them with those of other objects—can help you envision what the writer is describing. Be alert for words and phrases that indicate spatial relationships, such as behind, next to, in front of, at the bottom, on the left, in the north, inside, outside, above, below, and between.

Directions: For each passage from the selections, underline the words or phrases that denote spatial relationships and answer the question or questions on the lines provided.

1. Drewyer had been gone about 2 hours when an Indian who had straggled some little distance down the river returned and reported that the white men were coming, that he had seen them just below.
   In comparison with the speaker, where was the Indian when he saw the white men?
   Where were the white men?

2. The erosion represented in the canyons, although vast, is but a small part of the great erosion of the region, for between the cliffs blocks have been carried away far superior in magnitude to those necessary to fill the canyons.
   In relation to the cliffs, where were the blocks originally?
   Where are they now?

3. The black gneiss below, the variegated quartzite, and the green or alcove sandstone form the foundation for the mighty red wall. The banded sandstone entablature is crowned by the tower limestone.
   Where is the black gneiss relative to the other layers of rock?
   Where is the limestone relative to the other layers of rock?
BUILD SKILLS

**Crossing the Great Divide • The Most Sublime Spectacle on Earth**

**LITERARY ANALYSIS**

**Description** in writing captures the sensations of sight, sound, smell, taste, and touch. Consider this example from Powell’s journal:

But form and color do not exhaust all the divine qualities of the Grand Canyon. It is the land of music. The river thunders in perpetual roar . . .

Look for other examples of descriptive language that bring scenes to life. Use the chart shown to record descriptive details.

<table>
<thead>
<tr>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sight</td>
</tr>
<tr>
<td>Sound</td>
</tr>
<tr>
<td>Taste</td>
</tr>
<tr>
<td>Touch</td>
</tr>
</tbody>
</table>

**READING STRATEGY**

**Noting spatial relationships** as you read can help to clarify the size, distance, and location of features in a text. Using this information will help you form an accurate mental picture of the subject. Look for spatial relationships in these selections to gain a better understanding of the features they describe.
1. **Compare and Contrast:** What might a painting of a scene from the American West show that these two written descriptions cannot?

2. **Literary Analysis:** Find two sentences that contain *description* in “The Most Sublime Spectacle on Earth” and write them on the lines.

3. **Literary Analysis:** Explain what makes the sentences you identified above effective.

4. **Reading Strategy:** Noting spatial relationships of space and size as Powell describes them, explain which is greater: the erosion of the canyons or the erosion of the region?

5. **Reading Strategy:** In the chart shown, list details that indicate size and spatial relationships of the Grand Canyon. Then, describe these relationships in your own words.

<table>
<thead>
<tr>
<th>Description</th>
<th>Spatial Relationships</th>
<th>In My Own Words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The subjects of these poems connect to life in New England. Longfellow’s “The Tide Rises, The Tide Falls” compares the cycle of tides in the ocean to the cycle of life and death. In “Thanatopsis,” Bryant also explores the theme of death through images from nature, such as the earth and ocean. Holmes celebrates a ship’s history at sea in “Old Ironsides.” Finally, Whittier describes the beauty of a world covered in snow in an excerpt from Snowbound.

Note-taking Guide
Use the chart below to record images of nature found in each of these poems.

<table>
<thead>
<tr>
<th>The Tide Rises, The Tide Falls</th>
<th>Thanatopsis</th>
<th>Old Ironsides</th>
<th>from Snowbound</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“The Tide Rises, The Tide Falls” by Henry Wadsworth Longfellow
“Thanatopsis” by William Cullen Bryant
“Old Ironsides” by Oliver Wendell Holmes
*from Snowbound* by John Greenleaf Whittier

**Literary Analysis: Meter**

The **meter** of a poem is the rhythmic pattern created by the arrangement of stressed and unstressed syllables. The basic unit of meter is the **foot**, which usually consists of one stressed syllable and one or more unstressed syllables. The most common foot in English-language poetry is the **iamb**, an unstressed syllable followed by a stressed syllable, as in the word *today*.

The type and number of feet per line determine the poem’s meter. For example, a pattern of three iambics per line is called **iambic trimeter**; four iambics per line, **iambic tetrameter**; five iambics per line, **iambic pentameter**. The process of analyzing a poem’s meter is called **scansion**, or **scanning** the poem. Here are examples of scanned lines.

**Iambic tetrameter:**
Beneath it rung the battle shout

**Iambic pentameter:**
Let each new temple, nobler than the last

**Directions:** Scan the following stanza of “Old Ironsides” by marking the stressed and unstressed syllables. Then describe the metrical pattern of the poem on these lines:

Oh, better that her shattered hulk
Should sink beneath the wave;
Her thunders shook the mighty deep,
And there should be her grave;
Nail to the mast her holy flag.
Set every threadbare sail,
And give her to the god of storms,
The lightning and the gale
“The Tide Rises, The Tide Falls” by Henry Wadsworth Longfellow
“Thanatopsis” by William Cullen Bryant
“Old Ironsides” by Oliver Wendell Holmes
from Snowbound by John Greenleaf Whittier

Reading Strategy: Summarize

Summarizing is a valuable way to check your reading comprehension. When you summarize something, you briefly state its main points and key details in your own words.

DIRECTIONS: Summarize each stanza below on the lines provided.

1. “Thanatopsis”:
   Yet not to thine eternal resting place
   Shalt thou retire alone, nor couldst thou wish
   Couch more magnificent. Thou shalt lie down
   With patriarchs of the infant world—with kings,
   The powerful of the earth—the wise, the good,
   Fair forms, and hoary seers of ages past,
   All in one mighty sepulcher.

2. “Old Ironsides”:
   Oh, better that her shattered hulk
   Should sink beneath the wave;
   Her thunders shook the mighty deep,
   And there should be her grave;
   Nail to the mast her holy flag.
   Set every threadbare sail,
   And give her to the god of storms,
   The lightning and the gale!
BUILD SKILLS

The Tide Rises, The Tide Falls • Thanatopsis • Old Ironsides • from Snowbound

LITERARY ANALYSIS

In poetry, syllables are arranged in patterns called meter. Some syllables are stressed and some are unstressed. The meter is the arrangement of these stressed and unstressed syllables.

- The basic unit of meter is called the foot. The type and number of feet in a line of poetry determines the poem's meter.
- A foot usually has one stressed and one or more unstressed syllables.
- One type of foot is called the iamb. An iamb is one unstressed syllable followed by a stressed syllable.
- One pattern of iambs is iambic tetrameter which has four iambics per line. The following line from Snowbound is in iambic tetrameter. Count the four iambs. The stressed syllables are capitalized.

The SUN that BRIEF DeCEMber DAY

READING STRATEGY

Summarizing helps you to check your understanding of what you have read. To summarize:

- Accurately state the main ideas and supporting details of a work or section of a work.
- Use your own words.

Summarize each poem using the following chart.

<table>
<thead>
<tr>
<th>Poem</th>
<th>Main Idea</th>
<th>Supporting Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Tide Rises, The Tide Falls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thanatopsis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Old Ironsides</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>from</em> Snowbound</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. **Assess:** Choose one of these poems. In what ways has life changed since the poem was written in the mid-1860s?

   Name of Poem ____________________________

2. **Literary Analysis:** A poem’s **meter** is the rhythm of stressed and unstressed syllables in a line. Read these lines from “Thanatopsis.” Then, mark the stressed (/) and unstressed (◦) syllables of the meter.

   So shalt thou rest, and what if thou withdraw
   In silence from the living, and no friend.

3. **Literary Analysis:** An **iamb** is a type of foot that has one unstressed syllable followed by a stressed syllable. Read the second stanza of “Old Ironsides.” Which lines are in iambic tetrameter (four iambs)?

4. **Reading Strategy:** **Summarize** the main idea of “Thanatopsis.” Write the summary as though it is a guide for someone unfamiliar with the poem.
Summary In 1846, Henry David Thoreau spent a night in jail. He had refused to pay his taxes because he believed the tax money would support the war against Mexico. He opposed the war. After he was released, he wrote “Civil Disobedience.” In this essay, Thoreau argues that people should oppose laws that violate their principles. In this excerpt, he explains his views on government.

Note-taking Guide
Use this chart to keep track of Thoreau’s comments about the government.
Summary For two years, Henry David Thoreau lived alone in a small cabin. He had built the cabin above Walden Pond. Seven years after he left the cabin, he used his journal to write Walden. In these selections, Thoreau shares his Transcendentalist vision. He believes human society has become too complex. He encourages people to simplify their lives, to slow down and do less, and to enjoy more.

Note-taking Guide

Use this table to keep track of Thoreau’s statements and the details that support or clarify them.

<table>
<thead>
<tr>
<th>Thoreau’s Statement</th>
<th>Details</th>
</tr>
</thead>
</table>
| “The Holowell Farm has real attractions.” | 1. far from village  
2. located on river |
from Walden and from Civil Disobedience by Henry David Thoreau

Literary Analysis: Style

Readers should look not only at what a writer has to say but also at how the writer says it. The way a writer puts thoughts into words is called style. Following are some important elements of style and some questions useful in analyzing a writer’s style.

- **Choice of words:** Does the writer choose simple and direct words or words that are more complex and formal?
- **Length of sentences:** Does the writer make frequent use of long or short sentences? Does the sentence length vary?
- **Type and structure of sentences:** Does the writer use a fair amount of questions or commands? Many simple sentences, or compound-complex sentences? Does the writer always open with the subject of a sentence or vary sentence beginnings?
- **Rhythm:** Does the writer create an internal rhythm by repeating words or ideas from sentence to sentence?
- **Use of literary devices:** Does the writer use vivid imagery and strong similes, metaphors, and other figures of speech?

**DIRECTIONS:** Read this passage from Walden. Then, on the lines below the passage, analyze the different elements of Thoreau’s style.

To my imagination it retained throughout the day more or less of this auroral character, reminding me of a certain house on a mountain which I had visited the year before. This was an airy and unplastered cabin, fit to entertain a traveling god, and where a goddess might trail her garments. The winds which passed over my dwelling were such as sweep over the ridges of mountains, bearing the broken strains, or celestial parts only, of terrestrial music.

1. Word choice: ____________________________________________

2. Sentence length: ________________________________________

3. Sentence type/structure: _________________________________

4. Rhythm: _____________________________________________

5. Literary devices: ______________________________________
**from Walden** and **from Civil Disobedience** by Henry David Thoreau

**Reading Strategy: Evaluate the Writer’s Statement of Philosophy**

In both *Walden* and *Civil Disobedience*, Thoreau expresses his **philosophy**, the system of beliefs and values that guided his life and actions. As you read, you should decide whether you agree with Thoreau’s philosophy. To evaluate Thoreau’s philosophy, note his main ideas and the evidence he uses to support those ideas. Then evaluate his ideas and evidence by comparing them with your own life experiences. Organize your evaluation in the following chart.

<table>
<thead>
<tr>
<th>Thoreau’s Main Ideas</th>
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<table>
<thead>
<tr>
<th>Thoreau’s Evidence</th>
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<table>
<thead>
<tr>
<th>My Experiences</th>
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<th>Evaluation</th>
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BUILD SKILLS

from Walden • from Civil Disobedience

LITERARY ANALYSIS

Style refers to the manner in which a writer puts his or her thoughts into words. Thoreau constructs paragraphs so that the sentences build to a climax. Thoreau also repeats his main ideas to reinforce his message. As you read, watch for these signposts of Thoreau’s style.

Thoreau often uses metaphors—figures of speech that compare two unlike things without using the words like or as. As you read, notice the metaphors that Thoreau uses.

READING STRATEGY

As a reader, you are not bound to accept everything you see in print. In fact, when reading essays written about ideas, you should evaluate the writer’s philosophy. To do this, pay attention to the support the writer provides to back up his or her outlook. As you read Thoreau’s works, compare his ideas and supporting details with your own experiences. Use this chart to organize your comparison.

<table>
<thead>
<tr>
<th>Thoreau’s Ideas</th>
<th>Your Experiences</th>
<th>Your Reaction</th>
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<tbody>
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</table>
1. **Deduce:** What did Thoreau hope to achieve by living at Walden Pond?


2. **Literary Analysis:** Thoreau’s writing style uses sentences that build to a climax. Reread the paragraph in Walden that begins “Still we live meanly.” Explain how this paragraph is an example of Thoreau’s style.


3. **Literary Analysis:** Metaphors are figures of speech that compare two unlike things without using like or as. Use this chart to identify three of Thoreau’s metaphors and interpret their meaning.

<table>
<thead>
<tr>
<th>Metaphor</th>
<th>Things Compared</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
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4. **Reading Strategy:** Thoreau claims that the “government is best which governs not at all.” Evaluate the writer’s philosophy by explaining what evidence Thoreau uses to support his claim.


5. **Reading Strategy:** Evaluate Thoreau’s philosophy that people should simplify their lives. Do you agree? Explain.
Walt Whitman’s Poetry

Summary In the Preface to the 1855 Edition of *Leaves of Grass*, the speaker says the United States is a great poem. In “Song of Myself,” he describes himself. Then, he considers the grass as a symbol of immortality. The speaker leaves a lecture on the stars to view the heavens in “perfect silence” in “When I Heard the Learn’d Astronomer.” “By the Bivouac’s Fitful Flame” is a poem that considers the army, life, and death. The speaker tells about carpenters, masons, and other workers in “I Hear America Singing.” In “A Noiseless Patient Spider,” the speaker compares a spider’s work to that of a soul trying to become attached to something.

Note-taking Guide
Write the main idea of each poem in this chart.

<table>
<thead>
<tr>
<th>Poem</th>
<th>Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>from</em> Preface to the 1855 Edition of Leaves of Grass</td>
<td></td>
</tr>
<tr>
<td><em>from</em> Song of Myself</td>
<td></td>
</tr>
<tr>
<td>When I Heard the Learn’d Astronomer</td>
<td></td>
</tr>
<tr>
<td>By the Bivouac’s Fitful Frame</td>
<td></td>
</tr>
<tr>
<td>I Heard America Singing</td>
<td></td>
</tr>
<tr>
<td>A Noiseless Patient Spider</td>
<td></td>
</tr>
</tbody>
</table>
BUILD SKILLS

Walt Whitman’s Poetry

LITERARY ANALYSIS

Many poets write poems that have a fixed meter and line length. Others write free verse, or poetry that has an irregular meter and line length. One goal of free verse is to imitate the flow of everyday speech. Thus, Whitman varies his rhythms and line lengths to fit his message:

Do I contradict myself?
   Very well then I contradict myself . . .

Whitman did not invent free verse, but he was the first American poet to use it. It proved to be the perfect form to let him express himself without formal restraints.

Along with his use of free verse, Whitman’s diction—word choice and arrangement—also plays a key role in his voice. Whitman’s diction is characterized by the use of two main techniques:

- The use of catalogs, or long lists
- The use of parallelism—the repetition of phrases or sentences with similar structures or meanings.

READING STRATEGY

You can infer a poet’s attitude toward a subject by looking at his or her choice of words and details. Consider this passage from Whitman’s “Song of Myself”:

I jump from the crossbeams and seize the clover and timothy,
   And roll head over heels . . .

Use the following chart to note key words and images in Whitman’s poems and to identify the attitude each shows.

<table>
<thead>
<tr>
<th>Words, Details, Images</th>
<th>Poet’s Attitude</th>
</tr>
</thead>
</table>

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Free verse is poetry with no fixed pattern of rhythm or line length. Instead, its rhythm captures the sound of natural speech, and its line lengths are determined solely by the content of the lines, with the poet breaking a line where there is a natural pause or where he or she wants a particular word or image emphasized. Whitman was a nineteenth-century pioneer of free verse, which he used in part to reflect his belief in individuality, democracy, and freedom.

**DIRECTIONS:** The following stanza from “A Noiseless Patient Spider” has been rewritten using a fixed rhythmic pattern, or meter. On the lines below the two versions, comment on the differences between them.

**Whitman’s version:**

A noiseless patient spider,
I’d mark’d where on a little promontory it stood isolated,
Mark’d how to explore the vacant vast surrounding,
It launch’d forth filament, filament, filament, out of itself,
Ever unreeling them, ever tirelessly speeding them.

**Metrical version:**

A noiseless patient spider;
I marked the spot it stood on.
Alone on a high mountain,
It launched its silk lines forward,
Exploring its surroundings.
Walt Whitman’s Poetry

Reading Strategy: Infer the Poet’s Attitude

By examining a writer’s choice of words and details, you can make inferences about the writer’s attitude and gain insight into his or her feelings and beliefs. For example, in “When I Heard the Learn’d Astronomer,” the words “tired” and “sick” suggest that Whitman has a negative attitude toward the astronomer and toward science in general, while the phrase “mystical, moist night air” and the detail about looking up “in perfect silence” at the stars suggest that Whitman has a positive attitude toward the nighttime sky and a more poetic approach toward viewing it.

**DIRECTIONS:** Read each of these passages from “Song of Myself.” Then circle the letter of the statement that comes closest to the attitude or world view that Whitman expresses in the passage.

1. I loaf and invite my soul,
   I lean and loaf at my ease observing a spear of summer grass.
   A. People should not interfere with nature.
   B. Observation of nature is a valuable activity.
   C. Only lazy people have time to enjoy nature.

2. I, now thirty-seven years old in perfect health begin,
   Hoping to cease not till death.
   A. Life is an active business, not a passive one.
   B. Good health is essential to leading a good life.
   C. As one grows older, one naturally slows down.

3. The wild gander leads his flock through the cool night,
   Ya-honk he says, and sounds it down to me like an invitation.
   A. Wild creatures can inspire a sense of adventure in people.
   B. People are essentially followers, looking for a strong leader.
   C. Birds are unpleasant creatures that send secret messages few humans understand.

4. These are really the thoughts of all men in all ages and lands, they are not original with me,
   / If they are not yours as much they are mine they are nothing, or next to nothing.
   A. Any individual’s voice is a humble voice, prone to error.
   B. The human soul is essentially the same in every time and place.
   C. If poetry does not express new ideas and feelings, it is worthless.

5. Do I contradict myself? / Very well then I contradict myself, / (I am large, I contain multitudes.)
   A. People who contradict themselves are phony hypocrites.
   B. To feel shame for being overweight is a foolish contradiction.
   C. The human spirit is capable of contradiction, which is no bad thing.
1. **Synthesize**: Whitman believed that the world of nature mirrors the human spirit. What aspects of “A Noiseless Patient Spider” reflect this belief?

2. **Literary Analysis**: In what way does the use of **free verse** in “Song of Myself” allow the speaker to share his ideas more freely?

3. **Literary Analysis**: Whitman uses catalogs, or lists, in his poems. Analyze the catalogs Whitman uses in “By the Bivouac’s Fitful Flame” and “When I Heard the Learn’d Astronomer.” Use this chart to record what you find.

<table>
<thead>
<tr>
<th>Poem</th>
<th>Cataloging</th>
<th>What the Details Share</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Reading Strategy**: In Section 14, lines 11–14, of “Song of Myself,” what can you infer about the speaker’s attitude toward people who work outdoors?

5. **Reading Strategy**: Give examples of the language in “When I Heard the Learn’d Astronomer” that helps you infer the speaker’s **attitude** toward astronomy.