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Due 2/9/16

UVA &
UCLA

Figurative Language in Poetry Analysis Worksheet

Quick write: Before reading the poem, write a paragraph about a time you really wanted something and it was denied. This can be an item you wanted (like a new phone), an activity (like joining a sports team), or a life experience (like lost love). Focus on how you felt when you didn't get what you wanted or had to wait a long time to get it.

Brainstorm:

*

Monday HW

Background information:

James Mercer Langston Hughes, (February 1, 1902 – May 22, 1967) is best-known for his work during the Harlem Renaissance. Lauded as the "Poet Laureate of Harlem" in the 1920s, Langston Hughes was one of the first African Americans to earn a living solely as a writer. Hughes was known mainly for his poetry. But he also wrote plays, novels, a wealth of nonfiction pieces, and even an opera.

In his explorations of race, social justice, and African-American culture and art, Hughes' writing vividly captures the political, social, and artistic climates of Harlem in the 1920s and 1930s. During that time in Harlem large numbers of African American workers moved to New York. They came not just for jobs but also to escape the inherent unfairness and obvious and accepted racism of the South. (The South had laws keeping blacks and whites separate allowing whites to have more rights and greater freedom than blacks.)

There were various patrons of the arts during the "Harlem Renaissance," both black and white, including the very wealthy A'Lelia Walker who ran an influential meeting group from her home. Walker paid African-American poets, novelists, musicians, and others so they could create and invent artistically. Three main political figures kept the hopes of freedom for African Americans alive and made Harlem a political hotbed of activities. The three figures were W.E.B. Dubois, James Weldon Johnston, and Marcus Garvey.

Unlike other notable black poets of the period, Hughes refused to separate between his personal experience and the common experience of black America. He wanted to tell the stories of his people in ways that reflected their actual culture, including both their suffering and their love of music, laughter, and language itself.

deferred = definition: *deferred* - To put something off until a later time; Synonyms: postponed, delayed, held back

A Dream Deferred by Langston Hughes

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?

Or fester like a sore--

And then run?

Does it stink like rotten meat?

Or crust and sugar over--
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

Due 2/10/16

Complete the chart below

	Comparison	Action	Image/feeling created
A dream deferred is like	a raisin in the sun	dried up	dead, shriveled, withered
A dream deferred is like	a sore	fester than _____	
A dream deferred is like	rotten meat		
A dream deferred is like			
A dream deferred is like			
A dream deferred is like			

Answer these questions using complete sentences.

- 1) What type of figurative language does Hughes use?
- 2) What is the message of the poem?
- 3) How does each comparison show Hughes message?
- 4) How does Hughes poem connect to the times he lived in?
- 5) How does his poem connect to your life experience?
- 6) What does each of the comparisons have in common?
- 7) Why do you think he chose these comparisons?
- 8) Which image do you most relate to in your own experience you wrote about?

Extension: Now, on binder paper, write your own figurative language poem about when you experienced something being deferred.

- 1) It can be the topic of your quick write or something else.
- 2) You must have at least 3 similes in your poem.
- 3) You can use metaphors, personification, and idioms as well.
- 4) Your poem must be at least 5 lines long.
- 5) Your poem will have more impact if you move beyond a specific thing and more into general emotions

This completed worksheet and your poem are due

Tuesday 4/6

Due 2/11/16

Poem frame (if you need it)

A _____ Deferred
by _____

What happens to a _____ deferred?

Does it _____
like a _____?
Or _____ like _____
And then _____?

Does it _____ like _____?
Or _____
like _____?

Maybe it just _____
like a _____
Or does it _____?

Note: your poem should be written on binder paper or typed. This is paper is not a final draft

Wednesday HW

Name: _____ Class: _____ Date: _____

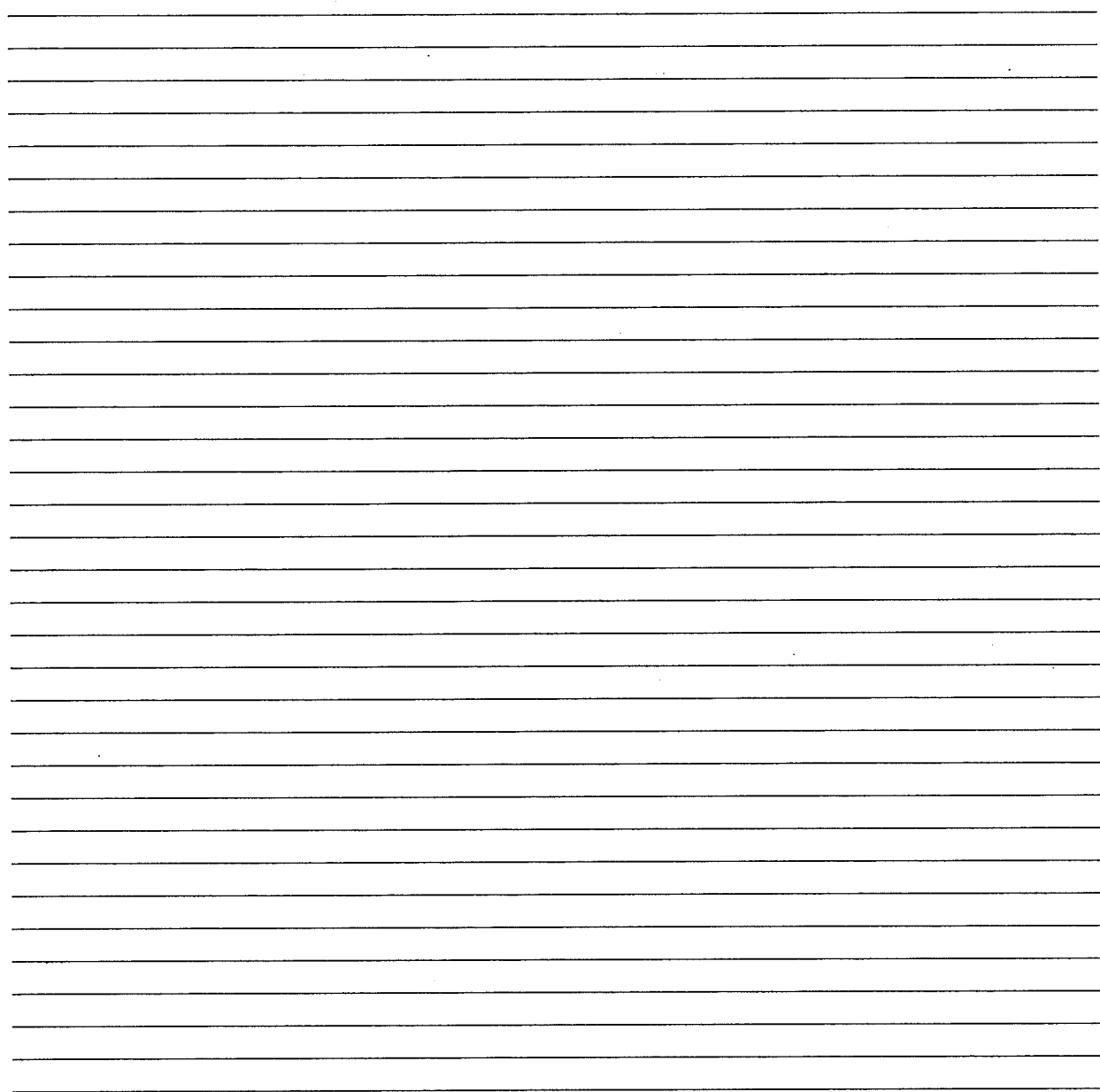
The Dog of Pompeii

In the story “The Dog of Pompeii,” Bimbo’s actions convey his loyalty towards Tito. Write an essay in which you discuss how theme of “loyalty” is portrayed throughout the story. Use details from the story to support your answer.

In your essay be sure to:

- *explain your interpretation of the theme “loyalty” and how the characters exhibits’ loyalty among each other*
- *explain how Bimbo’s actions convey loyalty in the beginning, middle and ending of the story?*
- *include details to support your analysis of the text*
- *Check your writing for correct spelling, grammar, and punctuation*

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Cam

Name: _____ Class: _____ Date: _____

Our Voices-Report | Education

For Public Schools, Segregation Then, Segregation Since Education and the Unfinished March

AUTHOR AND DATE By Richard Rothstein | August 27, 2013

Past	Present
<p>Fifty years ago last January, George C. Wallace took the oath of office as governor of Alabama, pledging to defy the U.S. Supreme Court's 1954 <i>Brown v. Board of Education</i> decision prohibiting separate public schools for black students. "I draw the line in the dust," Wallace shouted, "and toss the gauntlet before the feet of tyranny, and I say segregation now, segregation tomorrow, and segregation forever" (Wallace 1963).</p> <p>Eight months later, at the March on Washington for Jobs and Freedom, Martin Luther King Jr. set forth a different vision for American education. "I have a dream," King proclaimed, that "one day right down in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers."</p> <p>Wallace later recanted, saying, "I was wrong. Those days are over, and they ought to be over" (Windham 2012).</p>	<p>Today, many black children still attend schools in racially and economically isolated neighborhoods, while their families still reside in lonely islands of poverty: 39 percent of black children are from families with incomes below the poverty line, compared with 12 percent of white children (U.S. Census Bureau(a)); 28 percent of black children live in high-poverty neighborhoods, compared with 4 percent of white children (Casey 2013).³</p> <p>Other socioeconomic hardships that powerfully affect student achievement also remain unacceptable for black students: Housing for many remains inadequate (Sherman 2006); the black unemployment rate remains today, as then, more than twice that for whites (Austin 2013). While the minimum wage has been extended to some occupations in which black workers predominate, its level today is below that established in 1967, inflation-adjusted and in relation to national average wages (Mishel 2013). A discriminatory criminal justice system today incarcerates many more black young adults than it did 50 years ago (Alexander 2010)</p>

[illegible]

