

Fluency Packet Grades 9–10

Instructions

The packet below can be used regularly over the course of a school year to help students build fluency. There are enough passages to work on one per week. Teachers can use the protocol outlined below to engage students in short, daily fluency practice. Teachers can also send passages home for additional practice.

This packet is designed to strengthen the components of reading fluency: accuracy, rate, and prosody (expression). Students should understand what they are reading, thus embedded supports, such as student glossaries and ‘right there’ comprehension questions, are included. However, these passages are not intended for close reading or deep comprehension work.

Note for teachers of English Language Learners (ELLs): Regular fluency practice is essential for helping ELLs improve their overall literacy skills. Those acquiring a second language benefit especially from additional support with decoding, pronunciation, word identification, and prosody—all of which are the focus of regular fluency practice. Activities found in the Achieve the Core Fluency Packet reflect several best practices for English Language Learner instruction including:

- Having a text read aloud by a fluent reader *prior* to the student engaging with the text.
- Giving students multiple opportunities to hear the text read aloud by a fluent reader so that they can mirror the pronunciation and prosody of well-spoken English.
- Providing repeated opportunities for students to practice decoding skills both on their own and with support via active monitoring.
- Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions, and to reinforce newly learned vocabulary through repeated practice with the same text and opportunities to use that vocabulary to respond to comprehension questions.
- Calling out work with “juicy sentences,” a strategy developed by Dr. Lily Wong Fillmore, that allows students to look deeply at word choice, sentence structure, and other text features that build their understanding of how English is used to convey different meanings.
- Providing numbered lines that allow students to quickly focus-in on specific sections of the text.
- Providing space for students to annotate the text with their own notes.

We recommend that students who need practice do so by reading one passage at least 3x daily (no more than 15–20 minutes at a time) for a week.

1. First give students the opportunity to listen to a reading by a fluent reader, while “following along in their heads.” It is essential that students hear the words pronounced accurately and the sentences read with proper punctuation!
2. Then have students read the passage aloud while monitored for accuracy in decoding words.
3. When reading aloud, students should focus on reading at an appropriate pace, reading words and punctuation accurately, and reading with appropriate expression.

Supporting English Language Learners

Students don’t need to finish an entire passage in one sitting.

Variations in reading practice can include:

- Have students perform a choral read.
- Have students engage in a buddy/partner read.

Recordings of the text can be used to provide additional opportunities to hear expert reading.

Support students in chunking the text into smaller portions.

4. Students need feedback and active monitoring on their fluency progress. One idea is to do a “performance” toward the end of the week where students are expected to read the selection accurately and expressively and be evaluated.
5. Students need to be encouraged. They know they do not read as well as they ought to and want to. It is very good to explain fluency and explain that it is fixable and has nothing at all to do with intelligence!
6. It is good for students to understand what they read. For this reason, comprehension questions and a list of high-value vocabulary words are also included with each passage.
7. Use Juicy Sentences (one juicy sentence will be identified for each passage) to help students dig into sentence structure, word choice, and meaning. Follow the [Juicy Sentence Guidance](#) with students the day the new passage is introduced to the class.

English Language Learners may find additional vocabulary (not included in the student-friendly glossary) unfamiliar and an impediment to comprehension. Provide student-friendly dictionaries so that students can look up words that may be causing comprehension difficulties.

Provide opportunities to practice using newly acquired vocabulary in the context of discussion.

Have students refer to the student-friendly glossary included with each passage to identify meanings for new vocabulary necessary for comprehension.

For a more detailed explanation of a fluency protocol for small-group intervention for middle school and high school striving readers, click [here](#).

Particularly in the upper grades, or if there are many students who are still learning to read English, some of the passages are too long to read in one 15–20 minute session. In these cases, the passage should be broken up to allow for the repeated reading that will improve reading fluency. This can be done by spending more 15–20 minutes sessions with a single passage before moving on to the next passage, having part of the passage read aloud by the teacher, or pairing students and making each responsible for some portion of the passage. Teachers might even consider turning the fluency practice into a small group performance event for the week, where students divide the passage and organize “rehearsal and practice” sessions in order to perform the passage to the class by the end of the week. After mastery of one passage, students should move on to the next passage and repeat the process, at a pace generally of one passage per week. The packet has been organized by genre, but we recommend teachers re-order the passages to create variety of reading types and best meet student and classroom needs.

Regular practice of this type will help students rapidly build grade-level fluency!

*Please note: Feel free to alternate between long and short passages, excerpt from longer passages, or break up longer passages into multiple smaller passages.

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***United States Oath of Citizenship* ([Audio Recording](#))**
By: The U.S. Government

Vocabulary:

Notes:

- renounce – to give up
- abjure – to reject or give up
- fidelity – support
- sovereignty – a country
- allegiance – support
- noncombatant – not fighting
- evasion – trying to get out of
- arms – guns
- Armed Services – people who are in service to the country to defend us. There are 4 branches of the Armed Forces: Navy, Air Force, Army, Marines.

United States Oath of Citizenship

- 1 I hereby declare, on oath,
- 2 ● that I absolutely and entirely renounce and abjure all
- 3 allegiance and fidelity to any foreign prince, potentate,
- 4 or sovereignty of whom or which I have heretofore been a
- 5 subject or citizen;
- 6 ● that I will support and defend the Constitution and

7 laws of the United States of America against all enemies,

Notes:

8 foreign and domestic;

9 • that I will bear true faith and allegiance to the same;¹

10 • that I will bear arms on behalf of the United States

11 when required by law;

12 • that I will perform noncombatant service in the Armed
13 Forces of the United States when required by the law;

14 • that I will perform work of national importance under
15 civilian direction when required by the law;

16 • and that I take this obligation freely without any
17 mental reservation or purpose of evasion; so help me God.

18 In acknowledgement whereof I have hereunto affixed my
19 signature.

¹ Underlined text = juicy sentence

United States Oath of Citizenship
By: The U.S. Government

Checking for Understanding

1. People must take this oath in order to become U.S. citizens. Based on this information who is the 'I' in this oath?
2. What two things do new citizens have to promise to do with the military?

<http://www.uscis.gov/us-citizenship/naturalization-test/naturalization-oath-allegiance-united-states-america>

The Modern Hippocratic Oath ([Audio Recording](#))

By: Louis Lasagna

Vocabulary:

- covenant – a very serious (holy) agreement
- outweigh – be more important than
- disclosed – told to
- humbleness – not telling about good things they have done; not bragging
- frailty – weakness
- obligations – things you have to do
- sound (of mind or body) – healthy
- infirm – sick

Notes:

The Modern Hippocratic Oath

- 1 I swear to fulfill, to the best of my ability and judgment,
this
- 2 covenant:
- 3 I will respect the hard-won scientific gains of those
- 4 physicians in whose steps I walk, and gladly share such
- 5 knowledge as is mine with those who are to follow.
- 6 I will apply, for the benefit of the sick, all measures which
- 7 are required, avoiding those twin traps of overtreatment

8 and therapeutic nihilism.

Notes:

9 I will remember that there is art to medicine as well as
10 science, and that warmth, sympathy, and understanding
11 may outweigh the surgeon's knife or the chemist's drug.²

12 I will not be ashamed to say "I know not," nor will I fail to
13 call in my colleagues when the skills of another are needed
14 for a patient's recovery.

15 I will respect the privacy of my patients, for their problems
16 are not disclosed to me that the world may know. Most
17 especially must I tread with care in matters of life and
18 death. If it is given me to save a life, all thanks. But it may
19 also be within my power to take a life; this awesome
20 responsibility must be faced with great humbleness and
21 awareness of my own frailty. Above all, I must not play at
22 God.

23 I will remember that I do not treat a fever chart, a
24 cancerous growth, but a sick human being, whose illness
25 may affect the person's family and economic stability. My
26 responsibility includes these related problems, if I am to
27 care adequately for the sick.

² Underlined text = juicy sentence

28 I will prevent disease whenever I can, for prevention is
29 preferable to cure.

Notes:

30 I will remember that I remain a member of society, with
31 special obligations to all my fellow human beings, those
32 sound of mind and body as well as the infirm.

33 If I do not violate this oath, may I enjoy life and art,
34 respected while I live and remembered with affection
35 thereafter. May I always act so as to preserve the finest
36 traditions of my calling and may I long experience the joy
37 of healing those who seek my help.

The Modern Hippocratic Oath
By: Louis Lasagna

Checking for Understanding

1. The oath describes medicine as an art as well as a science. In what ways is being a good doctor not just about knowing facts or giving medicine? Look back into the text.
2. "Above all, I must not play at God." Describe in your own words what this part of the oath means.

<http://www.hospicepatients.org/modern-physicians-oath-louis-lasagna.html>

***Preamble to the Declaration of Independence* ([Audio Recording](#))**
By: Thomas Jefferson

Vocabulary:

- self-evident – easy to see
- endowed – provided with
- unalienable – cannot give up or get rid of
- deriving – coming from
- consent – agree
- abolishing – get rid of
- usurpations – taking power from someone who is in charge
- Despotism – one person has all power

Notes:

Preamble to the Declaration of Independence

- 1 When in the Course of human events, it becomes necessary
- 2 for one people to dissolve the political bands which have
- 3 connected them with another, and to assume, among the
- 4 Powers of the earth, the separate and equal station to which
- 5 the Laws of Nature and of Nature's God entitle them, a
- 6 decent respect to the opinions of mankind requires that
- 7 they should declare the causes which impel them to the
- 8 separation.

9 We hold these truths to be self-evident, that all men are
10 created equal, that they are endowed by their Creator with
11 certain unalienable Rights, that among these are Life,
12 Liberty, and the pursuit of Happiness.—That to secure
13 these rights, Governments are instituted among Men,
14 deriving their just powers from the consent of the
15 governed,—That whenever any Form of Government
16 becomes destructive of these ends, it is the Right of the
17 People to alter or to abolish it, and to institute new
18 Government, laying its foundation on such principles and
19 organizing its powers in such form, as to them shall seem
20 most likely to effect their Safety and Happiness. Prudence,
21 indeed, will dictate that Governments long established
22 should not be changed for light and transient causes; and
23 accordingly all experience hath shown, that mankind are
24 more disposed to suffer, while evils are sufferable, than to
25 right themselves by abolishing the forms to which they are
26 accustomed. But when a long train of abuses and
27 usurpations, pursuing invariably the same Object evinces a
28 design to reduce them under absolute Despotism, it is their
29 right, it is their duty, to throw off such Government, and to
30 provide new Guards for their future security.³—Such has
31 been the patient sufferance of these Colonies; and such is
32 now the necessity which constrains them to alter their

Notes:

³ Underlined text = juicy sentence

33 former Systems of Government. The history of the present

Notes:

34 King of Great Britain is a history of repeated injuries and
35 usurpations, all having in direct object the establishment of
36 an absolute Tyranny over these States. To prove this, let
37 Facts be submitted to a candid world.

Please note: The rules of capitalization were different in the 1700's when this passage was written, so many words are capitalized which would not be capitalized today.

Preamble to the Declaration of Independence
By: Thomas Jefferson

Checking for Understanding

1. To declare independence means to separate yourself from your government. Who is the author declaring independence from in this document? Reread carefully.
2. What are the three "certain, unalienable Rights" of all men that this document names?
3. "To prove this, let Facts be submitted to a candid world." What is *this*? What is the author (Thomas Jefferson) trying to prove to the world?

<https://users.wfu.edu/zulick/340/Declaration.html>

Farewell Speech ([Audio Recording](#))

By: Lou Gehrig

Vocabulary:

- grand – important
- empire – an institution that is more powerful and important than any other
- squabbles – fights

Notes:

Farewell Speech

1 Fans, for the past two weeks you have been reading about
2 the bad break I got. Yet today I consider myself the luckiest
3 man on the face of this earth. I have been in ballparks for
4 seventeen years and have never received anything but
5 kindness and encouragement from you fans.

6 Look at these grand men. Which of you wouldn't consider it
7 the highlight of his career just to associate with them for
8 even one day? Sure, I'm lucky. Who wouldn't consider it an
9 honor to have known Jacob Ruppert? Also, the builder of
10 baseball's greatest empire, Ed Barrow? To have spent six
11 years with that wonderful little fellow, Miller Huggins? Then
12 to have spent the next nine years with that outstanding
13 leader, that smart student of psychology, the best manager

Notes:

14 in baseball today, Joe McCarthy? Sure, I'm lucky.

15 When the New York Giants, a team you would give your
16 right arm to beat, and vice versa, sends you a gift - that's
17 something. When everybody down to the groundskeepers
18 and those boys in white coats remember you with trophies
19 - that's something. When you have a wonderful mother-in-
20 law who takes sides with you in squabbles with her own
21 daughter - that's something. When you have a father and a
22 mother who work all their lives so you can have an
23 education and build your body - it's a blessing. When you
24 have a wife who has been a tower of strength and shown
25 more courage than you dreamed existed - that's the finest I
26 know.⁴

27 So I close in saying that I may have had a tough break, but I
28 have an awful lot to live for.

⁴ Underlined text = juicy sentence

Farewell Speech
By: Lou Gehrig

Checking for Understanding

1. Why does Gehrig consider himself the luckiest man? Name three specific reasons he gives in this speech.
2. What can you infer about "these grand men" that Gehrig points to in the second paragraph? What relationship do they have to Gehrig?

<http://sportsillustrated.cnn.com/2009/baseball/mlb/07/04/gehrig.text/>

An excerpt from *Inaugural Address* ([Audio Recording](#))
By: John F. Kennedy

Vocabulary:

- Inaugural; inauguration – a formal beginning or start; can be the start of someone being in charge of a position or office
- devotion – strong support
- conscience – the sense that allows a person to decide between right and wrong actions
- shrink – backdown from

Notes:

An excerpt from *Inaugural Address*

1 In the long history of the world, only a few generations
2 have
3 been granted the role of defending freedom in its hour of
4 maximum danger. I do not shrink from this responsibility—
5 I welcome it. I do not believe that any of us would exchange
6 places with any other people or any other generation. The
7 energy, the faith, the devotion which we bring to this
8 endeavor will light our country and all who serve it—and
the glow from that fire can truly light the world.⁵

⁵ Underlined text = juicy sentence

9 And so, my fellow Americans: ask not what your country
10 can do for you—ask what you can do for your country.

11 My fellow citizens of the world: ask not what America will
12 do for you, but what together we can do for the freedom of
13 man.

14 Finally, whether you are citizens of America or citizens of
15 the world, ask of us the same high standards of strength
16 and sacrifice which we ask of you. With a good conscience
17 our only sure reward, with history the final judge of our
18 deeds, let us go forth to lead the land we love, asking His
19 blessing and His help, but knowing that here on earth
20 God's work must truly be our own.

**An excerpt from *Inaugural Address*
By: John F. Kennedy**

Checking for Understanding

1. "I do not shrink from this responsibility— I welcome it," JFK says. What is the responsibility JFK welcomes?
2. "...ask not what your country can do for you—ask what you can do for your country." Restate this famous line in your own words.
3. What reward is there for doing the work JFK is asking people to do? Dig back into the text to see exactly what it says.

<http://www.bartleby.com/124/pres56.html>

An excerpt from *I Have a Dream* ([Audio Recording](#))
By: Martin Luther King, Jr.

Vocabulary:

Notes:

- self-evident – easy to see or obvious
- sweltering – overly hot or humid
- oppression – being treated badly and unfairly for a long time
- oasis – something that is a relief or a pleasant change
- exalted – well thought of
- jangling – a clashing harsh sound
- discords – conflict; a combination of musical sounds that are harsh

An excerpt from *I Have a Dream*

- 1 I say to you today, my friends, so even though we face the
- 2 difficulties of today and tomorrow, I still have a dream. It is
- 3 a dream deeply rooted in the American dream.

- 4 I have a dream that one day this nation will rise up and live
- 5 out the true meaning of its creed: "We hold these truths to
- 6 be self-evident: that all men are created equal."

- 7 I have a dream that one day on the red hills of Georgia the
- 8 sons of former slaves and the sons of former slave owners

Notes:

9 will be able to sit down together at the table of
10 brotherhood.

11 I have a dream that one day even the state of Mississippi, a
12 state sweltering with the heat of injustice, sweltering with
13 the heat of oppression, will be transformed into an oasis of
14 freedom and justice.⁶

15 I have a dream that my four little children will one day live
16 in a nation where they will not be judged by the color of
17 their skin but by the content of their character.

18 I have a dream today.

19 I have a dream that one day every valley shall be exalted,
20 every hill and mountain shall be made low, the rough
21 places will be made plain, and the crooked places will be
22 made straight, and the glory of the Lord shall be revealed,
23 and all flesh shall see it together.

24 This is our hope. This is the faith that I go back to the
25 South with. With this faith we will be able to hew out of the
26 mountain of despair a stone of hope. With this faith we will
27 be able to transform the jangling discords of our nation

⁶ Underlined text = juicy sentence

Notes:

28 into a beautiful symphony of brotherhood. With
29 this faith we will be able to work together, to pray together,
30 to struggle together, to go to jail together, to stand up for
31 freedom together, knowing that we will be free one day.

**An excerpt from *I Have a Dream*
By: Martin Luther King, Jr.**

Checking for Understanding

1. MLK dreams that his one day his four little children will live in a nation where they will be “judged not by the color of their skin but by the content of their character.” Restate this line in your own words.
2. What effect does the repetition of the words “I have a dream” have in this speech? How does it sound when you hear it? How does it feel when you say it?

<http://www.archives.gov/press/exhibits/dream-speech.pdf>

An excerpt from *Faulkner Accepting the Noble Prize in Literature* ([Audio Recording](#))
By: William Faulkner

Vocabulary:

- commensurate – of equal amount or measure
- acclaim – public praise; fame
- pinnacle – a high point
- anguish – extreme sadness or pain
- travail – complete tiring work where you have to use a lot of effort
- basest – most likely to bring shame or disgrace to someone or something
- verities – things that are true
- ephemeral – lasting a short time

Notes:

Faulkner Accepting the Noble Prize in Literature (excerpt)

1 I feel that this award was not made to me as a man, but to
2 my work—a life's work in the agony and sweat of the
3 human spirit, not for glory and least of all for profit, but to
4 create out of the materials of the human spirit something
5 which did not exist before. So this award is only mine in
6 trust. It will not be difficult to find a dedication for the
7 money part of it commensurate with the purpose and
8 significance of its origin. But I would like to do the same
9 with the acclaim too, by using this moment as a pinnacle

Notes:

10 from which I might be listened to by the young men and
11 women already dedicated to the same anguish and travail,
12 among whom is already that one who will some day stand
13 here where I am standing.

14 Our tragedy today is a general and universal physical fear
15 so long sustained by now that we can even bear it.⁷ There
16 are no longer problems of the spirit. There is only the
17 question: When will I be blown up? Because of this, the
18 young man or woman writing today has forgotten the
19 problems of the human heart in conflict with itself which
20 alone can make good writing because only that is worth
21 writing about, worth the agony and the sweat.

22 He must learn them again. He must teach himself that the
23 basest of all things is to be afraid; and, teaching himself
24 that, forget it forever, leaving no room in his workshop for
25 anything but the old verities and truths of the heart, the old
26 universal truths lacking which any story is ephemeral and
27 doomed—love and honor and pity and pride and
28 compassion and sacrifice. Until he does so, he labors under
29 a curse. He writes not of love but of lust, of defeats in
30 which nobody loses anything of value, of victories without
31 hope and, worst of all, without pity or compassion. His

⁷ Underlined text = juicy sentence

Notes:

- 32 griefs grieve on no universal bones, leaving no scars. He
33 writes not of the heart but of the glands.

**An excerpt from *Faulkner Accepting the Noble Prize in Literature*
By: William Faulkner**

Checking for Understanding

1. Faulkner makes clear that he doesn't do his work for glory or profit. Why does he do his work?
2. What does Faulkner worry that young men and women writing in his time have forgotten about?
3. Reread the third paragraph carefully. What does Faulkner want the young writers of his time to write about?

<http://www.americanrhetoric.com/speeches/williamfaulknernobelprizeaddress.htm>

***Gettysburg Address* ([Audio Recording](#))**
By: Abraham Lincoln

Vocabulary:

Notes:

- dedicated; dedicate – devoted to a person, cause, or course of action
- fourscore and seven years ago – 87 years ago; when the Declaration of Independence was signed; 1776
- conceived – created; made
- proposition – a statement that shows an idea or opinion
- endure – last; continue through time
- consecrate – make holy; to respect or honor
- hallow – make holy
- died in vain – died without doing what they planned; died pointlessly

Gettysburg Address

- 1 Fourscore and seven years ago our fathers brought forth on
- 2 this continent, a new nation, conceived in Liberty, and
- 3 dedicated to the proposition that all men are created equal.

- 4 Now we are engaged in a great civil war, testing whether
- 5 that
- 6 nation, or any nation so conceived and so dedicated, can
- 7 long endure. We are met on a great battlefield of that war.

Notes:

7 We have come to dedicate a portion of that field, as a final
8 resting place for those who here gave their lives that that
9 nation might live. It is altogether fitting and proper that we
10 should do this.

11 But, in a larger sense, we can not dedicate—we can not
12 consecrate—we can not hallow—this ground. The brave
13 men, living and dead, who struggled here, have
14 consecrated it, far above our poor power to add or detract.
15 The world will little note, nor long remember what we say
16 here, but it can never forget what they did here. It is for us
17 the living, rather, to be dedicated here to the unfinished
18 work which they who fought here have thus far so nobly
19 advanced.⁸ It is rather for us to be here dedicated to the
20 great task remaining before us—that from these honored
21 dead we take increased devotion to that cause for which
22 they gave the last full measure of devotion—that we here
23 highly resolve that these dead shall not have died in vain—
24 that this nation, under God, shall have a new birth of
25 freedom—and that government of the people, by the people,
26 for the people shall not perish from the earth.

⁸ Underlined text = juicy sentence

Gettysburg Address
By: Abraham Lincoln

Checking for Understanding

1. According to Lincoln, the great civil war is testing the ability of the nation to do what?
Reread the second paragraph carefully.
2. Look at the third paragraph. What is the "unfinished work" that Lincoln calls on the American people to do?

<http://voicesofdemocracy.umd.edu/lincoln-gettysburg-address-speech-text/>

An excerpt from *Long Walk to Freedom* ([Audio Recording](#))
By: Nelson Mandela

Vocabulary:

- Oppressor (noun) – someone who treats others badly and unfairly
- oppressed (adjective) – being treated badly and unfairly for a long time
- The oppressed (noun) – those who are treated badly and unfairly for a long time
- liberate – to free from something
- humanity – the quality of being human
- cast off – throw off or away
- devotion – commitment
- linger – to stay in one area for a long time
- falter – to wait, or be uncertain
- vista – a view

Notes:

An excerpt from *Long Walk to Freedom*

1 ...It was during those long and lonely years that my hunger
2 for the freedom of my own people became a hunger for the
3 freedom of all people, white and black. I knew as well as I
4 knew anything that the oppressor must be liberated just as
5 surely as the oppressed. A man who takes away another
6 man's freedom is a prisoner of hatred, he is locked behind

Notes:

7 the bars of prejudice and narrow-mindedness.⁹ I am not
8 truly free if I am taking away someone else's freedom, just
9 as surely as I am not free when my freedom is taken from
10 me. The oppressed and the oppressor alike are robbed of
11 their humanity.

12 When I walked out of prison, that was my mission, to
13 liberate the oppressed and the oppressor both. Some say
14 that has now been achieved. But I know that that is not the
15 case. The truth is that we are not yet free; we have merely
16 achieved the freedom to be free, the right not to be
17 oppressed. We have not taken the final step of our journey,
18 but the first step on a longer and even more difficult road.
19 For to be free is not merely to cast off one's chains, but to
20 live in a way that respects and enhances the freedom of
21 others. The true test of our devotion to freedom is just
22 beginning.

23 I have walked that long road to freedom. I have tried not to
24 falter; I have made missteps along the way. But I have
25 discovered the secret that after climbing a great hill, one
26 only finds that there are many more hills to climb. I have
27 taken a moment here to rest, to steal a view of the glorious
28 vista that surrounds me, to look back on the distance I

⁹ Underlined text = juicy sentence

Notes:

29 have come. But I can rest only for a moment, for with
30 freedom comes responsibilities, and I dare not linger, for
31 my long walk is not yet ended.

**An excerpt from *Long Walk to Freedom*
By: Nelson Mandela**

Checking for Understanding

1. It makes sense that the oppressed need to be liberated. But why does Mandela feel that the oppressor also needs to be liberated?
2. What is the meaning of the phrase, “after climbing a great hill, one only finds that there are many more hills to climb?” in the context of Mandela’s main point.

<http://www.scu.edu/ethics/architects-of-peace/Mandela/essay.html>

The Pleasure of Books ([Audio Recording](#))

By: William Lyon Phelps

Vocabulary:

- considerate – thinking of the feelings of others
- formality – following certain social rules
- familiarly – knowing something or someone well
- intimacy, intimate – close; friendly
- private property – personal belongings
- accessible vs. inaccessible – able to be reached vs. not able to be reached
- recluse – someone who does not like the company of others and lives alone
- converse – to talk

Notes:

The Pleasure of Books

- 1 The habit of reading is one of the greatest resources of
- 2 mankind; and we enjoy reading books that belong to us
- 3 much more than if they are borrowed. A borrowed book is
- 4 like a guest in the house; it must be treated with
- 5 punctiliousness, with a certain considerate formality. You
- 6 must see that it sustains no damage; it must not suffer
- 7 while under your roof. You cannot leave it carelessly, you
- 8 cannot mark it, you cannot turn down the pages, you
- 9 cannot use it familiarly. And then, someday, although this

Notes:

10 is seldom done, you really ought to return it.

11 But your own books belong to you; you treat them with that
12 affectionate intimacy that annihilates formality. Books are
13 for use, not for show; you should own no book that you are
14 afraid to mark up, or afraid to place on the table, wide
15 open and face down. A good reason for marking favorite
16 passages in books is that this practice enables you to
17 remember more easily the significant sayings, to refer to
18 them quickly, and then in later years, it is like visiting a
19 forest where you once blazed a trail.¹⁰ You have the
20 pleasure of going over the old ground, and recalling both
21 the intellectual scenery and your own earlier self.

22 Everyone should begin collecting a private library in youth;
23 the instinct of private property, which is fundamental in
24 human beings, can here be cultivated with every advantage
25 and no evils. One should have one's own bookshelves,
26 which should not have doors, glass windows, or keys; they
27 should be free and accessible to the hand as well as to the
28 eye. The best of mural decorations is books; they are more
29 varied in color and appearance than any wallpaper, they are
30 more attractive in design, and they have the prime
31 advantage of being separate personalities, so that if you sit

¹⁰ Underlined text = juicy sentence

Notes:

32 alone in the room in the firelight, you are surrounded with
33 intimate friends. The knowledge that they are there in plain
34 view is both stimulating and refreshing. You do not have to
35 read them all. Most of my indoor life is spent in a room
36 containing six thousand books; and I have a stock answer
37 to the invariable question that comes from strangers. "Have
38 you read all these books?"

39 "Some of them twice." This reply is both true and
40 unexpected.

41 There are of course no friends like living, breathing,
42 corporeal men and women; my devotion to reading has
43 never made me a recluse. How could it? Books are of the
44 people, by the people, for the people. Literature is the
45 immortal part of history; it is the best and most enduring
46 part of personality. But book-friends have this advantage
47 over living friends; you can enjoy the most truly aristocratic
48 society in the world whenever you want it. The great dead
49 are beyond our physical reach, and the great living are
50 usually almost as inaccessible; as for our personal friends
51 and acquaintances, we cannot always see them. Perchance
52 they are asleep, or away on a journey. But in a private
53 library, you can at any moment converse with Socrates or
54 Shakespeare or Carlyle or Dumas or Dickens or Shaw or

Notes:

55 Barrie or Galsworthy. And there is no doubt that in these
56 books you see these men at their best. They wrote for you.
57 They "laid themselves out," they did their ultimate best to
58 entertain you, to make a favorable impression. You are
59 necessary to them as an audience is to an actor; only
60 instead of seeing them masked, you look into their
61 innermost heart of heart.

The Pleasure of Books
By: William Lyon Phelps

Checking for Understanding

1. What does William Lyon Phelps think is the difference between how we treat borrowed books and how we treat books we own?
2. Look at the last paragraph. What does Phelps mean by the term “book-friends” and what advantages do “book-friends” have over interactions with living people?

<http://www.historyplace.com/speeches/phelps.htm>

Excerpts from *Football Hall of Fame Induction Speech – Part 1* ([Audio Recording](#))
By: Shannon Sharpe

Vocabulary:

- induction – the process of being accepted as a member
- traits – qualities of someone or something
- remedial – a word describing something to help you to improve at something
- fate – the power over what happens in life
- to deal someone a different hand – if fate had given a person a different life
- to live in someone’s shadow – to feel unsuccessful in comparison to someone who is successful
- embraced – accepted
- bust (*noun*) – a statue of someone’s head, shoulders, and chest

Notes:

Excerpts from *Football Hall of Fame Induction Speech–Part 2*

- 1 People often ask me how does a small town kid, from
- 2 Glennville, Georgia, who went to Savannah State College
- 3 now Savannah State University, could win three Super Bowls
- 4 and at one time owned all the significant receiving records
- 5 for a tight end. I want all you young people to listen to my
- 6 answer. It's called the three D's: Determination, Dedication,
- 7 and Discipline. Three traits that translate in any generation

Notes:

8 and any job setting. There is a reason they called it chasing
9 your dreams and not walking after them. Don't hope
10 someone gives you an opportunity, create one for yourself.
11 When I left my grandmother's home in 1986 headed to
12 Savannah State with two brown grocery bags filled with my
13 belongings, nothing was going to keep me from realizing
14 my dreams. When people told me I wasn't going to make it,
15 I listened to the one person who told me I was: me.

16 You may not know this, but I was never supposed to be a
17 Hall of Fame tight end or any kind of tight end, or even a
18 Hall of Fame player. I'm here today for a lot of reasons.
19 Some have everything to do with me. Some have absolutely
20 nothing to do with me and everything to do with the
21 kindness and patience of all the people that guided me
22 through my life. I want to take a moment to personally
23 thank some of these people who made this possible.

24 Ms. Elaine Keels, my high school remedial reading and
25 Spanish teacher. And I know what you're saying, "remedial
26 reading and Spanish?" I was saying the exact same thing.
27 She said it would help my reading, I said it would help me
28 repeat my sophomore year. I think she just wanted me to
29 take the class so she could have extra hands-on time to

Notes:

30 help a young Shannon Sharpe.¹¹ Thank you, Ms. Keels...

31 My big brother, Sterling. I'm the only player, of 267 men
32 that's walked through this building to my left, that can
33 honestly say this, 'I'm the only pro football player that's in
34 the Hall of Fame, and I'm the second best player in my own
35 family.' If fate had dealt you a different hand, there is no
36 question, there is absolutely no question in my mind we
37 would have been the first brothers to be elected to the Hall
38 of Fame... Sterling, you are my hero, my father figure, my
39 role model. You taught me everything I know about sports
40 and a lot about life. I never once lived in your shadow. I
41 embraced it...

42 Last but not least--I think this is where I start to get
43 emotional--my granny. See, the guy that did this bust of me
44 here, he went to school for that. He's trained to bring clay
45 to life with his hands. It's my turn, to bring Mary Porter to
46 life with my voice. It's time for me to give Mary Porter a
47 face for all those that don't know who she is. It's my turn
48 now.

49 What do you say about a person that gives you everything
50 but life? How do you start to say thank you, granny, for a

¹¹ Underlined text = juicy sentence

Notes:

51 woman that raises nine of her kids and your mom's three,
52 and she sacrificed more for her grandkids than she did her
53 own? My grandmother was a very simple woman. She didn't
54 want a whole lot. My grandmother wanted to go to church
55 and Sunday school every Sunday. She wanted to be in Bible
56 study every Wednesday, and the other days she wanted to
57 be in a fishing creek.

Excerpts from *Football Hall of Fame Induction Speech – Part 1*
By: Shannon Sharpe

Checking for Understanding

1. How would you describe Shannon Sharpe's attitude toward the members of his family?
Use specific words from the text to support your description.
2. Would you call Shannon Sharpe a self-made man? Use evidence from the text to explain why or why not?

Full transcript available here: http://www.denverpost.com/ci_18630829

Video of speech (full 27 minutes) available here: <https://www.youtube.com/watch?v=gfUI79c0kUA>

Note: These excerpts come from minutes 3:30 – 5:30, and minutes 12:00 – 16:30 of the video.

Excerpts from *Football Hall of Fame Induction Speech* – Part 2 ([Audio Recording](#))
By: Shannon Sharpe

Vocabulary:

- to do something justice – not as good as the original
- raging; raged (*in reference to a fire*) – burning very hotly and violently
- inferno – a fire
- cinder block – a partly hollow building block made of concrete and cinders
- verbatim – said exactly the way the original person said it
- **Note:** *It may be useful to explain the use of the textual feature of brackets [...] to indicate text that was added and not spoken by the original narrator.*

Notes:

Excerpts from *Football Hall of Fame Induction Speech* – Part

- 1 They say, "You don't know a man's pain unless you walk a
2 mile in his shoes." But you can't walk a mile in Shannon
3 Sharpe's shoes because that wouldn't do it justice. You
4 need to walk 20 years of my life. You need to walk 20 years in
5 this
body and feel this raging inferno that I felt to get out of

6 Glennville, to leave that thousand square foot cinder block
7 home with the cement floors, to leave where my

Notes:

8 grandmother said, baby, is it going to be the gas this
9 month that I'm going to pay or is it going to be the lights?¹²

10 Do you want to eat or do you want light to see so can you
11 do your homework? Son, do you want the phone just in
12 case there's an emergency we can call somebody? What is it
13 going to be this month? That drove me. That drove me.

14 Nobody ever knew how much this five alarm fire raged
15 inside of me. My sister didn't know, my brother didn't
16 know, but it raged. I had to leave Glennville. I had to make
17 a better way for my brothers, for my sister, for my mom. I
18 didn't want my kids to live one hour, not one hour, in the
19 life I had, let alone a day...

20 I want to leave you with this: My position coach, who is
21 sitting right there in the stands, Les Steckel once asked me,
22 son, why do you work so hard? Every time at lunch you're
23 not eating, you're in the gym, you're working out. You
24 study harder, you practice harder, you have more fun. I
25 said, Les, I never want to eat cold oatmeal again. I said, you
26 don't know what it's like, Les, to grow up like I grew up. To
27 eat the animals I ate. I remember eating raccoon. I

¹² Underlined text = juicy sentence

28 remember eating possum. I remember eating squirrel and
29 turtle. I remember those days. I said, I ate that now as a
30 kid, but I'm not going to have to eat that when I become an
31 adult...

Notes:

32 When I came [home after being signed] and I asked my
33 grandmother, what do you want?...I said, "You want me to
34 buy you a car and teach you how to drive? She said, no,
35 son, I don't want that. I said, "Granny, do you want jewelry?"
36 She said, no, son, I don't want that. She said, son, I want a
37 decent house. And I'm thinking well, my grandmother
38 wants 7,000, 8,000 square feet. But then I knew my
39 grandmother, knowing her like I know her, after pausing
40 for five or six minutes. I said, "Granny, what is a decent
41 home?"

42 And I remember it like yesterday, and it was 30 plus years
43 ago. She said, son, I want a decent home and her words
44 verbatim is, "Son, I want to go to bed one night," and she
45 said, "I want God to let it rain as hard as he possibly can,
46 and I want him to let it rain all night long." She said, "I want
47 to wake up and not be wet." That's a decent home for my
48 grandmother. That's all she wanted. For 66 years, my
49 grandmother never went to bed and had it rain and not be
50 wet the next morning...It broke my heart that my

51 grandmother, all she wanted was--she's got two grand boys
52 that are making millions of dollars—and she wanted a

Notes:

53 house that wouldn't leak. That's all she wanted. That's all
54 my grandmother wanted. For two boys that are making
55 millions and all you want is a decent house. You want to go
56 to bed and not get wet when you wake up.
57 That's what drove Shannon. That's what got me here.

Excerpts from *Football Hall of Fame Induction Speech – Part 2*
By: Shannon Sharpe

Checking for Understanding

1. What evidence in the text shows that Shannon Sharpe grew up in poverty?
2. What is the “raging fire” that Sharpe refers to repeatedly and what role does it play in his life?
3. Would you say that Sharpe’s desire to escape poverty was selfish or loving? Use evidence from the text to explain why.

Full transcript available here: http://www.denverpost.com/ci_18630829

Video of speech (full 27 minutes) available here: <https://www.youtube.com/watch?v=gfUI79c0kUA>

Note: This excerpt comes from minutes 18:30 – 23:30 of the video.

Wild Geese ([Audio Recording](#))

By: Mary Oliver

Vocabulary:

- repenting – apologizing for something you feel sorry for
- despair – sadness

Notes:

Wild Geese

- 1 You do not have to be good.
- 2 You do not have to walk on your knees
- 3 for a hundred miles through the desert repenting.
- 4 You only have to let the soft animal of your body
- 5 love what it loves.
- 6 Tell me about despair, yours, and I will tell you mine.
- 7 Meanwhile the world goes on.
- 8 Meanwhile the sun and the clear pebbles of the rain
- 9 are moving across the landscapes,
- 10 over the prairies and the deep trees,
- 11 the mountains and the rivers.
- 12 Meanwhile the wild geese, high in the clean blue air,
- 13 are heading home again.
- 14 Whoever you are, no matter how lonely,
- 15 the world offers itself to your imagination,
- 16 calls to you like the wild geese, harsh and exciting

Notes:

- 17 over and over announcing your place
18 in the family of things.¹³

¹³ Underlined text = juicy sentence

Wild Geese
By: Mary Oliver

Checking for Understanding

1. "Tell me about despair, yours, and I will tell you mine. / Meanwhile the world goes on."
Restate these two lines in your own words.
2. What does the world offer to all people, "no matter how lonely"?

<http://www.rjgeib.com/thoughts/geese/geese.html>

October ([Audio Recording](#))
By: Robert Frost

Vocabulary:

- averse – not wanting to do something
- beguiled; beguile – tricked or deceived; to trick or deceive
- retard – to become slowed
- enchant – put under a magic spell
- ripened – ready to fall from the tree
- clustered – grouped together

Notes:

October

1 O hushed October morning mild,
2 Thy leaves have ripened to the fall;
3 Tomorrow's wind, if it be wild,
4 Should waste them all.¹⁴
5 The crows above the forest call;
6 Tomorrow they may form and go.
7 O hushed October morning mild,
8 Begin the hours of this day slow.
9 Make the day seem to us less brief.
10 Hearts not averse to being beguiled,
11 Beguile us in the way you know.

¹⁴ Underlined text = juicy sentence

Notes:

12 Release one leaf at break of day;
13 At noon release another leaf;
14 One from our trees, one far away.
15 Retard the sun with gentle mist;
16 Enchant the land with amethyst.
17 Slow, slow!
18 For the grapes' sake, if they were all,
19 Whose leaves already are burnt with frost,
20 Whose clustered fruit must else be lost—
21 For the grapes' sake along the wall.

October
By: Robert Frost

Checking for Understanding

1. Who is the speaker addressing in this poem?
2. "The crows above the forest call; / Tomorrow they may form and go." What does it mean that the crows might "form and go"?
3. Reread the last five lines of the poem. Why is the speaker begging October to slow down?

<http://www.poetryfoundation.org/poem/238116>

One Art ([Audio Recording](#))
By: Elizabeth Bishop

Vocabulary:

- fluster – to make nervous
- vaster – bigger in size than something else
- realms – kingdoms
- shan't – should not have

Notes:

One Art

- 1 The art of losing isn't hard to master;
- 2 so many things seem filled with the intent
- 3 to be lost that their loss is no disaster.
- 4 Lose something every day. Accept the fluster
- 5 of lost door keys, the hour badly spent.
- 6 The art of losing isn't hard to master.
- 7 Then practice losing farther, losing faster:
- 8 places, and names, and where it was you meant
- 9 to travel. None of these will bring disaster.
- 10 I lost my mother's watch. And look! my last, or

Notes:

11 next-to-last, of three loved houses went.
12 The art of losing isn't hard to master.

13 I lost two cities, lovely ones. And, vaster,
14 some realms I owned, two rivers, a continent.
15 I miss them, but it wasn't a disaster.

16 —Even losing you (the joking voice, a gesture
17 I love) I shan't have lied. It's evident
18 the art of losing's not too hard to master
19 though it may look like (*Write it!*) like disaster.¹⁵

¹⁵ Underlined text = juicy sentence

One Art
By: Elizabeth Bishop

Checking for Understanding

1. Reread the first stanza. Then, restate it using your own words.

2. In stanzas two and three, the speaker addresses the audience. What does the speaker tell the audience to do? Why?

3. Reread the last line of each stanza. What do you notice? What changes in the last line of the last stanza?

<http://www.poetryfoundation.org/poem/176996>

***Men Improve With The Years* ([Audio Recording](#))**
By: William Butler Yeats

Vocabulary:

Notes:

- Triton – a three-pointed fishing spear associated with the Greek god Poseidon
- Discerning – wise: having good judgement
- lady’s beauty (abstract noun); “a pictured beauty”
–prettiness; or attractiveness

Men Improve With The Years

1 I am worn out with dreams;
2 A weather-worn, marble triton
3 Among the streams;¹⁶
4 And all day long I look
5 Upon this lady’s beauty
6 As though I had found in book
7 A pictured beauty,
8 Pleased to have filled the eyes
9 Or the discerning ears,
10 Delighted to be but wise,
11 For men improve with the years;

¹⁶ Underlined text = juicy sentence

Notes:

12 And yet and yet
13 Is this my dream, or the truth?
14 O would that we had met
15 When I had my burning youth;
16 But I grow old among dreams,
17 A weather-worn, marble triton
18 Among the streams.

Men Improve With The Years
By: William Butler Yeats

Checking for Understanding

1. What is the speaker looking at “all day long”?
2. Name one reason the speaker is happy to be old. Name one reason the speaker wishes he might be young now. Cite your evidence from the text.
3. a) Now that you’ve read this whole poem, look back at the title: “Men Improve With the Years.” State this title in your own words.

b) Do you think this title is meant to be serious or ironic?

http://www.poetry-archive.com/y/men_improve_with_the_years.html

Harlem ([Audio Recording](#))
By: Langston Hughes

Vocabulary:

- deferred – to not do until later
- fester – rot
- sags – hangs

Notes:

Harlem

- 1 What happens to a dream deferred?
- 2 Does it dry up
- 3 like a raisin in the sun?
- 4 Or fester like a sore—
- 5 And then run?¹⁷
- 6 Does it stink like rotten meat?
- 7 Or crust and sugar over—
- 8 like a syrupy sweet?
- 9 Maybe it just sags
- 10 like a heavy load.
- 11 *Or does it explode?*

¹⁷ Underlined text = juicy sentence

Harlem
By: Langston Hughes

Checking for Understanding

1. *Deferred* means to put off to a later time. Now, restate the first line of the poem in your own words.

2. Circle all of the verbs in this short poem—the things that a dream deferred might do. What is so distinct about the last two verbs?

<https://www.poetryfoundation.org/poems/46548/harlem>

***All the World's A Stage* ([Audio Recording](#))**
By: William Shakespeare

Vocabulary:

- woeful –causing sadness
- quarrel –argument
- perceiving –seeing or being aware of
- oblivion –the act or process of dying out
- sans –without

Notes:

All the World's A Stage

1 All the world's a stage,
2 And all the men and women merely players;
3 They have their exits and their entrances,
4 And one man in his time plays many parts,
5 His acts being seven ages. At first, the infant,
6 Mewling and puking in the nurse's arms.
7 Then the whining schoolboy, with his satchel
8 And shining morning face, creeping like snail
9 Unwillingly to school.¹⁸ And then the lover,
10 Sighing like furnace, with a woeful ballad
11 Made to his mistress' eyebrow. Then a soldier,
12 Full of strange oaths and bearded like the pard,

¹⁸ Underlined text = juicy sentence

Notes:

13 Jealous in honor, sudden and quick in quarrel,
14 Seeking the bubble reputation
15 Even in the cannon's mouth. And then the justice,
16 In fair round belly with good capon lined,
17 With eyes severe and beard of formal cut,
18 Full of wise saws and modern instances;
19 And so he plays his part. The sixth age shifts
20 Into the lean and slippered pantaloon,
21 With spectacles on nose and pouch on side;
22 His youthful hose, well saved, a world too wide
23 For his shrunk shank, and his big manly voice,
24 Turning again toward childish treble, pipes
25 And whistles in his sound. Last scene of all,
26 That ends this strange eventful history,
27 Is second childishness and mere oblivion,
28 Sans teeth, sans eyes, sans taste, sans everything.

All the World's A Stage
By: William Shakespeare

Checking for Understanding

1. What is the speaker comparing life to in this poem?
2. "And one man in his time plays many parts, / His acts being seven ages." Name the "seven ages" that men go through, using a few words for each.
3. The last scene of life is "second childishness." What do you think this means?

<http://www.poemhunter.com/poem/all-the-world-s-a-stage/>

Thanks For Remembering Us ([Audio Recording](#))

By: Dana Gioia

Vocabulary:

- blunder – mistake
- affair – being in a relationship with more than one person at the same time; cheating
- enshrouded – covered
- sickly – someone who is sick all the time
- lingering – staying around

Notes:

Thanks For Remembering Us

- 1 The flowers sent here by mistake,
- 2 signed with a name that no one knew,
- 3 are turning bad. What shall we do?
- 4 Our neighbor says they're not for her,
- 5 and no one has a birthday near.
- 6 We should thank someone for the blunder.
- 7 Is one of us having an affair?
- 8 At first we laugh, and then we wonder.

- 9 The iris was the first to die,
- 10 enshrouded in its sickly-sweet
- 11 and lingering perfume. The roses

Notes:

12 fell one petal at a time,
13 and now the ferns are turning dry.
14 The room smells like a funeral,
15 but there they sit, too much at home,
16 accusing us of some small crime,
17 like love forgotten, and we can't
18 throw out a gift we've never owned.¹⁹

¹⁹ Underlined text = juicy sentence

Thanks For Remembering Us
By: Dana Gioia

Checking for Understanding

1. Summarize what happened to the speaker in the first stanza of this poem.
2. Circle the words that the speaker uses to describe the flowers in the second stanza. What attitude does the speaker have towards the flowers?

<http://www.loc.gov/poetry/180/048.html>

Introduction to Poetry ([Audio Recording](#))
By: Billy Collins

Vocabulary:

- slide – a small flat rectangle of glass used to view specimens under a microscope
- hive – place where bees live together and keep their honey
- probe – explore with your hands
- confession – statement saying one is guilty

Notes:

Introduction to Poetry

- 1 I ask them to take a poem
- 2 and hold it up to the light
- 3 like a color slide

- 4 or press an ear against its hive.

- 5 I say drop a mouse into a poem
- 6 and watch him probe his way out,

- 7 or walk inside the poem's room
- 8 and feel the walls for a light switch.

- 9 I want them to waterski

Notes:

10 across the surface of a poem
11 waving at the author's name on the shore.

12 But all they want to do
13 is tie the poem to a chair with rope
14 and torture a confession out of it.²⁰

15 They begin beating it with a hose
16 to find out what it really means.

²⁰ Underlined text = juicy sentence

Introduction to Poetry
By: Billy Collins

Checking for Understanding

1. The speaker describes many ways to read a poem. Explain the approach described in lines 7-8. What does it mean to "walk inside the poem's room/ and feel the walls for the light switch"?
2. How does the speaker describe the approach that "they" take to reading poetry? What does he compare it to? Who might "they" be in this poem?

<http://www.poetryfoundation.org/poem/176056>

Caged Bird ([Audio Recording](#))

By: Maya Angelou

Vocabulary:

- claim – take for its own; declare ownership
- stalks – to walk purposely
- seldom – does not happen a lot
- trill – singing of musical notes, usually by a bird
- longed for – wanted really strongly
- trade winds – a kind of wind that blows almost constantly in one direction

Notes:

Caged Bird

- 1 A free bird leaps
- 2 on the back of the wind
- 3 and floats downstream
- 4 till the current ends
- 5 and dips his wing
- 6 in the orange sun rays
- 7 and dares to claim the sky.
- 8 But a bird that stalks
- 9 down his narrow cage
- 10 can seldom see through

Notes:

11 his bars of rage
12 his wings are clipped and
13 his feet are tied
14 so he opens his throat to sing.

15 The caged bird sings
16 with a fearful trill
17 of things unknown
18 but longed for still
19 and his tune is heard
20 on the distant hill
21 for the caged bird
22 sings of freedom.

23 The free bird thinks of another breeze
24 and the trade winds soft through the sighing trees
25 and the fat worms waiting on a dawn bright lawn
26 and he names the sky his own
27 But a caged bird stands on the grave of dreams
28 his shadow shouts on a nightmare scream
29 his wings are clipped and his feet are tied
30 so he opens his throat to sing.²¹

31 The caged bird sings

Notes:

²¹ Underlined text = juicy sentence

32 with a fearful trill
33 of things unknown
34 but longed for still
35 and his tune is heard
36 on the distant hill
37 for the caged bird
38 sings of freedom.

Caged Bird
By: Maya Angelou

Checking for Understanding

1. What does the first stanza describe? What does the second stanza describe?

2. a) Reread the fourth stanza. Circle the words and images associated with the free bird in the first four lines. Underline the words and images associated with the caged bird in the last four lines.

b) Compare the words you circled for the free bird to the words you circled for the caged bird. What do these differences tell us?

<http://www.poetryfoundation.org/poem/178948>

***The Poetry of Bad Weather* ([Audio Recording](#))**
By: Debora Greger

Vocabulary:

- tanning butter – a lotion that helps you tan faster
- pine – to fade away because you want something so badly
- for want of – because of a lack of

Notes:

The Poetry of Bad Weather

- 1 Someone had propped a skateboard
2 by the door of the classroom,
3 to make quick his escape, come the bell.²²
- 4 For it was February in Florida,
5 the air of instruction thick with tanning butter.
6 Why, my students wondered,
- 7 did the great dead poets all live north of us?
8 Was there nothing to do all winter there
9 but pine for better weather?
- 10 Had we a window, the class could keep an eye
11 on the clock and yet watch the wild plum

²² Underlined text = juicy sentence

Notes:

12 nod with the absent grace of the young.

13 We could study the showy scatter of petals.

14 We could, for want of a better word, call it “snowy.”

15 The room filled with stillness, flake by flake.

16 Only the dull roar of air forced to spend its life indoors

17 could be heard. Not even the songbird

18 of a cell phone chirped. Go home,

19 I wanted to tell the horse on the page.

20 You know the way, even in snow

21 gone blue with cold.

The Poetry of Bad Weather
By: Debora Greger

Checking for Understanding

1. “Was there nothing to do all winter there but pine for better weather?” Using context, try your best to figure out what the word pine means. Now, say this sentence in your own words.
2. In the fourth and fifth stanzas, the speaker imagines what they might do if there was a window in the classroom. What does the speaker imagine?

<http://www.loc.gov/poetry/180/042.html>

Annabel Lee ([Audio Recording](#))

By: Edgar Allan Poe

Vocabulary:

- maiden – a young girl
- seraphs – angels
- coveted – wanting to have something that someone else has
- highborn – born to a rich or powerful family
- kinsmen – relatives
- bore – carried
- sepulchre – a stone building where a dead person is buried
- dissever – divide or separate something

Notes:

Annabel Lee

- 1 It was many and many a year ago,
- 2 In a kingdom by the sea,
- 3 That a maiden there lived whom you may know
- 4 By the name of Annabel Lee;
- 5 And this maiden she lived with no other thought
- 6 Than to love and be loved by me.
- 7 I was a child and *she* was a child,
- 8 In this kingdom by the sea,

Notes:

9 But we loved with a love that was more than love—
10 I and my Annabel Lee—
11 With a love that the wingèd seraphs of Heaven
12 Coveted her and me.²³

13 And this was the reason that, long ago,
14 In this kingdom by the sea,
15 A wind blew out of a cloud, chilling
16 My beautiful Annabel Lee;
17 So that her highborn kinsmen came
18 And bore her away from me,
19 To shut her up in a sepulchre
20 In this kingdom by the sea.

21 The angels, not half so happy in Heaven,
22 Went envying her and me—
23 Yes!—that was the reason (as all men know,
24 In this kingdom by the sea)
25 That the wind came out of the cloud by night,
26 Chilling and killing my Annabel Lee.

27 But our love it was stronger by far than the love
28 Of those who were older than we—
29 Of many far wiser than we—

²³ Underlined text = juicy sentence

Notes:

30 And neither the angels in Heaven above
31 Nor the demons down under the sea
32 Can ever dissever my soul from the soul
33 Of the beautiful Annabel Lee;

34 For the moon never beams, without bringing me dreams
35 Of the beautiful Annabel Lee;
36 And the stars never rise, but I feel the bright eyes
37 Of the beautiful Annabel Lee;
38 And so, all the night-tide, I lie down by the side
39 Of my darling—my darling—my life and my bride,
40 In her sepulchre there by the sea—
41 In her tomb by the sounding sea.

Annabel Lee
By: Edgar Allan Poe

Checking for Understanding

1. What is the relationship between the speaker and Annabel Lee?
2. What happens to Annabel Lee when the cold wind blows out of the cloud? Why does the speaker think this happened?
3. The speaker says that nothing can ever *dissever* his soul from Annabel Lee's soul. What does the word *dissever* mean?

<http://www.poetryfoundation.org/poem/174151>

Otherwise ([Audio Recording](#))

By: Jane Kenyon

Vocabulary:

- otherwise – different
- ripe – ready to be eaten
- mate – partner; husband or wife

Notes:

Otherwise

1 I got out of bed
2 on two strong legs.
3 It might have been
4 otherwise. I ate
5 cereal, sweet
6 milk, ripe, flawless
7 peach. It might
8 have been otherwise
9 I took the dog uphill
10 to the birch wood.
11 All morning I did
12 the work I love.

13 At noon I lay down
14 with my mate. It might

Notes:

15 have been otherwise.
16 We ate dinner together
17 at a table with silver
18 candlesticks. It might
19 have been otherwise.
20 I slept in a bed
21 in a room with paintings
22 on the walls, and
23 planned another day
24 just like this day.²⁴
25 But one day, I know,
26 it will be otherwise.

²⁴ Underlined text = juicy sentence

Otherwise
By: Jane Kenyon

Checking for Understanding

1. Circle the adjectives in the first stanza. What do you notice about these words? What is the tone of this first stanza?

2. “But one day, I know, it will be otherwise.” What does this last line of the poem mean?

<http://www.loc.gov/poetry/180/050.html>

An excerpt from *Don Quixote* ([Audio Recording](#))
By: Cervantes

Vocabulary:

Notes:

- wits – ability to think or know
- notion – an idea
- requisite – something that is required
- knight-errant – a medieval knight (solider) who traveled in search of adventures
- execution – to carry out; to do
- defect; deficiency – a weakness
- morion – a type of helmet used during the 16th and 17th centuries
- pasteboard – thin material made of layers of paper that have been pasted together

An excerpt from *Don Quixote*

1 In short, his wits being quite gone, he hit upon the
2 strangest notion that ever madman in this world hit upon,
3 and that was that he fancied it was right and requisite, as
4 well for the support of his own honor as for the service of
5 his country, that he should make a knight-errant of
6 himself,²⁵ roaming the world over in full armor and on

Notes:

²⁵ Underlined text = juicy sentence

7 horseback in quest of adventures, and putting in practice
8 himself all that he had read of as being the usual practices
9 of knights-errant; righting every kind of wrong, and
10 exposing himself to peril and danger from which, in the
11 issue, he was to reap eternal renown and fame. Already the
12 poor man saw himself crowned by the might of his arm
13 Emperor of Trebizond at least; and so, led away by the
14 intense enjoyment he found in these pleasant fancies, he
15 set himself forthwith to put his scheme into execution.

16 The first thing he did was to clean up some armor that
17 had belonged to his great-grandfather, and had been for
18 ages lying forgotten in a corner eaten with rust and covered
19 with mildew. He scoured and polished it as best he could,
20 but he perceived one great defect in it, that it had no
21 closed helmet, nothing but a simple morion. This
22 deficiency, however, his ingenuity supplied, for he
23 contrived a kind of half-helmet of pasteboard which, fitted
24 on to the morion, looked like a whole one. It is true that, in
25 order to see if it was strong and fit to stand a cut, he drew
26 his sword and gave it a couple of slashes, the first of which
27 undid in an instant what had taken him a week to do. The
28 ease with which he had knocked it to pieces disconcerted
29 him somewhat, and to guard against that danger he set to
30 work again, fixing bars of iron on the inside until he was

Notes:

31 satisfied with its strength; and then, not caring to try any
32 more experiments with it, he passed it and adopted it as a
33 helmet of the most perfect construction.

**An excerpt from *Don Quixote*
By: Cervantes**

Checking for Understanding

1. Re-read the first paragraph. What is the “notion” that the main character (Don Quixote) hit upon i.e. what does he decide he’s going to do?
2. Look at the second paragraph. What is the problem with Don Quixote’s helmet and how does he try and fix it?
3. Does the author (Cervantes) think Don Quixote’s goal of becoming a knight is a good goal or a silly one? Use specific words from the text to support your opinion.

<http://www.spanisharts.com/books/quijote/chapter1.htm>

An excerpt from *Free Minds and Hearts at Work* ([Audio Recording](#))
By: Jackie Robinson

Vocabulary:

- Imperfections – things that aren’t strengths
- handicaps – anything that makes things harder or keeps one from doing better
- reckoned with – taken into account; dealt with
- sustained – kept things going
- unalterable – cannot be changed
- dogma – a widely held opinion
- pioneered – to be the first one to do something

Notes:

An excerpt from *Free Minds and Hearts at Work*

- 1 At the beginning of the World Series of 1947, I experienced
2 a completely new emotion, when the National Anthem was
3 played.²⁶ This time, I thought, it is being played for me, as
4 much as for anyone else. This is organized major league
5 baseball, and I am standing here with all the others; and
6 everything that takes place includes me.
- 7 About a year later, I went to Atlanta, Georgia, to play in an
8 exhibition game. On the field, for the first time in Atlanta,

²⁶ Underlined text = juicy sentence

Notes:

9 there were Negroes and whites. Other Negroes, besides
10 me. And I thought: What I have always believed has come
11 to be.

12 And what is it that I have always believed? First, that
13 imperfections are human. But that wherever human beings
14 were given room to breathe and time to think, those
15 imperfections would disappear, no matter how slowly. I do
16 not believe that we have found or even approached
17 perfection. That is not necessarily in the scheme of human
18 events. Handicaps, stumbling blocks, prejudices—all of
19 these are imperfect. Yet, they have to be reckoned with
20 because they are in the scheme of human events.

21 Whatever obstacles I found made me fight all the harder.
22 But it would have been impossible for me to fight at all,
23 except that I was sustained by the personal and deep-
24 rooted belief that my fight had a chance. It had a chance
25 because it took place in a free society. Not once was I
26 forced to face and fight an immovable object. Not once was
27 the situation so cast-iron rigid that I had no chance at all.
28 Free minds and human hearts were at work all around me;
29 and so there was the probability of improvement. I look at
30 my children now, and know that I must still prepare them
31 to meet obstacles and prejudices.

Notes:

32 But I can tell them, too, that they will never face some of
33 these prejudices because other people have gone before
34 them. And to myself I can say that, because progress is
35 unalterable, many of today's dogmas will have vanished by
36 the time they grow into adults. I can say to my children:
37 There is a chance for you. No guarantee, but a chance.

In 1947, Jackie Robinson pioneered the integration of American professional athletics by becoming the first black player in Major League Baseball. During his 10 seasons with the Brooklyn Dodgers, he played on six World Series teams and was voted the National League's Most Valuable Player in 1949.

An excerpt from *Free Minds and Hearts at Work*
By: Jackie Robinson

Checking for Understanding

1. Look at paragraphs 3 and 4. What specific beliefs of Jackie Robinson's encouraged him to fight?
2. Jackie Robinson says to this children, There is a chance for you. No guarantee, but a chance." Do you think he feels hopeful or depressed about his children's chances? Use specific examples from the text to support your idea.

<http://thisibelieve.org/essay/16931/>

Note: In addition to the recording of the excerpt provided, this passage is available in its entirety, spoken by the original author at the web link above.

Happy Talk ([Audio Recording](#))
By: Oscar Hammerstein

Vocabulary:

Notes:

- seldom – only once in a while
- communicative – talkative; wanting to talk
- deprived of – kept from something you need
- hysteria – uncontrollable excitement among a group of people
- entanglement – being tangled up or intermixed
- virtue – a good quality
- imperfections – weaknesses
- folly – something silly

Happy Talk

1 I have an unusual statement to make. I am a man who
2 believes he is happy. What makes it unusual is that a man
3 who is happy seldom tells anyone. The unhappy man is
4 more
5 communicative. He is eager to recite what is wrong with the
6 world, and he seems to have a talent for gathering a large
7 audience. It is a modern tragedy that despair has so many
spokesmen, and hope so few.²⁷

²⁷ Underlined text = juicy sentence

Notes:

8 I believe, therefore, that it is important for a man to
9 announce that he is happy even though such an
10 announcement is less dramatic and less entertaining than
11 the cries of his pessimistic opposite. Why do I believe I am
12 happy? Death has deprived me of many whom I loved.
13 Dismal failure has followed many of my most earnest
14 efforts. People have disappointed me. I have disappointed
16 them. I have disappointed myself.

17 Further than this, I am aware that I live under a cloud of
18 international hysteria. The cloud could burst, and a rain of
19 atom bombs could destroy millions of lives, including my
20 own. From all this evidence, could I not build up a strong
21 case to prove why I am not happy at all? I could, but it
22 would be a false picture, as false as if I were to describe a
23 tree only as it looks in winter. I would be leaving out a list
24 of people I love, who have not died. I would be leaving out
25 an acknowledgement of the many successes that have
26 sprouted among my many failures. I would be leaving out
27 the blessing of good health, the joy of walking in the
28 sunshine. I would be leaving out my faith that the goodness
29 in man will triumph eventually over the evil that causes
30 war.

Notes:

31 All these things are as much a part of my world as the
32 darker worries that shade them. The conflict of good and
33 bad merges in thick entanglement. You cannot isolate
34 virtue and beauty and success and laughter, and keep them
35 from all contact with wickedness and ugliness and failure
36 and weeping. The man who strives for such isolated joy is
37 riding for a fall. He will wind up in isolated gloom.

38 I don't believe anyone can enjoy living in this world unless
39 he can accept its imperfection. He must know and admit
40 that he is imperfect, that all other mortals are imperfect,
41 that it is childish to allow these imperfections to destroy all
42 his hope and all his desire to live. Nature is older than man,
43 and she is still far from perfect. Her summers do not always
44 start promptly on June 21. Her bugs and beetles and other
45 insects often go beyond her obvious intentions, devouring
46 the leaves and buds with which she has adorned her
47 countryside. After the land has remained too dry for too
48 long, she sends relieving rains. But frequently they come in
49 torrents so violent that they do more harm than good. Over
50 the years, however, nature keeps going on in her imperfect
51 way, and the result—in spite of her many mistakes—is a
52 continuing miracle.

53 It would be folly for an individual to seek to do better—to

Notes:

54 do better than to go on in his own imperfect way, making
55 his mistakes, riding out the rough and bewildering,
56 exciting and beautiful, storm of life until the day he dies.

Happy Talk
By: Oscar Hammerstein

Checking for Understanding

1. Oscar Hammerstein argues that to say he is unhappy would be “as false as if I were to describe a tree only as it looks in winter.” What does he mean by this image?
2. Hammerstein describes both nature and people as imperfect. Cite some examples he gives of imperfection in both people and nature.
3. How does Hammerstein see the relationship between the good and bad elements of life?

<http://thisibelieve.org/essay/16609/>

Note: In addition to the recording provided, this passage is available spoken by the original author at the web link above.

An excerpt from *An Ideal of Service to our Fellow Man* ([Audio Recording](#))
By: Albert Einstein

Vocabulary:

- ideal – an idea
- fellow man – other people
- albeit – yet; although
- espoused – to say something you believe strongly
- individuals; individual – referring to one person
- principles – a truth or important idea
- juxtaposition – placed side by side to see the differences
- atrophy – to waste away or breakdown

Notes:

An excerpt from *An Ideal of Service to our Fellow Man*

1 Man's ethical behavior should be effectively grounded on
2 compassion, nurture, and social bonds. What is moral is
3 not of the divine, but rather a purely human matter, albeit
4 the most important of all human matters. In the course of
5 history, the ideals pertaining to human beings' behavior
6 toward each other and pertaining to the preferred
7 organization of their communities have been espoused and
8 taught by enlightened individuals. These ideals and
9 convictions—result of historical experience, empathy, and
10 the need for beauty and harmony—have usually been

Notes:

11 willingly recognized by human beings, at least in theory.

12 The highest principles for our aspirations and judgments
13 are given to us westerners in the Jewish-Christian religious
14 tradition. It is a very high goal: free and responsible
15 development of the individual, so that he may place his
16 powers freely and gladly in the service of all mankind.

17 The pursuit of recognition for its own sake, an almost
18 fanatical love of justice, and the quest for personal
19 independence, form the traditional themes of the Jewish
20 people, of which I am a member.

21 But if one holds these high principles clearly before one's
22 eyes and compares them with the life and spirit of our
23 times, then it is glaringly apparent that mankind finds itself
24 at present in grave danger.²⁸ I see the nature of the current
25 crises in the juxtaposition of the individual to society.
26 The individual feels more than ever dependent on society,
27 but he feels this dependence not in the positive sense,
28 cradled, connected as part of an organic whole; he sees it
29 as a threat to his natural rights and even his economic
30 existence. His position in society, then, is such that that
31 which drives his ego is encouraged and developed, and that

Notes:

²⁸ Underlined text = juicy sentence

32 which would drive him toward other men—a weak impulse
33 to begin with—is left to atrophy.

34 It is my belief that there is only one way to eliminate these
35 evils, namely, the establishment of a planned economy
36 coupled with an education geared toward social goals.
37 Alongside the development of individual abilities, the
38 education of the individual aspires to revive an ideal that is
39 geared toward the service of our fellow man, and that
40 needs to take the place of the glorification of power and
41 outer success.

Albert Einstein published his general theory of relativity in 1916, profoundly affecting the study of physics and cosmology for years. He won the Nobel Prize for Physics in 1921 for his work on the photo-electric effect. Einstein taught for many years at the Institute for Advanced Study at Princeton.

**An excerpt from *An Ideal of Service to our Fellow Man*
By: Albert Einstein**

Checking for Understanding

1. Name and briefly describe one of the ethical values that Einstein sees as the basis of society.

2. Look back at the paragraph beginning with the words, “But if one holds these high principles clearly.” What does Albert Einstein think is putting society in danger?

<http://thisibelieve.org/essay/16465/>

Note: In addition to the recording of the excerpt provided, this passage is available in its entirety, spoken by the original author at the web link above.

***The Mountain Disappears* ([Audio Recording](#))**
By: Leonard Bernstein

Vocabulary:

Notes:

- capacity – ability to do something
- reason – power to think
- laboriously – with a lot of effort or work
- divinely; divinity – having to do with God or gods
- reverently – with great respect or love
- dignity – one’s self-worth or feeling that one is important
- unconscious mind – a state of mind where one is not aware
- attainability – able to get something

The Mountain Disappears

- 1 I believe in people. I feel, love, need and respect people
- 2 above all else, including the arts, natural scenery,
- 3 organized piety, or nationalistic superstructures. One
- 4 human figure on the slope of a mountain can make the whole
- 5 mountain disappear for me. One person fighting for the
- 6 truth can disqualify for me the platitudes of centuries. And
- 7 one human being who meets with injustice can render
- 8 invalid the entire system which has dispensed it.

Notes:

9 I believe that man's noblest endowment is his capacity to
10 change. Armed with reason, he can see two sides and
11 choose: he can be divinely wrong. I believe in man's right
12 to be wrong. Out of this right he has built, laboriously and
13 lovingly, something we reverently call democracy.²⁹ He has
14 done it the hard way and continues to do it the hard way—
15 by reason, by choosing, by error and rectification, by the
16 difficult, slow method in which the dignity of A is
17 acknowledged by B, without impairing the dignity of C. Man
18 cannot have dignity without loving the dignity of his fellow.

19 I believe in the potential of people. I cannot rest passively
20 with those who give up in the name of "human nature."
21 Human nature is only animal nature if it is obliged to
22 remain static. Without growth, without metamorphosis,
23 there is no godhead. If we believe that man can never
24 achieve a society without wars, then we are condemned to
25 wars forever. This is the easy way. But the laborious, loving
26 way, the way of dignity and divinity, presupposes a belief in
27 people and in their capacity to change, grow, communicate,
28 and love.

29 I believe in man's unconscious mind, the deep spring from
30 which comes his power to communicate and to love. For

²⁹ Underlined text = juicy sentence

31 me, all art is a combination of these powers; for if love is

Notes:

32 the way we have of communicating personally in the
33 deepest way, then what art can do is to extend this
34 communication, magnify it, and communication, magnify it,
35 carry it to vastly greater numbers of people. Therefore art
36 is valid for the warmth and love it carries within it, even if it
37 be the lightest entertainment, or the bitterest satire, or the
38 most shattering tragedy.

39 I believe that my country is the place where all these things
40 I have been speaking of are happening in the most
41 manifest way. America is at the beginning of her greatest
42 period in history—a period of leadership in science, art, and
43 human progress toward the democratic ideal. I believe that
44 she is at a critical point in this moment, and that she needs
45 us to believe more strongly than ever before, in her and in
46 one another, in our ability to grow and change, in our
47 mutual dignity, in our democratic method. We must
48 encourage thought, free and creative. We must respect
49 privacy. We must observe taste by not exploiting our
50 sorrows, successes, or passions. We must learn to know
51 ourselves better through art. We must rely more on the
52 unconscious, inspirational side of man. We must not
53 enslave ourselves to dogma. We must believe in the
54 attainability of good. We must believe, without fear, in

55 people.

Composer, conductor, pianist and educator Leonard Bernstein was longtime music director of the New York Philharmonic, where he led the highly successful Young People's Concerts series. Bernstein forged a new relationship between classical and popular music with his compositions "West Side Story," "On the Town," "Candide" and others.

The Mountain Disappears
By: Leonard Bernstein

Checking for Understanding

1. Would you describe Leonard Bernstein as an optimist or a pessimist? Cite specific examples from the text to support your perspective.
2. Bernstein says, “I believe in the potential of people.” The potential of people to do what?
3. Look at the following sentence from the last paragraph:
“I believe that she is at a critical point in this moment, and that she needs us to believe more strongly than ever before, in her and in one another, in our ability to grow and change, in our mutual dignity, in our democratic method.” Who is “she”?

<http://thisibelieve.org/essay/16368/>

Note: In addition to the recording provided, this passage is available spoken by the original author at the web link above.

An excerpt from *A Public Man* ([Audio Recording](#))

By: Harry Truman

Vocabulary:

Notes:

- public man – someone whose life is seen by everyone
- prevail – win
- justify, justifiable – to show to be true or right
- public interest – what is best for the people in a society
- ethics – the rules of behavior for a group
- civil rights, civil liberties – the rights of citizens to have certain freedoms
- ancestry – people in your family who came before you
- jeopardy – danger

An excerpt from *A Public Man*

- 1 ...In public life I have always believed that right will prevail.
- 2 It has been my policy to obtain the facts – all the facts
- 3 possible – then to make the decision in the public interest
- 4 and to carry it out. If the facts justify the decision at the time
- 5 it is made, it will always be right. A public man should not
- 6 worry constantly about the verdict of history or what future

7 generations will say about him.³⁰ He must live in the
8 present; make his decisions for the right on the facts as he
9 sees them, and history will take care of itself.

Notes:

10 I believe a public man must know the history and
11 background of his state and his nation to enable him to
12 come more nearly to a proper decision in the public
13 interest. In my opinion, a man in public life must think.
14 always of the public welfare. He must be careful not to mix
15 his private and personal interests with his public actions.

16 The ethics of a public man must be unimpeachable. He
17 must learn to reject unwise or imprudent requests from
18 friends and associates without losing their friendship or
19 loyalty.

20 I believe that our Bill of Rights must be implemented in
21 fact—that it is the duty of every government – state, local, or
22 federal – to preserve the rights of the individual.

23 I believe that a civil rights program, as we must practice it
24 today, involves not so much the protection of the people
25 against the government, but the protection of the people
26 by the government. And for this reason we must make the

³⁰ Underlined text = juicy sentence

27 federal government a friendly, vigilant defender of the
28 rights and equalities of all Americans; and that every man
29 should be free to live his life as he wishes. He should be

Notes:

30 limited only by his responsibility to his fellow man.

31 I believe that we should remove the last barriers which
32 stand between millions of our people and their birthright.
33 There can be no justifiable reason for discrimination
34 because of ancestry, or religion, or race, or color.

35 I believe that to inspire the people of the world whose
36 freedom is in jeopardy, and to restore hope to those who
37 have already lost their civil liberties, we must correct the
38 remaining imperfections in our own democracy.

39 We know the way – we only need the will.

**An excerpt from *A Public Man*
By: Harry Truman**

Checking for Understanding

1. Does Harry Truman care how history will judge him for his decisions? Use evidence from the text to support your answer.
2. What does Truman think the government should do about civil rights? Why and how? Make sure to use examples from the text.

<http://thisibelieve.org/essay/17058/>

Note: In addition to the recording of the excerpt provided, this passage is available in its entirety, spoken by the original author at the web link above.

***My Fellow Worms* ([Audio Recording](#))**

By: Carl Sandburg

Vocabulary:

Notes:

- my fellow...* – partners
- putting stress on it – to focus because you feel it is important
- astronomy – study of planets, stars, and the universe
- humility – not telling about good things they have done; not bragging
- vanity – pride in oneself or in how one looks
- malice; malicious – meanness; wishing to do harm
- platitudes – pleasant sayings
- vigilance – watchfulness

**Note: in order to understand the meaning of the phrase “my fellow worms in the dust” students need to understand the construction, “my fellow...” as in “my fellow Americans,” “my fellow citizens” etc.*

My Fellow Worms

- 1 The man who sits down and searches himself for his
- 2 answer
- 3 to the question, “What Do I Believe?” is either going to write
- 4 a book or a few well-chosen thoughts on what he thinks it
- 4 might be healthy for mankind to be thinking about in the

5 present tribulations and turmoils.³¹ I believe in getting up
6 in the morning with a serene mind and a heart holding
7 many hopes. And, so large a number of my fellow worms in
8 the dust believe the same, that there is no use putting
9 stress on it.

Notes:

10 I can remember many years ago, a beautiful woman in
11 Santa Fe saying, “I don’t know how anybody can study
12 astronomy and have ambition enough to get up in the
13 morning.” She was putting a comic twist on what an
14 insignificant speck of animate star dust each of us is amid
15 cotillions of billion-year constellations.

16 I believe in humility, though my confession and exposition
17 of the humility I believe in would run into an old fashioned
18 two- or three-hour sermon. Also I believe in pride, knowing
19 well that the deadliest of the seven deadly sins is named as
20 pride. I believe in a pride that prays ever for an awareness
21 of that borderline where, unless watchful of yourself, you
22 cross over into arrogance, into vanity, into mirror gazing,
23 into misuse and violation of the sacred portions of your
24 personality.

25 No single brief utterance of Lincoln is more portentous

³¹ Underlined text = juicy sentence

26 than the line he wrote to a federal authority in Louisiana. “I
27 shall do nothing in malice, for what I deal with is too vast

Notes:

28 for malicious dealing.”

29 Now I believe in platitudes, when they serve, especially that
30 battered and hard-worn antique, “Eternal vigilance is the
31 price of liberty.” Hand in hand with freedom goes
32 responsibility. I believe that free men over the world
33 cherish the earth as cradle and tomb, the handiwork of
34 of their Maker, the possession of the family of man. I
35 believe freedom comes the hard way—by ceaseless
36 groping, toil, struggle—even by fiery trial and agony.

*Carl Sandburg worked as a fireman, house painter, political organizer and journalist before finding fame as a poet and writer. He won the Pulitzer Prize in poetry for *Corn Huskers* (1919) and *Complete Poems* (1951), and for his massive biography of Abraham Lincoln (1940). Sandburg was also an accomplished guitarist and folk singer.*

My Fellow Worms
By: Carl Sandburg

Checking for Understanding

1. In this essay, Carl Sandburg offers, “a few well-chosen thoughts on what he thinks it might be healthy for mankind to be thinking about.” Summarize one that you agree with.
2. Why would Sandburg refer to his fellow human beings as “my fellow worms in the dust”?
3. Look at the third paragraph. Sandburg says he believes in pride. But what does he say can happen if pride crosses over into arrogance?

<http://thisibelieve.org/essay/16952/>

Note: In addition to the recording provided, this passage is available spoken by the original author at the web link above.

Growth that Starts from Thinking ([Audio Recording](#))

By: Eleanor Roosevelt

Vocabulary:

- future life – life after now
- “going on” – continuing to live on somehow after death; afterlife
- Fatalist – believes that they cannot change what is going to happen

Notes:

Growth that Starts from Thinking

1 It seems to me a very difficult thing to put into words the
2 beliefs we hold and what they make you do in your life. I
3 think I was fortunate because I grew up in a family where
4 there was a very deep religious feeling. I don't think it was
5 spoken of a great deal. It was more or less taken for
6 granted that everybody held certain beliefs and needed
7 certain reinforcements of their own strength and that that
8 came through your belief in God and your knowledge of
9 prayer.

10 But as I grew older I questioned a great many of the things
11 that I knew very well my grandmother who had brought me
12 up had taken for granted. And I think I might have been a

Notes:

13 quite difficult person to live with if it hadn't been for the
14 fact that my husband once said it didn't do you any harm
15 to learn those things, so why not let your children learn
16 them? When they grow up they'll think things out for
17 themselves.

18 And that gave me a feeling that perhaps that's what we all
19 had to do—think out for ourselves what we could believe
20 and how we could live by it. And so I came to the
21 conclusion that you had to use this life to develop the very
22 best that you could develop.

23 I don't know whether I believe in a future life. I believe that
24 all that you go through here must have some value,
25 therefore there must be some reason. And there must be
26 some "going on." How exactly that happens I've never been
27 able to decide. There is a future—that I'm sure of. But how,
28 that I don't know. And I came to feel that it didn't really
29 matter very much because whatever the future held you'd
30 have to face it when you came to it, just as whatever life
31 holds you have to face it exactly the same way.³² And the
32 important thing was that you never let down doing the best
33 that you were able to do—it might be poor because you
34 might not have very much within you to give, or to help

³² Underlined text = juicy sentence

Notes:

35 other people with, or to live your life with. But as long as
36 you did the very best that you were able to do, then that
37 was what you were put here to do and that was what you
38 were accomplishing by being here.

39 And so I have tried to follow that out—and not to worry
40 about the future or what was going to happen. I think I am
41 pretty much of a fatalist. You have to accept whatever
42 comes and the only important thing is that you meet it with
43 courage and with the best that you have to give.

Eleanor Roosevelt, wife of Franklin D. Roosevelt, was active in Democratic politics and helped shape her husband`s New Deal programs while he was president. Considered one of the most active and influential First Ladies in U.S. history, she advocated racial equality, women`s rights and world peace.

Growth that Starts from Thinking
By: Eleanor Roosevelt

Checking for Understanding

1. What does Eleanor Roosevelt mean by the words “future life” in the sentence, “I don’t know whether I believe in a future life?”
2. Does Eleanor Roosevelt share the religious beliefs of her grandmother? How does Roosevelt come to her beliefs?

<http://thisibelieve.org/essay/16936/>

Note: In addition to the recording provided, this passage is available spoken by the original author at the web link above

An excerpt from *A Life Lesson from a Volunteer Firefighter* ([Audio Recording](#))

By: Mark Bezos

Vocabulary:

- engaging – to hold the interest of
- nemesis – enemy; person or thing that you are in conflict with

Notes:

An excerpt from *A Life Lesson from a Volunteer Firefighter*

1 I remember my first fire. I was the second volunteer on the
2 scene, so there was a pretty good chance I was going to get
3 in. But still it was a real footrace against the other
4 volunteers to get to the captain in charge to find out what
5 our assignments would be. When I found the captain, he
6 was having a very engaging conversation with the
7 homeowner, who was surely having one of the worst days
8 of her life. Here it was, the middle of the night, she was
9 standing outside in the pouring rain, under an umbrella, in
10 her pajamas, barefoot, while her house was in flames.³³

11 The other volunteer who had arrived just before me -- let's
12 call him Lex Luther -- got to the captain first and was asked
13 to go inside and save the homeowner's dog. The dog! I was

³³ Underlined text = juicy sentence

Notes:

14 stunned with jealousy. Here was some lawyer or money
15 manager who, for the rest of his life, gets to tell people
16 that he went into a burning building to save a living
17 creature, just because he beat me by five seconds. Well, I
18 was next. The captain waved me over. He said, "Bezos, I
19 need you to go into the house. I need you to go upstairs,
20 past the fire, I need you to get this woman a pair of
21 shoes." I swear. So, not exactly what I was hoping for, but
22 off I went -- up the stairs, down the hall, past the 'real'
23 firefighters, who were pretty much done putting out the
24 fire at this point, into the master bedroom to get a pair of
25 shoes.

26 Now I know what you're thinking, but I'm no hero. I carried
27 my payload back downstairs where I met my nemesis and
28 the precious dog by the front door. We took our treasures
29 outside to the homeowner, where, not surprisingly, his
30 received much more attention than did mine. A few weeks
31 later, the department received a letter from the homeowner
32 thanking us for the valiant effort displayed in saving her
33 home. The act of kindness she noted above all others:
34 someone had even gotten her a pair of shoes...

**An excerpt from *A Life Lesson from a Volunteer Firefighter*
By: Mark Bezos**

Checking for Understanding

1. How does the woman whose house was burning down react to the narrator saving her shoes?
2. What life lesson do you think the narrator takes from the story of the shoes?

http://www.ted.com/talks/mark_bezos_a_life_lesson_from_a_volunteer_firefighter.html#108000

Note: In addition to the recording of the excerpt provided, this passage is available in its entirety, spoken by the original author at the web link above.

Everyday Leadership (Part 1) ([Audio Recording](#))
By: Drew Dudley

Vocabulary:

Notes:

- portion – amount; part of
- cockiness – too sure of oneself
- devalue – think less of
- redefine, redefinition – create a new meaning for a word or idea
- university – a school students can attend after high school for four years to continue their education and at receive a degree

Everyday Leadership (Part 1)

1 How many of you are completely comfortable with calling
2 yourselves a leader? See, I've asked that question all the
3 way across the country, and everywhere I ask it, no matter
4 where, there's always a huge portion of the audience that
5 won't put up their hand.³⁴ And I've come to realize that we
6 have made leadership into something bigger than us. We've
7 made into something beyond us. We've made it about
8 changing the world. And we've taken this title of leader,

³⁴ Underlined text = juicy sentence

Notes:

9 and we treat it as if it's something that one day we're going
10 to deserve, but to give it to ourselves right now means a
11 level of arrogance or cockiness that we're not comfortable
12 with. And I worry sometimes that we spend so much time
13 celebrating amazing things that hardly anybody can do that
14 we've convinced ourselves that those are the only things
15 worth celebrating, and we start to devalue the things that
16 we can do every day, and we start to take moments where
17 we truly are a leader and we don't let ourselves take credit
18 for it, and we don't let ourselves feel good about it. And
19 I've been lucky enough over the last 10 years to work with
20 some amazing people who have helped me redefine
21 leadership in a way that I think has made me happier. And
22 with my short time today, I just want to share with you the
23 one story that is probably most responsible for that
24 redefinition.

25 I went to school in a little school called Mount Allison
26 University in Sackville, New Brunswick, and on my last day
27 there, a girl came up to me and she said, "I remember the
28 first time that I met you." And then she told me a story that
29 had happened four years earlier. She said, "On the day
30 before I started university, I was in the hotel room with my
31 mom and my dad, and I was so scared and so convinced
32 that I couldn't do this, that I wasn't ready for university,

Notes:

33 that I just burst into tears. And my mom and my dad were
34 amazing. They were like, 'Look, we know you're scared, but
35 let's just go tomorrow. Let's go to the first day, and if at
36 any point you feel as if you can't do this, that's fine, just tell
37 us, we will take you home. We love you no matter what...'"

Everyday Leadership (Part 1)
By: Drew Dudley

Checking for Understanding

1. Why does Drew Dudley think that most people are unwilling to call themselves leaders?
2. What was the attitude of the girl towards going to university?

http://www.ted.com/talks/drew_dudley_everyday_leadership

Everyday Leadership (Part 2) ([Audio Recording](#))

By: Drew Dudley

Vocabulary:

- registration – signing up for something;
- severe – serious
- “lost it” – lose your self-control or calmness
- “howl” – laugh (or yell) loud
- flattened – shocked by something

Notes:

Everyday Leadership (Part 2)

1 ...And she says, "So I went the next day and I was standing
2 in line getting ready for registration, and I looked around
3 and I just knew I couldn't do it. I knew I wasn't ready. I
knew
4 I had to quit." And she says, "I made that decision, and as
5 soon as I made it, there was this incredible feeling of peace
6 that came over me. And I turned to my mom and my dad to
7 tell them that we needed to go home, and just at that
8 moment, you came out of the Student Union building
9 wearing the stupidest hat I have ever seen in my life."
10 "It was awesome. And you had a big sign promoting
11 Shinerama, which is Students Fighting Cystic Fibrosis," — a
12 charity I've worked with for years — "and you had a

13 bucketful of lollipops. And you were walking along and you

Notes:

14 were handing the lollipops out to people in line and talking
15 about Shinerama. And all of a sudden, you got to me, and
16 you just stopped, and you stared. It was creepy."

17 This girl right here knows exactly what I'm talking about.

18 "And then you looked at the guy next to me, and you
19 smiled, and you reached in your bucket, and you pulled out

20 a lollipop, and you held it out to him, and you said, 'You

21 need to give a lollipop to the beautiful woman standing

22 next to you.'" And she said, "I have never seen anyone get

23 more embarrassed faster in my life. He turned beet red,

24 and he wouldn't even look at me. He just kind of held the

25 lollipop out like this." "And I felt so bad for this dude that I

26 took the lollipop, and as soon as I did, you got this

27 incredibly severe look on your face and you looked at my

28 mom and my dad, and you said, 'Look at that. Look at that.

29 First day away from home, and already she's taking candy

30 from a stranger?!'"³⁵ And she said, "Everybody lost it.

31 Twenty feet in every direction, everyone started to howl.

32 And I know this is cheesy, and I don't know why I'm telling

33 you this, but in that moment when everyone was laughing, I

34 knew that I shouldn't quit. I knew that I was where I was

35 supposed to be, and I knew that I was home, and I haven't

36 spoken to you once in the four years since that day, but I

³⁵ Underlined text = juicy sentence

37 heard that you were leaving, and I had to come up and tell

38 you that you've been an incredibly important person in my
39 life, and I'm going to miss you. Good luck."

40 And she walks away, and I'm flattened. And she gets about
41 six feet away, she turns around and smiles, and goes, "You
42 should probably know this, too. I'm still dating that guy
43 four years later."

44 A year and a half after I moved to Toronto, I got an
45 invitation to their wedding...

Notes:

Everyday Leadership (Part 2)
By: Drew Dudley

Checking for Understanding

1. Using specific details from the passage, describe Drew Dudley (the narrator)'s way of interacting with the girl. What is he doing and why?
2. What is the impact of Drew Dudley's behavior on the girl?

http://www.ted.com/talks/drew_dudley_everyday_leadership

Everyday Leadership (Part 3) ([Audio Recording](#))
By: Drew Dudley

Vocabulary:

Notes:

- “the kicker” – surprising part of something; usually of a story
- recollection – memory
- transformative – something that changes something or someone
- inadequate – not good enough
- call to action – something such as a speech, piece of writing, or act that convinces people to do something
- acknowledge – show thanks for or reply to
- agent for change – someone or something that helps change things
- redefine – decided in an earlier passage

Everyday Leadership (Part 3)

1 ...Here's the kicker. I don't remember that. I have no
2 recollection of that moment, and I've searched my memory
3 banks, because that is funny and I should remember doing
4 it, and I don't remember it. And that was such an eye-
5 opening, transformative moment for me to think that
6 maybe the biggest impact I'd ever had on anyone's life, a
7 moment that had a woman walk up to a stranger four years

Notes:

8 later and say, "You've been an incredibly important person
9 in my life," was a moment that I didn't even remember.

10 How many of you guys have a lollipop moment, a moment
11 where someone said something or did something that you
12 feel fundamentally made your life better? All right. How
13 many of you have told that person they did it? See, why
14 not? We celebrate birthdays, where all you have to do is not
15 die for 365 days and yet we let people who have made our
16 lives better walk around without knowing it. And every
17 single one of you, every single one of you has been the
18 catalyst for a lollipop moment. You have made someone's
19 life better by something that you said or that you did, and
20 if you think you haven't, think about all the hands that
21 didn't go back up when I asked that question. You're just
22 one of the people who hasn't been told.

23 But it is so scary to think of ourselves as that powerful. It
24 can be frightening to think that we can matter that much to
25 other people, because as long as we make leadership
26 something bigger than us, as long as we keep leadership
27 something beyond us, as long as we make it about
28 changing the world, we give ourselves an excuse not to
29 expect it every day from ourselves and from each other.

Notes:

30 Marianne Williamson said, "Our greatest fear is not that we
31 are inadequate. Our greatest fear is that we are powerful
32 beyond measure. It is our light, and not our darkness, that
33 frightens us."³⁶ And my call to action today is that we need
34 to get over that. We need to get over our fear of how
35 extraordinarily powerful we can be in each other's lives. We
36 need to get over it so we can move beyond it, and our little
37 brothers and our little sisters, and one day our kids -- or
38 our kids right now -- can watch and start to value the
39 impact we can have on each other's lives more than money
40 and power and titles and influence. We need to redefine
41 leadership as being about lollipop moments, how many of
42 them we create, how many of them we acknowledge, how
43 many of them we pay forward, and how many of them we
44 say thank you for. Because we've made leadership about
45 changing the world, and there is no world. There's only six
46 billion understandings of it, and if you change one person's
47 understanding of it, one person's understanding of what
48 they're capable of, one person's understanding of how
49 much people care about them, one person's understanding
50 of how powerful an agent for change they can be in this
51 world, you've changed the whole thing. And if we can
52 understand leadership like that, I think if we can redefine
53 leadership like that, I think we can change everything. And

³⁶ Underlined text = juicy sentence

Notes:

54 it's a simple idea, but I don't think it's a small one, and I
55 want to thank you all so much for letting me share it with
56 you today.

Everyday Leadership (Part 3)
By: Drew Dudley

Checking for Understanding

1. What does Drew Dudley mean by a “lollipop moment”?
2. What does he want us to do and why?

http://www.ted.com/talks/drew_dudley_everyday_leadership

The Man, the Boy, and the Donkey ([Audio Recording](#))

By: Aesop

Vocabulary:

- youngster – child
- lout – someone who does not have manners
- trudge – to work with a lot of effort or tiredness
- passers-by – people who are walking by
- jeer – to make fun of
- scoffing – speaking badly about
- hulking – large

Notes:

The Man, the Boy, and the Donkey

- 1 A Man and his son were once going with their Donkey to
- 2 market. As they were walking along by its side a
- 3 countryman passed them and said: "You fools, what is a
- 4 Donkey for but to ride upon?"
- 5 So the Man put the Boy on the Donkey and they went on
- 6 their way. But soon they passed a group of men, one of
- 7 whom said: "See that lazy youngster, he lets his father walk
- 8 while he rides."
- 9 So the Man ordered his Boy to get off, and got on himself.

Notes:

10 But they hadn't gone far when they passed two women, one
11 of whom said to the other: "Shame on that lazy lout to let
12 his poor little son trudge along."

13 Well, the Man didn't know what to do, but at last he took
14 his Boy up before him on the Donkey. By this time they
15 had come to the town, and the passers-by began to jeer
16 and point at them. The Man stopped and asked what they
17 were scoffing at. The men said: "Aren't you ashamed of
18 yourself for overloading that poor donkey
19 with you and your hulking son?"

20 The Man and Boy got off and tried to think what to do.
21 They thought and they thought, till at last they cut down a
22 pole, tied the donkey's feet to it, and raised the pole and
23 the donkey to their shoulders. They went along amid the
24 laughter of all who met them till they came to Market
25 Bridge, when the Donkey, getting one
26 of his feet loose, kicked out and caused the Boy to drop his
27 end of the pole.³⁷ In the struggle the Donkey fell over the
28 bridge, and his fore-feet being tied together he was
29 drowned.

30 "That will teach you," said an old man who had followed

Notes:

³⁷ Underlined text = juicy sentence

- 31 them:
- 32 “Please all, and you will please none.”

The Man, the Boy, and the Donkey
By: Aesop

Checking for Understanding

1. Which decision (if any) of the man made the most sense in your opinion? Why?
2. How well does the moral fit this story?

<http://www.bartleby.com/17/1/62.html>

***The Tortoise and the Eagle* ([Audio Recording](#))**
By: Aesop

Vocabulary:

- basking – to lie in a warm calm place
- lamentation – sad complaint

Notes:

The Tortoise and the Eagle

1 A Tortoise, lazily basking in the sun, complained to the sea-
2 birds of her hard fate, that no one would teach her to fly.

3 An Eagle, hovering near, heard her lamentation and asked
4 what reward she would give him if he would take her aloft
5 and float her in the air.

6 “I will give you,” the Tortoise said, “all the riches of the Red
7 Sea.”

8 “I will teach you to fly then,” said the Eagle; and taking her
9 up in his talons he carried the Tortoise almost to the
10 clouds.

11 Suddenly the Eagle let the Tortoise go, and she fell on a
12 lofty mountain, dashing her shell to pieces.

Notes:

13 The Tortoise exclaimed just before she died: “I have
14 deserved my present fate; why did I think I was meant for
15 wings and clouds, when I have such difficulty moving about
16 on the earth?’³⁸

17 Moral: Think about the consequences before you wish
18 for something.

³⁸ Underlined text = juicy sentence

The Tortoise and the Eagle
By: Aesop

Checking for Understanding

1. Why did the tortoise feel sorry for herself at the beginning?
2. Why did the tortoise feel she deserved her fate at the end?

<http://www.aesop-fable.com/tortoise/the-tortoise-and-the-eagle>

The Wolf, the Nanny-Goat, and the Kid ([Audio Recording](#))

By: Aesop

Vocabulary:

- Nanny – female goat
- latch – lock
- plague – deadly sickness
- counterfeit – imitation, fake
- glutton – greedy
- canny – clever, smart

Notes:

The Wolf, the Nanny-Goat, and the Kid

- 1 A Nanny-goat went out to fill her empty milk bag
- 2 And graze newly sprung grass,
- 3 She fastened the latch tight,
- 4 Warned her Kid saying:
- 5 “Do not, upon your life,
- 6 Open the door unless you are shown
- 7 This sign and told this password:
- 8 ‘*Plague on the wolf and his breed!*’”
- 9 As she was saying these words
- 10 The Wolf by chance prowling around,
- 11 Overheard the spoken words
- 12 and kept them in his memory.

Notes:

13 Nanny-Goat, as one can well believe,
14 Had not yet seen the glutton beast.
15 As soon as she departs, he changes his voice
16 And in a counterfeit tone
17 He asks to be let in, saying: “*Plague on the Wolf,*”
18 Believing he’d go right in.³⁹
19 The canny Kid looks through the crack,
20 “Show me your white paw, else I’ll not open.”
21 He shouted at once. (White paw is a thing
22 Seldom seen in wolfdom, as everyone knows.)
23 This Wolf, aghast upon hearing these words,
24 Went slinking home the same way he had come.

25 Where would the Kid be now, had he believed
26 The password, which by chance
27 Our wolf had overheard?

28 Two guarantees are better than one,
29 Even a third one would not be extreme.

30 Better be sure than sorry.

³⁹ Underlined text = juicy sentence

The Wolf, the Nanny-Goat, and the Kid
By: Aesop

Checking for Understanding

1. What does it mean that “two guarantees are better than one” at the end of this?
Explain it using evidence from the fable.
2. What would be another way of saying “in a counterfeit voice” that would mean the same thing?
3. What must have been “this sign” the nanny goat warned her kid to watch for (line 7)?

<http://www.aesopfables.com/cgi/aesop1.cgi?jdlf&iv15jd&iv23m.jpg>

***Yogi Berra Quotes* ([Audio Recording](#))**
By: Yogi Berra

Vocabulary:

Notes:

- déjà vu – French phrase that means “already seen”; feeling that you have already lived something before
- amphibious – able to live on land and in the water
- anonymous – author unknown (literally means without a name attached)

Yogi Berra Quotes

- 1 ● “It’s like deja vu all over again.”
- 2 ● “We made too many wrong mistakes.”
- 3 ● “You can observe a lot just by watching.”
- 4 ● “A nickel ain’t worth a dime anymore.”
- 5 ● “He hits from both sides of the plate. He’s amphibious.”
- 6 ● “If the world was perfect, it wouldn’t be.”
- 7 ● “If you don’t know where you’re going, you might end
- 8 up some place else.”
- 9 ● “I really didn’t say everything I said.”
- 10 ● “The future ain’t what it used to be.”
- 11 ● “I think Little League is wonderful. It keeps the kids
- 12 out of the house.”

Notes:

- 13 ● “Nobody goes there anymore because it’s too
- 14 crowded.”
- 15 ● “I always thought that record would stand until it was
- 16 broken.”
- 17 ● “We have deep depth.”
- 18 ● “All pitchers are liars or crybabies.”
- 19 ● “When you come to a fork in the road, take it.”
- 20 ● “Always go to other people’s funerals, otherwise they
- 21 won’t come to yours.”
- 22 ● “Never answer anonymous letters.”
- 23 ● “Thank you for making this day necessary.”
- 24 ● “The towels were so thick there I could hardly close
- 25 my suitcase.”
- 26 ● “Half the lies they tell about me aren’t true.”
- 27 ● “90% of the game is half mental.”⁴⁰
- 28 ● “It gets late early out there.”
- 29 ● “Yogi, you’re from St. Louis, we live in New Jersey, and
- 30 you played ball in New York. If you go before I do,
- 31 where would you like me to have you buried?” -
- 32 Carmen Berra, Yogi’s wife. “Surprise me.” - Yogi
- 33 ● “It ain’t over till it’s over.”

⁴⁰ Underlined text = juicy sentence

Yogi Berra Quotes
By: Yogi Berra

Checking for Understanding

1. What does Yogi Berra do with words that are unusual? Give two examples from these sayings that show your point.
2. Pick your favorite Yogi-ism and say why it strikes you.

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