

**SUMMARY**  
This poem is a defiant call to protest. The speaker warns against passive acceptance of brutality and urges people to fight back. He suggests that death is inevitable but can be noble if it serves a cause. The final couplet states the speaker's resolve to die fighting.

#### TEXT ANALYSIS

#### SONNET

**Possible answer:** The rhyme scheme is *abab, cdcd*. On the basis of this rhyme scheme, the sonnet is Shakespearean.

**IF STUDENTS NEED HELP . . .** Refer them to page 887 and the definitions of Petrarchan and Shakespearean sonnets.

#### READING SKILL

#### FORM AND MEANING

**Possible answer:** The speaker decides that he will fight back even if he dies fighting.

**IF STUDENTS NEED HELP . . .** Have them record line groupings and main ideas in the prereading chart introduced on page 887.

Line Grouping	Main Idea
First quatrain	We won't die like hogs hunted by dogs.
Second quatrain	If we must die, we will do it nobly.

#### SELECTION WRAP-UP

**READ WITH A PURPOSE** Now that students have read both poems, they may find Johnson worries about missing his life after death, while McKay is more concerned about dying with dignity.

## If We Must Die

Claude McKay

If we must die, let it not be like hogs  
Hunted and penned in an inglorious<sup>1</sup> spot,  
While round us bark the mad and hungry dogs,  
Making their mock at our accursed lot.  
5 If we must die, O let us nobly die,  
So that our precious blood may not be shed  
In vain; then even the monsters we defy  
Shall be constrained<sup>2</sup> to honor us though dead! c  
O kinsmen! we must meet the common foe!  
10 Though far outnumbered let us show us brave,  
And for their thousand blows deal one deathblow!  
What though before us lies the open grave?  
Like men we'll face the murderous, cowardly pack,  
Pressed to the wall, dying, but fighting back! d

1. *inglorious*: shameful; disgraceful.  
2. *constrained*: forced.



#### After Reading

#### Comprehension

- Recall In "My City," what will the speaker most regret about death?
- Clarify In "If We Must Die," what type of death does the speaker argue for?
- Paraphrase In "If We Must Die," what is the meaning of the phrase "making their mock at our accursed lot"?

#### Text Analysis

- Identify **Form** McKay's poem closely follows the conventions of a traditional sonnet. Which kind of sonnet is it? Explain your answer.
- Make **Inferences About Audience** Recall the events that inspired McKay to write "If We Must Die." What audience can you infer the speaker is addressing? Describe the speaker's relationship to this audience.
- Classify **Sonnet** Johnson's poem includes features of both Shakespearean and Petrarchan sonnets. Using a chart like the one shown, decide whether each listed feature of the poem's structure is characteristic of Shakespearean sonnets, Petrarchan sonnets, or both. Based on your answers, which label is the better description of Johnson's sonnet?

	Shakespearean	Petrarchan
Structure		
Rhyme Scheme		
Meter		
Final Couplet		

- Analyze **Form and Meaning** Review the chart you completed as you read. Notice Johnson's use of a stanza break, whereas McKay uses none. In your opinion, how does this choice contribute to each poem's meaning? Explain.

- Examine **Author's Purpose** Consider the motives that might have inspired African-American poets to express themselves in European poetic forms. What artistic and social messages are suggested by the Harlem Renaissance revival of the sonnet?

#### Text Criticism

- Critical Interpretations Claude McKay once stated that he hoped his poems could convey universal meaning. Reread the background on "If We Must Die" included in the author biography. Does the poem's history suggest McKay was successful in his goal? Explain your answer.

#### When does old become NEW again?

In the last decade or so, recycling has become a main focus of American society. What value do you see in reusing old or outdated things? Explain your answer.

#### COMMON CORE

RL 5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. RL 9 Demonstrate knowledge of early-twentieth-century works of American literature, including how two or more texts from the same period treat similar themes or topics.

## Practice and Apply

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

#### RESOURCE MANAGER—Copy Masters

Sonnet p. 31

Question Support p. 35

Additional selection questions are provided for teachers on page 27.

#### ANSWERS

#### COMMON CORE RL 5, RL 9

- The speaker will regret losing his city.
- The speaker argues for a noble death.
- The line means laughing at our poor condition.

#### Possible answers:

- COMMON CORE FOCUS Understand Form and Meaning** On the basis of its rhyme scheme and its line groupings of three quatrains and a couplet, the sonnet is Shakespearean.
- The speaker addresses an African-American audience, whose identity he shares, evidenced by the references to kinsmen and common foe (line 9).
- COMMON CORE FOCUS Sonnet Shakespearean:** meter, final couplet; **Petrarchan:** structure, rhyme scheme, meter. Students can argue for either form but should provide support.
- COMMON CORE FOCUS Understand Form and Meaning** Johnson's sonnet poses a question and an answer, separated into two stanzas. McKay's message is presented as a whole and so it works better as a single stanza.

## Assess and Reteach

#### Assess

#### DIAGNOSTIC AND SELECTION TESTS

Selection Test A pp. 225–226

Selection Test B/C pp. 227–228

Interactive Selection Test on [thinkcentral.com](http://thinkcentral.com)

#### Reteach

Level Up Online Tutorials on [thinkcentral.com](http://thinkcentral.com)

Reteaching Worksheets on [thinkcentral.com](http://thinkcentral.com)

Literature Lesson 13: Sonnet

#### DIFFERENTIATED INSTRUCTION

##### FOR STRATEGIC READERS

**Develop Reading Fluency** Help students gain proficiency in reading sonnets aloud. Tell them that unless punctuation ends a line, they should not pause before reading on. Model by reading the poem aloud. Then have students read the poem chorally. Listen for the natural rhythm of iambic pentameter to emerge as students gain comfort with the form.

##### FOR ADVANCED LEARNERS/AP

**Research** McKay wrote "If We Must Die" during the "Red Summer," a term coined by James Weldon Johnson to describe the racially violent summer and fall of 1919 during which African Americans were the victims of violent attacks. Have students research the causes of these events, noting in particular the significance of McKay's poem as a part of the response to them. Find opportunities for students to present their findings to the class.

Revising the sonnet suggests that African Americans can produce great literature and have experiences worthy of commemoration.

Many readers have identified with the speaker's message. This identification transcends race, social context, and geography, suggesting that the poem conveys universal meaning as McKay intended.

**When does old become NEW again?** Ask students to think about issues like reducing waste and unnecessary purchases. How has recycling and reusing items affected our society and our planet?



COMMON CORE FOCUS

**RL 4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. **RL 9** Demonstrate knowledge of how two or more texts from the same period treat similar themes or topics.

ABOUT THE POETS

**Countee Cullen** After students read about Countee Cullen, point out the quotation that closes the biography. Ask students to draw connections between the quotation and the title of the Cullen poem they will read.

**Possible answer:** In the quotation, Cullen expresses his wish to address all readers. His title “Any Human to Another” stresses that the poem speaks to all readers.

**Jean Toomer** After students read, highlight the poet’s interest in precise, striking images. Ask students to describe the image created by the precise language of Toomer’s title “Storm Ending.” **Possible answer:** In just two words, Toomer creates a vivid image of a storm clearing.

**Arna Bontemps** Focus students’ attention on Bontemps’s inspiration by Southern roots. Explain that the poem they will read uses rural imagery and metaphor to convey the poet’s message.

Selection Resources

See resources on the Teacher One Stop DVD-ROM and on [thinkcentral.com](http://thinkcentral.com).

RESOURCE MANAGER UNIT 5

Plan and Teach, pp. 37–44  
Text Analysis and Reading  
Skill, pp. 45–48†

DIAGNOSTIC AND SELECTION TESTS

Selection Tests, pp. 229–232

BEST PRACTICES TOOLKIT

Sensory Notes, p. B9

TECHNOLOGY

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

The Harlem Renaissance

Any Human to Another

Poem by Countee Cullen

Storm Ending

Poem by Jean Toomer

A Black Man Talks of Reaping

Poem by Arna Bontemps

COMMON CORE

**RL 4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. **RL 9** Demonstrate knowledge of how two or more texts from the same period treat similar themes or topics.

Meet the Authors

Countee Cullen

1903–1946



In 1925, while still an undergraduate at New York University, Countee Cullen (kūl’ən) published his first poetry collection, *Color*, which won immediate critical acclaim.

Cullen’s greatest poetic influences were the English Romantic poets, especially John Keats. Although some of Cullen’s poetry deals directly with experiences specific to African Americans, much of his

work addresses universal concerns such as love and faith. Cullen adamantly believed that poetry could break down racial barriers and disliked being pigeonholed, once stating, “If I am going to be a poet at all, I am going to be a Poet and not a Negro Poet.”

Jean Toomer

1894–1967



Born in Washington, D.C., Nathan Eugene Toomer grew up in a prominent, racially mixed family. Toomer could pass for white, and as a young man, often changed his racial identification from white to black and back again. As an adult, he rejected the concept of race altogether and embraced an idealistic vision of himself as a founder of a “united human race.”

Toomer was drawn to Eastern philosophy and Imagist poetry—poetry that conveys meaning through the use of precise, striking images. His reputation rests mainly on his novel *Cane* (1929), an experimental work exploring the African American experience through fragments of poetry and prose.

Arna Bontemps

1902–1973



After graduating from college in 1923, Arna Bontemps (bôn-tān’) discovered a thriving literary scene in Harlem that he called a “foretaste of paradise.” Despite his love for the bustle of the Northern cities, Bontemps was most deeply inspired by the Southern roots of African-American culture. Nearly all of his stories, novels, and plays are set in the South and provide vivid portrayals of rural life.

Bontemps, who earned his living as an educator, left Harlem in 1931 and spent most of his career in the South. His most famous works include the short story collection *The Old South* and the novel *God Send No More Children*, which is often cited as the final work of the Harlem Renaissance.

Author Online

Go to [thinkcentral.com](http://thinkcentral.com)

ANALYSIS: THEME

In poetry, the speaker’s descriptions of the world will often help identify a poem’s **theme**, its underlying message about life or human nature. In most works, the theme is implied, rather than directly stated. Consider these lines:

My grief and mine  
Interwine

The speaker might be talking to a loved one or making a general point about sorrow. To uncover the message of the poem, use these strategies:

1. Consider the title. What information does it reveal?

2. Identify the speaker. Is the speaker the voice of an individual or of a group?

3. Notice key images and think about their meaning.

4. Consider the mood, or feeling, the speaker conveys.

5. Notice different details and often find different themes in the same work. As you read, try to draw your own conclusions about each poet’s message.

READING SKILL: DISTINGUISH FIGURATIVE FROM LITERAL MEANING

We’ve learned that poets use **figurative language**, such as metaphors, similes, and personification, to go beyond the literal meaning of words. Use these steps to uncover this level of meaning:

1. Read each poem once to grasp its overall meaning.

2. Read the poem, noting important words and phrases.

3. Ask questions about comparisons you notice. What is being compared, and how are these things alike?

4. Discover hidden metaphors by noting descriptive details. What do these details remind you of?

5. As you read each poem, record examples of figurative language in a chart like the one shown. Then, jot down some of the impressions created by the words the poet chooses.

Example	Impressions
My grief and mine Interwine	

Complete the activities in your Reader/Writer Notebook.

How do you  
VIEW  
the world?

You can see a glass as half empty or half full. You can see a pile of old newspapers as trash to be thrown away or as the makings of papier-mâché. The way you see things—your outlook—says a lot about who you are.

**QUICKWRITE** Many factors shape your outlook—your personality, your life experiences, your state of mind. Write one or two sentences describing your outlook. Then, explain the factors you think have most influenced the way you look at the world.



893

Teach

How do you VIEW  
the world?

After students read the paragraph, group those who view the pictured glass as half-full and those who view it as half-empty. Urge groups to explore how this outlook applies elsewhere in their lives. Have students draw upon their discussion to complete the **QUICKWRITE**.

TEXT ANALYSIS

COMMON  
CORE  
RL 9

Model the Skill: THEME

Tell students that the excerpted lines are from “Any Human to Another,” a title that suggests the speaker is not a particular individual, but rather any person. Tell students this conveys the theme that the human condition is universal.

**GUIDED PRACTICE** Ask students what mood is suggested by the image of interwined grief.

READING SKILL

COMMON  
CORE  
RL 4

Model the Skill:  
DISTINGUISH FIGURATIVE  
FROM LITERAL MEANING

Tell students that the phrase “seeing the glass as half-full” is an example of figurative language that has nothing to do with eyesight; it describes an individual who is optimistic.

**GUIDED PRACTICE** Ask students what it means to see the glass as “half-empty.” Then ask them to describe the feelings conveyed by “half-full” and “half-empty.”

**R RESOURCE MANAGER—Copy Master**  
Distinguish Figurative from Literal  
Meaning p. 47 (for student use while  
reading the selections)



Practice and Apply

SUMMARY

In this poem, the speaker compares sorrow to an arrow's piercing and a knife cut and suggests that it is a universal emotion shared as river and sea share water.

READ WITH A PURPOSE

Help students set a purpose for reading the poems. Tell them to read to find how the poets use images of nature to express emotion.

TEXT ANALYSIS

COMMON CORE RL 9

A THEME

Read lines 1–12 aloud, emphasizing line 2 and reminding students that a poem's theme is often implied, not directly stated. Tell students that the title of a poem often gives clues about its theme.

**Possible answer:** Any circumstance or event that hurts one individual hurts everyone. The theme is relevant to life because the sorrow and pain of humanity runs deep and is a shared experience.

**IF STUDENTS NEED HELP . . .** Point out language such as “not me alone,” “intertwine,” and “fused and mingle.”

READING SKILL

COMMON CORE RL 4

B FIGURATIVE MEANING

**Possible answer:** Joy and sorrow are personified. Joy reflects a quality of rareness while sorrow has a quality of universality.

REVISIT THE BIG QUESTION

How do you VIEW the world?

**Discuss** What outlook on life is expressed in these lines? **Possible answer:** The speaker expresses the outlook that life's experiences will touch everyone equally.

Any Human to Another

Countee Cullen

The ills I sorrow at  
Not me alone  
Like an arrow,  
Pierce to the marrow,  
5 Through the fat  
And past the bone.

Your grief and mine  
Must intertwine  
Like sea and river,  
10 Be fused and mingle,  
Diverse yet single,  
Forever and forever. A

Let no man be so proud  
And confident,  
15 To think he is allowed  
A little tent  
Pitched in a meadow  
Of sun and shadow  
All his little own.

20 Joy may be shy, unique,  
Friendly to a few,  
Sorrow never scorned to speak  
To any who  
Were false or true. B

25 Your every grief  
Like a blade  
Shining and unsheathed<sup>1</sup>  
Must strike me down.  
Of bitter aloes<sup>2</sup> wreathed,  
30 My sorrow must be laid  
On your head like a crown.

1. **unsheathed:** removed from its protective case.  
2. **bitter aloes:** spiny-leaved plants whose juice is used to make a bad-tasting medicine.

COMMON CORE

A THEME

Remember that this is a work's underlying message about the human nature. Read lines 1–12, and then consider the line in the poem. In your own words, state the theme of the poem in one sentence. Then, discuss what you think this theme is relevant to life.

B FIGURATIVE MEANING

Identify two examples of personification in lines 20–24. What qualities are indicated by these images?

Storm Ending

Jean Toomer

Thunder blossoms gorgeously above our heads,  
Great, hollow, bell-like flowers,  
Rumbling in the wind,  
Stretching clappers to strike our ears . . . C  
5 Full-lipped flowers  
Bitten by the sun  
Bleeding rain  
Dripping rain like golden honey—  
And the sweet earth flying from the thunder.

C FIGURATIVE MEANING

What is thunder compared to in lines 1–4? Explain what qualities are emphasized by this comparison.



April Gornik (2003). Oil on linen, 74" × 95". Courtesy of the artist and Danese Gallery, New York.

SUMMARY

In this poem, the speaker compares a thunderstorm to the blossoming of flowers.

READING SKILL

COMMON CORE RL 4

C Model the Skill: FIGURATIVE MEANING

- Begin by reading lines 1–4 aloud.
- Tell students that the sound “blossoms gorgeously” like a flower, a flower that is like a large bell, ringing.
- Ask students what this image might mean. **Possible answer:** It is compared to bell-like flowers. Thunder is natural, beautiful, and powerful.

**IF STUDENTS NEED HELP . . .** Point out the metaphor and help students add the language and their impressions to the pre-reading chart introduced on page 893.

Example	Impressions
Thunder blossoms gorgeously above our heads.	The thunder grows like a flower. It is alive and beautiful.

TIERED DISCUSSION PROMPTS

Use these prompts to help students understand figurative language in lines 1–9:

**Connect** Think about the sound of thunder. How would you describe it? *Accept all thoughtful responses.*

**Evaluate** Do you find the speaker's description of the storm effective? Explain.

**Possible answer:** The description is effective because its images are so vibrant and vivid that the comparison comes alive.

DIFFERENTIATED INSTRUCTION

FOR ENGLISH LANGUAGE LEARNERS

**Understand Poetic License** Remind students that poets often break the rules of grammar and other conventions, and so interpreting poetry often requires some flexibility. Point out sorrow in line 1. Tell students that Cullen has used the noun as a verb here. Tell student that sorrow shares a root with sorry, but if the line read “The ills I am sorry for” it would not have as much of an emotional impact. Help students put other difficult language in the poem into their own words.

FOR STRUGGLING READERS

**Develop Reading Fluency** Use “Any Human to Another” to give students practice reading poems aloud. Assign each stanza to a student. Remind students that the pattern of stressed and unstressed sounds gives the poem its rhythm. As students read aloud, ask the rest of the class to observe the patterns of sounds.

FOR STRUGGLING READERS

**Support: Sensory Images** Help students use Sensory Notes organizers to organize the images in “Storm Ending” according to the five senses. Then lead students in a discussion about the effect of these sensory images. Point out that the storm is alive.

I See . . . huge blossoms	Most Important Image thunder clouds exploding
------------------------------	--

SENSORY IMAGES TOOLKIT—Transparency  
Sensory Notes p. 89



SUMMARY

This poem compares the struggles of African Americans in a racist society to the efforts of a tenant farmer. The farmer sows, but someone else reaps the rewards.

Analyze Visuals

**Possible answer:** The farmer in the painting appears grim and determined, much like the speaker of the poem. His clothes are worn, suggesting that he has led a life of hard work which relates to the poem's theme.

READING SKILL

COMMON CORE  
RL 4

FIGURATIVE MEANING

**Possible answer:** The words "sown," "planted," and "grain" suggest farming.

TEXT ANALYSIS

COMMON CORE  
RL 9

Model the Skill: THEME

Point out that the speaker so far has told of working hard, yet receiving very little. Tell students to keep this in mind as they interpret lines 11–12.

**Possible answer:** The children's gleanings are bitter because the wealth of the father's work goes elsewhere—to the sons of the landowner.

SELECTION WRAP-UP

**READ WITH A PURPOSE** Now that students have read the poems, ask them how the poets use nature to express their themes. They may point out Cullen views the grief of individuals as water from rivers and seas that mingles together, while Toomer personifies thunder as blossoming flowers. Students may also mention that Bontemps's speaker plants seeds in the earth and fear in his heart.

A Black Man Talks of Reaping

Arna Bontemps

I have sown beside all waters in my day.  
I planted deep, within my heart the fear  
That wind or fowl would take the grain away.  
I planted safe against this stark, lean year.

I scattered seed enough to plant the land  
In rows from Canada to Mexico,  
But for my reaping! only what the hand  
Can hold at once is all that I can show.

Yet what I sowed and what the orchard yields  
My brother's sons are gathering stalk and root,  
Small wonder then my children glean<sup>2</sup> in fields  
They have not sown, and feed on bitter fruit.

- 1. reaping: harvesting grain.
- 2. glean: gather grain left behind by reapers.



Sunflowers, Charly Palmer. Mixed media on canvas, 48" x 24". © Charly Palmer.

Analyze Visuals

What elements of the painting reflect the theme of the poem?

FIGURATIVE MEANING

Reread lines 1–4. What idea do the words sown, planted, and grain have in common?

THEME

In lines 11–12, why are the children's gleanings described as "bitter fruit"?

Reading

Comprehension

Summarize In "Any Human to Another," what comparisons does the speaker make to describe grief?

Detail In "Storm Ending," what event is described in the last line of the poem?

Detail In "A Black Man Talks of Reaping," how much has the speaker reaped of the seed he has scattered?

Analysis

Distinguish **Figurative from Literal Meaning** Review the notes you took on Bontemps's poem. Bontemps uses an **extended metaphor**, a lengthy comparison of two things that have many points in common. Identify the extended metaphor Bontemps uses. What is this metaphor meant to suggest?

Examine **Imagery** "Storm Ending" includes several examples of **synesthesia**, imagery that uses one type of sensory experience to describe a different one—for example, a sound described as a smell. Identify two examples of synesthesia in the poem. Which two senses are combined in each image?

Compare and Contrast **Tone** Describe the tone, or attitude toward the subject, of Cullen's and Bontemps's poems. What **outlook** on the prospects for social equality does each poem suggest?

Analyze **Theme** Complete a chart like the one shown for each poem.

What do you conclude is the theme of each poem?

Title Reveals:	Speaker's Identity:
Key Images:	Mood:

Criticism

Biographical Context Reread the author biographies on page 892. In each case, what connections can you make between the poet's life story and the worldview expressed in his work? Be specific.

How do you **VIEW** the world?

People's views in life often change as they get older. Viewpoints change from generation to generation, too. Why do you think this happens? How is your outlook different from that of your parents?

COMMON CORE

RL 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. RL 9 Demonstrate knowledge of how two or more texts from the same period treat similar themes or topics. L 5a Interpret figures of speech in context and analyze their role in the text.

Practice and Apply

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

**R RESOURCE MANAGER—Copy Masters**

Theme p. 45

Question Support p. 49

Additional selection questions are provided for teachers on page 41.

COMMON CORE  
RL 4, RL 9, L 5a

ANSWERS

1. The speaker describes grief as an arrow (line 3), a river flowing into the sea (line 9), an unsheathed blade (lines 26–27), and a bitter aloe (line 29).
2. The last line of "Storm Ending" describes the wind blowing the storm clouds away.
3. The speaker of "A Black Man Talks . . ." reaps only what he can hold in his hand.

Possible answers:

4. **COMMON CORE FOCUS Distinguish Figurative from Literal Meaning** Bontemps compares the African-American experience to farming land but getting none of the harvest, suggest racial injustice.
5. Thunder blossoming combines sound and sight (line 1). "Bitten by the sun" combines touch and sight (line 6).
6. The tone of Cullen's poem is instructive while Bontemps's is despairing. Cullen's poem presents a more positive outlook—universal truths bind us more than our differences separate us.

DIFFERENTIATED INSTRUCTION

FOR STRUGGLING READERS

**Concept Support: Extended Metaphor** [paired option] Explain that metaphors may function on more than one level, suggesting a narrow and a broader comparison. Have pairs discuss possible meanings in the final stanza:

- orchard, "American society"
- brother's sons, "the white majority"
- my children glean in fields, "the status of African Americans forced to accept leftovers"
- bitter fruit, "racial resentment and strife"

FOR ADVANCED LEARNERS/AP

**Research and Analyze** [small-group option] Have groups research sharecropping in the American South to define and explain the system. Challenge students to analyze the balance of power in the system: Who held the social, political, and economic power? Could those without power gain it? Why did sharecroppers agree to participate? Ask students to find and share connections between this system and contemporary American social institutions.

COMMON CORE FOCUS Theme "Any Human to Another": Title Reveals:

Speaker's Identity: black sharecropper; Key Images: "pierce to the marrow," "solitary tent"; Speaker's Identity: human being; Mood: instructive or reflective; Theme: Sorrow is a shared experience. "Storm Ending": Title Reveals: subject of poem; Key Images: "blossoming thunder," "bleeding rain"; Speaker's Identity: observer; Mood: intense natural beauty; Theme: What is fierce or dangerous is also beautiful. "A Black Man Talks of Reaping": Title Reveals: speaker's identity;

Key Images: "scattered seed," "bitter fruit"; Speaker's Identity: black sharecropper; Mood: bitter or sorrowful; Theme: Injustice has lasting consequences.

8. Cullen did not define himself, or his poem's speaker, by race. Toomer's poem stays focused on an image, like the poems that influenced him. Bontemps's Southern roots are seen in his speaker's situation.

**How do you VIEW the world?** Ask students to offer reasons for the difference in outlooks.

Assess and Reteach

Assess

DIAGNOSTIC AND SELECTION TESTS

Selection Test A, B/C pp. 229–230, 231–232

Interactive Selection Test on [thinkcentral.com](http://thinkcentral.com)

Reteach

Level Up Online Tutorials on [thinkcentral.com](http://thinkcentral.com)

Reteaching Worksheets on [thinkcentral.com](http://thinkcentral.com)

Literature Lesson 11