

# GRACE ABOUNDING

*The Core Knowledge Anthology of African-American Literature, Music, and Art*



## Teacher Kit Unit 4



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Please Read



## Editor's Note

### About the Teacher Resource Kits

For each of the four major literary units in *Grace Abounding* there is a corresponding Teacher Resource Kit, which includes Lesson Plans, Reading Check Tests, Vocabulary Tests, and answer keys. Please find the forementioned sections in the bookmark tab of your Teacher Resource Kit PDF.

### Copyright Information.

The purchase of a Grace Abounding Teacher Kit grants to the teacher (Purchaser) the right to reprint materials as needed for use in the classroom. For instance, Student Handouts and other assessments may be reproduced as needed by Purchasers for use in the classroom or as homework assignments. Materials in the Teacher Kits may not be reproduced for commercial purposes and may not be reproduced or distributed for any other use outside of the Purchaser's classroom without written consent from the Core Knowledge Foundation.

### Lesson Plans

With the lesson plans, teachers can target major language arts objectives while giving students exposure to important African-American writers, thinkers, and activists.

The first page of each lesson plan is for the teacher's reference only and should be used in planning for a day's lesson. The first page usually includes basic information about the lesson (e.g., objectives, time allotment, and content), a "mini-lesson" that contains basic information and terminology the students should know as well as examples for the teacher to write on the board and use as the basis of discussion and instruction.

Each lesson also contains at least one **Student Handout** and often two or more. The expectation is that teachers will make photocopies for all students. **Please note that these are not designed to be used as assessments but rather as instruction tools.** In many cases, depending on students' familiarity with a particular topic, teachers may decide to complete the Student Handouts as a class or in small group. Others can be assigned as homework, but generally it is assumed that the students will be allowed to access *Grace Abounding* and other resources (e.g. dictionaries or grammar books) when completing the exercises. However, if students are familiar with a topic, such as independent vs. dependent clauses, then teachers are encouraged to use the handouts for review or as assessments. In short, teachers are expected to use the lesson plans as they see fit in their classrooms.

There is a lesson plan for every literary selection in *Grace Abounding*; these lessons can provide a strong foundation for a language arts curriculum, particularly in grades 5–9. A lesson plan is based on its corresponding literary selection but it is not necessarily directly related to it. For example, Lesson 1.5 covers personal pronouns, and the Student Handout that accompanies the lesson. Please refer to the Table of Contents at the front of each Lesson Plans section for specific grammar, writing, and research topics. Generally, the lessons increase in complexity as you move from Unit 1 to Unit 4 in the book. However, the Teacher Resource Kits have been designed with the knowledge that most teachers will not be teaching *Grace Abounding* from cover to cover; therefore, the lesson plans are designed to give teachers maximum flexibility as they integrate *Grace Abounding* into various parts of the curriculum.

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### Reading Check Tests

All reading checks contain three parts: one page of basic recalling questions, one page of interpreting questions, and a short assessment essay.

These are intended, primarily, as a means to check whether students have read the selection, assuming it was assigned for homework. That is not to say, however, that students should not be allowed to refer back to the text in order to answer questions. If a student has read the selection then they should be able to complete the questions on the Reading Check in less than ten minutes, whether they refer back to the text or not. Students should be allowed 10–15 minutes to complete the assessment essays, although some may be suitable as longer take-home assignments, and a few require only a paragraph or so in order to formulate a thoughtful response.

### Vocabulary Tests

Many selections in *Grace Abounding* contain Vocabulary in Place boxes, the majority of which contain words that every student should learn. The selections are useful for exposing the students to essential vocabulary, and the tests can be used to help solidify it as practical knowledge.

There are vocabulary tests for every selection in *Grace Abounding* that contains vocabulary glosses. A few selections, particularly in Unit 1, contain no vocabulary glosses and therefore no corresponding vocabulary activity. These are indicated in the Table of Contents for the Vocabulary Tests in each unit. There are several basic types of vocabulary activity, and some selections—particularly the more advanced and lengthier essays—have been divided into multiple tests. Selections intended for younger grades include simple vocabulary activities, such as word finds or crossword puzzles. Other vocabulary tests are multiple choice or fill in the blank, with several variations on each basic model.

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### Unit 4 Lessons

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Close Reading

# GRACE ABOUNDING

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### Lesson Plan 4.1, a | *The Autobiography of Malcolm X*

**Lesson Objective:** To introduce students to the fundamentals of debate

**Time:** Forty-five minutes

**Lesson Overview:**

“If it is a disgrace to a man when he cannot defend himself in a bodily way, it would be absurd not to think him disgraced when he cannot defend himself with reason in a speech.”

Aristotle, from *The Rhetoric*

In Chapter 11, Malcolm X describes how he educated himself in prison. He started by copying the entire dictionary as a way to increase his vocabulary and compensate for his lack of education. He progressed to become a champion debater and eventually a world famous orator. Students who have never been introduced to debate might find, in reading Malcolm X, an inspiring opportunity to learn something about this skill, once so prized in the public forum. Students who are familiar with formal debating, perhaps being members of the school debate team, could be appointed as expert advisors or judges. Most students might be surprised to learn that the current debates offered in many political campaigns stray so far from the formal rules as to hardly be debates at all.

**Mini Lesson:** Start by presenting a simple description of the debate format. (See also *Grace Abounding, Speaking and Listening Skills: Debate*, pages 700–701.) Explain that there is a controversial proposition offered for debate. Two members will be assigned to defend the Affirmative Team and two to defend the opposing or Negative Team. Usually the Negative Team defends the status quo. Each team will have a prescribed number of minutes to prepare its arguments and a prescribed number of minutes to present its case. Then they will have a prescribed number of minutes for rebuttal. You can appoint three judges to decide the winner or perhaps involve the whole class.

The following debate format should be written on the board or made available as a handout.

1. Affirmative Team will speak first for eight minutes. (Negative Team cross examines for three minutes.)
2. Negative Team will speak for eight minutes. (Affirmative Team cross examines for three minutes.)
3. Second Affirmative speech will follow for four minutes. (Cross examination for two minutes.)
4. Second Negative speech will follow for four minutes. (Cross examination for two minutes.)
5. First Negative rebuttal speech (four minutes)
6. First Affirmative rebuttal (four minutes)
7. Second Negative rebuttal (four minutes)
8. Second Affirmative rebuttal (four minutes)

This is the conventional format that debate teams use in high schools. The Affirmative Team both opens and closes the debate. The suggested times may be reduced or increased as desired. There are several other debate formats you can research on the Internet if you like. In the above format, each team has a first and second debater and each cross examines or rebuts, not making new points but extending and applying arguments already made.

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### Lesson Plan 4.1 | *The Autobiography of Malcolm X*

The following are helpful tips for debaters:

- Debaters should be encouraged to make their case by logic and supporting evidence, keeping their points separately on three-by-five note cards.
- They should anticipate points that might be made by the opposition so that they can make strong rebuttals.
- Courtesy and civility are expected.
- Debaters may make notes during the opponent's speech to prepare for rebuttal.
- Judges will assign points to each phase of the debate and overall scores will be based primarily on logic and organization and only secondarily on presentation and persuasiveness.

You might select a topic of interest based on current events or something relevant to school life, depending on the experience of the class. Construct a proposition as in one of the following examples:

- Be it resolved that the United States institute a compulsory draft for military or civil service.
- Be it resolved that English be adopted as the only official language of the United States.
- Be it resolved that creationism must be taught as one of the possible explanations for the origin of the human race.
- Be it resolved that schools eliminate the exit exam for high school graduation.
- Be it resolved that participation in school athletic programs require a C average.

Any proposition that can be debated pro and con is acceptable depending on how much time you want to allot for research. You might want to sponsor only a spontaneous debate where students use only class time and their wits to construct arguments. Or, you might want to imagine an earlier setting in history and debate some of the civil rights issues covered in *Grace Abounding*.

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### Lesson Plan 4.1, b | *The Autobiography of Malcolm X*

**Lesson Objective:** To familiarize students with the dictionary as a learning tool

**Time:** Variable, at least thirty minutes

**Lesson Overview:** Malcolm X movingly describes his attempts to learn on his own by copying words out of the dictionary. He recounts how he stumbled on the word *genetics* in the *G* section and came to read Mendel, eventually coming to understand how all humans derived from the black race. Students might want to try their hand at imitating his method of learning. For this exercise, students should have access to a good standard desk dictionary such as *Merriam Webster's* or *The American Heritage Dictionary*.

**Mini Lesson:** Instruct students to open to any page of the dictionary and select ten words that are new to them. One or two of the words can be biographical references. Have them make a chart of these words, giving the etymology of the word, its part of speech, its pronunciation, and its definition. Have them write a narrative or expository paragraph in which each of these ten words appears. This will be a test of creativity as well as vocabulary. Then have them take one word and research its history more completely, showing how its history suggests something about the culture from which the word derived.

**Extra Activity:** If there is time, this is a wonderful opportunity to introduce students to the *Dictionary Game*. Divide the class into teams of five or so. One student selects a very obscure word from the dictionary and writes its definition on a small piece of paper. Others in the team invent a creative definition and write it on a separate small piece of paper. (Any student who happens to know the word chosen admits it and asks the leader to select another word.) The leader then collects all the entries and reads them all in the same manner (no snickering). Any student selecting the correct definition gets two points. Anyone whose incorrect definition was selected also gets two points. Students can come up with some amazingly convincing fake definitions and it should be lots of fun.

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### Lesson Plan 4.2 | *I Know Why the Caged Bird Sings*

**Lesson Objective:** To learn how colorful metaphors and concrete images can be used to improve descriptive and narrative writing

**Time:** Twenty-five minutes

**Lesson Overview:** “Some critics will write ‘Maya Angelou is a natural writer’—which is right after being a natural heart surgeon.”

The quote above from Maya Angelou has an amusing way of suggesting that writing well requires hard work. Studying and imitating some of her techniques might acquaint students with both sides of the equation suggested by her quote—writing well requires practice and discipline.

A writing style that makes writing look easy hides the hard work that went into it. Students will see that good writing takes rewriting and then more rewriting. Teachers might consider having students do this exercise before they embark on writing the autobiographical sketch suggested in *Grace Abounding*.

Students will look at the metaphors used by Angelou and study the impact of her use of the specific nouns and adjectives that contribute to her colorful and lively style. Then they will try to construct sentences using her techniques. Remind them that a metaphor is a comparison between two different things that are alike in at least one respect, and that a simile is a metaphor made explicit by the use of “like” or “as.” Talk to students also about what **concrete language** is—the use of specific images related to sight, sound, taste, smell or feel. Active verbs, concrete nouns, and specific adjectives are all involved in the effective imagery that characterizes Angelou’s memorable writing style.

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#### Key Terminology

**Metaphor and simile.** See **figurative language** in Handbook of Literary Terms on P. 858 in *Grace Abounding*

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**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Student Handout 4.2** | *I Know Why the Caged Bird Sings*

1. Our summer-gray pot-bellied stove bloomed rosy red during winter... (*I Know Why the Caged Bird Sings*, Chapter 2, par.1)

How many **metaphors** are contained in this opening clause of the above sentence?

Why is the stove gray in summer and red in winter?

Why is the stove said to bloom?

Write a sentence using at least one metaphor to describe someone blushing from embarrassment.

2. Underline the **similes** in the sentence below that describes Uncle Willie and how he would punish Maya and her brother Bailey when they wouldn't recite their times tables correctly.

His face pulled down on the left side, as if a pulley had been attached to his lower teeth, and his left hand was only a mite bigger than Bailey's, but on the second mistake or on the third hesitation his big overgrown right hand would catch one of us behind the collar, and in the same moment would thrust the culprit toward the dull red heater, which throbbed like a devil's toothache.

(*I Know Why the Caged Bird Sings*, Chapter 2, par.2)

How does **figurative language** enable the reader to picture the scene?

List the specific verbs that Maya Angelou uses to convey action in this sentence.

Rewrite the following sentences so that the nouns and adjectives are more specific and the verbs more active. Use at least one metaphor.

The girl moved around the dance floor very gracefully, her steps following the rhythm of the music.

The pitcher threw the ball so that it curved over the plate just at the last minute, surprising the batter and striking him out.

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Student Handout 4.2** | *I Know Why the Caged Bird Sings*

3. In the sentence below, what simile does Angelou use to describe her feeling that something unusual is happening?

“I sensed wrongness around me, like an alarm clock that had gone off without being set.”  
(Chapter 2, par.7)

Rewrite the following sentence, using a metaphor that will make the scene more vivid:

As Cassandra and I went up the steps of Mr. Plum’s house with our trick-or-treat bags, we sensed something was wrong.

4. “When I looked at Uncle Willie, I knew what was pulling my mind’s coattails.” (Chapter 2, par.8)

In using the metaphor above, how was Angelou depicting what was bothering her?

Add specific details to the sentence below, perhaps using a metaphor and more specific adjectives, to give the reader a clearer picture of how the teacher looks.

When my teacher entered the classroom that morning, something told me not to bother her.

5. “Uncle Willie was making his way down the long shadowed aisle between the shelves and the counter hand-over-hand, like a man climbing out of a dream.” (Chapter 2, par.16)

In the sentence above, what details about Uncle Willie’s movements help the reader picture the scene?

Why is it appropriate to describe him as coming out of sleep or, as Angelou puts it, climbing out of a dream?

Fill in the simile so that the sentence below gives a vivid picture of the boy’s movements.

When my little brother wakes up, he leaps out of bed like.....

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Student Handout 4.2** | *I Know Why the Caged Bird Sings*

6. During my tenth year, a white woman's kitchen became my finishing school. (Chapter 16, par.12)

Finish one of the sentences below with a metaphor that describes some learning or some imaginary experience. You can add another sentence of explanation if you want.

When I was seven years old, my sister's room...

*Or*

In the seventh year of my life, my father's tool shed...

8. "She was singularly unattractive until she smiled, and then the lines around her eyes and mouth which made her look perpetually dirty disappeared and her face looked like the mask of an impish elf." (Chapter 16, par.3)

How does the simile in the sentence above allow the writer to show contrast in a very economical way?

Use a metaphor that does the same thing in the following sentence:

When Mr. Wilson smiles, his usually scowling face becomes....

9. "There were goblets, sherbet glasses, ice-cream glasses, wine glasses, green glass coffee cups with matching saucers, and water glasses. . . . Soupspoons, gravy boat, butter knives, salad forks and carving platter were additions to my vocabulary and in fact almost represented a new language. I was fascinated with the novelty with the fluttering Mrs. Cullinan and her Alice-in-Wonderland house." (Chapter 16, par.7)

In the passage above, the **catalog** of specific objects depicts the luxurious world that was new to Margaret, the story's protagonist. The allusion to *Alice in Wonderland* sums up her feeling that the whole scene is fantastical. We can almost see Mrs. Cullinan "fluttering" around in her fantasy world.

Write two or three sentences that use a similar catalog of objects to depict a scene or place vividly. End with an allusion to a famous book, painting, or place that will serve as a summary of your description. You might think about your brother's messy room or your grandmother's neat sitting room or your locker or any place where a list of objects will give the reader a clear picture.

**Unit 4****Student Handout 4.2** | *I Know Why the Caged Bird Sings*

10. “Even when they were caught in the rain, their braids still hung down straight like tamed snakes. Their mouths were pouty little cupid’s bows.” (Chapter 16, par.11)

Underline the simile and the metaphor used in the sentence above which describe the Coleman girls. Do you think the speaker likes these girls? Explain which images convey her attitude towards them.

Write a one- or two-sentence description of someone using a metaphor that conveys an attitude of disapproval.

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### Lesson Plan 4.3 | “Letter from a Birmingham Jail”

**Lesson Objective:** To understand how persuasive writing must focus on appealing to a specific audience. A review of correspondence format is included in this lesson.

**Time:** Fifteen minutes of in-class time and an out-of-class assignment

**Mini Lesson:** This letter, like the rest of Martin Luther King’s speeches and writings, is considered a masterful example of effective rhetoric. Rhetoric, the art of persuasion, is one of the classical disciplines that were considered essential for an educated citizen of Athens or Rome, and should be important to the inheritors of their cultures such as Americans today. The study of rhetoric is often absorbed into language and communication arts.

The study materials in *Grace Abounding* have helped students to appreciate how the logical organization and elegant style of “Letter from the Birmingham Jail” have contributed to its effectiveness and to its lasting impact as a civil rights document. This lesson will concentrate on how well King fashioned his material to his specific audience. Learning how to address different audiences is an essential rhetorical skill. Answering the questions in the student handout and completing the suggested exercise will help students appreciate that keeping a specific audience in mind will affect how they argue their case and choose their vocabulary.

**Unit 4****Student Handout 4.3** | “Letter from a Birmingham Jail”

1. To whom did Martin Luther King address this letter?
2. What assumptions did he probably make about his audience members, including their level of education and their attitude about the cause he was fighting for?
3. What kind of misunderstanding or lack of experience might he have assumed they had?
4. What allusions did he use that might have had special relevance to them?
5. What objections did he anticipate they might have toward his actions, and how did he answer them in advance?
6. Do you think he might have written a different kind of letter if he had been addressing his fellow organizers or the white members of the Birmingham Chamber of Commerce? Explain.

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Student Handout 4.3** | “Letter from a Birmingham Jail”**Out-of-class assignment**

Practice your rhetorical skills by writing two brief persuasive letters on the same issue, one addressed to your fellow classmates and one addressed to members of the school board. The letters can be less than a page. Write a short introductory paragraph explaining your reason for writing and one longer paragraph giving three good reasons for the change you are supporting. Consider using an example, an anecdote, or a quote from an authority. Then close the letter with a brief concluding statement.

*You can choose your own issue to write about or you can choose one of the following suggested issues, changing them in some way if you like.*

- 
- The start of the school day should be changed to 9:00 AM.
  - The student body should be required to wear uniforms.
  - The dress code of our school should be changed.
  - Homework should be limited to two hours a night.

*Use the following steps in completing this assignment.*

- 
1. Brainstorm, jotting down your ideas as they occur.
  2. Arrange your ideas in outline form in the best possible order with a clear introduction, middle, and conclusion. Provide at least three reasons for suggesting the change in policy.
  3. Write the letter with one specific audience in mind.
  4. Read over your letter, considering carefully the examples you used and the diction you chose. Then look over the text for any errors of spelling, punctuation or grammar.
  5. Rewrite the letter with a different audience in mind.
  6. Reread this letter and consider whether or not you have changed the tone sufficiently to appeal to the different audiences. Perhaps you have also used different ways to support your argument.
  7. Reread both letters one final time and edit them, correcting any spelling, punctuation, or grammar mistakes.
  8. Make sure you have used the correct format for letters, including the following with a space after each section:
    - Date (e.g., January 15, 2007)
    - Return address (your address)
    - Salutation, followed by a comma or a colon in the case of a formal letter
    - Body of the letter
    - Complimentary closing (e.g. Yours Truly or Sincerely) followed by a comma
    - Signature
-

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### Lesson Plan 4.4 | “I Have a Dream”

**Lesson Objective:** To acquaint students with the power of repetition and the use of allusions in effective speech writing. An optional assignment also provides students with the opportunity to assess the value of various websites as research tools.

**Time:** Forty minutes

**Lesson Overview:** Every anthology of great speeches, whether gathered from only the twentieth century or from many centuries, will contain “I Have a Dream” by Martin Luther King, Jr. The reasons for its timeless appeal are many, but we are going to focus on two of them: his effective use of repetition and his use of allusions or references that had a special appeal to his audience.

The preceding exercise dealing with King’s “Letter from a Birmingham Jail” had students look at how rhetorical appeal is dependent on how well the speaker or writer connects with his audience. In preparing for this exercise, start the discussion by asking students to describe the difference in tone between the “Dream” speech and the Birmingham letter. They should be able to see that the tone of the letter is one devoted to quiet reasoning, a careful construction of an argument meant to appeal to a religiously oriented audience. The tone of the speech is a more vigorous and impassioned one, meant to appeal to many thousands of people gathered to insist that things be changed in America. They don’t need to be convinced of the rightness of the cause because they already are so convinced. Instead, the speaker wants to encourage them to endure, to continue, to fight even harder.

The spoken form, as opposed to the written form, requires a different approach. It requires repetition, a phrase or idea repeated again and again until it practically becomes a refrain. King combines the style of a great preacher with the style of a great political orator, and he ignites his rhetoric with weapons from both traditions, ending with the great cannonade of hope, “Free at last. Free at last. Thank God Almighty, we are free at last.”



**Unit 4****Student Handout 4.4 | “I Have a Dream”**

1. As the speech builds toward its conclusion, the final paragraphs are organized around a series of repetitive structures. List five of the key verb phrases that introduce each of the series.
2. What three historical documents does King allude to in the introductory part of his speech? Why were these references dramatically effective?
3. What patriotic song did he allude to at the end of his speech? Why do you think he selected this particular song?
4. Find at least two biblical references in his speech and explain their meanings and why they are appropriate to his theme and his audience.
5. Explain how the geographical catalog used at the conclusion of his speech proceeds from the song alluded to, and discuss why the catalog is effective.
6. From the opening metaphors in which he describes Lincoln’s “Proclamation” as “a great beacon of hope” to those “seared by the flames of withering injustice.” King goes on to use several other dramatic metaphorical pairs. List at least five of them.
7. King uses one extended metaphor concerning a “bad check.” Explain how this metaphor works and how it is somewhat different from his other religious, patriotic, and literary metaphors. Why do you think he chose this particular metaphor?

**Unit 4****Student Handout 4.4 | “I Have a Dream”****Out-of-Class Assignment**

Using the Internet as a resource requires some discrimination. How do you evaluate the integrity, thoroughness, and objectivity of a site? Examine some of the many sites devoted to Martin Luther King, Jr. Select three to evaluate, and write a brief description recommending or rejecting them as sources of information. Cover some of the following questions in your description.

- What kinds of information does the site contain?
- Is the site organized usefully?
- Is the information authoritative, based on scholarly research, or it is simply the opinion or subjective response of someone?
- Does the site provide references to sources used?
- Is the site connected with an institution, and what kind of institution?
- Does the site link to other useful sites?

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### Lesson Plan 4.5 | Speech at Tulane University

**Lesson Objective:** To practice writing opinion pieces in a style appropriate for a newspaper

**Time:** Entire class period of forty-five to fifty minutes or fifteen minutes with an out-of-class assignment

**Mini Lesson:** In this speech, delivered on the reopening of Tulane University after the disastrous floods of Hurricane Katrina, Wynton Marsalis—the famous jazz musician and native of New Orleans—delivers a call to action. To inspire the students to the great task of rebuilding the city of New Orleans, he recalls the civil rights crusade of Dr. Martin Luther King, Jr., on whose holiday the speech was given. He also alludes to many other twentieth-century struggles supported by young people like themselves—early-twentieth-century progressivism and its fight with corporate monopolies, the fight against fascism on several fronts, the battle for women’s and workers’ rights, and the Beatniks’ protest against the conformity of the 1950s.

After the successful Civil Rights Movement of the 1960s and 70s, Marsalis seems to feel there was a great decline in idealism. The era of the 1980s and 1990s in which he was a young person gave way, he says, to complacency and greed. He promotes a new need for watchfulness and action.

Rebuilding the city will require, he suggests, holding the government accountable and replacing politicians if they are greedy, ineffectual, or hypocritical. It will require right-mindedness, starting not with levees and dams but with a concern for people, especially those who were displaced. The values he identifies might well be a manifesto not only for rebuilding the city but also for defining what society needs from the next generation.

**Mini Lesson:** The following are two assignments that will give students a chance to apply some of the ideas and rhetorical methods they have observed in Wynton Marsalis’s speech or to consider how his themes might be exhibited in the public life they will someday enter.

1. After discussing this speech, have students write an editorial embracing some cause and inspiring others to act in favor of it. You might use class time to identify four or five current issues in the national news or perhaps in the more localized setting of school or community. The form of an editorial is different from the fairly long public address that Marsalis gave, but its purpose can be the same: an urgent call to action. Newspaper style is generally fairly simple and information-based. It does not strive to be elegant and passionately emotional. Suggest that they keep their essay to five or six paragraphs. You might bring to class examples of editorials or op-ed pieces from the local newspaper and discuss with students whether or not they are effective. Give them the following guidelines for making their editorials clear and cogent. You might want to spend some class time discussing a controversial issue, like capital punishment or a compulsory draft, to show them how to define a position and amass arguments for or against it.
  - Define the subject of the editorial in the first paragraph. Also, if possible, provide an example to illustrate the issue.
  - Give at least three reasons for supporting the position you have defined in the first paragraph.
  - Anticipate at least one or two potential objections to your position and show why you disagree with them.
  - If you can, include someone authoritative who favors your position, or use convincing statistics.

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### Lesson Plan 4.5 | Speech at Tulane University: Writing Newspaper Opinion Pieces

- Conclude with specific things your readers can do if they agree with your position.
  - Read over your editorial to make sure that its language and arguments are appropriate for your audience and that it is written in a clear and concise manner.
  - Read over your work again to make sure that the grammar, spelling, and punctuation are correct.
2. Notice that Marsalis has identified several generations in the first part of the twentieth century who supported various great causes. He feels that current generations (often identified as Generation X or XY) have not been connected with such great causes. Imagine that you are almost twenty or in your early twenties, as were most of the students to whom Marsalis was speaking to at Tulane. What kind of causes would you hope to be identified with? Social justice, the environment, education, reforming government, scientific achievement or something else? Write a paragraph explaining why you and others of your generation might hope to be identified with this cause.

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### Lesson Plan 4.6 | The Poetry of Robert Hayden

**Lesson Objective:** To recognize the characteristics of praise poems in “Frederick Douglass,” “Those Winter Sundays,” and “Homage to the Empress of the Blues”

**Time:** Twenty minutes

**Lesson Content:** Reading Hayden’s three poems, students will distinguish the words of praise for each subject and name the praised individual.

**Lesson Overview:** Praise poetry is poetry that honors a specific individual. In each of these three poems, the speaker praises someone. The subjects are vastly different from one another, but each has heroic qualities. Remember that in Hayden’s day, the accomplishments and challenges faced by black men and women were often ignored or dismissed. When he wrote these poems for the Federal Writer’s Project, he was hoping to honor people who might not otherwise be remembered outside his own community.

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Student Handout 4.6** | The Poetry of Robert Hayden*Answer each of the questions below about the three poems.***“Frederick Douglass”**

1. Who is being praised, and what did he do?
2. When will he be remembered, according to this poem?
3. What positive adjective phrase in the poem describes the individual?

**“Those Winter Sundays”**

4. Who is being praised, or honored, in this poem?
5. What does the speaker indirectly praise about this man?
6. What line tells you that the speaker sees negative characteristics in this man as well as positive ones?

**“Homage to the Empress of the Blues”**

7. Who is being praised in this poem, and what did she do?
  8. Why does the woman sing, according to the speaker?
  9. What physical aspect of the woman does the speaker praise most?
-

# GRACE ABOUNDING

*The Core Knowledge Anthology of African-American Literature, Music, and Art*

## Unit 4



### Lesson Plan 4.7 | The Poetry of Margret Walker

**Lesson Objective:** To recognize imagery that appeals to various senses

**Time:** Twenty minutes

**Lesson Content:** Students will recognize images in Walker's poems as they pick out descriptions of people or things that appeal to their senses of touch, sight, or sound.

**Mini Lesson:** Images involving the sense of touch appeal to the reader's or listener's sense of touch. They make the reader think of how something feels, whether it is rough or smooth, light or heavy, and so on. Images of sight appeal to the reader's or listener's sense of sight. They bring to mind something the reader can see, for example, a person on bended knee as in the first stanza of "For My People." Images of sound evoke moods created by what the reader can hear. For example, the line "But Freedom's cry was never stilled" in "The Ballad of the Free" is an example of sound imagery.

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Student Handout 4.7** | The Poetry of Margret Walker*Answer each of the questions below, and then do the writing exercise.*

1. To what sense does line 1 in “For My People” appeal?
2. To what sense do lines 5 and 6 in “For My People” appeal?
3. To what sense does line 20 in “For My People” appeal?
4. To what sense does the word “Smote” in line 3 of “The Ballad of the Free” appeal?
5. To what sense does line 8 in “The Ballad of the Free” appeal?
6. To what sense does the refrain in “The Ballad of the Free” appeal?
7. To what sense does the word “gentle” in the first line of “For Malcolm X” appeal?
8. To what sense does line 2 of “For Malcolm X” appeal?
9. To what sense does the phrase “dying swan” in “For Malcolm X” appeal?
10. To what sense does line 10 in “For Malcolm X” appeal?

*Write two lines of poetry that appeal to one of the senses. Name the sense to which you intend to appeal.*

**Example:** (Touch) Foxes bristle with fear unbound  
In their frozen dens beneath the hunting ground



# GRACE ABOUNDING

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## Unit 4

### Lesson Plan 4.8 | The Poetry of Gwendolyn Brooks

**Lesson Objective:** To recognize the effect of rhythm on mood in “We Real Cool,” “Rudolph Is Tired of the City,” “Tommy,” “Narcissa,” and “The Bean Eaters”

**Time:** Twenty minutes

**Mini Lesson:** Students will hear the difference in rhythm between “We Real Cool” and “Rudolph Is Tired of the City” and recognize the impact each rhythm has on the mood expressed by the poem. **Meter** is the pattern of beats in each foot of a poem. A **foot** is a pattern of stressed and unstressed syllables that repeats. An example of a foot in “Rudolph Is Tired of the City” is in line 5: “I’d like” is a foot that contains an unstressed syllable followed by a stressed syllable. This is called an **iamb**. If there are four feet in a line of iambic feet, the line is in iambic quadrimeter. If there are three iambic feet, it is iambic trimeter. In “We Real Cool,” there are almost no unstressed syllables, yet the poet divides her poem into feet grammatically. This is a very unusual and effective technique. “The Bean Eaters” also is mostly stressed syllables and has a somber tone. “Tommy” is in iambs. “Narcissa” has the most varied rhythm of the five poems: some iambs, some **dactyls** (a stressed followed by an unstressed syllable), some **anapests** (two unstressed followed by one stressed), and some **trochees** (one stressed followed by two unstressed syllables).

example from “Tommy”			
I put	a seed	into	the ground
1	2	3	4
iambic quadrimeter			
And said	“I’ll watch	it grow.”	
1	2	3	
iambic trimeter			

Iambic meter is the most like conversational language and is the most commonly used rhythm in poetry. Brooks uses iambic meter in both “Tommy” and “Rudolph Is Tired of the City.” These two poems have similar moods. Students will be asked to discuss the impact of the rhythms on their mood in each of these five poems. They will be asked which rhythm they prefer and why.

## Unit 4

**Student Handout 4.8** | The Poetry of Gwendolyn Brooks

*Answer each of the questions below about the Brooks poems.*

---

1. How does the rhythm of “We Real Cool” affect your mood as you read the poem?
  2. How does the rhythm add to the impact of the last three words of “We Real Cool”?
  3. How does the rhythm of “Tommy” affect the reader’s mood?
  4. How does the rhythm of “Rudolph Is Tired of the City” affect your mood as you read the poem?
  5. How does the rhythm and the variation in rhythm of “Narcissa” affect the mood?
  6. Why might the poet have alternated between quadrimeter and trimeter in “Rudolph Is Tired of the City”?
  7. Which of the five poems do you prefer?
  8. Describe the rhythm of the poem you prefer.
  9. What is the mood of the poem you prefer?
  10. Although “The Bean Eaters” and “We Real Cool” have one thing in common about their rhythms, their moods are much different because of line length? Why?
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# GRACE ABOUNDING

The Core Knowledge Anthology of African-American Literature, Music, and Art

## Unit 4



### Lesson Plan 4.9 | “Ka’ba”

**Lesson Objective:** To recognize the use of repetition for effect; recognize a poem’s call to action

**Time:** Twenty minutes

**Lesson Overview:** Students will read examples of repetition from the poem and explain what the poet is trying to emphasize with each one. Then students will write in their own words what the poet is calling readers to do and to seek.

**Mini Lesson:** Students will notice that “Ka’ba” contains phrases and words that repeat. Because this poem is in **free verse**, it does not convey emphasis, mood, or meaning through rhyme and regular meter. Repetition provides emphasis instead. The poem asks black people to focus on their own heritage and join each other in seeking its magic. Tell students that a poem—like a song, an essay, or a speech—is sometimes a call to action. When it is, its purpose is to persuade the reader.

## Unit 4

**Student Handout 4.9** | “Ka’ba”

*Read each example of repetition from the poem. Write what the repeated words and phrases are emphasizing. Then answer questions 8 through 10 about the purpose of the poem.*

---

1. “call across or stream across or walk across”
2. “Our world is full of sound / Our world is more lovely than anyone’s”
3. “with African imaginations / with African eyes”
4. “We are beautiful people / though we sprawl / when what we want is sun”
5. “We have been captured / we labor”
6. “correspondence with ourselves / and our black family”
7. “We need magic/now we need the spells”
8. What is Baraka calling Africans to do?
9. Why does Baraka end the poem with a question?
10. How does the question add to the message that all Africans are one?

# GRACE ABOUNDING

The Core Knowledge Anthology of African-American Literature, Music, and Art

## Unit 4



### Lesson Plan 4.10 | “I Am a Black Women”

**Lesson Objective:** To find the meaning in a poem

**Time:** Thirty minutes

**Lesson Overview:** Students will learn to translate literal meaning into underlying figurative meaning. In this poem, the speaker is not one individual black woman. She is the spirit of all black women.

**Mini Lesson:** In this poem, the speaker identifies herself with nature, describing tears singing in the night and a strong cypress tree. She sees and feels and smells the sentiments of black women who have experienced the grief of loving and losing strong, rebellious black people that have changed history. She experiences the pain of killing her own child to set it free from life as a black human being.

## Unit 4

**Student Handout 4.10** | “I Am a Black Women”

*Read each passage from the poem. Write the meaning of each passage.*

---

1. “the music of my song / some sweet arpeggio of tears / is written in a minor key / and I / can be heard humming in the night”
2. “I saw my mate leap screaming to the sea”
3. “and I / with these hands / cupped the lifebreath / from my issue in the canebrake”
4. “I lost Nat’s swinging body in a rain of tears”
5. “and heard my son scream all the way from Anzio / for Peace he never knew”
6. “I learned Da Nang and Pork Chop Hill / in anguish / Now my nostrils know the gas / and these trigger tired / fingers / seek the softness in my warrior’s beard”
7. “tall as a cypress / strong beyond all definition still / defying place / and time / and circumstance / assailed / impervious / indestructible”
8. In what way is the speaker a spirit?
9. In what way is the speaker a woman?
10. Who is the speaker?

# GRACE ABOUNDING

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## Unit 4



### Lesson Plan 4.11 | The Poetry of Eloise Greenfield

**Lesson Objective:** To describe the characters in Eloise Greenfield's poems

**Time:** Twenty minutes

**Lesson Overview:** Students will read these poems and then tell what they have learned about the characters. Analyzing specific lines in the poem, the reader will identify an aspect of each character's personality.

**Mini Lesson:** Like a novel or short story, a poem can create a character. The character is created differently in these two poems. In the first poem, the character is self-described. She displays her imagination by telling what wonderful things she can become when she closes her eyes and explaining that she is herself when she opens them again. In the second poem, the speaker describes the character. She is a historical person. The poem details her actions, which tell you that she was brave and compassionate. It also tells you her motivation to not be a slave.

**GRACE ABOUNDING**

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**Unit 4****Student Handout 4.11 | The Poetry of Eloise Greenfield**

*Read each line from the poem. Then write what that line tells you about the character.*

---

1. “I’m a dimple in a chin”
2. “I’m a room full of toys”
3. “I’m a leaf turning red”
4. “I’m a whatever I want to be”
5. “Harriet Tubman didn’t take no stuff”
6. “And she kept on going till she got to the North”
7. “Nineteen times she went back South / to get three hundred others”
8. “Didn’t come to the world to be no slave / And didn’t stay one either”

*Complete the writing exercises below.*

---

1. Write what you can imagine yourself to be.
  
  
  
  
  
  
  
  
  
  
  2. Write what Harriet Tubman might have written in her journal.
-



# GRACE ABOUNDING

*The Core Knowledge Anthology of African-American Literature, Music, and Art*

## Unit 4



### Lesson Plan 4.12 | The Poetry of Sonia Sanchez

**Lesson Objective:** To recognize the effect of rhythm on poetry

**Time:** Twenty minutes

**Mini Lesson:** Students will read these poems aloud and tap out their rhythms. They will listen to the rhythms and describe their impact on the meaning of the poems and the moods they evoke in the listener. Students will analyze the effect of rhythm on mood. To do this they must be able to identify accents, or stresses, in a line of poetry and/or in speech.

**Unit 4****Student Handout 4.12 | The Poetry of Sonia Sanchez**

*Answer the following questions about the poems.*

---

1. What are the accented words in the first eight lines of “for our lady”?
  2. What mood do the accented words evoke?
  3. What are the accented words of the last eleven lines of “for our lady”?
  4. What mood do the accented words of the last eleven lines evoke?
  5. What are the accented words in “to Kenny”?
  6. What mood “to Kenny” evoke in you?
  7. What are the accented words in “We Can Be”?
  8. What is the mood evoked by the weight, or accumulation, of accented words in “We Can Be”?
  9. What effect does the five-seven-five pattern in the haiku have on your mood?
  10. What are each of the haiku about, and what mood do they evoke?
-

# GRACE ABOUNDING

*The Core Knowledge Anthology of African-American Literature, Music, and Art*

## Unit 4



### Lesson Plan 4.13 | The Poetry of Maya Angelou

**Lesson Objective:** To realize the effect of rhyme scheme on the mood evoked by Maya Angelou's poetry

**Time:** Thirty minutes

**Lesson Overview:** Rhyme scheme becomes more important in poetry with short lines. Students will learn that rhymes are mainly dependent on vowel sounds. They will characterize the moods evoked by different vowel sounds in these poems.

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Student Handout 4.13** | The Poetry of Maya Angelou*Answer the following questions about the poems.*

1. Are most of the vowel sounds in “Life Doesn’t Frighten Me” long vowel sounds or short vowel sounds?
2. How do long vowel sounds affect your mood differently than short vowel sounds?
3. How does the vowel sound in “all,” which appears throughout “Life Doesn’t Frighten Me,” affect your mood?
4. How do rhyming lines affect your mood differently than lines that do not rhyme?
5. How does the rapid change in rhymes in verse 3 affect your mood?
6. In “Woman Work,” are most of the vowel sounds short or long?
7. How do the short vowel sounds affect your mood differently than the long ones?
8. How do the quick rhyme changes in the first verse affect your mood?
9. How do the alternate rhymed lines in verses 2 through 5 affect your mood?
10. What mood do you feel as you read the last line, “You’re all that I can call my own”?

# GRACE ABOUNDING

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## Unit 4



### Lesson Plan 4.14 | The Poetry of Nikki Giovanni

**Lesson Objective:** To recognize the common theme in “Knoxville, Tennessee,” “Nikki-Rosa,” and “The Drum”

**Time:** Twenty minutes

**Lesson Overview:** Students will read these three childhood poems and recognize the common theme of the importance of family strength and love as opposed to material wealth. Students will practice comparing poems by recognizing that the common theme of the three poems is family strength.

**Unit 4****Student Handout 4.14** | The Poetry of Nikki Giovanni

*Answer the questions below about the three poems.*

---

1. What line at the beginning of “Knoxville, Tennessee” tells you that this is a poem about family?
2. What lines from the end of “Knoxville, Tennessee” tell you that this is a poem about family?
3. What line at the beginning of “Nikki-Rosa” tells you that this poem is about family?
4. What two images of family life are in the first ten lines of “Nikki-Rosa”?
5. What image of family life is right in the middle of “Nikki-Rosa”?
6. What are the images of Nikki’s father in the poem?
7. What image of family life is at the beginning of “The Drum”?
8. How would you describe the family of the child in these poems?
9. What is the common theme to all three poems?
10. Write a journal entry as if you were Nikki-Rosa.

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## Unit 4



### Lesson Plan 4.15 | The Poetry of Lucille Clifton

**Lesson Objective:** To recognize the meaning found within Lucille Clifton's poetry

**Time:** Twenty minutes

**Lesson Overview:** Students will read these poems and be able to verbalize their meaning. They will read aloud and visualize the imagery in both poems. After completing this task, students will see that each poem is a validation that community spirit outweighs material poverty. Students will understand the poet's message that loyalty to one's community leads to strength and happiness for individuals in that community.

**Unit 4****Student Handout 4.15** | The Poetry of Lucille Clifton

*Answer the questions below about the poems.*

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1. How does the speaker define “the inner city”?
  2. What does the speaker in “in the inner city” think of “uptown”? What symbolizes her view of “uptown”?
  3. What words tell you of the perseverance of the people of the inner city?
  4. Why are the inner city residents happy?
  5. In “for de Lawd,” why would people think the speaker would not be able to continue with her usual pastimes?
  6. What does the speaker’s Afro say about her in “for de Lawd”?
  7. What keeps on pushing her?
  8. What happy thing does this grieving woman do?
  9. What meaning do you find in these poems?
-



# GRACE ABOUNDING

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## Unit 4



### Lesson Plan 4.16 | “Parsley”

**Lesson Objective:** To find meaning in a poem

**Time:** Thirty minutes

**Lesson Overview:** Students will learn that “Parsley” is about a cruel Spanish general who kills Haitians when they cannot pronounce the Spanish word “perejil.” The word means “parsley,” a plant that grows on the general’s mother’s grave. He grieves his mother, who could trill the “r” in “perejil,” and he turns against anything sweet after her death. Students will find the meaning in the poem by reading lines and by reading the footnotes. Encourage students to read the poem several times.

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Student Handout 4.16** | Rita Dove's "Parsley"*Explain what the poet means by each phrase from the poem.*

1. "parrot imitating spring"
2. "the cane appears / to haunt us, and we cut it down"
3. "El General / . . . is all the world / there is"
4. "We lie down screaming as rain punches through"
5. "We cannot speak an R— / out of the swamp, the cane appears"
6. "the general thinks / of his mother, how she died in the fall / and he planted her walking cane at the grave / and it flowered, each spring stolidly forming / four-star blossoms"
7. "Ever since the morning / his mother collapsed in the kitchen / while baking skull-shaped candies / for the Day of the Dead, the general / has hated sweets"
8. "he sees his boots the first day in battle / splashed with mud and urine / as a soldier falls at his feet amazed— / how stupid he looked!"
9. "He hears the Haitians sing without R's / as they swing the great machetes: / "Katalina," they sing, "Katalina," / 'mi madle, mi amol en muelle'. God knows / his mother was no stupid woman; she / could roll an R like a queen. Even / a parrot can roll an R!"
10. "He will / order many, this time, to be killed / for a single, beautiful word."

# GRACE ABOUNDING

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## Unit 4



### Lesson Plan 4.17 | The Poetry of Michael Harper

**Lesson Objective:** To recognize two of Michael Harper's poems as odes

**Time:** Twenty minutes

**Lesson Overview:** “Br’er Sterling and the Rocker” and “Use Trouble” are **odes**—poems written for the purpose of expressing great admiration for someone. Students will rewrite statements of praise from each poem in their own words. In this way, they will learn the nature of an ode.

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Student Handout 4.17** | The Poetry of Michael Harper

*The following lines are from Michael Harper's **odes**, or praise poems written in honor of other people. Rewrite them in your own words explaining the poet's intended meaning.*

---

1. "that wondrous crescent"
2. "a man a train comin' on"
3. "steel-drivin' man"
4. "chair's a blues-harnessed star"
5. "Miss Daisy, latch on that star's arc"
6. "Br'er Sterling's rocker glows"
7. "your dignity grace"
8. "your symmetries where paint was talk"
9. "a sixty-block walk to MoMA/for filial instruction"
10. "to remake the spirit in your name"
11. Write a short ode in praise of a hero or family member. Use dramatic, imaginative language, and don't be afraid to bend (or ignore) the rules of grammar and punctuation.

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# GRACE ABOUNDING

*The Core Knowledge Anthology of African-American Literature, Music, and Art*

## Unit 4



### Lesson Plan 4.18 | The Poetry of Derek Walcott

**Lesson Objective:** To identify mood and the word choices used to create mood

**Time:** Thirty minutes

**Lesson Overview:** Students will name moods created by sensory images in the poems, such as “dark-grained news photograph,” “waxen flesh,” “killdeer’s screech,” and “divided to the vein.” They will notice the relationship between word choice, or image, and mood. Help students with the first couple on the handout and see what they came up with for the rest.

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Student Handout 4.18** | The Poetry of Derek Walcott

*Read each word or group of words from the poem. Then describe the **mood** that image might evoke in you as the reader.*

---

1. “dark-grained news photograph”
  2. “corpse glows candle-white”
  3. “burnt in brown trash”
  4. “twittering tongues”
  5. “child fluttering to sleep”
  6. “divided to the vein”
  7. “At the rain’s edge, a sail”
  8. “hair, a grey cloud”
  9. “white ashpit/by the drizzline sea”
  10. “A man with clouded eyes picks up the rain/and plucks the fist line of the Odyssey”
-

# GRACE ABOUNDING

*The Core Knowledge Anthology of African-American Literature, Music, and Art*

## Unit 4



### Lesson Plan 4.19 | Benjamin Banneker Sends His Almanac to Thomas Jefferson

**Lesson Objective:** To recognize tone and changes in tone within a poem

**Time:** Thirty minutes

**Lesson Overview:** In this poem, the speaker's attitude changes throughout the poem. Students should read the poem and look for the changes in tone. Then they will complete the student handout, which asks them to match line numbers with each particular tone. In this way, they will learn to appreciate who the speaker in the poem is. They can work individually or in small groups.

**Unit 4****Student Handout 4.19** | Benjamin Banneker Sends His Almanac to Thomas Jefferson

*Read each group of lines referenced. Then write the letter of the **tone** expressed in those lines.*

1. \_\_\_\_\_ Lines 1 through 19

2. \_\_\_\_\_ Lines 20 through 39

3. \_\_\_\_\_ Lines 40 through 52

4. \_\_\_\_\_ Lines 53 through 59

5. \_\_\_\_\_ Lines 60 through 68

6. \_\_\_\_\_ Lines 69 through 72

7. \_\_\_\_\_ Lines 73 through 75

8. Write a line of poetry in a respectful tone.

9. Write a line of poetry in a loving tone.

10. Write a line of poetry in a gloomy tone.

- |                        |
|------------------------|
| a. loving              |
| b. frustrated          |
| c. gentle and reverent |
| d. pitying             |
| e. protective          |
| f. humble              |
| g. indignant           |



# GRACE ABOUNDING

The Core Knowledge Anthology of African-American Literature, Music, and Art

## Unit 4

### Lesson Plan 4.20 | “The Man who Saw the Flood”

**Lesson Objective:** To ensure that students are able to describe the elements that characterizes the short story as a literary genre

**Time:** Thirty minutes

**Mini Lesson:** Most state standards expect students to be able to describe accurately the characteristics of various literary genres: novels, dramas, essays, short stories, and various kinds of poems. By seventh grade and usually earlier, students are familiar with the format of a short story and will be able to discuss such elements as plot, setting, characterization, conflict, and theme. This exercise will review how these elements work together and give students the opportunity to sharpen their critical skills and gain control of a more advanced vocabulary to use in critical interpretation.

Before assigning the student handout, discuss the basics of the short-story form, reminding students that it is usually devoted to one identifiable main theme and that all the other elements—plot, characterizations, and setting—serve to illuminate this theme. The action of the story is limited in scope and not unduly complex. Some stories are primarily focused on a single character and his or her actions while others concentrate more on action or setting, but all have in common the fact that they central character faces some sort of **conflict**, be it **internal** or **external**.

You might ask students to consider about how the story involved in “The Man Who Saw the Flood” could be expanded into a novel. The writing exercise connected to this story in *Grace Abounding* (page 639) asked students to compose a song or a poem after looking in the Library of Congress image collection at photos of sharecroppers like those in Wright’s story. This exercise would have helped them see how the genre of poetry could present the theme of “The Man Who Saw the Flood” in an even more compressed form. If they didn’t do this exercise, you might ask them to think of some poem that develops a theme like that of Wright’s short story. Each of the arts and each of the genres within the literary arts brings to the same human experience a different set of eyes or ears and a different array of interpretive techniques. Note, for example, what the artist Elizabeth Catlett reveals in her 1970 work *Sharecropper* (*Grace Abounding*, page 809).

# GRACE ABOUNDING

The Core Knowledge Anthology of African-American Literature, Music, and Art

## Unit 4



### Student Handout 4.20 | “The Man who Saw the Flood”

*When you answer these questions, please distinguish what you know from historical sources outside the story (footnotes or introductory material in Grace Abounding, for example) and what would be obvious if one is confined only to the evidence from the story itself. Often authors are inspired by actual events, but they choose to make elements of the story non-specific in order make the story universal, something that could happen to most human beings.*

---

1. Where is “The Man Who Saw the Flood” set and what details of this place are most important?
  2. What time period is it set in? Without the benefit of the prereading material, what details would have enabled you to get an idea of the general time period of the setting?
  3. List each of the characters in the story and give a one-sentence description of their personal characteristics.
  4. Who would you describe as the **protagonist**?
  5. Who would you describe as the **antagonist**?
  6. Is the author sympathetic to some of the characters? Explain.
  7. The plot of the story is built around a conflict that is resolved in some way at the end of the story. What is the conflict in “The Man Who Saw the Flood” and how is it resolved?
-

**Unit 4****Student Handout 4.20 | “The Man who Saw the Flood”**

8. Of the following statements, which one best describes the theme of “The Man Who Saw the Flood”? Each of them may suggest some element related to the story, but which one is most fitting and accurate depiction of theme?
- Poor rural blacks are condemned to a life of perpetual struggle against nature and a socio-economic system that keeps them from getting ahead.
  - Family solidarity is the only hope of happiness in a cruel environment.
  - Even in the midst of suffering and deprivation, people can find hope and the will to survive.
  - Serving their interests, people in power are determined to keep those under them in place.
9. How does the setting of the story reinforce the theme?
10. Would you describe this story as romantic, realistic, or naturalistic? Explain the reason for your answer.
11. Describe the mood of this story. Select five or six specific images that help to build this mood.

# GRACE ABOUNDING

*The Core Knowledge Anthology of African-American Literature, Music, and Art*

## Unit 4

### Lesson Plan 4.2I | “The Richer, the Poorer;” “Everyday Use;” “Geraldine Moore: The Poet;” and “Raymond’s Run”

**Lesson Objective:** To develop students’ close-reading and interpretation skills by using comparison and contrast as a method of literary analysis

**Time:** Sixty minutes or two class periods

**Mini Lesson:** Students have probably practiced using comparison and contrast as one of the ways of developing an expository essay. In this lesson they will be using comparison and contrast as a method of literary analysis. Comparing characters within stories and comparing stories to one another can help to illuminate various aspects of the art of storytelling and give students a useful approach to literary analysis.

Lively class discussion should enhance rather than diminish students’ appreciation of literature. Such discussions can be made lively by giving students a chance to respond to stories by relating them to their own experiences, their relationships with friends and family, and their own feelings about things that have happened to them. Beyond that, the kind of close reading that students must engage in to interpret narrative fiction well will expand their ability to comprehend reading material of all kinds and should inspire them to incorporate the skills they are observing into their own writing.

You can use the questions below as a student handout for in-class or out-of-class work, or you can combine it with the answer key to use as a guide for class discussion. In the answer key, the questions may be answered at a more sophisticated level than you can expect from your students. You can use them, however, along with your own interpretations, as a way to make sure that they grasp the broad themes of each story. Also, you should allow for varying answers so long as students are able to present evidence for their interpretations.

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Student Handout 4.21** | “The Richer, the Poorer;” “Everyday Use;” “Geraldine Moore: The Poet;”  
and “Raymond’s Run”*Complete the following exercises on a separate sheet of paper.*

1. Compare “The Richer, the Poorer” by Dorothy West to “The Man Who Saw the Flood” by Richard Wright by answering the following questions.
  - a. How does the theme of “The Richer, the Poorer” compare with that of “The Man Who Saw the Flood”? Does Lottie change at the end of the story? Does Tom? How does the change or the failure to change play into the theme of each story?
  - b. How is the contrast between the two characters in “The Richer, the Poorer” used to develop the theme?
  - c. At the end of the story, is Lottie’s view of life different from that of Tom in Wright’s story? What adjective would best describe Tom and what adjective would best describe Lottie?
  - d. Tom in “The Man Who Saw the Flood” is not in charge of his own destiny. Would you say that both Lottie and Bess have some control over their own lives? Explain.
  
2. Compare Dorothy West’s “The Richer, the Poorer” with Alice Walker’s “Everyday Use.”
  - a. In what ways are the characters in both stories alike and in what ways are they different?
  - b. Which character changes in each story?
  - c. From what point of view is Alice Walker’s story told, that is, who tells the story and how does this point of view affect the story?
  - d. Who tells the story in “The Richer, the Poorer” and how does this point of view affect the story?
  - e. What is the theme of each story?
  - f. How does the narrator affect the theme of each story?
  - g. Which characters does the author present most sympathetically?
  - h. Which story seems more complex and many-layered in terms of its theme? Explain.
  
3. Both “Everyday Use” and “Geraldine Moore, the Poet” display a common characteristic of the short-story form in which the author purposely works within some limitation, a compression of space, time, characters, or setting that still allows for the development of a complex theme. Both stories are confined to one day in the life of the central character. Compare how the plot of each story is developed through events occurring to that central character over the space of one day. Show how the events in each story develop the theme. Present your answer by outlining the plot of each story in a right-hand column, showing character and theme development in the left-hand column.

## Unit 4

**Student Handout 4.21** | “The Richer, the Poorer;” “Everyday Use;” “Geraldine Moore: The Poet;”  
and “Raymond’s Run”

4. Consult the charts required in the exercise above answer and answer the following questions:
  - a. Who is the main character in “Everyday Use”? Explain your choice.
  - b. What character in “Everyday Use” would you compare to Geraldine in Walker’s story?
  - c. There is a definition of art implied in “Everyday Use” and in “Geraldine Moore: The Poet.” Do you think both stories have a similar view on what makes art? Explain.
5. Several of the stories are about people—Mama and Maggie, for example—who gained some confidence at the end of the story that they didn’t have at the beginning of it. But Squeaky in “Raymond’s Run” seems to be supremely self-confident even at the beginning of the story. Is she a changed person at the end of the story? Does she actually lose confidence or does she come to some kind of new emotional place? How would you describe this place? What are two pieces of evidence in the story that support your description of the change in Squeaky?
6. Both Squeaky in “Raymond’s Run” and Maggie in “Everyday Use” are different at the end of the story. Compare and contrast the changes they undergo.
7. Both the first-person voice of Mama in “Everyday Use” and the first person voice of Squeaky in “Raymond’s Run” enable the author to achieve some comic effects in ways that are similar but also contrasting. Explain.

## Unit 4 Reading Check Tests

- |      |                                           |      |                             |
|------|-------------------------------------------|------|-----------------------------|
| 4.1  | The Autobiography of Malcolm X            | 4.23 | The Fiction of Alice Walker |
| 4.2  | I Know Why the Caged Bird Sings           | 4.24 | Geraldine Moore: The Poet   |
| 4.3  | Letter from Birmingham Jail               | 4.25 | Raymond's Run               |
| 4.4  | I Have a Dream                            | 4.27 | A Raisin in the Sun         |
| 4.5  | Speech at Tulane University               |      |                             |
| 4.6  | Frederick Douglass                        |      |                             |
| 4.7  | Booker T. Washington and W. E. B. Du Bois |      |                             |
| 4.8  | The Poetry of Margaret Walker             |      |                             |
| 4.9  | The Poetry of Gwendolyn Brooks, Part A    |      |                             |
| 4.10 | Ka'ba                                     |      |                             |
| 4.11 | The Poetry of Mari Evans                  |      |                             |
| 4.12 | The Poetry of Eloise Greenfield           |      |                             |
| 4.13 | The Poetry of Sonia Sanchez               |      |                             |
| 4.14 | The Poetry of Maya Angelou                |      |                             |
| 4.15 | The Poetry of Nikki Giovanni              |      |                             |
| 4.16 | The Poetry of Lucille Clifton             |      |                             |
| 4.17 | The Poetry of Rita Dove                   |      |                             |
| 4.18 | The Poetry of Michael S. Harper           |      |                             |
| 4.19 | The Poetry of Derek Walcott               |      |                             |
| 4.20 | The Poetry of Jay Wright                  |      |                             |
| 4.21 | The Fiction of Richard Wright             |      |                             |
| 4.22 | The Fiction of Dorothy West               |      |                             |

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.1** | *The Autobiography of Malcolm X***Recall the facts.** *Circle the best answer for each question.*

- 
- Malcolm X said the hardest test he ever faced in his life was \_\_\_\_\_.
    - leaving the Nation of Islam
    - praying on his knees
    - his father's death
    - prison
  - Malcolm learned to write in prison by \_\_\_\_\_ the dictionary.
    - listening to Bimbi read aloud from
    - referring to
    - reading and memorizing
    - copying and then reading aloud from
  - Malcolm says that because of his books, he had never been so \_\_\_\_\_ as he was in prison.
    - happy
    - smart
    - free
    - powerful
  - Malcolm said the black man has to think beyond his civil rights, which only affect his citizenship in America, to his \_\_\_\_\_ and see he has a case for the \_\_\_\_\_.
    - African rights/Nation of Islam
    - military rights/United Nations
    - immortal soul/Nation of Islam
    - human rights/United Nations
  - Malcolm said that any black man but especially one in prison will eventually believe, or at least seriously consider, the possibility that the white man is the \_\_\_\_\_.
    - enemy
    - devil
    - oppressor
    - inferior man
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.1** | *The Autobiography of Malcolm X***Interpretation.** *Circle the best answer for each question.*

- 
6. Malcolm felt that before his act of humility he was \_\_\_\_\_.  
a. foolish  
b. evil  
c. proud  
d. innocent
7. He wanted to write well to communicate with \_\_\_\_\_.  
a. Elijah Muhammad  
b. Allah  
c. his gangster friends  
d. his family
8. Malcolm read history and science texts with a growing conviction that \_\_\_\_\_.  
a. violence is human  
b. historians are dishonest  
c. black men are good  
d. white men are evil
9. Malcolm said he frequently but cautiously \_\_\_\_\_ his fellow black prisoners.  
a. organized  
b. fought with  
c. converted to Islam  
d. armed
10. Debating with other men in prison was \_\_\_\_\_ to (for) Malcolm.  
a. difficult  
b. impossible  
c. annoying  
d. exhilarating
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.2** | *I Know Why the Caged Bird Sings***Recall the facts.** *Circle the best answer for each question.*

- 
1. When Maya was five, she and her brother learned the \_\_\_\_\_ because if they didn't their Uncle Willie would throw them against the \_\_\_\_\_.
    - a. times tables/wall
    - b. alphabet/stove
    - c. times tables/stove
    - d. alphabet/wall
  
  2. Uncle Willie pretended to be \_\_\_\_\_ when the couple from Little Rock was in the store.
    - a. able-bodied
    - b. Maya's father
    - c. crippled
    - d. married
  
  3. Maya's first white love was \_\_\_\_\_.
    - a. James Weldon Johnson
    - b. William Shakespeare
    - c. Rudyard Kipling
    - d. Edgar Allen Poe
  
  4. Maya pitied Mrs. Cullinan for all the following reasons *except* \_\_\_\_\_.
    - a. not knowing her husband's daughters
    - b. having no vital organs and drinking too much alcohol
    - c. being barren
    - d. being poor
  
  5. Maya was challenged by two things: 1) being asked to bring soup to the lady she detested, and 2) being \_\_\_\_\_.
    - a. called Mary
    - b. laughed at
    - c. yelled at
    - d. ignored
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.2** | *I Know Why the Caged Bird Sings***Interpretation.** *Circle the best answer for each question.*

- 
6. Maya's attitude about Uncle Willie's teaching methods is \_\_\_\_\_.  
a. horror  
b. amusement  
c. self-pity  
d. embarrassment
7. Maya believed that Uncle Willie got tired of \_\_\_\_\_.  
a. having a lisp  
b. having a cane  
c. being hated  
d. being pitied
8. Maya's grandmother had \_\_\_\_\_ views, so Maya chose "The Creation" to memorize instead of *The Merchant of Venice*.  
a. small-town  
b. nationalist  
c. racist  
d. Baptist
9. Maya thought the idea that she had been a debutante was ludicrous because she, like her friends, had been a \_\_\_\_\_.  
a. tomgirl  
b. servant  
c. spinster  
d. slave
10. Being called "outside of one's name" is unacceptable because it treats a person as if he or she has no \_\_\_\_\_.  
a. history  
b. skill  
c. intelligence  
d. honor
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.3** | Letter from Birmingham Jail**Recall the facts.** *Circle the best answer for each question.*

1. The reason King gives for being in Birmingham instead of at home in Atlanta is to \_\_\_\_\_.
    - a. respond to injustice
    - b. learn from fellow black clergy
    - c. visit members of his organization
    - d. preach to his congregation
  
  2. King explains that no one in America is a(n) \_\_\_\_\_ anywhere in America.
    - a. insider
    - b. outsider
    - c. stranger
    - d. alien
  
  3. King said there were more unsolved \_\_\_\_\_ in Birmingham than in any other United States city.
    - a. voting rights violations
    - b. bombings of Negro homes and churches
    - c. murders of Negro children
    - d. lynchings
  
  4. The Birmingham merchants had broken their promise to \_\_\_\_\_.
    - a. hire more Negroes
    - b. remove humiliating racist signs
    - c. promote Negro employees
    - d. open shops in Negro neighborhoods
  
  5. King's group chose Easter for their demonstrations so that they could \_\_\_\_\_.
    - a. cause maximum tension
    - b. make a Christian statements
    - c. punish merchants
    - d. get the maximum publicity
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.3** | Letter from Birmingham Jail**Interpretation.** *Circle the best answer for each question.*

- 
6. This letter is an example of \_\_\_\_\_, or rhetoric.
- exposition
  - persuasion
  - explanation
  - description
7. In his letter, King alludes to \_\_\_\_\_.
- the Declaration of Independence
  - the Bill of Rights
  - the Bible
  - the Gettysburg Address
8. King explains self-purification, which means preparing oneself to endure persecution how?
- without complaint
  - without retaliating
  - without suffering
  - in public
9. The end goal of these demonstrations was \_\_\_\_\_.
- brotherhood
  - tension
  - monologue
  - dialogue
-





**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.4 | I Have a Dream****Recall the facts.** *Circle the best answer for each question.*

1. Which of the following was the “check” to be cashed by these black demonstrators for freedom?
    - a. the Constitution and the Declaration of Independence
    - b. the Emancipation Proclamation
    - c. the Gettysburg Address
    - d. the Bill of Rights
  
  2. This speech was given on \_\_\_\_\_ at \_\_\_\_\_.
    - a. August 28, 1988/the White House
    - b. July 4, 1968/the Washington Monument
    - c. August 28, 1963/the Lincoln Monument
    - d. July 4, 1963/the White House
  
  3. In this speech, King warned the nation that it would be \_\_\_\_\_ for them to overlook this demand for immediate freedom and equality.
    - a. sinful
    - b. wise
    - c. of no consequence
    - d. fatal
  
  4. Dr. King addressed his listeners who had been in prison by telling them that unearned suffering is \_\_\_\_\_.
    - a. soon to end
    - b. redemptive
    - c. the fate of the Negro
    - d. pitiful
  
  5. Dr. King was asking his listeners to carry this \_\_\_\_\_ back to their own states.
    - a. faith
    - b. memory
    - c. prayer
    - d. song
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.4 | I Have a Dream****Interpretation.** *Circle the best answer for each question.*

- 
6. By referring to the document(s) as a check, King was using \_\_\_\_\_.  
a. metaphor  
b. simile  
c. personification  
d. visual imagery
7. King said that the reason for being at “this hallowed spot” was to emphasize the \_\_\_\_\_ of this demand.  
a. fairness  
b. injustice  
c. urgency  
d. popularity
8. King asked his followers to meet physical force with \_\_\_\_\_.  
a. humor  
b. strength in numbers  
c. physical force  
d. soul force
9. Dr. King pointed out the white people at the March and told the black listeners “we cannot walk \_\_\_\_\_.”  
a. to them  
b. alone  
c. with them  
d. through them
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.5** | Speech at Tulane University**Recall the facts.** *Circle the best answer for each question.*

1. Wynton Marsalis gave this speech at Tulane on Martin Luther King Day because he is from New Orleans, attended Tulane, and is a famous \_\_\_\_\_.
  - a. physician
  - b. poet
  - c. politician
  - d. jazz trumpeter
2. Marsalis said that Martin Luther King's movement is still waiting for a generation to \_\_\_\_\_ its final chapter.
  - a. edit
  - b. continue
  - c. write
  - d. inherit
3. Marsalis said that these were times of unbelievable \_\_\_\_\_ cruelty and corruption.
  - a. student
  - b. citizen
  - c. political
  - d. faculty
4. The phrase Marsalis repeated several times is \_\_\_\_\_.
  - a. "the best way to be is to do"
  - b. "the best way to do is to be"
  - c. "follow Martin, and dream"
  - d. "we are all at home"
5. Marsalis said that one of the lessons of the Civil Rights Movement is that when enough citizens are focused on change, \_\_\_\_\_.
  - a. they act together to accomplish benefits
  - b. we all change over time
  - c. politicians have to change
  - d. America changes very quickly

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.5** | Speech at Tulane University**Interpretation.** *Circle the best answer for each question.*

- 
6. In the wake of Hurricane Katrina, Marsalis was driven to activate the student body to help rebuild the city because New Orleans is \_\_\_\_\_.  
a. old  
b. musical  
c. French  
d. home
7. Marsalis compares King's challenge in the 1960s with New Orleans' challenge now as a way of \_\_\_\_\_ his listeners.  
a. inspiring  
b. calming  
c. berating  
d. astonishing
8. As a way to \_\_\_\_\_ his audience, Marsalis accused himself and his peers, along with those younger than he, of self-centeredness.  
a. befriend  
b. alienate  
c. discourage  
d. inspire
9. Tulane students showed courage and loyalty when 91 percent of them \_\_\_\_\_.  
a. came to hear Marsalis speak  
b. registered to vote  
c. contributed to the flood relief campaign  
d. returned to school after the hurricane
10. Marsalis pointed to forces of evil and then made a convincing argument that evil will win if \_\_\_\_\_ do wake up the nation.  
a. musicians  
b. the youth  
c. blacks  
d. Louisianans
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.6** | Frederick Douglass**Recall the facts.** *Circle the best answer for each question.*

1. In the poem “Frederick Douglass,” what is “the needful thing”?
    - a. instinct
    - b. earth
    - c. freedom
    - d. dream
  
  2. According to the Hayden poem, how will Frederick Douglass be remembered?
    - a. with lives fleshing his dream
    - b. with gaudy mumbo jumbo
    - c. with statues rhetoric
    - d. with brain matter
  
  3. To the speaker in “Those Winter Sundays,” what was the worst pain his father suffered?
    - a. never being thanked
    - b. being cold
    - c. cracked hands
    - d. achy hands
  
  4. In “Those Winter Sundays,” when would his father call for the speaker to get up?
    - a. before he polished the shoes
    - b. when the rooms were warm
    - c. when the cold was splintering
    - d. during the chronic angers
  
  5. Who is wearing a silk shirt in Stanza 1 of “Homage to the Empress of the Blues”?
    - a. the jaguar
    - b. a woman
    - c. a man
    - d. a blues singer
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.6** | Frederick Douglass**Interpretation.** *Circle the best answer for each question.*

- 
6. Which of the following elements of poetry *is not* featured in the poem “Frederick Douglass”?
    - a. driving, steady rhythm
    - b. repetition
    - c. figurative language
    - d. end rhyme
  
  7. “Frederick Douglas” *is not* which of the following types of poems?
    - a. haiku
    - b. ode
    - c. sonnet
    - d. lyric
  
  8. What word below best describes the last line in every stanza of “Those Winter Sundays”?
    - a. depressing
    - b. inspiring
    - c. weird
    - d. affectionate
  
  9. The “Empress of the Blues” offers her music as a(n) \_\_\_\_\_ for faithless love, cultural decay, and prejudice.
    - a. suggestion
    - b. reward
    - c. prayer
    - d. antidote
  
  10. What do “sixty-watt gloom,” “torn hurdy-gurdy lithographs,” and “alarming fists of snow” suggest as the setting of “Empress of the Blues”?
    - a. urban; Depression era
    - b. rural; Depression era
    - c. urban; 1980s
    - d. rural; 1980s
-





**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.7** | Booker T. Washington and W. E. B. Du Bois**Recall the facts.** *Circle the best answer for each question.*

1. To what does “Booker T.” think black youth should aspire?
    - a. higher education
    - b. civil rights
    - c. political power
    - d. jobs
  
  2. What goal for black people did Du Bois reject and Washington support?
    - a. economic independence
    - b. industrial education
    - c. assimilation
    - d. home ownership
  
  3. What was Washington willing for black people to sacrifice in order to reach his goal?
    - a. independence
    - b. security
    - c. civil rights
    - d. self-sufficiency
  
  4. Where did W. E. B. get his last academic degree?
    - a. Tuskegee Institute
    - b. Harvard University
    - c. Yale University
    - d. Howard University
  
  5. Du Bois’s argument against home ownership without civil rights and political power was that homes could be taken from \_\_\_\_\_.
    - a. second-class citizens
    - b. politicians
    - c. women
    - d. the unemployed
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.7** | Booker T. Washington and W. E. B. Du Bois**Interpretation.** *Circle the best answer for each question.*

- 
6. What did black people gain by following Washington's plan, according to Du Bois?
- the vote
  - civil equality
  - financial aid from schools
  - nothing
7. What is the meter of Randall's poem?
- iambic quadrimeter
  - dactylic quadrimeter
  - iambic trimeter
  - iambic pentameter
8. What is the tone of Randall's poem?
- somber
  - outraged
  - hearty
  - romantic
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.8** | The Poetry of Margaret Walker**Recall the facts.** *Circle the best answer for each question.*

- 
1. Margaret Walker's writing career began during the \_\_\_\_\_ and lasted well into the Black Arts Movement of the 1960s.
    - a. Reconstruction Era
    - b. First World War
    - c. Harlem Renaissance
    - d. Civil Rights Era
  
  2. Who are all the men celebrated in "Ballad of the Free"?
    - a. black military heroes
    - b. black activists
    - c. slave rebellion leaders
    - d. freed slaves
  
  3. Malcolm X had much more \_\_\_\_\_ than his mourners, in the speaker's view.
    - a. pacifism
    - b. coverage
    - c. wisdom
    - d. hatred
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.8** | The Poetry of Margaret Walker**Interpretation.** *Circle the best answer for each question.*

- 
4. “For My People” is an example of \_\_\_\_\_.  
a. iambic pentameter  
b. ballad form  
c. sonnet form  
d. free verse poetry
5. The people described by the speaker of “For My People” have, for the most part, \_\_\_\_\_.  
a. faced many difficulties.  
b. had an easy time.  
c. been unable to find any joy.  
d. understood everything that has happened to them.
6. Which of the following is a good word to describe the speaker’s tone in the final stanza of “For My People”?  
a. directive  
b. passive  
c. forlorn  
d. negative
7. Which of the following is closest to the meaning of “our blood and water pour from your flowing wounds”?  
a. We feel your pain.  
b. We are weakened because of your violence.  
c. Our life forces are pulled out of us along with yours as you die.  
d. You die for our sins.
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.9** | The Poetry of Gwendolyn Brooks, Part A**Recall the facts.** *Circle the best answer for each question.*

1. Although Gwendolyn Brooks was a nationally honored poet, most of her poetry is about life in one city of \_\_\_\_\_.
    - a. New York
    - b. Washington, D.C.
    - c. Philadelphia
    - d. Chicago
  
  2. What do the pool players *not* think of themselves?
    - a. They belong together.
    - b. They play pool well.
    - c. They celebrate immorality.
    - d. They have a future.
  
  3. What would Rudolph like to do all day?
    - a. spread his arms and breathe
    - b. tend cows and chickens
    - c. tend buildings
    - d. push buildings
  
  4. What is too close to the speaker in “Rudolph is tired of the city”?
    - a. the country
    - b. the city
    - c. the chickens
    - d. the buildings
  
  5. What would the speaker (Rudolph) be willing to do in the country?
    - a. farm chores
    - b. study
    - c. ride the train
    - d. office work
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.9** | The Poetry of Gwendolyn Brooks, Part A**Interpretation.** *Circle the best answer for each question.*

- 
6. Like Langston Hughes, Brooks wrote about people who were \_\_\_\_\_.
    - a. revolutionaries
    - b. artists
    - c. ordinary
    - d. victims
  
  7. What kind of rhyme does Brooks use in “We Real Cool”?
    - a. internal
    - b. shape
    - c. slant
    - d. jazz
  
  8. Brooks has a(n) \_\_\_\_\_ opinion of the choices that the pool players have made in life.
    - a. negative
    - b. positive
    - c. indifferent
    - d. uncertain
  
  9. Which of the following is MOST likely the speaker’s age in “Rudolph is tired of the city”?
    - a. 30
    - b. 20
    - c. 70
    - d. 10
  
  10. What does the speaker crave that he can’t get in the city?
    - a. space
    - b. cows
    - c. chickens
    - d. farm people’s company
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.9** | The Poetry of Gwendolyn Brooks, Part B

**Recall the facts.** *Circle the best answer for each question.*

---

1. Who puts a seed into the ground?
    - a. Tommy
    - b. Suzie
    - c. Joey
    - d. Amanda
  
  2. How does the seed-planter care for the seed?
    - a. as well as s(h)e can
    - b. occasionally
    - c. professionally
    - d. with help from other people
  
  3. What is the seed-planter like?
    - a. glum
    - b. wise
    - c. arrogant
    - d. hopeful
  
  4. Who most likely knows least how to care for a seed?
    - a. child
    - b. adult
    - c. elderly person
    - d. teenager
  
  5. What is the weakness of the Greek god Narcissus who stared into the pool at his reflection?
    - a. pride
    - b. vanity
    - c. cruelty
    - d. gluttony
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.10 | Ka'ba**

**Recall the facts.** *Circle the best answer for each question.*

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1. What is the title of the book in which Baraka published “Ka’ba” in 1969?
    - a. Black Power
    - b. Black Magic
    - c. Black Arts
    - d. Black Poetry
  
  2. What defies physics on the dirty courtyard of Ka’ba?
    - a. screams
    - b. walking
    - c. will
    - d. calling
  
  3. Whose “world is more beautiful than anyone’s”?
    - a. Moslems
    - b. poets
    - c. Africans
    - d. black people
  
  4. What does the speaker say they are laboring toward?
    - a. return to their heritage
    - b. destruction of their oppressors
    - c. redemption in the afterlife
    - d. economic independence
  
  5. What does Baraka seek in converting to Islam?
    - a. fellowship with black people everywhere
    - b. to relinquish his United States citizenship
    - c. a permissive religion
    - d. an artistic religion
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.10 | Ka'ba**

**Interpretation.** *Circle the best answer for each question.*

---

6. To what does Baraka compare black captivity with the phrase “sprawl in gray chains”?
    - a. zoo animals
    - b. prison inmates
    - c. asylum residents
    - d. graveyard occupants
  
  7. What is in the people that makes them beautiful?
    - a. African imaginations
    - b. the sun
    - c. magic
    - d. Allah
  
  8. What does Baraka do with the final line?
    - a. asks his audience for help
    - b. frighten his audience
    - c. attack his audience
    - d. address his Creator
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.11** | The Poetry of Mari Evans**Recall the facts.** *Circle the best answer for each question.*

- 
1. In Stanza 1 of “I Am a Black Woman,” what can the black women be heard doing?
    - a. humming
    - b. writing
    - c. playing musical instruments
    - d. talking
  
  2. Lines 10-14 tell of tragic experiences the speaker had during \_\_\_\_\_.
    - a. America’s slave times
    - b. the Civil War
    - c. the twentieth Century
    - d. the nineteenth Century
  
  3. Against what does the speaker measure her height?
    - a. cypress tree
    - b. ship
    - c. mountain
    - d. sky
  
  4. What does the speaker offer those who look on her?
    - a. insight
    - b. protection
    - c. renewal
    - d. guidance
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.11 | The Poetry of Mari Evans**

**Interpretation.** *Circle the best answer for each question. Refer to the poem if necessary.*

---

5. In her Stanza 1 metaphor, Mari Evans speaks of tears as if they are \_\_\_\_\_.
    - a. rain
    - b. words in a book
    - c. notes in music
    - d. stars
  
  6. The speaker in Stanza 2, who committed one and witnessed three atrocities, is not \_\_\_\_\_ a specific black women but rather a universal black woman.
    - a. figuratively
    - b. literally
    - c. clearly
    - d. virtually
  
  7. Which stanza contains the narrative of “I Am a Black Woman”?
    - a. Stanza 1
    - b. Stanza 2
    - c. Stanza 3
    - b. Stanza 4
  
  7. The speaker in “I Am a Black Woman” is a \_\_\_\_\_ character.
    - a. simple
    - b. complex
    - c. gentle
    - d. tragic
  
  9. Which of the following adjectives does not describe the speaker in “I Am a Black Woman”?
    - a. eternal
    - b. resilient
    - c. magnificent
    - d. fragile
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.12** | The Poetry of Eloise Greenfield**Recall the facts.** *Circle the best answer for each question.*

- 
1. What does the speaker in “By Myself” do to be whatever she wants?
    - a. writes
    - b. sleeps
    - c. closes her eyes
    - d. paints
  
  2. When she opens her eyes, what does the speaker care to be?
    - a. a song
    - b. a leaf
    - c. herself
    - d. a dimple
  
  3. The expression “didn’t take no stuff” means Tubman was \_\_\_\_\_.
    - a. picky
    - b. tough
    - c. proud
    - d. cranky
  
  4. How did Harriet Tubman escape slavery?
    - a. running in the dark
    - b. by train
    - c. on horseback
    - d. by boat
  
  5. How many trips South did Harriet Tubman make to lead slaves to freedom?
    - a. 10
    - b. 20
    - c. 19
    - d. 5
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.12** | The Poetry of Eloise Greenfield**Interpretation.** *Circle the best answer for each question.*

- 
6. What is the tone of the poem “By Myself”?
    - a. cheery
    - b. morose
    - c. romantic
    - d. aggressive
  
  7. “By Myself” is an example of \_\_\_\_\_.
    - a. concrete poetry
    - b. sonnet form
    - c. blank verse
    - d. free verse
  
  8. Greenfield’s “Harriet Tubman”, which tells a story and includes a refrain, is a(n) \_\_\_\_\_.
    - a. ballad
    - b. folktale
    - c. sonnet
    - d. epic poem
  
  9. In “Harriet Tubman,” the meter creates a feeling of \_\_\_\_ in the reader.
    - a. devotion
    - b. peacefulness
    - c. urgency
    - d. patriotism
  
  10. The repeated phrase “stay one either” expresses a tone of \_\_\_\_ .
    - a. sorrow
    - b. defiance
    - c. secrecy
    - d. piety
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.13** | The Poetry of Sonia Sanchez**Recall the facts.** *Circle the best answer for each question.*

- 
1. Sonia Sanchez is committed to poetry as a \_\_\_\_\_ act.
    - a. healing
    - b. sacred
    - c. political
    - d. personal
  
  2. In “to Kenny,” what is turned “into a satellite / of black stars”?
    - a. prophets
    - b. minds
    - c. stars
    - d. lives
  
  3. In “We Can Be,” the speaker is \_\_\_\_\_ us a tap dancer’s dream / of Sunday nite ed sullivan shows.”
    - a. “showen to
    - b. “leaven behind
    - c. “bringen toward
    - d. “maken for
  
  4. In one of Sanchez’s haiku, the phrase “knocked all over” refers to \_\_\_\_\_.
    - a. drumming
    - b. doorways
    - c. boxing
    - d. sobbing
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.13** | The Poetry of Sonia Sanchez

**Interpretation.** *Circle the best answer for each question. Refer to poems if necessary.*

---

5. In “to Kenny,” Sanchez alludes to \_\_\_\_\_.
    - a. African folklore
    - b. the Bible
    - c. the Quran
    - d. the Torah
  
  6. In what decade does Sanchez set “We Can Be”?
    - a. Fifties
    - b. Eighties
    - c. Seventies
    - d. Nineties
  
  7. In terms of beats per line, one of the haiku does *not* obey strict haiku form. Which one is it?
    - a. did ya ever cry
    - b. if I had known
    - c. come reluctant night
    - d. O this day like an
-





**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.14** | The Poetry of Maya Angelou**Recall the facts.** *Circle the best answer for each question.*

- 
1. What does the speaker in “Life Doesn’t Frighten Me” do to scary things?
    - a. ignores them
    - b. makes fun of them
    - c. studies them
    - d. runs from them
  
  2. Where are there “kissy little girls”?
    - a. in the park
    - b. on the ocean floor
    - c. in her new classroom
    - d. at the movies
  
  3. In “Woman Work,” what part of her day will be consumed by the chores listed in stanza 1?
    - a. three quarters of it
    - b. half of it
    - c. all of it
    - d. two-thirds of it
  
  4. What does she ask for from dewdrops, wind, and snowflakes?
    - a. irrigation
    - b. care
    - c. cleansing
    - d. protection
  
  5. What can the woman call her own?
    - a. company
    - b. house
    - c. nature
    - d. children
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.14** | The Poetry of Maya Angelou**Interpretation.** *Circle the best answer for each question.*

- 
6. The repeated line, “life doesn’t frighten me at all,” has more power than other lines in the same stanza because of its \_\_\_\_\_.
- imagery
  - length
  - alliteration
  - meter
7. Most of the sensory imagery in “Life Doesn’t Frighten Me” appeals to the sense of \_\_\_\_\_.
- hearing
  - touch
  - smell
  - sight
8. The stack of one-syllable action verbs in stanza 1 of “Woman Work” gives the reader a feeling of \_\_\_\_\_.
- relaxation
  - adventure
  - regimentation
  - comfort
9. For whom does the woman do most of her work?
- the helpless
  - the wealthy
  - herself
  - the young
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.15** | The Poetry of Nikki Giovanni**Recall the facts.** *Circle the best answer for each question.*

1. Of what type of poetry is “Knoxville, Tennessee” a perfect example?
    - a. objective correlative
    - b. the subject of correlative
    - c. imagist
    - d. lyric
  
  2. According to the speaker in “Nikki Rosa,” what do they never talk about if you are black and become famous?
    - a. How happy you were with you mother
    - b. Your family’s poverty
    - c. Your father’s drinking
    - d. Your difficult childhood
  
  3. The speaker says “Black love is Black \_\_\_\_.”
    - a. goodness
    - b. wealth
    - c. happiness
    - d. memory
  
  4. In “The Drum,” what does the child tell her father she will do to the world?
    - a. hold it
    - b. break it
    - c. attack it
    - d. beat on it
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.15** | The Poetry of Nikki Giovanni**Interpretation.** *Circle the best answer for each question.*

- 
5. The short simple lowercase lines give the poem “Knoxville” a(n) \_\_\_\_ tone.
- a. innocent
  - b. serious
  - c. objective
  - d. patient
6. Who does Giovanni probably mean by “they” in line 6 of “Nikki-Rosa”?
- a. black neighbors
  - b. white journalists
  - c. black poets
  - d. family members
7. In “The Drum,” the child’s attitude is \_\_\_\_
- a. confident
  - b. skeptical
  - c. apologetic
  - d. melancholy
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.16** | The Poetry of Lucille Clifton**Recall the facts.** *Circle the best answer for each question.*

1. Lucille Clifton was said to be too critical of \_\_\_\_\_.
    - a. black activists
    - b. black poets
    - c. white society
    - d. white poets
  
  2. Where does the speaker want to live?
    - a. uptown
    - b. in straight houses
    - c. in the inner city
    - d. under pastel lights
  
  3. The houses uptown are as straight as \_\_\_\_\_.
    - a. lightning
    - b. highways
    - c. dead men
    - d. rocketships
  
  4. The speaker in “for de Lawd” says she \_\_\_\_\_ a long line of black women with murdered sons.
    - a. has seen
    - b. is not part of
    - c. comes from
    - d. foresees
  
  5. For whom do the women keep sweeping the steps?
    - a. Ray Charles
    - b. their sons
    - c. neighbors
    - d. black women
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.16** | The Poetry of Lucille Clifton**Interpretation.** *Circle the best answer for each question.*

- 
6. Poetry that is simple in its form but complex in its meaning is called \_\_\_\_\_.
    - a. abstract
    - b. concrete
    - c. freestyle
    - d. minimalist
  
  7. In free verse style, a poem reads like \_\_\_\_\_.
    - a. a sermon
    - b. conversational speech
    - c. a song
    - d. an essay
  
  8. What theme is common to both “in the inner city” and “for de Lawd”?
    - a. loyalty
    - b. mourning
    - c. celebration
    - d. ecstasy
  
  9. The title “for de Lawd” \_\_\_\_ the poem.
    - a. answers the question posed by
    - b. raises the purpose of
    - c. helps develop the character of the speaker of
    - d. makes a prayer out of
  
  10. Lucille Clifton’s poetry was very popular during the \_\_\_\_\_ of the 1960s and early 1970s.
    - a. World War I
    - b. Black Arts Movement
    - c. Jazz Era
    - d. Harlem Renaissance
-





**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.17** | The Poetry of Rita Dove**Recall the facts.** *Circle the best answer for each question.*

- 
1. The Haitians could not pronounce *perejil* because their first language was not \_\_\_\_\_.
    - a. English
    - b. Spanish
    - c. French
    - d. Zulu
  
  2. When does the parrot stop screaming for a moment?
    - a. when it gets pastries
    - b. when the general thinks of killing
    - c. when the mother collapses
    - d. when the Haitians sing
  
  3. The general hates sweets because they remind him of \_\_\_\_\_.
    - a. his mother's death
    - b. the Haitian children
    - c. the cane fields
    - d. his bad teeth
  
  4. Who calls out the general's name in the poem?
    - a. a soldier
    - b. the Haitian children
    - c. the parrot
    - d. his mother
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.17** | The Poetry of Rita Dove**Interpretation.** *Circle the best answer for each question.*

- 
5. What does the rain represent in stanza 3?
- cane
  - water
  - bullets
  - parrots
6. What is the primary mood evoked by the last four stanzas in the first part of the poem?
- patriotism
  - adoration
  - sorrow
  - horror
7. The general is \_\_\_\_\_ his mother.
- sad about
  - happy about
  - angry at
  - obsessed with
8. To the general, the ability to pronounce the word perejil means \_\_\_\_\_.
- intelligence
  - death
  - intelligence
  - humor
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.18** | The Poetry of Michael S. Harper**Recall the facts.** *Circle the best answer for each question.*

1. \_\_\_\_\_ is the poet to whom Harper dedicates this poem.
    - a. Maya Angelo
    - b. Sterling Brown
    - c. Langston Hughes
    - d. Claude McKay
  
  2. What does the speaker tell Miss Daisy to do?
    - a. read
    - b. hold on
    - c. rock
    - d. write
  
  3. In “Use Trouble,” whom does the speaker address?
    - a. the children
    - b. Chief Seattle
    - c. Jacob Lawrence
    - d. the reader
  
  4. According to the poet, Lawrence’s heritage included \_\_\_\_\_.
    - a. Native American
    - b. Italian
    - c. Irish
    - d. Asian
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.18** | The Poetry of Michael S. Harper**Interpretation.** *Circle the best answer for each question.*

- 
5. According to stanza 2 of “Br’er Sterling and the Rocker,” we cannot \_\_\_\_\_ poetry.
    - a. understand
    - b. destroy
    - c. explain
    - d. write
  
  6. Harper upholds sonnet form in this poem in that it has
    - a. 14 lines
    - b. question and response format
    - c. end rhymes
    - d. iambic pentameter
  
  7. According to the speaker in “Br’er Sterling,” poetry is a mode of \_\_\_\_\_.
    - a. transport
    - b. communication
    - c. entertainment
    - d. industry
  
  8. What are Lawrence’s mural subjects?
    - a. paradise
    - b. children
    - c. poor people
    - d. artists and poets
  
  9. “Use Trouble” is a very \_\_\_\_\_ poem.
    - a. simple
    - b. literal
    - c. abstract
    - d. emotional
-



## Unit 4

**Reading Check 4.19** | The Poetry of Derek Walcott

**Recall the facts.** *Circle the best answer for each question.*

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1. Derek Walcott won the \_\_\_\_ in 1992.
    - a. Pulitzer Prize
    - b. Nobel Prize in Literature
    - c. Academy Award
    - d. Natioanl Poetry Award
  
  2. In Lines 8-9, the speaker implies that Che Guevara fell \_\_\_\_\_.
    - a. So the Bolivians would be pardoned
    - b. for no reason
    - c. in a junkyard
    - d. at the hands of the Bolivian people
  
  3. Who could not hear or see the birds bringing peace?
    - a. the Battalions
    - b. nations
    - c. children
    - d. men
  
  4. The speaker in "A Far Cry from Africa" implies that he has both \_\_\_\_\_.
    - a. black and white ancestry
    - b. friends and foes in England
    - c. civilized and uncivilized emotions
    - d. Jewish and Christian ancestry
  
  5. The man who "plucks the first line of the Odyssey" is \_\_\_\_\_.
    - a. Troy
    - b. Homer
    - c. Menelaus
    - d. Adicius
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.19** | The Poetry of Derek Walcott*Interpretation. Circle the best answer for each question.*

- 
6. Much of the imagery in “A Far Cry from Africa” is \_\_\_\_\_.
- grotesque
  - comical
  - peaceful
  - military
7. In “A Map of the New World” what entire race had its “belief in harbours” disappear into a mist?
- Greeks
  - Trojans
  - whites
  - blacks
8. The gray cloud of Helen’s hair indicates that the events of the Iliad are \_\_\_\_\_.
- recent
  - future
  - past
  - long past
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.20** | The Poetry of Jay Wright**Recall the facts.** *Circle the best answer for each question.*

1. Who is the speaker addressing?
    - a. Jefferson
    - b. Banneker
    - c. Wright
    - d. Bloom
  
  2. In Line 14, the word *solid* means \_\_\_\_\_.
    - a. heavy
    - b. dense
    - c. unbroken
    - d. accurate
  
  3. According to Lines 32–34, Banneker believed there is a(n) \_\_\_\_\_ for every effect.
    - a. cause
    - b. science
    - c. language
    - d. movement
  
  4. In Lines 54 and 55, who is looking for “the one thing that will not reveal itself”?
    - a. Banneker
    - b. Jefferson
    - c. God
    - d. Walcott
  
  5. What does Banneker lose in searching himself?
    - a. the stars
    - b. relations
    - c. Jefferson
    - d. perspective
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.20** | The Poetry of Jay Wright**Interpretation.** *Circle the best answer for each question.*

- 
6. Because of his scientific mind, Banneker had to \_\_\_\_\_ Thomas Jefferson.
- praise
  - criticize
  - vote for
  - understand
7. The speaker tells Banneker that Banneker is a(n) \_\_\_\_\_ to Jefferson.
- god
  - criminal
  - enemy
  - mystery
8. What would God have us know that the speaker said Banneker knows?
- Slavery is wrong.
  - Stars are trackable.
  - Whites are inferior.
  - Jefferson is wrong.
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.21** | The Fiction of Richard Wright**Recall the facts.** *Circle the best answer for each question.*

1. Wright's story is about the 1927 Mississippi flood and a fictional family of black \_\_\_\_\_.
    - a. millworkers
    - b. slaves
    - c. sharecroppers
    - d. landlords
  
  2. The cow and the little girl, Sally, are both \_\_\_\_\_.
    - a. feverish
    - b. muddy
    - c. unhappy
    - d. skinny
  
  3. "The bed . . . was like a giant \_\_\_\_\_ forged of mud."
    - a. pancake
    - b. casket
    - c. sponge
    - d. raft
  
  4. Tom hates to go back to borrow money from Burgess because \_\_\_\_\_.
    - a. he feels embarrassed
    - b. he dislikes Burgess
    - c. he owes Burgess \$800
    - d. he dislikes farming
  
  5. Burgess says he'll lend Tom \_\_\_\_\_ if Tom will stay and work the farm.
    - a. food
    - b. money
    - c. a horse
    - d. chickens
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.21** | The Fiction of Richard Wright**Interpretation.** *Circle the best answer for each question.*

- 
6. Upon sight of his home, the father's hopelessness shows in his \_\_\_\_\_.
    - a. stillness
    - b. tears
    - c. words
    - d. groans
  
  7. What character trait do Sally and May show after the pump gives water?
    - a. industriousness
    - b. sulkiness
    - c. coyness
    - d. prudence
  
  8. Wright's characters have almost no material wealth but a huge amount of \_\_\_\_\_.
    - a. racial unity
    - b. family love
    - c. spirituality
    - d. patriotism
  
  9. Because of Wright's use of \_\_\_\_\_, the reader directly experiences rural Mississippi conversational style.
    - a. sensory detail
    - b. dialect
    - c. verbal irony
    - d. dialogue
  
  10. What is Tom's attitude after Burgess asks, "You coming?"
    - a. grateful
    - b. furious
    - c. hopeful
    - d. resigned
-





**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.22** | The Fiction of Dorothy West**Recall the facts.** *Circle the best answer for each question.*

- 
- Dorothy West, nicknamed \_\_\_\_\_, became part of the Harlem literary circle when she was \_\_\_\_\_.
    - The Kid, 19
    - Baby, 75
    - The Kid, 85
    - Baby, 19
  - In high school, what was Lottie's most precious possession?
    - her cashmere sweater
    - her bankbook
    - her skates
    - her checkbook
  - The reason Lottie never married was that \_\_\_\_\_.
    - no one asked her
    - she disliked sharing
    - she disliked men
    - she preferred a paying job
  - Lottie redecorates her home and transforms her personal appearance because \_\_\_\_\_.
    - Harry died
    - Bess is coming
    - her boss told her to
    - she is senile
  - What does Bess want even more than food and lodging?
    - revenge
    - an audience
    - her sister's acceptance
    - money
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.22** | The Fiction of Dorothy West**Interpretation.** *Circle the best answer for each question.*

- 
6. In “The Richer, the Poorer,” you learn Lottie’s but not Bess’s thoughts because the story is told from \_\_\_\_\_ point of view.
- first-person omniscient
  - first-person limited
  - third-person limited
  - third-person omniscient
7. Which adjective below best describes Bess?
- nonconfrontational
  - prudent
  - exuberant
  - intelligent
8. To Lottie the idea of becoming an aunt or mother is \_\_\_\_\_.
- repulsive
  - boring
  - interesting
  - terrifying
9. A well-written protagonist has to \_\_\_\_\_ during the course of a fictional narrative.
- relate
  - be humbled
  - change
  - prevail
10. At what point does Lottie realize what she’s missed in her life and what Bess wants from her?
- when Bess does not notice the size of the turkey
  - after Bess tells her stories
  - when Bess arrives
  - as she prepares the house for Bess
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.23** | The Fiction of Alice Walker**Recall the facts.** *Circle the best answer for each question.*

1. What does the narrator feel as she awaits her daughter Dee's arrival?
    - a. apprehension
    - b. self pity
    - c. envy
    - d. contentment
  
  2. What can the narrator do in her dream that she says she could never really do?
    - a. break ice to get water
    - b. wear pale pancake makeup
    - c. weigh 100 pounds less
    - d. look a white man in the eyes
  
  3. What is Maggie's reaction when she sees her sister's hair?
    - a. amazement
    - b. disgust
    - c. boredom
    - d. amusement
  
  4. Wangero (Dee) says that Maggie's brain is like a(n) \_\_\_\_\_.
    - a. cat's
    - b. elephant's
    - c. cow's
    - d. dog's
  
  5. After her mother gives her the quilts, Maggie is no longer \_\_\_\_\_.
    - a. quiet
    - b. proud
    - c. scared
    - d. mad
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.23** | The Fiction of Alice Walker**Interpretation.** *Circle the best answer for each question.*

- 
6. What does Maggie seem to have that Dee does not have?
    - a. mother's affection
    - b. adventurousness
    - c. physical beauty
    - d. self-confidence
  
  7. What does the narrator admire most about Dee?
    - a. youth
    - b. intelligence
    - c. glamour
    - d. courage
  
  8. After whom does Dee *not* want to be named?
    - a. her grandmother
    - b. her oppressors
    - c. her aunt
    - d. her mother
  
  9. Maggie \_\_\_\_\_ her family more than the quilts and churn.
    - a. values
    - b. observes
    - c. uses
    - d. discusses
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.24** | Geraldine Moore: The Poet**Recall the facts.** *Circle the best answer for each question.*

- 
1. Geraldine's mother went away because she was \_\_\_\_\_.
    - a. arrested
    - b. sick
    - c. dead
    - d. remarried
  
  2. When Geraldine is almost home she sees \_\_\_\_\_ on the sidewalk.
    - a. her sister
    - b. her neighbor's sofa
    - c. her dog
    - d. her family's sofa
  
  3. During her math and health classes, Geraldine wonders about \_\_\_\_\_.
    - a. bills
    - b. English homework
    - c. her mother
    - d. her sister
  
  4. Geraldine tells Miss Scott she can't write a \_\_\_\_\_ poem.
    - a. good
    - b. clever
    - c. pretty
    - d. happy
  
  5. Mrs. Scott writes Geraldine's words on the board, and then she \_\_\_\_\_.
    - a. laughs
    - b. cries
    - c. sighs
    - d. smiles
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.24** | Geraldine Moore: The Poet**Interpretation.** *Circle the best answer for each question.*

- 
6. In Geraldine's neighborhood people are poor and \_\_\_\_\_ each other.
- critical of
  - admire
  - compete with
  - depend on
7. Geraldine is \_\_\_\_\_ poverty in her neighborhood.
- shocked by
  - accustomed to
  - overwhelmed by
  - furious about
8. In health class, Geraldine is becoming \_\_\_\_\_ about schoolwork and her future.
- angry
  - curious
  - cynical
  - excited
9. Mrs. Scott is a(n) \_\_\_\_\_ character.
- complex
  - empathetic
  - flat
  - antagonistic
10. What emotion might keep Geraldine from telling the class about her father's absence.
- shame
  - anger
  - irritation
  - confusion
-





**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.25 | Raymond's Run**

**Recall the facts.** *Circle the best answer for each question.*

---

1. Squeaky's only responsibility is to \_\_\_\_\_.
    - a. compete with Gretchen
    - b. run track
    - c. do homework
    - d. watch Raymond
  
  2. Cynthia pretends she doesn't have to \_\_\_\_\_ for the spelling bee.
    - a. study
    - b. diet
    - c. obey
    - d. listen
  
  3. What does Squeaky say that most girls never learn to do, even when they are adults?
    - a. compete
    - b. tell the truth
    - c. pretend
    - d. smile
  
  4. What does Squeaky do that most girls don't do?
    - a. beat up other girls
    - b. run races
    - c. smile a real smile
    - d. spend time with her brother
  
  5. Squeaky notices \_\_\_\_\_ smile after the race.
    - a. Gretchen's
    - b. Raymond's
    - c. Mr. Pearson's
    - d. Cynthia's
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.25 | Raymond's Run****Interpretation.** *Circle the best answer for each question.*

- 
6. Which of these words does *not* describe Squeaky?
- a. loyal
  - b. aggressive
  - c. compliant
  - d. flinty
7. Squeaky doesn't like to \_\_\_\_\_ anything.
- a. win
  - b. work at
  - c. pretend
  - d. discuss
8. What are girls' intentions when they smile, according to Squeaky?
- a. to fool people
  - b. to help people
  - c. to feel happiness
  - d. to look pretty
9. Squeaky's mother wishes her daughter liked \_\_\_\_\_.
- a. dresses
  - b. books
  - c. cooking
  - d. babies
10. Watching him, Squeaky realizes that Raymond can \_\_\_\_\_ almost as well as she.
- a. fight
  - b. run
  - c. think
  - d. act
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.27** | *A Raisin in the Sun***Recall the facts.** *Circle the best answer for each question.*

- 
1. Lorraine Hansberry experienced violent racial prejudice when her family moved from \_\_\_\_\_ to a white neighborhood.
    - a. Oakland, California
    - b. New Orleans, Louisiana
    - c. Southside Chicago
    - d. Harlem, New York
  
  2. What does Ruth do for her son and husband?
    - a. pray for and encourage them
    - b. clean their home
    - c. pick out clothes
    - d. wake and feed them
  
  3. What does Ruth *not* criticize about her husband?
    - a. talkativeness
    - b. greediness
    - c. impracticality
    - d. drunkenness
  
  4. On what does Walter blame his failure?
    - a. being black
    - b. his mother
    - c. being in Chicago
    - d. the Depression
  
  5. What happens to Ruth at the end of the scene?
    - a. She collapses.
    - b. She gets slapped.
    - c. She falls asleep.
    - d. She falls to the floor.
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Reading Check 4.27** | *A Raisin in the Sun***Interpretation.** *Circle the best answer for each question.*

- 
6. The title of this play comes from a line about \_\_\_\_\_ from a Langston Hughes poem.
- fruits of labor
  - sweetness
  - wisdom earned
  - dreams that don't come true
7. What is Ruth's attitude about money?
- cautious
  - reckless
  - lighthearted
  - greedy
8. What does Ruth give to her son but not to her husband?
- 50 cents
  - affection
  - respect
  - advice
9. How do Ruth and Mama feel about Beneatha's dreams?
- skeptical
  - hopeful
  - fearful
  - indifferent
10. Why does Beneatha agree that God is in the house?
- Mama is head of household.
  - Ruth scares her.
  - She really believes He is.
  - She enjoys patronizing Mama.
-



## GRACE ABOUNDING

The Core Knowledge Anthology of African-American Literature, Music, and Art,

## Unit 4

## ANSWER KEY

**4.1 The Autobiography of Malcolm X**

1. b, 2. d, 3. c, 4. d, 5. b, 6. b, 7. a, 8. d, 9. b, 10. d, Possible Essay Response: His brother Reginald's insanity after losing the bond with his family over being cut off by Elijah Muhammad made Malcolm question Elijah. Then when Elijah's behavior became immoral and public, Malcolm saw that Reginald may have been wronged. Extra Credit: More importantly, though outside the scope of this selection, Malcolm visited Mecca and completely changed his point of view of the white man as evil, seeing that people of all ethnic backgrounds worshipped together at Mecca .

**4.2 from I Know Why the Caged Bird Sings**

1. c, 2. a, 3. b, 4. d, 5. a, 6. b, 7. d, 8. c, 9. b, 10. a, Possible Essay Response: She doesn't accept being called Mary. She breaks a dish so she doesn't have to serve a woman who insulted her or continue to work for a woman who disrespects her. Uncle Willie showed her his own self-respect by not allowing his lameness to stop him from running his own store and raising his own niece and nephew .

**4.3 Letter from Birmingham Jail**

1. a, 2. b, 3. b, 4. b, 5. a, 6. b, 7. c, 8. b, 9. a, Possible Essay Response: He restates their criticisms, agrees in part with them, then explains why they are wrong about the rest .

**4.4 I Have a Dream**

1. a, 2. c, 3. d, 4. b, 5. a, 6. a, 7. c, 8. d, 9. b, Possible Essay Response: He used words of physical comfort, such as "warm threshold," "invigorating autumn," and "sunlit path". These kinds of phrases actually held his listeners in an emotional embrace .

**4.5 Speech at Tulane University**

1. d, 2. c, 3. c, 4. a, 5. d, 6. d, 7. a, 8. a, 9. d, 10. b, Possible Essay Response: He was concerned about the displaced people of New Orleans, and he called the students to complain loudly if government did not fulfill its promise to rebuild.

**4.6 Frederick Douglass**

1. c, 2. a, 3. a, 4. b, 5. c, 6. d, 7. a, 8. a, 9. d, 10. a, Possible Essay Response: Leadership is another theme of these three poems. Frederick Douglass and Bessie Smith were both real people who had important leadership roles in the black community, and the father honored by "Those Winter Sundays" had a natural leadership role as the protector and provider for a family. ,

**4.7 Booker T. and W. E. B .**

1. d, 2. c, 3. c, 4. b, 5. a, 6. b, 7. d, 8. a, 9. a, 10. c, Possible Essay Response: The dialogue format highlights the differences between the conflicting views of the two men. The tartness of some of Du Bois' remarks is stimulating, too .

**4.8 For My People, The Ballad of the Free, For**

**Malcolm X**, 1. c, 2. c, 3. b, 4. d, 5. a, 6. a, 7. c, Possible Essay Response: She means courageous leaders who are willing to suffer in public to shine light on injustice. The contrast makes the image powerful—nose thumbing (small, mean, crude) versus burning sun (huge, magnificent) .

**4.9 (part A) We Real Cool, Rudolph Is Tired of the City**

1. d, 2. d, 3. a, 4. d, 5. a, 6. c, 7. a, 8. a, 9. d, 10. a, Possible Essay Response: Yes, young men from all



## ANSWER KEY

ethnic backgrounds live in urban poverty. “We Real Cool” is definitely African American .

**4.9 (part B) Narcissa, Tommy, The Bean Eaters**

1. a, 2. a, 3. d, 4. a, 5. b, 6. d, 7. d, Possible Essay Response: Self reliance: the boy does what he knows how to do for the plant; the girl sits alone in her imaginary world; the old couple keep doing their chores and sharing their memories with each other at home. ,

**4.10 Ka’ba** 1. b, 2. c, 3. d, 4. a, 5. a, 6. a, 7. a, 8. a, Possible Essay Response: He gave up Everett Leroy Jones because he wanted he wanted a Muslim name not a Christian name. Amiri Baraka has the sounds and grace of an African language in a more dynamic flowing rhythm than Everett Leroy Jones. ,

**4.11 I am a Black Woman**

1. a, 2. a, 3. a, 4. c, 5. c, 6. b, 7. b, 8. b, 9. d, Possible Essay Response: It makes her feel strong and proud of her heritage because it tells of the pain black women have endured and the creative force within them. ,

**4.12 By Myself, Harriet Tubman**

1. c, 2. c, 3. b, 4. a, 5. c, 6. a, 7. d, 8. a, 9. c, 10. b, Possible Essay Response: The rhythm is completely contained in meter and line breaks. Punctuation would add unnecessary pauses in that rhythm .

**4.13 for our lady, to Kenny, We Can Be, selected Haiku**

1. c, 2. d, 3. b, 4. d, 5. d, 6. c, 7. a, 8. c, 9. a, 10. a, Possible Essay Response: It sounds like real speech and is much more passionate and sensual than when read silently .

**4.14 Life Doesn’t Frighten Me, Woman Work**

1. b, 2. c, 3. c, 4. b, 5. d, 6. c, 7. a, 8. b, Possible Essay Response: She is realistic, proud of her abilities, appreciative of nature’s comforts, and humble .

**4.15 Knoxville, Tennessee, the drum**

1. c, 2. b, 3. a, 4. b, 5. d, 6. c, 7. a, 8. b, 9. d, 10. a, Possible Essay Response: Creative imagination and time alone with a parent or grandparent .

**4.16 in the inner city, for de lawd**

1. c, 2. c, 3. c, 4. b, 5. b, 6. a, 7. b, Possible Essay Response: Common suffering and troubles; the reassurance of seeing the same people survive shoulder to shoulder .

**4.17 Parsley**

1. b, 2. b, 3. a, 4. c, 5. c, 6. d, 7. d, 8. a, Possible Essay Response: He loves his dead mother tenderly, which causes him to hate the people who are unlike her, the Haitians, viciously .

**4.18 Br’er Sterling and the Rocker, Use Trouble**

1. b, 2. b, 3. c, 4. a, 5. c, 6. a, 7. a, 8. c, 9. c, Possible Essay Response: Yes, his word play is so subtle and complex, a casual reader cannot understand it. Like jazz to a musician, Harper’s poetry is an acquired taste, an inside joke .

**4.19 Che, A Map of the New World: Archipelagos, Season of Phantasmal Peace, A Far Cry from Africa**

1. b, 2. a, 3. d, 4. a, 5. b, 6. a, 7. a, 8. d, Possible Essay Response: He wants to discourage warriors from further killing by showing how futile past wars have been and how ugly and unsatisfactory they’ve been .

## ANSWER KEY

**4.20 Benjamin Banneker Sends His Almanac to**

**Thomas Jefferson**, 1. b, 2. d, 3. a, 4. a, 5. b, 6. b, 7. d, 8. a, Possible Essay Response: The contradiction is God's perfect creation versus the existence of slavery .

**4.21 The Man Who Saw the Flood**

1. c, 2. d, 3. b, 4. c, 5. a, 6. a, 7. a, 8. b, 9. b, 10. d, Possible Essay Response: They have both good and bad traits. They speak, move, and look natural. They relate to each other the way real family members do .

**4.22 The Richer, the Poorer**

1. a, 2. b, 3. d, 4. b, 5. c, 6. c, 7. c, 8. a, 9. c, 10. b, Possible Essay Response: Bess, because I am impulsive, careless, irresponsible, faithful, sentimental, impractical, dependant, and naive .

**4.23 Everyday Use**

1. a, 2. d, 3. a, 4. d, 5. b, 6. a, 7. d, 8. b, 9. a, Possible Essay Response: Maggie gets confident .

**4.24 Geraldine Moore: The Poet**

1. b, 2. d, 3. a, 4. c, 5. b, 6. d, 7. b, 8. c, 9. b, 10. a, Possible Essay Response: She gains Geraldine's confidence and allows her to communicate with the class .

**4.25 Raymond's Run**

1. d, 2. a, 3. d, 4. a, 5. a, 6. c, 7. c, 8. a, 9. a, 10. b, Possible Essay Response: She has won enough and has nothing to prove. Now she's excited about Raymond becoming a runner .

**4.27 A Raisin in the Sun**

1. c, 2. d, 3. d, 4. a, 5. a, 6. d, 7. a, 8. b, 9. a, 10. a, Possible Essay Response: Yes, because the characters move and speak in the ways that real people do. They both love and despise each other as most family members do .

# GRACE ABOUNDING

*The Core Knowledge Anthology of African-American Literature, Music, and Art*

## Unit 4



### Unit 4 Vocabulary Tests

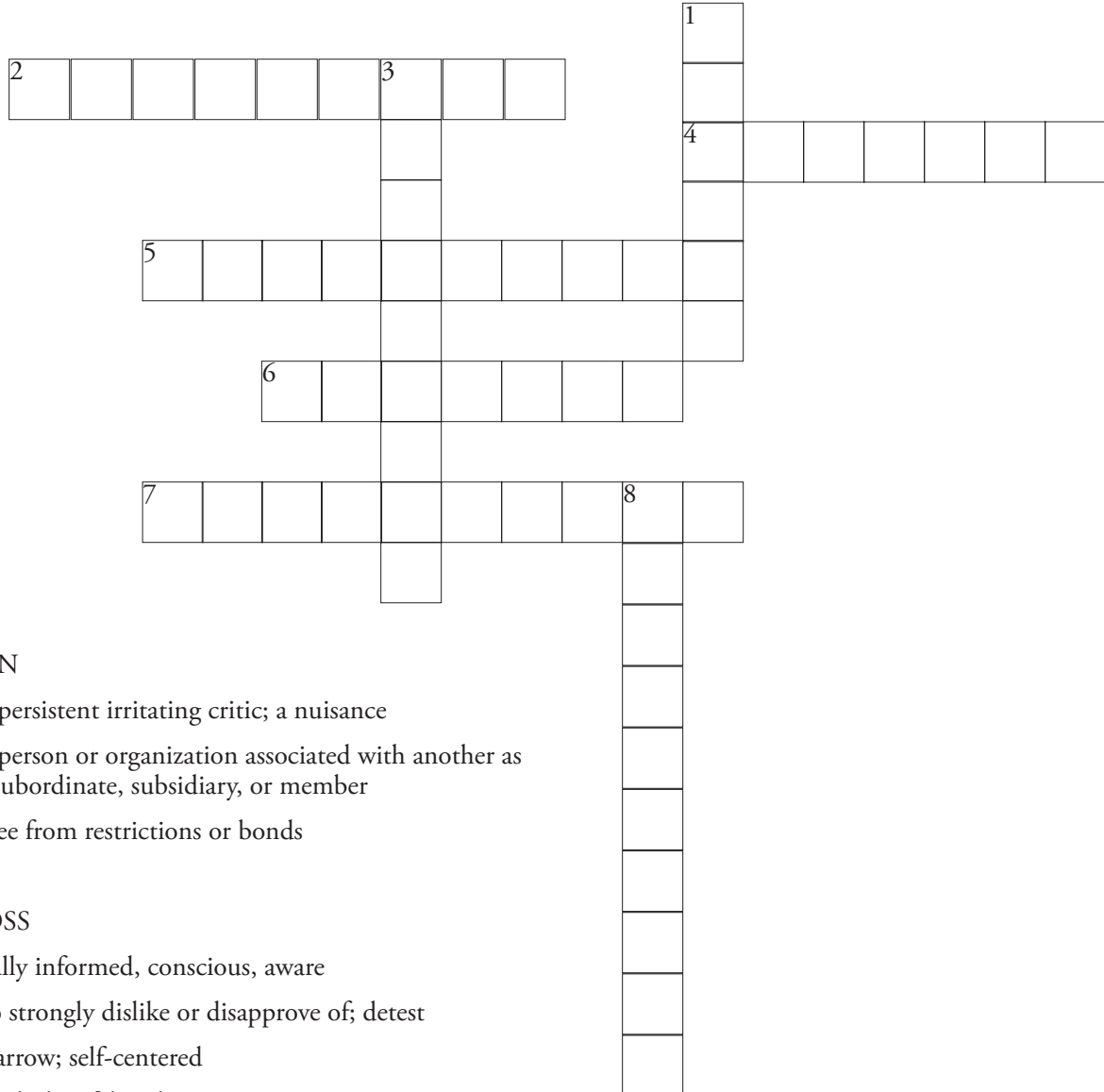
- 4.1 The Autobiography of Malcolm X
- 4.2 I Know Why the Caged Bird Sings
- 4.3 Letter from Birmingham Jail
- 4.4 I Have a Dream
- 4.5 Speech at Tulane University
- 4.6 The Poetry of Robert Hayden
- 4.7 Booker T. Washington and W. E. B. Du Bois
- 4.8 The Poetry of Margaret Walker
- 4.9 The Poetry of Gwendolyn Brooks, Mari Evans, Maya Angelou and Lucille Clifton
- 4.17 The Poetry of Rita Dove & Michael S. Harper
- 4.19 The Poetry of Derek Walcott
- 4.20 The Poetry of Jay Wright
- 4.21 The Fiction of Richard Wright
- 4.22 The Fiction of Dorothy West
- 4.24 The work of Toni Cade Bambara
- 4.27 A Raisin in the Sun

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Vocabulary Test 4.1** | *The Autobiography of Malcolm X**Choose the definition that best matches each vocabulary word.*

- 
- |                        |                                                                               |
|------------------------|-------------------------------------------------------------------------------|
| 1. ___ personification | a. To strive to equal or excel; imitate                                       |
| 2. ___ hermit          | b. A crafty scheme or cunning design for the accomplishment of a sinister end |
| 3. ___ articulate      | c. Utilization of another for selfish purposes                                |
| 4. ___ emulate         | d. To turn aside from a course or path; stray                                 |
| 5. ___ riffle          | e. Expressing oneself easily in clear and effective language                  |
| 6. ___ collective      | f. Characteristic of pirates                                                  |
| 7. ___ piratical       | g. Filled to capacity; no longer profitable                                   |
| 8. ___ machination     | h. Impeccably clean, spotless                                                 |
| 9. ___ bestial         | i. A person who has withdrawn from society                                    |
| 10. ___ suppression    | j. Relating to a number of people acting as a group                           |
| 11. ___ gluttoned      | k. The act of restricting or prohibiting                                      |
| 12. ___ exploitation   | l. Overanxious; obsessive                                                     |
| 13. ___ excommunicate  | m. To exclude from membership in a church or other group                      |
| 14. ___ neurotic       | n. Disordered; mentally disturbed                                             |
| 15. ___ immaculate     | o. Embodiment, a perfect example of (a particular quality)                    |
| 16. ___ deviate        | p. To thumb through (the pages of a book)                                     |
| 17. ___ deranged       | q. Beastly; marked by brutality                                               |

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Vocabulary Test 4.2 | I Know Why the Caged Bird Sings***Choose the vocabulary word that best matches each definition.*

- 
- |                                                  |                                                        |
|--------------------------------------------------|--------------------------------------------------------|
| 1. One guilty of a fault or crime                | 6. Brash, sassy, not respectful                        |
| a. felon                                         | a. impudent                                            |
| b. culprit                                       | b. imminent                                            |
| c. criminal                                      | c. ambient                                             |
| d. scoundrel                                     | d. impolitic                                           |
| 2. To express one's thoughts, usually with force | 7. Something new and unusual                           |
| a. banter                                        | a. nova                                                |
| b. voice                                         | b. novitiate                                           |
| c. vent                                          | c. novel                                               |
| d. bluster                                       | d. novelty                                             |
| 3. Bitter, long-lasting resentment               | 8. Treated with chemicals so as to preserve for burial |
| a. feud                                          | a. repelled                                            |
| b. rage                                          | b. embalmed                                            |
| c. hostility                                     | c. autopsied                                           |
| d. rancor                                        | d. mummified                                           |
| 4. Compelled to turn away from, kept away        | 9. Inability to have children                          |
| a. requited                                      | a. impotence                                           |
| b. repelled                                      | b. rancor                                              |
| c. rappelled                                     | c. barrenness                                          |
| d. rejected                                      | d. infertility                                         |
| 5. Mischievous                                   |                                                        |
| a. coy                                           |                                                        |
| b. elfish                                        |                                                        |
| c. impish                                        |                                                        |
| d. kittenish                                     |                                                        |
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Vocabulary Test 4.3 | Letter from Birmingham Jail***Read each definition, and write the matching vocabulary word where it belongs in the crossword puzzle.***DOWN**

1. A persistent irritating critic; a nuisance
3. A person or organization associated with another as a subordinate, subsidiary, or member
8. Free from restrictions or bonds

**ACROSS**

2. Fully informed, conscious, aware
4. To strongly dislike or disapprove of; detest
5. Narrow; self-centered
6. To declare false; deny
7. A suspension of an activity

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Vocabulary Test 4.4 | I Have a Dream***Choose the word that best completes each sentence.*

1. The king handed down a (decree, degree) that outlawed dancing.
2. The loss of her brother had a (wasting, withering) effect on Rhonda.
3. Once she was captured, the murderess was immediately put into (manacles, monocles)
4. Sari's garden (anguished, languished), so we missed out on a whole summer's worth of vegetables and herbs.
5. Raoul has a tendency to (dramatize, antagonize) his misfortunes.
6. If rights are (unassailable, unalienable), no one can take them away.
7. Mr. Christie decided to (defray, default) on his obligation to teach psychology because he wanted to take time off to travel.
8. In Sedona, Arizona, there are many (hallowed, hollowed) places where Native Americans have lived, worshipped, and died for thousands of years.
9. Molly practiced a healthy policy of (graduation, gradualism) in her weight loss program.
10. Because of the (sweltering, swaddling) heat, all outdoor sporting events were cancelled that weekend.
11. Phil's uncle began to (disintegrate, degenerate) after he lost his job.
12. The Johnson's dog, Bucky, crawled between the boulders near the shore and was (indestructibly, inextricably) stuck there.
13. Martin Luther King said, "unearned suffering is (redemptive, reductive)."
14. Jesse laughed at the giraffe as it began to (winnow, wallow) in the mud.
15. Mother Teresa was (exalted, exhorted) as a saint for her good works and exemplary life.
16. Because Marty fed him six times a day, the cat grew to be (propitious, prodigious).
17. The dark clouds are (lightening, heightening) in the western sky, and the leaves have turned upward in the wind.

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Vocabulary Test 4.5 | Speech at Tulane University Part 1***Choose the vocabulary word that best matches each definition.*

- 
- |                                                                                              |                                                                                                                         |
|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| 1. That which is left for later generations.                                                 | 6. A political system, like that once found in South Africa, in which racial groups are separated and treated unequally |
| a. ligature                                                                                  | a. feudalism                                                                                                            |
| b. heritage                                                                                  | b. dictatorship                                                                                                         |
| c. legacy                                                                                    | c. monarchy                                                                                                             |
| d. descendants                                                                               | d. apartheid                                                                                                            |
| 2. Backward-leading                                                                          | 7. Being truly so called, real                                                                                          |
| a. reductive                                                                                 | a. tenable                                                                                                              |
| b. regressive                                                                                | b. veritable                                                                                                            |
| c. progressive                                                                               | c. voluble                                                                                                              |
| d. redemptive                                                                                | d. verity                                                                                                               |
| 3. To give in                                                                                | 8. Lack of caring or compassion                                                                                         |
| a. succumb                                                                                   | a. callowness                                                                                                           |
| b. succor                                                                                    | b. numbness                                                                                                             |
| c. sanction                                                                                  | c. callousness                                                                                                          |
| d. suspend                                                                                   | d. candescence                                                                                                          |
| 4. Characterized by a crusading enthusiasm and a willingness to work toward gaining converts | 9. Officially supported, as by law or by the actions of authorities                                                     |
| a. fundamentalist                                                                            | a. sanctioned                                                                                                           |
| b. evangelical                                                                               | b. sanctimonious                                                                                                        |
| c. pentecostal                                                                               | c. sanctified                                                                                                           |
| d. evidentiary                                                                               | d. sumptuous                                                                                                            |
| 5. Exceptionally fine example of something                                                   | 10. To treat someone in a condescending, parental manner                                                                |
| a. model                                                                                     | a. homogenize                                                                                                           |
| b. icon                                                                                      | b. pasteurize                                                                                                           |
| c. exemplar                                                                                  | c. patronize                                                                                                            |
| d. idol                                                                                      | d. satirize                                                                                                             |
-



**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Vocabulary Test 4.5 | Speech at Tulane University Part 1**

11. Hope, dream
- a. inclination
  - b. assignation
  - c. aspiration
  - d. expectation
12. Lack of interest, concern, or involvement
- a. empathy
  - b. sympathy
  - c. diffidence
  - d. indifference
13. Done together, in one voice, without variation or difference
- a. unanimous
  - b. unilateral
  - c. undivided
  - d. uniformly
14. The tendency to accept things as they are
- a. compliance
  - b. complacency
  - c. comradeship
  - d. commitment
15. Sharp division into opposite parties or beliefs
- a. polity
  - b. antagonism
  - c. enmity
  - d. polarity
16. Forced to leave (one's home)
- a. disparaged
  - b. displaced
  - c. disembarked
  - d. dispelled

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Vocabulary Test 4.5 | Speech at Tulane University Part 2**

*Choose the word that best completes each sentence.*

---

1. In combat, it's necessary for soldiers to function as a unit, so the army demands (continuity, conformity).
  2. In the Catholic mass, (ritual, stricture) holds the congregation together and focuses on the altar.
  3. When the camp counselor announced a two-mile run in the pouring rain, there was bitter (descent, dissent) from the campers.
  4. A poet will (repudiate, reiterate) a line or phrase that carries important meaning.
  5. The Union soldiers would (appropriate, associate) food and supplies from civilian homes during the war.
  6. The class found the end of the science experiment interesting because the colored oil was (displaced, dispersed) in tiny droplets throughout the solution.
  7. A cup of strong tea will (invigorate, instigate) your circulation and respiration.
  8. Freed slaves moved North after the Civil War for work, and there they suffered (alienism, alienation) because they were not accepted as equals.
  9. (Ineffability, Ineptitude) is one fault that is not acceptable in a surgeon.
  10. Instead of openly worrying about his grades, the young man turned to (apogee, apathy) to hide his concern.
  11. Mount Monadnock seemed (unsustainable, insurmountable) to the pale, breathless lady, so she sat on the trail and waited for her husband's return.
  12. To fully enjoy his life, Dale focuses on the present moment and refuses to (project, protect) what might happen in the future.
  13. Marsha is proud of her (inequity, integrity) and knows that people can count on her to do what she says she will do.
  14. In the dramatic setting of twilight, the (grandiloquence, grandeur) of Victoria Falls is breathtaking.
  15. After Hurricane Katrina, there was a (diaspora, diastole) of people from New Orleans who had to escape the flood.
  16. Tim's visits to the Natural History Museum in New York began to (rekindle, kindred) his interest in biology.
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Vocabulary Test 4.6** | Frederick Douglass, *Those Winter Sundays**Choose the definition that best matches each vocabulary word.*

- 
1. Gaudy, adjective
    - a. Covered with oil
    - b. Showy in a vulgar way
    - c. Wounded deeply
    - d. Pushy, loud, and angry
  2. Rhetoric, noun
    - a. Red clay Spanish roof
    - b. Comical, silent movie that is very short and shown before the feature
    - c. Language that is overly elaborate or insincere
    - d. Obstacle that includes a hedge and a pond in a hunt course
  3. Flesh, verb
    - a. Tint to the color of skin
    - b. Suture to repair a wound
    - c. Remove the bones from a fish in preparation for cooking
    - d. To fill out; to give substance or detail to
  4. Chronic, adjective
    - a. Having to do with the passage of time
    - b. Of or related to aging
    - c. Circular or dome-shaped and hollow
    - d. Constant, always returning
  5. Indifferently, adverb
    - a. Without concern or interest
    - b. Identically, with no differences
    - c. In a unique and creative manner
    - d. Without respect or honor
  6. Austere, adjective
    - a. Having to do with male cattle
    - b. Unadorned, bleak; also stern or severe
    - c. Of or relating to the continent of Australia
    - d. Of or relating to steroids, male hormones
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Vocabulary Test 4.7** | Booker T. Washington and W.E.B. Du Bois*Choose from the words in the list below to complete the paragraph.*

cheek (noun)

cultivate (verb)

grouse (verb)

avail (verb)

trumped-up (adjective)

A new and ambitious police captain filed \_\_\_\_\_ robbery charges against a man in our neighborhood. Several of his good friends and his family went to the police department to \_\_\_\_\_ about the captain, but complaints could \_\_\_\_\_ no satisfaction. The captain's impudence and \_\_\_\_\_ extended to him threatening the people who came to defend the accused man with being arrested themselves. It seemed that the man and his friends would have to \_\_\_\_\_ support for their cause elsewhere, perhaps with their congresswoman.

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Vocabulary Test 4.8** | The Poetry of Margaret Walker*Choose the definition that best matches each vocabulary word.*

- 
- |                                 |                                                                                                                  |
|---------------------------------|------------------------------------------------------------------------------------------------------------------|
| 1. ___ throng (verb)            | a. To crowd into; fill                                                                                           |
| 2. ___ disinherited (adjective) | b. With knowledge of everything                                                                                  |
| 3. ___ dispossessed (adjective) | c. Relating to or suggestive of war                                                                              |
| 4. ___ cabaret (noun)           | d. Denied a natural right or privilege                                                                           |
| 5. ___ omnisciently (adverb)    | e. To move or act clumsily or in confusion                                                                       |
| 6. ___ flounder (verb)          | f. One who suffers death for a belief, cause, or principle                                                       |
| 7. ___ facile (adjective)       | g. A nightclub that provides short programs of live entertainment (especially song and dance)                    |
| 8. ___ hypocrisy (noun)         | h. Falseness; the act of professing (claiming) beliefs or virtues that one does not actually possess or practice |
| 9. ___ martial (adjective)      | i. A deterioration of mental faculties; senility                                                                 |
| 10. ___ martyr (noun)           | j. Deprived of possession                                                                                        |
| 11. ___ bourgeoisie (noun)      | k. Lacking sincerity or depth                                                                                    |
| 12. ___ dotage (noun)           | l. The middle class                                                                                              |

## Unit 4

**Vocabulary Test 4.9** | The Poetry of Gwendolyn Brooks, Mari Evans, Maya Angelou,  
and Lucille Clifton

*Choose the word that best completes each sentence.*

1. Robin's mother did not like the boy's tendency to \_\_\_\_\_ nearby whenever Robin was sunbathing.
  - a. shirk
  - b. lark
  - c. lure
  - d. lurk
2. Marguerite wants a graduation ceremony full of \_\_\_\_\_ with everyone dressed in gowns and tuxedos.
  - a. fringe
  - b. pomp
  - c. drama
  - d. bluster
3. Be careful of the \_\_\_\_\_ on your jacket, or it will dip into the soup.
  - a. pomp
  - b. frond
  - c. fringe
  - d. seam
4. Mingus can play a(n) \_\_\_\_\_ so fast, we can hardly see his fingers on the keys.
  - a. arpeggio
  - b. gondola
  - c. pizzicato
  - d. contralto
5. Mandy's job is to \_\_\_\_\_ to the younger children at the beach while their mothers relax and tell stories.
  - a. mend
  - b. tow
  - c. lurk
  - d. tend
6. Charisse prefers \_\_\_\_\_ shades because they complement her skin tone and suit her personality.
  - a. pastille
  - b. pastoral
  - c. pastiche
  - d. pastel

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Vocabulary Test 4.17** | Poetry of Rita Dove and Michael Harper*Write a sentence with each of the following vocabulary words.*

1. stolidly (adverb)

2. coy (adjective)

3. incarnate (adjective)

4. stoic (adjective)

5. trestle (noun)

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Vocabulary Test 4.19** | The Poetry of Derek Walcott*Choose the vocabulary word that best matches each definition.*

- 
- |                                                            |                                                                        |
|------------------------------------------------------------|------------------------------------------------------------------------|
| 1. Like wax, lacking life                                  | 6. Illusory, unreal, said of an apparition, having no physical reality |
| a. waxy                                                    | a. phantasmal                                                          |
| b. flaxen                                                  | b. infinitesimal                                                       |
| c. tawny                                                   | c. fantastic                                                           |
| d. waxen                                                   | d. euphoric                                                            |
| 2. Sickly whiteness                                        | 7. To cut in two                                                       |
| a. flush                                                   | a. pierce                                                              |
| b. pallor                                                  | b. split                                                               |
| c. lassitude                                               | c. disintegrate                                                        |
| d. pique                                                   | d. sever                                                               |
| 3. Causing to be preserved in a manner that prevents decay | 8. A large bird of prey                                                |
| a. coddling                                                | a. turkey                                                              |
| b. vivisection                                             | b. partridge                                                           |
| c. embalming                                               | c. osprey                                                              |
| d. mortifying                                              | d. penguin                                                             |
| 4. Very numerous                                           | 9. A large body of troops                                              |
| a. multitudinous                                           | a. fortress                                                            |
| b. plenty                                                  | b. flock                                                               |
| c. overwhelming                                            | c. battalion                                                           |
| d. battalion                                               | d. cavalry                                                             |
| 5. To sink, or end, as does the setting sun                | 10. A light brown to brownish-orange                                   |
| a. dissolve                                                | a. vermilion                                                           |
| b. decline                                                 | b. tawny                                                               |
| c. denouement                                              | c. sienna                                                              |
| d. decompensate                                            | d. mahogany                                                            |
-



**Unit 4****Vocabulary Test 4.19** | The Poetry of Derek Walcott

11. Facts that stand out, essential facts
- a. salients
  - b. factoids
  - c. objectives
  - d. truths
12. Fur-covered skin
- a. mink
  - b. pelt
  - c. coat
  - d. ermine
13. To eat until gorged or full, fatten
- a. batten
  - b. gnash
  - c. gobble
  - d. devour
14. Godlike nature or appearance
- a. ether
  - b. iconography
  - c. splendor
  - d. divinity
15. Dead body of an animal
- a. carcass
  - b. anatomy
  - c. pelt
  - d. carnage
16. Worry caused by fear
- a. depression
  - b. dread
  - c. longing
  - d. frenzy
17. Uncivilized, savage
- a. monstrous
  - b. vicious
  - c. brutish
  - d. demonic

**Unit 4****Vocabulary Test 4.20** | Benjamin Banneker Sends His Almanac to Thomas Jefferson

*Choose the definition that best matches each vocabulary word.*

---

1. gloat (verb)
    - a. To ponder ways of hurting someone else
    - b. To feel pity for oneself in an obvious manner
    - c. To feel or express great self-satisfaction
    - d. To behave toward others as though they are unimportant
  
  2. reproof (noun)
    - a. The act of voicing disapproval; rebuke
    - b. The act of looking a second time for grammatical errors in a manuscript
    - c. The act of submitting evidence to support a theory already proven
    - d. The act of removing flaws from a piece of artwork
  
  3. omission (noun)
    - a. Something intentionally retained
    - b. A long journey for the purpose of preaching the Gospel
    - c. A prayer to a pagan idol
    - d. Something intentionally left out or discarded
  
  4. impartial (adjective)
    - a. Unprejudiced, fair
    - b. Prejudiced, unfair
    - c. Whole, unbroken
    - d. Preferred, favored
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Vocabulary Test 4.21** | The Man Who Saw the Flood*Write a sentence with each of the following vocabulary words.*

---

1. recede (verb)

2. silt (noun)

3. stark (adjective)

4. low (verb)

5. listlessly (adverb)

## Unit 4

**Vocabulary Test 4.22** | The Richer, the Poorer

*Choose from the words in the list below to complete the paragraph.*

---

frivolous

whim

mean (low in social status)

miserly

frugal

sentimental

dismal

intolerable

Chandra was so depressed; she began to feel that her young life was \_\_\_\_\_. Her \_\_\_\_\_ attitude was not helped by the fact that she had enough money to indulge her every \_\_\_\_\_. Chandra was so \_\_\_\_\_ that even her cautious father considered her to be \_\_\_\_\_. Her fear was that if she had no money, she would become \_\_\_\_\_ in the eyes of her peers.

Then one day she met a handsome, charming, poor man who aroused her \_\_\_\_\_ outlook. She made the first \_\_\_\_\_ decision of her life when she happily bought him an office supply business.

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Vocabulary Test 4.24** | The Stories of Toni Cade Bambara*Choose the vocabulary word that best matches each definition.*

- 
1. To speak in a low tone, especially when complaining; grumble
    - a. murmur
    - b. mumble
    - c. mutter
    - d. bark
  
  2. A person with exceptional talent or powers
    - a. prodigy
    - b. protégé
    - c. potentate
    - d. producer
  
  3. Likely (often used with reference to an unfavorable outcome)
    - a. inclined
    - b. liable
    - c. leaning
    - d. falling
  
  4. A flower or small bouquet worn at the shoulder or on the waist
    - a. boutonnière
    - b. coronet
    - c. corset
    - d. corsage
-

**GRACE ABOUNDING***The Core Knowledge Anthology of African-American Literature, Music, and Art***Unit 4****Vocabulary Test 4.27** | *A Raisin in the Sun* Part 1

*Choose the definition that best matches each vocabulary word.*

---

- |                                      |                                                                             |
|--------------------------------------|-----------------------------------------------------------------------------|
| 1. ___ mismatched (past participle)  | a. The state or quality of lacking concern; apathy                          |
| 2. ___ erratic                       | b. In a way that attracts attention                                         |
| 3. ___ indictment                    | c. Bold resistance to an opposing force                                     |
| 4. ___ indifference                  | d. Definite                                                                 |
| 5. ___ exasperated (past participle) | e. Greatly annoyed                                                          |
| 6. ___ grudgingly                    | f. Showing silent resentment; gloomy                                        |
| 7. ___ oppression                    | g. Pitch or tone of voice                                                   |
| 8. ___ conspicuously                 | h. With reluctance or resentment; unwillingly                               |
| 9. ___ sullen                        | i. To free from blame                                                       |
| 10. ___ vindicate                    | j. With vivid detail and gestures                                           |
| 11. ___ rigidity                     | k. A feeling that one is weighed down by unjust or cruel authority or power |
| 12. ___ defiance                     | l. Mismatched, without the proper mate                                      |
| 13. ___ graphically                  | m. Accusation of wrongdoing                                                 |
| 14. ___ permeate                     | n. The state of being inflexible; stiffness                                 |
| 15. ___ inflection                   | o. To spread or diffuse through                                             |
| 16. ___ decided (adjective)          | p. Lacking in steadiness or regularity                                      |
| 17. ___ clinically                   | q. Analytically, without emotion                                            |
| 18. ___ intently                     | r. Purposefully, with concentration                                         |

## Unit 4

**Vocabulary Test 4.27** | *A Raisin in the Sun* Part 2

*Choose the word that best completes each sentence.*

---

1. Colin tried to (indestructibly, unobtrusively) slip by his wrestling coach when he was late for practice.
  2. The horse's balance and (carriage, composition) were nearly perfect in the dressage routine.
  3. With her cloudy vision, our newborn puppy was (furtive, feeble) on her wobbly legs.
  4. Matt pursues his high-school diploma (doggedly, graphically) even though he would prefer to be on the baseball field.
  5. Chanel looked (erratic, peaked) when she was first discharged from the hospital.
  6. Laura has a tendency to (meddle, permeate) in other people's romantic relationships.
  7. Selena is energetic and (incurred, inclined) to become restless during lecture classes.
  8. The wolf crept (furtively, assertively) up to the campfire to grab the roasting meat without being seen.
  9. Resistance is (futile, feudal) when a human being meets a riptide in the ocean.
  10. The team's celebration was so (ruckus, raucous) that neighbors a block away called to complain.
  11. When Bart is up to (devilment, indictment), Kenny will usually tattle on him to their parents.
-

## GRACE ABOUNDING

The Core Knowledge Anthology of African-American Literature, Music, and Art

## Unit 4

## VOCABULARY ANSWER KEY

**from The Autobiography of Malcolm X**

1. o, 2. i, 3. e, 4. a, 5. p, 6. j, 7. f, 8. b, 9. q, 10. k,  
11. g, 12. c, 13. m, 14. l, 15. h, 16. d, 17. n

**I Know Why the Caged Bird Sings**

1. b, 2. c, 3. d, 4. b, 5. c, 6. a, 7. d, 8. b, 9. c

**I Have a Dream**

1. decree, 2. withering, 3. manacles, 4. languished,  
5. dramatize, 6. unalienable, 7. default, 8. hallowed,  
9. gradualism, 10. sweltering, 11. degenerate, 12.  
inextricably, 13. redemptive, 14. wallow, 15. exalted,  
16. prodigious, 17. heightening

**Speech at Tulane University**

1. c, 2. b, 3. a, 4. b, 5. c, 6. d, 7. b, 8. c, 9. a, 10. c,  
11. c, 12. d, 13. a, 14. b, 15. d, 16. b

**Speech at Tulane University**

1. conformity, 2. ritual, 3. dissent, 4. reiterate, 5.  
appropriate, 6. dispersed, 7. invigorate, 8. alienation,  
9. ineptitude, 10. apathy, 11. insurmountable, 12.  
project, 13. integrity, 14. grandeur, 15. diaspora, 16.  
rekindle

**Frederick Douglass, Those Winter Sundays**

1. b, 2. c, 3. d, 4. d, 5. a, 6. b

**Booker T. and W.E.B.**

1. trumped-up, 2. grouse, 3. avail, 4. cheek, 5. cultivate

**The Poetry of Margaret Walker**

1. a, 2. d, 3. j, 4. g, 5. b, 6. e, 7. k, 8. h, 9. c, 10. f,  
11. l, 12. i

**The Poetry of Gwendolyn Brooks, Mari Evans,  
Maya Angelou, and Lucille Clifton,** 1. d, 2. b, 3. c,  
4. a, 5. d, 6. d

**Poetry of Rita Dove and Michael Harper**

1. Kiki remained stolidly behind Harlan even after he had lost his eyesight and his health., 2. Martin likes to give the audience a coy look at the end of that line., 3. John Henry must have been power incarnate if he really did all those things they say he did., 4. Celeste's stoic health regime was to eat wheat germ and honey for breakfast before a five-mile run., 5. The trestle is made of corrugated steel and coated with thick paint so that it will not rust.

**The Poetry of Derek Walcott**

1. d, 2. b, 3. c, 4. a, 5. b, 6. a, 7. d, 8. c, 9. c, 10. b,  
11. a, 12. b, 13. a, 14. d, 15. a, 16. b, 17. c

**Benjamin Banneker Sends His Almanac to Thomas Jefferson,** 1. c, 2. a, 3. d, 4. a

**The Man Who Saw the Flood**

1. The crowd began to recede in fear as the giant ape broke her chains., 2. During the Gold Rush, people would sit in creeks and use strainers to sift away silt and collect grains of gold., 3. The beach cottage stood stark against the dark, empty ocean., 4. The cow began to low when she lost her calf in the fog., 5. With heavy limbs from weeks of fever, Jon stumbled listlessly to the kitchen for a glass of lemonade.

**The Richer, the Poorer**

1. intolerable, 2. dismal, 3. whim, 4. frugal, 5. miserly, 6. mean, 7. sentimental, 8. frivolous

**The Stories of Toni Cade Bambara**

1. c, 2. a, 3. b, 4. d

**from A Raisin in the Sun**

1. l, 2. p, 3. m, 4. a, 5. e, 6. h, 7. k, 8. b, 9. f, 10. i,  
11. n, 12. c, 13. j, 14. o, 15. g, 16. d, 17. q, 18. r



**VOCABULARY ANSWER KEY****from A Raisin in the Sun**

1. unobtrusively, 2. carriage , 3. feeble, 4. doggedly,
5. peaked, 6. meddle, 7. inclined, 8. furtively, 9.
- futile, 10. raucous, 11. devilment