
Contents

Introduction: What Is American Literature? xi

Unit One: Freedom and Opportunity 1

<i>Chapter One</i>	3
Prereading Guide	3
A. Essential Vocabulary	3
B. Vocabulary Practice	4
C. Journal Freewrite	6
Reading 1: “Crispus Attucks, Martyr for American Independence” by Langston Hughes	7
Understanding the Reading	8
Reading 2: “Concord Hymn” by Ralph Waldo Emerson	11
Understanding the Reading	12
Reading Strategy Lesson: Using Context Clues	13
Writing Workshop: Thinking About Audience, Purpose, and Task	16
Grammar Mini-Lesson: Writing Complete Sentences	20
Polish Your Spelling: Base Words	22

<i>Chapter Two</i>	25
Prereading Guide	25
A. Essential Vocabulary	25
B. Vocabulary Practice	26
C. Journal Freewrite	28
Reading 3: from “Salt Water Farm” by E. B. White	29
Understanding the Reading	30
Reading Strategy Lesson: Thinking Aloud to Find Meaning in a Text	32
Writing Workshop: Gathering Ideas	35
Grammar Mini-Lesson: Subject-Verb Agreement	36
Polish Your Spelling: Adding Suffixes to Form Adverbs	39

<i>Chapter Three</i>	41
Prereading Guide	41
A. Essential Vocabulary	41
B. Vocabulary Practice	42
C. Journal Freewrite	44
Reading 4: from “Annual Message to the Congress” by President Franklin Delano Roosevelt	45
Understanding the Reading	48
Reading Strategy Lesson: Deciding What Is Important	50

Writing Workshop: Organizing and Writing Topic Sentences	52
Grammar Mini-Lesson: Sticking to One Tense	54
Polish Your Spelling: Changing Nouns into Adjectives	56
Unit One Review	58
Unit One Extension Activities	63
Unit Two: Identity	54
<hr/>	
<i>Chapter Four</i>	67
Prereading Guide	67
A. Essential Vocabulary	67
B. Vocabulary Practice	68
C. Journal Freewrite	70
Reading 5: from <i>The Woman Warrior</i> by Maxine Hong Kingston	71
Understanding the Reading	74
Reading Strategy Lesson: Identifying Point of View	76
Writing Workshop: Planning an Essay	78
Grammar Mini-Lesson: Correcting Run-on Sentences	80
Polish Your Spelling: Troublesome Consonants	83
<hr/>	
<i>Chapter Five</i>	85
Prereading Guide	85
A. Essential Vocabulary	85
B. Vocabulary Practice	86
C. Journal Freewrite	88
Reading 6: from <i>Where We Stand: Class Matters</i> by bell hooks	89
Understanding the Reading	90
Reading 7: from <i>Hunger of Memory</i> by Richard Rodriguez	93
Understanding the Reading	95
Reading Strategy Lesson: Question-Answer Relationships on Multiple-Choice Tests	97
Writing Workshop: Using QAR for Longer Responses	101
Grammar Mini-Lesson: Concise Writing	104
Polish Your Spelling: Homonyms	107
<hr/>	
<i>Chapter Six</i>	111
Prereading Guide	111
A. Essential Vocabulary	111
B. Vocabulary Practice	112
C. Journal Freewrite	114
Reading 8: from <i>The Wedding</i> by Dorothy West	115
Understanding the Reading	117

Reading Strategy Lesson: Making Inferences and Drawing Conclusions	119
Writing Workshop: Avoiding Clichés	123
Grammar Mini-Lesson: Using Participles Correctly	126
Polish Your Spelling: Adding the Suffix -ION	130
Unit Two Review	131
Unit Two Extension Activities	135
Unit Three: Love and Friendship	137
<hr/>	
<i>Chapter Seven</i>	139
Prereading Guide	139
A. Essential Vocabulary	139
B. Vocabulary Practice	140
C. Journal Freewrite	142
Reading 9: from <i>The Adventures of Tom Sawyer</i> by Mark Twain	143
Understanding the Reading	144
Reading 10: from <i>My Ántonia</i> by Willa Cather	147
Understanding the Reading	150
Reading Strategy Lesson: Activating Your Prior Knowledge	152
Writing Workshop: Using Strong Adjectives and Adverbs	155
Grammar Mini-Lesson: Writing Complex Sentences	157
Polish Your Spelling: Adding the Suffixes -OR and -ER	160
<hr/>	
<i>Chapter Eight</i>	163
Prereading Guide	163
A. Essential Vocabulary	163
B. Vocabulary Practice	164
C. Journal Freewrite	166
Reading 11: from <i>Ethan Frome</i> by Edith Wharton	167
Understanding the Reading	171
Reading Strategy Lesson: Identifying Setting and Characters	173
Writing Workshop: Using Words That Appeal to the Senses	175
Grammar Mini-Lesson: Active and Passive Voice	177
Polish Your Spelling: Silent Letters	179
<hr/>	
<i>Chapter Nine</i>	181
Prereading Guide	181
A. Essential Vocabulary	181
B. Vocabulary Practice	182
C. Journal Freewrite	184
Reading 12: from “American History” by Judith Ortiz Cofer	185
Understanding the Reading	191

Reading Strategy Lesson: Identifying Conflict	193
Writing Workshop: Using Strong Verbs	195
Grammar Mini-Lesson: Compound-Complex Sentences	197
Polish Your Spelling: IE or EI?	200
Unit Three Review	201
Unit Three Extension Activities	207
Unit Four: Defining Moments	209
<hr/>	
<i>Chapter Ten</i>	211
Prereading Guide	211
A. Essential Vocabulary	211
B. Vocabulary Practice	212
C. Journal Freewrite	214
Reading 13: from “Setting Free the Crabs” by Barbara Kingsolver	215
Understanding the Reading	217
Reading Strategy Lesson: Understanding Figurative Language	219
Writing Workshop: Creating Similes and Metaphors	220
Grammar Mini-Lesson: Using Possessives Correctly	222
Polish Your Spelling: Verbs Ending in -CEED, -CEDE, and -SEDE	224
<hr/>	
<i>Chapter Eleven</i>	225
Prereading Guide	225
A. Essential Vocabulary	225
B. Vocabulary Practice	226
C. Journal Freewrite	228
Reading 14: “A Pair of Silk Stockings” by Kate Chopin	229
Understanding the Reading	233
Reading Strategy Lesson: Words with Multiple Meanings	235
Writing Workshop: Using Direct Quotations	236
Grammar Mini-Lesson: Common Usage Problems	238
Polish Your Spelling: -ABLE or -IBLE?	241
<hr/>	
<i>Chapter Twelve</i>	243
Prereading Guide	243
A. Essential Vocabulary	243
B. Vocabulary Practice	244
C. Journal Freewrite	246
Reading 15: from <i>The Way to Rainy Mountain</i> by N. Scott Momaday	247
Understanding the Reading	250
Reading 16: “Sparrow’s Sleep” by M. L. Smoker	252
Understanding the Reading	253
Reading Strategy Lesson: How to Read a Poem	254

Writing Workshop: Found Poems	257
Grammar Mini-Lesson: Misplaced Modifiers	258
Polish Your Spelling: 100 Spelling Demons	261
Unit Four Review	262
Unit Four Extension Activities	266
Acknowledgments	269
Vocabulary Index	271
Subject Index	273

UNIT ONE

Freedom and Opportunity

Chapter One

Prereading Guide

Words to know and ideas to consider before you jump into the reading.

A. Essential Vocabulary

Word	Meaning	Typical Use
conceal (v) cun-SEEL	to put out of sight or cover up; hide	Britney <i>concealed</i> her journal in a secret place so her sister would not find it.
conspicuous (adj) cun-SPIK-yu-us	easily seen or attracting attention	My cousin Andrew's bright red hair makes him <i>conspicuous</i> in any crowd.
embattled (adj) em-BAT-uld	prepared for war; fortified	The <i>embattled</i> troops boarded the plane that would take them to the war zone.
gravely (adv) GRAVE-lee	in a serious manner; seriously	"I have something important to tell you," she said <i>gravely</i> .
indignation (n) in-dig-NAY-shun	anger aroused by something unjust, unworthy, or mean; righteous anger	Many students, parents, and teachers expressed their <i>indignation</i> at the very idea of doing away with football.
recover (v) re-KUV-ur	to get back; regain	It will take Manuel at least a month to fully <i>recover</i> from the accident.
redeem (v) re-DEEM	to balance, to make up for, to compensate for	Your good behavior today will <i>redeem</i> your rudeness yesterday.
sentinel (n) SEN-ti-nul	person or soldier who guards or watches; sentry	A <i>sentinel</i> was posted day and night outside the command post.
taunt (v) TAWNT	to provoke someone with insulting language; jeer	Even though his friends were <i>taunting</i> him and calling him "chicken," Jake could not bring himself to parasail.
votive (adj) VO-tiv	expressing gratitude or devotion; commemorative	A <i>votive</i> plaque was placed on the courthouse wall to honor the departed judge.

B. Vocabulary Practice

Exercise 1.1 Sentence Completion

Using your new vocabulary knowledge, choose the best way to complete the following sentences. Circle the letter of your answer.

1. Disproving the taunts of her friends, Sarah _____ snowboarding.
A. never tried
B. eventually excelled at
2. Pilar tried to _____ the remote, but her brother found it and changed the channel.
A. conceal
B. recover
3. Filled with indignation, the _____ marched down the street.
A. band
B. protesters
4. Jamal was afraid he would _____ while standing sentinel.
A. fall asleep
B. ruin his uniform
5. After the New Orleans _____, it took the city years to recover.
A. flood
B. Mardi Gras party
6. The speaker at the meeting spoke gravely of the _____.
A. upcoming bake sale
B. challenges faced by the club
7. Votive candles are often lit for the purpose of _____.
A. showing devotion
B. lighting up the room
8. If they had been better embattled, the soldiers would have _____ the fight.
A. won
B. lost
9. We told her not to be conspicuous, but she was very _____ when she walked into the room.
A. sneaky
B. loud
10. "I have lost your _____. How can I redeem myself?"
A. pencil
B. trust

Exercise 1.2 Using Fewer Words

Replace the italicized words with a single word from the following list. The first one has been done for you.

conceal conspicuous embattled gravely indignation
recover redeemed sentinel taunted votive

1. Winning our country's independence from England somewhat *made up* for the loss of lives during the Revolutionary War. 1. redeemed
2. Though the British were better equipped and *prepared for war*, the colonists had more reason to fight on. 2. _____
3. For years, many colonists had expressed *anger aroused by unjustness* over unfair taxation. 3. _____
4. They spoke *in a serious manner* about "taxation without representation." 4. _____
5. Colonists often *provoked and insulted* the soldiers sent by England to keep order. 5. _____
6. A(an) *soldier standing guard* was often a target for their resentment. 6. _____
7. The colonists made little effort to *cover up* the way they felt about their new country being occupied by British soldiers. 7. _____
8. The soldiers were *easily seen and attracted attention* because of their red coats. 8. _____
9. England was determined to *get back* complete control over the colonies, but the minutemen were just as determined to win the colonies' freedom. 9. _____
10. If you visit Boston today, you will find a number of *gratitude-expressing* markers commemorating these early American freedom fighters. 10. _____

Exercise 1.3 Synonyms and Antonyms

Fill in the blanks in column A with the required synonyms or antonyms, selecting them from column B. (Remember: A *synonym* is a word similar in meaning to another word. *Autumn* and *fall* are synonyms. An *antonym* is a word opposite in meaning to another word. *Beginning* and *ending* are antonyms.)

	A	B
_____	1. synonym for <i>jeer</i>	votive
_____	2. synonym for <i>anger</i>	conceal
_____	3. antonym for <i>lose</i>	embattled
_____	4. synonym for <i>striking</i>	redeem
_____	5. antonym for <i>jokingly</i>	recover
_____	6. synonym for <i>fortified</i>	sentinel
_____	7. synonym for <i>compensate for</i>	taunt
_____	8. antonym for <i>display</i>	indignation
_____	9. synonym for <i>guard</i>	conspicuous
_____	10. synonym for <i>commemorative</i>	gravely

C. Journal Freewrite

Before you begin the reading on the next page, take out a journal or sheet of paper and spend some time responding to the following prompt.

TIP: Don't worry about grammar and spelling; just write what comes to mind. The purpose of freewriting is to explore ideas, not to produce a polished work.

What is your definition of a hero? Give an example of a person you know who you think is heroic and explain what he or she has done that shows this trait.



Reading 1

Crispus Attucks, Martyr for American Independence

by Langston Hughes

About the Author

Langston Hughes (1902–1967) was one of the most dominant figures of the Harlem Renaissance, an artistic movement in which African-American writers, artists, and musicians celebrated their heritage and culture. Hughes wrote more than 60 books, including poetry collections, fiction, biography, and children's books. His writing spoke out for racial and social equality and portrayed African-American characters in a realistic light. He lived to see the effects of his lifelong struggle when the Civil Rights Act of 1964 was signed. Hughes died just three years later in Harlem, New York City, where he lived most of his life.

Reader's Tip: The following is Hughes's account of the Boston Massacre, a historical event that occurred five years before the outbreak of the Revolutionary War. It was caused by the tension between the people of Boston and the British troops that had been sent to their city.

Near the waterfront, in the crowd milling about between Dock Square and Long Wharf, a gigantic man of color stood out above almost everyone's head. A mulatto¹ of light complexion then in his forties, his name was Crispus Attucks. He was a seaman but lately discharged from a whaling vessel, and little is known about his life except that in his youth Attucks had been a runaway slave. Twenty years before that fateful night of moonlight and blood this advertisement had thrice appeared in the *Boston Gazette*:

Ran away from his Master, *William Brown* of Framingham, on the 30th of Sept. last, a Mulatto Fellow, about 27 Years of Age, named Crispus, 6 Feet two inches high, short curl'd hair, his Knees nearer together than common; had on a light colour'd Bearskin Coat, plain brown fustian² Jacket, or brown all-Wool one, new Buckskin Breeches, blue yarn Stocking, and a check'd woolen Shirt. Whoever shall take up said run-away, and convey him to his abovesaid Master, shall have ten pounds, old Tenor Reward, and all necessary Charges paid. And all Masters of Vessels and others are hereby caution'd against concealing or carrying off said Servant on Penalty of the Law.

Boston, October 2, 1750

But, so far as is known, in spite of the repetitions of this ad, William Brown of Framingham never recovered his runaway slave. Crispus Attucks had taken to the high seas as a sailor. So on that night of March 5, 1770, with snow on the ground and a bright moon in the sky, he felt himself a free man allied with³ the citizens of Boston in their indignation

¹a person of mixed black and white ancestry

²heavy cotton and linen fabric

³on the side of

that freedom to run their own affairs should be denied them by the English.

About nine o'clock that night, taunted by youngsters, a sentinel had knocked a boy down in front of the Custom House. Whereupon, other boys began to throw snowballs at the Red Coat as a crowd of men came running to the scene. Crying for help, the sentinel ran up the steps of the Custom House while someone else of his company rushed to call out the guard. A group of British privates officered by Captain Preston trotted doublequick up King Street and were met by a crowd of citizens that included the towering Crispus Attucks, and these were armed with sticks and stones. As the soldiers ran with drawn bayonets⁴ through the street, they were pelted⁵ by chunks of ice and handfuls of snow. Then the Red Coats encountered this group of men with stones and sticks in their hands. Crispus Attucks cried, "The way to get rid of these soldiers is to attack the main guard! Strike at the root! This is the nest!" And the men began to use their crude weapons against the well armed British.

Then the guns went off. An order to fire had been given. The very first shot killed Crispus Attucks. Maybe, being tall and Negro, he was the most conspicuous person in the crowd. At any rate, Attucks was the first man to lose his life in the cause of American freedom, pierced by a British bullet in the streets of Boston.

To his aid came Samuel Gray, a white man. And Gray, too, on the instant was shot dead. The next to fall was a sailor, James Caldwell. Then Patrick Carr and a boy of only seventeen, Samuel Maverick, gravely wounded, tumbled to the cobblestones. The boy died the next morning and Carr nine days later. A half dozen others were shot, but not fatally.

⁴steel blades, usually attached at the muzzle of a firearm and used in combat

⁵struck

Understanding the Reading

Complete the next three exercises and see how well you understood "Crispus Attucks."

Exercise 1.4 Multiple-Choice Questions

Answer the following questions about the reading. Circle the letter of your answer.

TIP: Don't try to answer the questions from memory; go back to the text as often as necessary.

1. Altogether, _____ persons were killed by the soldiers.
 - A. eleven
 - B. six
 - C. five
 - D. nine

2. When he lost his life, Crispus Attucks was about _____ years old.
 - A. 47
 - B. 20
 - C. 27
 - D. 50
3. Of those who were shot by the Red Coats,
 - A. one was a sailor.
 - B. two died at the scene.
 - C. six recovered.
 - D. all eventually died.
4. Which statement about Crispus Attucks is not supported by the reading?
 - A. He was the tallest person in the crowd.
 - B. He had a passion for freedom.
 - C. He felt the citizens of Boston should manage their own affairs.
 - D. He learned military skills when he was a sailor.

Exercise 1.5 Short-Answer Questions

Respond to the following questions in one to two complete sentences. Go back to the text, as you did on the multiple choice.

5. What are some possible reasons that the captain of Attucks's first ship allowed him to join the crew?

6. Framingham is in Massachusetts. Does knowing this affect your previously held ideas about slavery in the U.S.? Explain why or why not.

7. A 1925 poem written by Hughes ends with the line, "I, too, am America." Keeping this in mind, why do you think he wrote this selection about Crispus Attucks?

Exercise 1.6 Extending Your Thinking

Respond to the following question in three to four complete sentences. Use details from the text in your answer.

8. The theme of this unit is “Freedom and Opportunity.” How does Crispus Attucks exemplify this theme?



Reading 2

Concord Hymn

by Ralph Waldo Emerson

About the Author

Ralph Waldo Emerson (1803–1882) is one of America's best-known writers and philosophers. He was at the center of the circle of writers, artists, and musicians who were part of the American Renaissance, a period from about 1835 to 1880 when art in all forms began to blossom. Emerson was part of the transcendental movement. Transcendentalists stressed the spiritual connection between human beings and nature, the value of self-reliance, and the importance of social justice. Emerson opposed slavery and spoke out against the displacement of Native Americans. He lived in Concord, Massachusetts, not far from Boston, but traveled and lectured widely.

Reader's Tip: Before you read the poem, here is some historical context. In the years leading up to 1775, American colonists had begun stockpiling weapons and supplies at Concord. On April 19, British General Gage sent 700 soldiers to Concord to destroy the arms depot. The British were successful there, but they were ambushed all along the way by the Minutemen, everyday American residents who had trained to be ready "in a minute" to answer a British attack. The British Red Coats retreated to Boston with 270 casualties, while patriot casualties were fewer than 100. No one knows who fired the first shot, but it began the American Revolutionary War. Sixty-two years later, Emerson was asked to write the words to a hymn to be sung on completion of the Concord Monument, which honored the Minutemen. The words he wrote have lived on as this poem.

By the rude bridge that arched the flood,
Their flag to April's breeze unfurled,
Here once the embattled farmers stood
And fired the shot heard round the world.

The foe long since in silence slept;
Alike the conqueror silent sleeps;
And Time the ruined bridge has swept
Down the dark stream which seaward creeps.

On this green bank, by this soft stream,
We set to-day a votive stone;
That memory may their deed redeem,
When, like our sires, our sons are gone.

Spirit, that made those heroes dare
To die, and leave their children free,
Bid Time and Nature gently spare
The shaft we raise to them and thee.

Understanding the Reading

Complete the next three exercises and see how well you understood “Concord Hymn.”

Exercise 1.7 Multiple-Choice Questions

Answer the following questions about the reading. Circle the letter of your answer.

TIP: Don't try to answer the questions from memory; go back to the text as often as necessary.

1. The word *rude* in the first line most likely means
 - A. impolite.
 - B. impassable.
 - C. small.
 - D. roughly made.
2. What do the “foe” and the “conqueror” in stanza 2 have in common?
 - A. Neither of them won the battle of Lexington-Concord.
 - B. They were both fighting for independence.
 - C. Everyone who fought is now deceased.
 - D. Time spared them both.
3. According to stanza 3, what will redeem the heroes who died?
 - A. the actions of their children and grandchildren
 - B. the memory of what they did, represented by the monument
 - C. the tendency to keep fighting wars
 - D. the power of nature
4. In stanza 4, Emerson asks that
 - A. the heroes' reputations be treated gently.
 - B. the heroes' children remain free.
 - C. neither natural forces nor time will harm the monument.
 - D. time will be kind to the heroes.

Exercise 1.8 Short-Answer Questions

Respond to the following questions in one to two complete sentences. Go back to the text, as you did on the multiple choice.

5. Why did Emerson call the first shot fired “the shot heard round the world”?

6. Emerson valued self-reliance (relying on your own talents and efforts). How does this poem celebrate that quality?

7. Patrick Henry, an American patriot who lived at the time of the Lexington-Concord battle, said, “Give me liberty or give me death.” For what would you be willing to fight—and possibly die?

Exercise 1.9 Extending Your Thinking

Respond to the following question in three to four complete sentences. Use details from the texts in your answer.

8. Compare what Hughes, through his story of Attucks, and Emerson, through his poem on the Minutemen, might be telling us about the kind of people who fought for America’s freedom. (*Who* fought for it and *why*?)

Reading Strategy Lesson

Using Context Clues

What Is Context?

Context literally means “with text.” When you come across a word you don’t know, looking at its context—the text that surrounds it, whether it be a phrase, sentence, or paragraph—can help you determine its meaning. Even if you can’t come up with a precise definition of the word, you may be able to come close enough to understand what it generally means in the selection you are reading. In this lesson, you’ll learn several ways to look at context.

1. Sometimes the context restates the meaning of the word.

Example:

Some *veterinarians*, doctors who care for animals, volunteer their services at animal shelters.

The phrase “doctors who care for animals” tells you what the word *veterinarians* means.

2. Word meanings are not always stated so simply, but sometimes writers give examples that you can use as clues to the meaning.

Example:

Although modern medicine has made great strides in preventing or curing serious illnesses such as heart disease and cancer, doctors still haven’t found a cure for *maladies* that nearly everyone experiences: the common cold and the “24-hour bug.”

What does *malady* mean? The colon after “experiences” tells us that the common cold and the “24-hour bug” are examples of *maladies*. Since these are illnesses, and the beginning of the sentence is about illnesses, *malady* must be a synonym for *illness*.

3. Another kind of context clue tells you what a word means by telling you about its opposite.

Example:

Unlike Danielle, who is usually *decorous*, Stephanie is noisy and unruly.

The word *unlike* tells you that Danielle and Stephanie are different. Stephanie is noisy and unruly, and Danielle is the opposite. So Danielle must be quiet and well behaved, or *decorous*.

4. You can determine what a word means by reading the words or sentences around it and making your best guess, or inference.

Example:

During the American Revolutionary War, not all of the soldiers in the British army called England home. England hired *mercenaries* who were willing to fight for any country that would pay them to do so.

In this example, there are two clues to the meaning of *mercenaries*. They were not British citizens, and they would fight for any country that paid them. So you can infer that a *mercenary* is a soldier who is hired by a country to join its army.

Exercise 1.10 Practice the Reading Strategy

On the line below each sentence or passage, write a brief definition of the italicized word.

1. In many cases, the penalty for drunken driving is the *revocation*, or suspension, of the driver’s license.
-

2. We went to the home improvement store to gather the *implements* we needed to paint the room, such as a roller and pan, a scraper, and brushes.

3. On the *façade*, or front, of the building, the sculptor had carved scenes from Greek myths.

4. Slinky, our cat, always maintains his *dignity* when we have company, but our dogs act like silly fools.

5. Luke may seem uncaring, but he's not really as *callous* as he appears.

6. In spite of the *impairments* of deafness and blindness, Helen Keller lived an extraordinary life.

7. Mosquitoes are particularly *prolific* during wet, rainy summers because they lay their eggs in standing water.

8. After a week's vacation, Mrs. Martinez seemed *revitalized*, full of new life that bubbled out in happy giggles.

9. Scientists have determined that animals, including people, release *pheromones* that make them attractive to possible partners. When lots of these natural chemical substances are produced, romance is more likely for the producer.

10. While lions, tigers, and other big cats eat primarily meat, the giant grizzly bear is *omnivorous*. It will make a meal of vegetation, insects, fish, or meat.

Exercise 1.11 Apply the Reading Strategy

Choose four of the vocabulary words listed. On the next page, write a sentence or short passage for each word that contains context clues to the word's meaning. Use a different kind of context clue for each word. Write one sentence with a **restatement** clue, one with an **example** clue, one with an **opposite** clue, and one with an **inference** clue. You may use any form of the words you choose.

conceal conspicuous embattled gravely indignation
recover redeemed sentinel taunted votive

1. Restatement:

2. Example:

3. Opposite:

4. Inference:

Writing Workshop

Thinking About Audience, Purpose, and Task

When you have an assignment to write an essay, you are either given a prompt or choice of prompts, or you choose your own topic. Professional writers are in the same situation. They are either assigned topics by their editors, or they write something because they want to. Langston Hughes wrote the article about Crispus Attucks because he made the choice to do so. Ralph Waldo Emerson, on the other hand, was asked to write the words to a hymn that would be sung at the dedication of the Concord Monument.

Both Hughes and Emerson had to do three things before they started to write. Each writer had to think about his **audience**, his **purpose**, and his **task**.

Audience

The essay about Crispus Attucks was included in a book called *Famous Negro Heroes of America*. Hughes wrote the book in 1958—when civil rights issues were at the forefront of American minds. Hughes’s audience varied widely, but the book was of special interest to African-Americans who wanted to know more about the history of their people and to others who felt the time for equality had come.

Emerson's audience was a very specific one—the people attending the dedication of the monument. His audience probably included politicians and officials from Massachusetts and the nation's capital as well as local townspeople. While this was the audience he undoubtedly had in mind as he wrote, his hymn survived as a poem with a much wider audience.

Hughes and Emerson had to consider their audiences before they wrote. You need to do the same thing. Why? Because you have to tailor your language and tone to your audience.

When you write an e-mail or text message to a friend, you are probably unconcerned with punctuation and spelling. You simply want to communicate your message.

- But suppose you want to apply for a job as a counselor at a summer camp. You decide to write a letter to the camp director to inquire about possible jobs. In this case, the camp director is your audience, and your goal is to make a good impression.
- Maybe you want to complain about a DVD recorder that quit working two days after the 90-day warranty expired. You might try sending an e-mail to the company first, but it should *not* be informal, like those you write to friends. Your audience will be the person who answers customer service e-mails, and your e-mail should have a formal, serious tone.
- If a teacher assigns an essay, a research paper, or another written project, the teacher is likely your main audience. Your work may be read to your classmates, but you should write it with your teacher in mind. Essays for standardized tests are read by a panel of teachers or others with educational backgrounds. The members of the panel do not know you. You should usually use a more formal tone and style for standardized test essays.

Purpose

Hughes's purpose was to celebrate African-American heroes. He probably wanted to point out to the public that not all heroes in American history were white men. His purpose was to inform his readers and expand their thinking.

Emerson's purpose was to honor those who died at Concord and to celebrate the courageous fight for American freedom.

- Think about your letter to the camp director. Your purpose is to get a job. Your letter is your first contact with the director, and it can open the door if it is well written. Your purpose is to inquire about job openings and to inform the director about your experience and interest.
- Your purpose for your e-mail about the broken DVD recorder is most likely to get a refund or a replacement. You want to convince the company that you will never buy any of their products again unless something is done.

- Most school and test essays ask you to either inform or persuade your readers of something. Personal narratives are another type of essay that you may be asked to write. In a personal narrative, you respond to a prompt with reference to your own experiences. You can use the pronoun *I*, but your style should remain fairly formal. The purpose of this kind of writing is usually to entertain.

Task

A task is the work that you actually do for an essay prompt. Your task might be to write a paragraph, an essay, a letter, an article, a story, a poem, or something else. Hughes’s task was to write a collection of short biographies about African-American heroes. Emerson’s task was to write the words to a hymn.

- Your tasks in the previous examples are to write a letter to a camp director and to write an e-mail to a customer service department.

Before you write, you can identify your audience, purpose, and task by asking yourself these questions:

1. For **WHOM** am I going to write? (**audience**)
2. **WHY** am I writing this? (**purpose**)
3. **WHAT** am I going to write? (**task**)

Exercise 1.12 Practice the Writing Lesson

Read the following writing prompts. Identify the audience, purpose, and task for each.

1. Your favorite park is going to be sold to developers, who plan to build a large condominium community around the small lake where you’ve enjoyed walking and watching wildlife. Write a letter to the editor of your local newspaper protesting the sale of the park.

Audience: _____

Purpose: _____

Task: _____

2. What does “courage” mean to you? Write a five-paragraph essay defining the term in your own words and giving examples of courageous people and acts.

Audience: _____

Purpose: _____

Task: _____

3. Some parents at your school feel that teachers should assign less homework. The teachers say homework is essential for learning.

Write an informational flyer you can hand out to fellow students stating reasons for your position on the issue.

Audience: _____

Purpose: _____

Task: _____

4. Your school board has removed a number of books from the library because they are on a “banned books” list. Among the books removed are *The Adventures of Huckleberry Finn*, *Of Mice and Men*, and *How to Eat Fried Worms*. Write an article for your school newspaper stating your position.

Audience: _____

Purpose: _____

Task: _____

5. Emerson said, “The only reward of virtue is virtue; the only way to have a friend is to be one.” Write a paragraph explaining what you think Emerson meant.

Audience: _____

Purpose: _____

Task: _____

Exercise 1.13 Apply the Writing Lesson

Fill in a possible audience and task for each purpose listed in the middle column. An example of each has been done for you.

Audience	Purpose	Task
<i>computer users</i>	inform	<i>Write the directions for defragmenting a disk.</i>
<i>my parents</i>	persuade	<i>Write a letter persuading them to extend my curfew.</i>
<i>a first-grade class</i>	entertain	<i>Write a story about a family of otters.</i>
	inform	
	persuade	
	entertain	

Grammar Mini-Lesson

Writing Complete Sentences

A **sentence fragment** may look like a sentence. It can start with a capital letter and end with a period, question mark, or exclamation point. However, it is not a complete sentence unless it has two parts: a *subject* (the person or thing doing the action in the sentence) and a *predicate* (the verb, or the action in the sentence). If it's missing one of those two parts, it is not expressing a complete thought and it is not considered a sentence.

Look at the following fragment in italics:

I spend a lot of time inside having fun. *Play video games.*

The fragment is missing a subject. It doesn't say *who* plays video games. Let's add a subject:

I *play video games.*

Now we have both a subject (*I*) and a predicate (*play video games*), so we have a complete sentence.

Here is another example. Can you tell what is missing?

I am in a grouchy mood. *Losing at tennis.*

We don't know *what* losing at tennis does. Does it make her frustrated? Does it make her motivated to try harder next time? We have the subject, what the sentence is about ("losing at tennis"), but we don't have a predicate. Let's add a verb (*frustrated*).

Losing at tennis frustrated me.

Now we have expressed a complete thought.

Sometimes, you will encounter a fragment that *does* have a subject and verb, but still does not qualify as a complete sentence. Here are some examples. Can you tell what is missing from these?

Because eggs have a lot of nutrition.

Which makes me very proud.

Although I am considering.

All of these fragments are *subordinate clauses*. This means that they are less-important parts of a sentence. They do have a subject and a predicate, but they don't make sense on their own.

You can correct a sentence fragment by adding words before or after it:

Because eggs have a lot of nutrition, I eat them frequently.

I made the honor roll, which makes me very proud.

What can you add to the third fragment?

You can often recognize fragments by spotting subordinating words: *although*, *because*, *except*, *including*, *instead of*, *that*, *which*, *who*, and *when*. You can look for them when you check your writing for fragments. Make sure the whole sentence is there!

Exercise 1.14 Practice Identifying Sentence Fragments

The following is from Emerson’s essay “Self-Reliance.” In the space before each item, write an **F** if it is a fragment and an **S** if it is a complete sentence.

- _____ 1. There is a time in every man’s education when he arrives at the conviction that envy is ignorance.
- _____ 2. That he must take himself for better, for worse.
- _____ 3. Though the wide universe is full of good.
- _____ 4. No kernel of nourishing corn can come to him but through his toil.
- _____ 5. Nor does he know until he has tried.
- _____ 6. But what he has said or done otherwise, shall give him no peace.
- _____ 7. We but half express ourselves.
- _____ 8. Do not think the youth has no force because he cannot speak to you and me.
- _____ 9. Bashful or bold, then.
- _____ 10. He will know how to make us seniors very unnecessary.

Exercise 1.15 Apply the Grammar Lesson to Revise Sentences

Turn each fragment into a complete sentence. Write your new sentence on the line provided.

- 1. Just the other day

- 2. Which were original

- 3. Because I believed him

- 4. A person should

- 5. Although I lost the book

6. Familiar as the voice was

7. Learning to be a better writer

8. My uncle being nervous

9. Speaking her mind

10. Which makes me happy

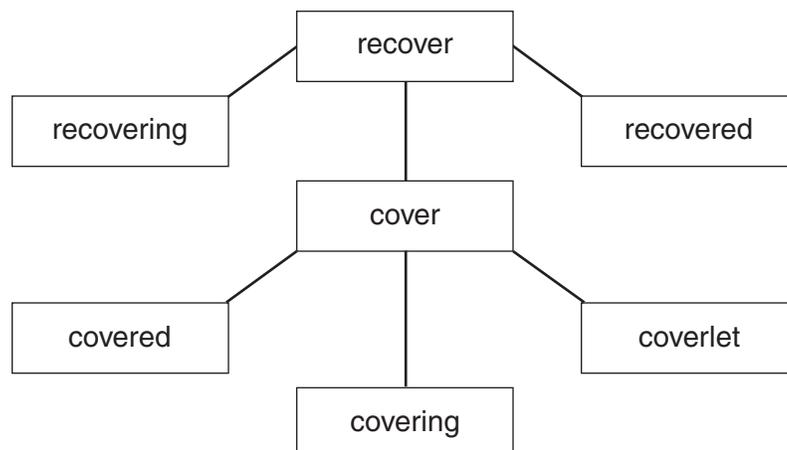
Polish Your Spelling

Base Words

Being able to spot the base of a word is an important skill because it can help you determine what that word means. For example, if you did not know what *embattled* means in Emerson’s “Concord Hymn,” you could look and see that the base is *battle*. Therefore, you can safely guess that *embattled* has to do with being *in battle*.

Learning to switch between base words and derivatives (words formed from base words) can also help your writing, because you’ll be able to play with different ways of saying things. Let’s say you were writing about a time you asked a friend a question, and he gave you an unclear answer. You could write, “His response lacked coherency,” or you could say, “His answer was incoherent,” or you could say, “His answer was not coherent at all.” When you know how to spell and use different forms of a word, you can vary the ways you express yourself.

Look at the following diagram. It shows all of the words that you can make from one base word, *cover*.



Unit One Review

Vocabulary Review

A. Match each word with its definition.

DEFINITION	WORD
_____ 1. ruler with complete power	a. embattled
_____ 2. responsible for one's actions	b. flimsy
_____ 3. easily seen or attracting attention	c. taunt
_____ 4. grow strongly and vigorously	d. gainful
_____ 5. to provoke with insults	e. amalgamate
_____ 6. the exact reverse or opposite	f. accountable
_____ 7. prepared for war	g. conspicuous
_____ 8. producing profit	h. antithesis
_____ 9. insubstantial or unbelievable	i. flourish
_____ 10. combine into a single unit	j. despot

B. Match each word with its synonym.

SYNONYM	WORD
_____ 11. compensate for	a. votive
_____ 12. assault	b. forswear
_____ 13. disagreement	c. sentinel
_____ 14. righteous anger	d. tyranny
_____ 15. domination	e. redeem
_____ 16. renounce	f. vindicate
_____ 17. justify	g. indignation
_____ 18. sentry	h. assail
_____ 19. void	i. discord
_____ 20. commemorative	j. revoke

C. Match each word with its antonym.

ANTONYM	WORD
_____ 21. provoke	a. appalled
_____ 22. display	b. peril
_____ 23. unreachable	c. gravely
_____ 24. hindered	d. attainable

- | | |
|----------------------|----------------|
| _____ 25. safety | e. deleterious |
| _____ 26. delighted | f. conceal |
| _____ 27. wittily | g. unalterable |
| _____ 28. changeable | h. recover |
| _____ 29. helpful | i. unimpeded |
| _____ 30. lose | j. appease |

Grammar Review

The underlined portions of the paragraph below may contain errors. Check the possible rewrites in the answer choices, and circle the letter of the one that is best. If there is no error, circle D.

Eleanor Roosevelt was Franklin
 (1)
Roosevelt's wife. More than the first lady.
 (1)
Unlike other presidents' wives because she
 (2)
get involved. She write a newspaper
 (2) (3)
column. Spoke out on social issues. She
 (3)
 was an early opponent of racism, and was
 not afraid to speak her mind. She
 addressed the plight of poor people as
 well. She was born into a high-society
 family in New York City. An orphan at
 (4)
eight. Raised by her grandmother. After
 (4)
 she married Franklin Roosevelt, her
 mother-in-law dominated their lives.

1. A. Franklin Roosevelt's wife, more than the first lady.
 B. Franklin Roosevelt's wife, but she was much more than the first lady.
 C. the wife of Franklin Roosevelt, the first lady.
 D. No change
2. A. Unlike other presidents' wives, she get involved.
 B. Unlike other presidents' wives, she got involved.
 C. She was unlike other presidents' wives, because she gets involved.
 D. No change
3. A. She wrote a newspaper column and spoke out on social issues.
 B. Writing a newspaper column and speaks out on social issues.
 C. She wrote a newspaper column, spoke out on social issues.
 D. No change
4. A. An orphan at eight, she raised by her grandmother.
 B. An orphan at eight, raised by her grandmother.
 C. Orphaned at eight, she was raised by her grandmother.
 D. No change

She volunteer as a teacher in poor areas.

(5)

Of New York. She worked with the Red

(5)

Cross in World War I. Eleanor Roosevelt was a social and political activist. Joining

(6)

the League of Women Voters. The

(6)

National Consumers' League. The

(6)

women's division of the Democratic Party.

(6)

She publish so many articles. People know

(7)

her better than her husband. Who had

(7)

polio at the time. When he was elected

(7)

governor, she was advised to be less vocal about her ideas, which angered her. She still managed to make her mark on the world. After Franklin Roosevelt dies.

(8)

Truman appoints her U.S. representative

(8)

to the UN. She fought hard for the

(8)

5. A. She was volunteering to teach in poor areas, of New York.
B. She volunteered to teach in poor areas of New York.
C. She volunteer as a teacher in poor areas of New York.
D. No change
6. A. activist, joining the League of Women Voters, the National Consumers' League, and the women's division of the Democratic Party.
B. activist, joining the League of Women Voters and the National Consumers' League. And the women's division of the Democratic Party.
C. activist, joined the League of Women Voters, the National Consumers' League, and the women's division of the Democratic Party.
D. No change
7. A. She publish so many articles, people know her better than her husband; who had polio at the time.
B. She published so many articles, people knew her better than her husband, who had polio at the time.
C. She published so many articles, people knows her better than FDR, who had polio at the time.
D. No change
8. A. After Franklin Roosevelt dies, Truman appointed her U.S. representative to the UN.
B. After Franklin Roosevelt died, Truman appoints her U.S. representative to the UN.
C. After Franklin Roosevelt died, Truman appointed her U.S. representative to the UN.
D. No change

Universal Declaration of Human Rights, and it was adopted in 1948. She (9)
denounced segregation and was the first (9)
white person in Washington to join the (9)
NAACP. She was a controversial figure. (9) (10)
Especially disliked by conservative men. (10)
Who called her a “bleeding-heart (10)
humanitarian.” President Truman, (10)
 however, called her “the First Lady of the World,” and she is well loved by many Americans to this day.

9. A. Denouncing segregation as the first white person in Washington, she joined the NAACP.
 B. Joining the NAACP as the first white person in Washington.
 C. She denounced segregation and was the first white persons in Washington to join the NAACP.
 D. No change
10. A. She was a controversial figure, especially disliked by conservative men, who called her a “bleeding-heart humanitarian.”
 B. She was a controversial figure who was especially disliked by conservative men, calling her a “bleeding-heart humanitarian.”
 C. She was a controversial figure. Especially disliked by conservative men, who calls her a “bleeding-heart humanitarian.”
 D. No change

Spelling Review

A. Write the base of each word listed.

WORD	BASE
1. appallingly	_____
2. irrevocable	_____
3. disconnectedly	_____
4. indefensible	_____

B. Change each adjective into an adverb.

ADJECTIVE	ADVERB
5. affordable	_____
6. whole	_____
7. tragic	_____

C. Change each noun into an adjective.

NOUN

ADJECTIVE

- | | |
|-------------------|-------|
| 8. necessity | _____ |
| 9. forthrightness | _____ |
| 10. independence | _____ |

Writing Review

Read the text of the First Amendment to the Constitution and the topics that follow, and choose one to write about. On a separate sheet of paper, plan your essay. Write your first draft, and revise and edit it. Then write your final essay. Before you begin to write:

- Be sure to identify your audience, purpose, and task.
- Use a cluster map to generate ideas for your essay.
- Organize your ideas into main ideas, subcategories, and examples.

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Discuss how one or more of the selections in this unit relate to all or part of this amendment. Give specific examples from the reading(s).

OR

Choose three of the freedoms outlined in the amendment and discuss what you think has actually happened in our society regarding these freedoms. Give specific examples from history, current events, or your own experience.

Unit One Extension Activities

SPEAK/LISTEN

In Their Own Words

In groups, use the Internet or a book of famous quotations to locate a quotation by one of the authors in this unit—Langston Hughes, Ralph Waldo Emerson, E. B. White, or Franklin Delano Roosevelt. Choose a quotation that you feel reveals a great deal about the person’s character or beliefs. Formulate two discussion questions that would help your class to better understand its meaning. When it is your turn, write the quotation on the board. Allow a few minutes for your classmates to study it. Then ask your questions and encourage discussion.

EXPLORE

The Harlem Renaissance

Langston Hughes was just one of the many gifted African-Americans who participated in the Harlem Renaissance. With a partner, use the Internet to learn more about this movement and write a one-paragraph summary of your findings. Attach your summary to poster board and decorate it with a collage about some of the writers, artists, and musicians who were part of the Harlem Renaissance. Include pictures, titles, song lyrics, lines of poetry, and/or bits of information about the people. Present your posters to the class.

WRITE

Respond to the Authors

Write a letter to E. B. White in response to the ideas he expressed in “Salt Water Farm.”

OR

Write an editorial that might appear in a newspaper the day after Roosevelt’s annual message to Congress in 1941.

CONNECT

Roosevelt’s Contributions to Today’s World

When *Time* magazine published its list of the most important 100 people of the twentieth century, Franklin Delano Roosevelt was one of them. The article about Roosevelt began, “He lifted the U.S. out of economic despair and revolutionized the American way of life. Then he helped make the world safe for democracy.” Work with a group to learn more about the Great Depression and how Roosevelt’s New Deal programs worked to bring prosperity and hope back to Americans. Each group should then create a brochure explaining one of the programs and encouraging people to participate.