## **Focus and Motivate**

## **COMMON CORE FOCUS**

RL 2 Determine a theme or central idea of a text and how it is conveyed through particular details. RL4 Analyze the impact of a specific word choice on meaning. W7 Conduct short research projects to answer a question.

#### **SUMMARY**

In "Words Like Freedom," the speaker describes how the word freedom evokes sweet feelings that make the heart sing, and how the word liberty evokes bittersweet feelings that nearly bring tears to the eyes. In "Dreams," the speaker advises holding on to dreams. Dead or lost dreams are compared to a broken-winged bird that can't fly and to a barren, frozen field.

## How do POSSIBILITIES become realities?

Ask students to consider what successful people probably believe about themselves. Who or what might help those people achieve their goals? Then have pairs work on the WEB IT activity. Ask them to discuss how the successful person they have identified has achieved his or her goals. What obstacles might that person have faced?

## **Before Reading**

## **Words Like Freedom Dreams**

Poems by Langston Hughes

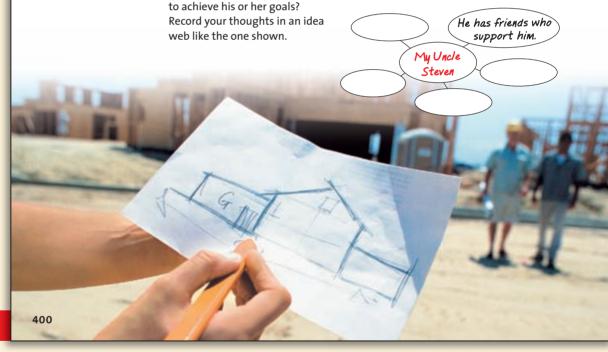
# How do POSSIBILITIES become realities?

#### COMMON CORE

RL 2 Determine a theme or central idea of a text and how it is conveyed through particular details. **RL4** Analyze the impact of a specific word choice on meaning.

You've probably heard the saying "The sky's the limit." It means that anything is possible if we try hard enough. Even if we have unlimited possibilities, though, achieving our goals may require more than hard work. We may also need a strong desire to succeed and the help of people around us. In his poems "Words Like Freedom" and "Dreams," Langston Hughes describes some of the difficulties involved in living up to our potential.

WEB IT Think of a person who, in your opinion, is very successful. It could be a celebrity or someone you know. What helps this person



#### **Selection Resources**

See resources on the Teacher One Stop DVD-ROM and on thinkcentral.com.



#### RESOURCE MANAGER UNIT 3

Plan and Teach, pp. 127-133 Text Analysis and Reading Strategy, pp. 135-138†\*

## **DIAGNOSTIC AND SELECTION**

Selection Tests, pp. 119-122

#### BEST PRACTICES TOOLKIT

Cluster Diagram, p. B<sub>1</sub>8 Freewriting, p. C1 Venn Diagram, p. A26 T Chart, p. A25

#### **TECHNOLOGY**

- Teacher One Stop DVD-ROM
- Student One Stop DVD-ROM
- Audio Anthology CD
- **ExamView Test Generator** on the Teacher One Stop

#### **TEXT ANALYSIS: THEME IN POETRY**

Although a poem looks very different from a short story, it often contains a theme, or message about life. To identify a poem's theme, keep the following clues in mind:

- A poem's title sometimes helps you determine the theme by suggesting what the poem will focus on.
- A poet's use of images often helps to convey a poem's
- Repeated words and phrases tell you how the speaker, or voice of the poem, feels.

Remember that there is a difference between a topic and a theme. Hughes's poems are about topics such as freedom, liberty, and dreams. The theme is Hughes's message or central idea about a topic like liberty.

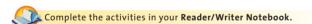
As you read "Words Like Freedom" and "Dreams," look for images and the repeated words and phrases that help you determine the theme in each poem.

#### ■ READING STRATEGY: VISUALIZE

When you visualize, you form a mental picture based on a written description. Since poets often use images to express a poem's meaning, it is important for readers to visualize those images from key words and phrases.

As you read each poem, use a chart like the one shown to record the words and phrases that help you form specific mental pictures.

	Words and Phrases	Mental Picture
"Words Like Freedom"	I. "On my hearstrings freedom sings" (line 3)	I. someone singing out "freedom" with great feeling
"Dreams"		
		Laman and and a second



#### Meet the Author

#### **Langston Hughes** 1902-1967

#### **Writer from Harlem**

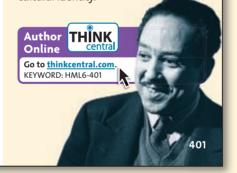
In 1925, Langston Hughes left three of his poems with a famous author who was eating in the restaurant where Hughes worked. Sharing those poems led to his first book, The Weary Blues. Much of Hughes's writing focuses on the experiences of the people who lived around him in Harlem. "I knew only the people I had grown up with," he once said, "and they weren't people whose shoes were always shined.... But they seemed to me good people, too."

#### The Music of Poetry

Growing up, Hughes fell in love with jazz and the blues. He expressed this love by using blues themes, images, and rhythms in his poetry. In the 1950s, Hughes made a recording of his poems set to jazz.

#### Renaissance Man

Langston Hughes was one of the strongest voices of a cultural movement called the Harlem Renaissance, which took its name from the Harlem neighborhood in New York City and the time period called the Renaissance, which means "rebirth." During this period, which lasted for most of the 1920s, African-American artists, writers, and musicians worked to establish a proud and vibrant cultural identity.



## Teach

#### TEXT ANALYSIS



Model the Skill: THEME IN POETRY

To model how to identify a poem's theme, read aloud the following poem titles:

"The Road Not Taken" (Robert Frost)

"Heritage" (Countee Cullen)

Point out that the first title suggests the consequences of making choices. The second suggests the value of family or history.

**GUIDED PRACTICE** Ask students to review the table of contents at the beginning of their textbook and discuss what theme is suggested by each poem title.

#### **READING STRATEGY**



## Model the Strategy: VISUALIZE

To model how to visualize, read aloud this example:

The bird clung tightly to the branch as the fierce wind whipped it back and forth.

Point out the details that help you visualize this scene: "clung tightly," "fierce wind," and "back and forth"

**GUIDED PRACTICE** Ask students what details they would use to help a reader visualize their favorite place.

R RESOURCE MANAGER—Copy Master Visualize p. 135

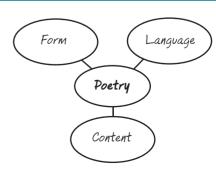
#### DIFFERENTIATED INSTRUCTION

#### FOR ENGLISH LANGUAGE LEARNERS

Options for Reading Have students listen to the Audio Anthology CD while they read along with the poems. Then do echo readings of the poems. Help students paraphrase the poems to make sure they understand what the poet is saying. Encourage students to read and reread one or both of the poems until they can say them fluently from memory.

#### FOR STRUGGLING READERS

Concept Support Explain that recognizing poetic elements—form, language, and content helps readers better appreciate poetry. Identify the characteristics of poetry in a class Cluster Diagram. Then have groups of students read the poems aloud and discuss which characteristics they find.





## **Practice and Apply**

#### **READ WITH A PURPOSE**

Help students set a purpose for reading. As they read these two poems by Langston Hughes, have students try to figure out what aspects of life the poems' narrators value.

#### TEXT ANALYSIS



#### Model the Skill: THEME

- To help students understand the importance of the repeated words, read the poem aloud, emphasizing them.
- Have students practice and apply the skill by explaining the importance of the words to the narrator.

**Possible answer:** The speaker might want to emphasize the importance of the words "Freedom" and "Liberty." The speaker might also want to compare or contrast the concepts of freedom and liberty.

#### TIERED DISCUSSION PROMPTS

In lines 1–8, use these prompts to help students understand the poem's contrast of freedom and liberty:

**Connect** The word *freedom* makes the speaker's heart sing. What other words make people feel good? Why? *Students may mention words such as* love, beauty, vacation, *and* ice cream. *These words suggest happiness and the enjoyment of life*.

Analyze Freedom and liberty are synonyms, but they do not mean exactly the same thing. How is liberty different from freedom? Possible answer: Freedom is natural; it lives in the hearts of all living creatures. Liberty is a political idea—it is something that people can grant or deny each other.

**Synthesize** The speaker says that the word *liberty* "almost make[s] me cry." Why might this be true? *Possible answer:* The idea of liberty reminds the speaker of the many people who are not free.

# FREEDOM Words Like FREEDOM

Langston Hughes

There are words like *Freedom*Sweet and wonderful to say.
On my heartstrings freedom sings
All day everyday.

5 There are words like *Liberty* That almost make me cry.
If you had known what I know
You would know why.

#### **A** THEME

Why does the speaker choose to repeat the words in lines 1 and 5?

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UNIT 3: UNDERSTANDING THEME

#### **DIFFERENTIATED INSTRUCTION**

#### FOR ENGLISH LANGUAGE LEARNERS

**Language: Elliptical Syntax** Explain that sometimes poets leave out words to create a particular rhythm. Discuss these examples:

- In lines 1–2, the words that are are omitted.
   Normally the sentence would be written "There are words like Freedom that are sweet and wonderful to say."
- Between lines 7 and 8, the word *then* is omitted. The two lines are an "if-then" statement: "If you had known . . . [then] you would know why."

Vocabulary: Multiple-Meaning Words Point out that the verb to know is used three times in the last two lines. Explain that to know usually means "to understand" or "to perceive as a fact," but it can also mean "to experience." In lines 7–8, the speaker suggests that if other people had had the experience of lacking freedom, then they would understand why the word liberty makes the speaker feel sad.



#### **BACKGROUND**

The Harlem Renaissance The Harlem Renaissance, for which Langston Hughes was an important voice, was the result of several factors. One of these was the movement of hundreds of thousands of African Americans from the South to northern cities after World War I. The Great Migration, as it was called, brought together large numbers of African Americans in neighborhoods such as New York City's Harlem. At the same time, more educated African Americans were joining the middle class. Another factor was spreading discontent over the inequalities faced by African Americans. Influential writers and editors, such as W.E.B. DuBois, explored these and other issues in African-American magazines.

#### **Analyze Visuals**

Activity Have students discuss what the artwork implies about the risks of freedom. Challenge students to create another design that communicates a similar theme. Some students may say that freedom involves certain risks and struggles. Others may say that freedom is natural, like a bird in flight. Designs will vary but should reflect an understanding of the artwork's theme.

**About the Art** Sandra Dionisi, the creator of *Birds Flying Over Barbed Wire*, lives in Toronto, Canada. Some of her work includes images of trapped or endangered birds.

#### FOR STRUGGLING READERS

Key Academic Vocabulary Read aloud the first stanza of "Words Like Freedom." Ask students which words in the stanza help them form mental pictures. Discuss the images that words such as "heartstrings" and "sings" bring to mind. Do students imagine a musical instrument? a person singing? a bird? When all students have had a chance to share their ideas, ask individuals to fill in their charts from page 401 with the mental pictures they formed.

Develop Reading Fluency Point out that poems have their own internal rhythm. Understanding rhythm is a key to fluency. Model reading "Words Like Freedom" aloud, hitting your hand on the desk to mark stressed syllables. Then invite students to join you with their own "rhythm beats."

RESOURCE MANAGER—Copy Master Reading Fluency p. 140

#### FOR ADVANCED LEARNERS/PRE-AP

Synthesize What might come next? Ask students to consider what word or concept might be the focus of a third stanza for the poem. Have students freewrite to get ideas about what the speaker might say next. As a starting point, suggest that students consider the last two lines of the poem and what the speaker "knows." Invite volunteers to share and discuss their work.



#### **Analyze Visuals**

**Activity** How does the mood of the painting compare to the mood of the poem? *Possible answer:* Both the painting and the poem have a mood of hope or of triumph over struggle.

About the Art The Surrealist painter René Magritte (1898–1967) was a contemporary of Langston Hughes. Surrealism celebrated the mystical and the miraculous, as is seen here in the image of the cloud-filled bird rising from the sea—like a dream.

#### **READING STRATEGY**



#### **B** Model the Strategy: **VISUALIZE**

- To model this skill, write the words a barren field frozen with snow on the board.
   Then write adjectives to describe this scene, such as cold, empty, miserable.
- Have students practice and apply the skill by writing adjectives of their own to describe the scene.

Remind students to record their responses in the chart they began on page 401. **Possible answer:** The mental picture created by lines 7–8 helps give readers a sense of just how empty and cold a life without dreams could be.

#### **SELECTION WRAP-UP**

**READ WITH A PURPOSE** Ask students why the narrators of the poems value freedom and dreams. *Possible answers:* The narrator of "Words Like Freedom" values the power of personal freedom. The narrator of "Dreams" values the power of dreams to help people realize their potential.

CRITIQUE Poetry is meant to stir you to think or feel in new ways. Were these poems successful in doing this for you? Why or why not?

#### INDEPENDENT READING

Students may also enjoy reading *The Dreamkeeper and Other Poems* by Langston Hughes.



La Grande Famille (1947), René Magritte. Oil on canvas, 100 cm × 81 cm. Private collection. © 2008 C. Herscovici, Brussels/Artists Rights Society (ARS), Naw York



Hold fast<sup>1</sup> to dreams For if dreams die Life is a broken-winged bird That cannot fly.

5 Hold fast to dreams For when dreams go Life is a barren field Frozen with snow. **B** 

#### **B** VISUALIZE

How does the mental picture of "a barren field frozen with snow" add to your understanding of the poem?

04 UNIT 3: UNDERSTANDING THEME

#### **DIFFERENTIATED INSTRUCTION**

#### FOR ADVANCED LEARNERS/PRE-AP

Compare and Contrast What are the major similarities and differences between the two poems? Have students compare and contrast elements of structure (rhyme scheme, stanza and line form), tone and mood, imagery, subject, and theme. Have them complete a Venn Diagram showing the poems' similarities and differences.

BEST PRACTICES TOOLKIT—Transparency
Venn Diagram p. A26

**Evaluate** Have students write a letter to Langston Hughes, expressing their reactions to the poems. Before they begin, have them record their ideas about each poem in a T Chart.



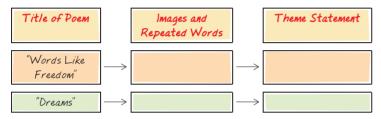
<sup>1.</sup> Hold fast: grasp tightly; stick firmly.

#### Comprehension

- 1. Identify In "Words Like Freedom", what do words like liberty make the speaker do?
- 2. Recall What line is repeated in "Dreams"?

#### **Text Analysis**

- **3. Make Inferences** Reread the last two lines of "Words Like Freedom." What can you infer about the people the speaker is addressing?
- 4. Visualize Review the chart you filled in as you read. Then underline the words and phrases that had the strongest effect on you. Which poem was more effective at helping you visualize?
- 5. Analyze Theme in Poetry As you read, you looked for ways in which titles, images, and repeated words hinted at a poem's theme. Use a diagram like the one shown to write theme statements for Hughes's poems.



**6. Compare Theme** Compare the themes in "Words Like Freedom" and "Dreams." What message do you think Hughes is trying to convey?

#### **Extension and Challenge**

- 7. Creative Project: Art Like a piece of literature, a piece of visual art can mean different things to different people. Choose either "Words Like Freedom" or "Dreams" and create an original work of art to go with the poem. For inspiration, think about the poem's subject, details, and most of all, how the poem made you feel.
- 8. Inquiry and Research Research the civil rights movement to create a timeline of the important civil rights rulings and events that happened during Langston Hughes's lifetime (1902–1967). How might these events have affected Hughes's view of his possibilities?

#### How do POSSIBILITIES become realities?

What possibilities lie ahead for you in the future? What steps can you take to turn them into realities?

COMMON

WORDS LIKE FREEDOM / DREAMS

## **Extension and Challenge**

- 7. Remind students to create artwork that responds or relates in some way to the poem's subject, details, and theme.
- 8. Timelines should cover the major events and rulings of the civil rights movement. Have students choose events or rulings—for example, the founding of the NAACP and the decision in Brown v. Board of Education—and explain how they might have affected Hughes's awareness of his possibilities.

## How do POSSIBILITIES

become realities? Suggest that students consider how possibilities can become realities when people have the liberty to achieve their dreams and the courage not to abandon them.

#### COMMON CORE

RL2 Determine a theme or central idea of a text and how it is conveyed through particular details. RL4 Analyze the impact of a specific word choice on meaning. W7 Conduct short research projects to answer a question.

## **Practice and Apply**

For preliminary support of post-reading questions, use these copy masters:

RESOURCE MANAGER—Copy Masters
Theme in Poetry p. 135

Question Support p. 139
For additional questions, see page 130.

#### **ANSWERS**

#### Comprehension

- 1. They almost make the speaker cry.
- 2. "Hold fast to dreams" is repeated in lines 1 and 5.

### **Text Analysis**



#### Possible answers:

- 3. Based on the words "If you had known what I know," the speaker seems to be addressing readers who have not had the same experiences as the speaker.
- **4. © COMMON CORE FOCUS** *Visualize* Most students will say that "Dreams," which contains more sensory details, was more effective in helping them visualize.
- 5. COMMON CORE FOCUS Theme in Poetry
  - Images and Repeated Words: "Words
     Like Freedom": "There are words like";
     "Dreams": "Hold fast to dreams" and "For
     if [when] dreams die [go]."
  - Themes: "Words Like Freedom": Don't take freedom and liberty for granted; "Dreams": Don't let your dreams die.
- **6.** Hughes seems to be saying that personal freedom provides opportunities, but people need to hold onto their dreams to actually realize the opportunities.

## **Assess and Reteach**

#### Assess

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#### **DIAGNOSTIC AND SELECTION TESTS**

Selection Tests A, B/C pp. 119–120, 121–122
Interactive Selection Test on thinkcentral.com

#### Reteach

Level Up Online Tutorials on thinkcentral.com
Reteaching Worksheets on thinkcentral.com