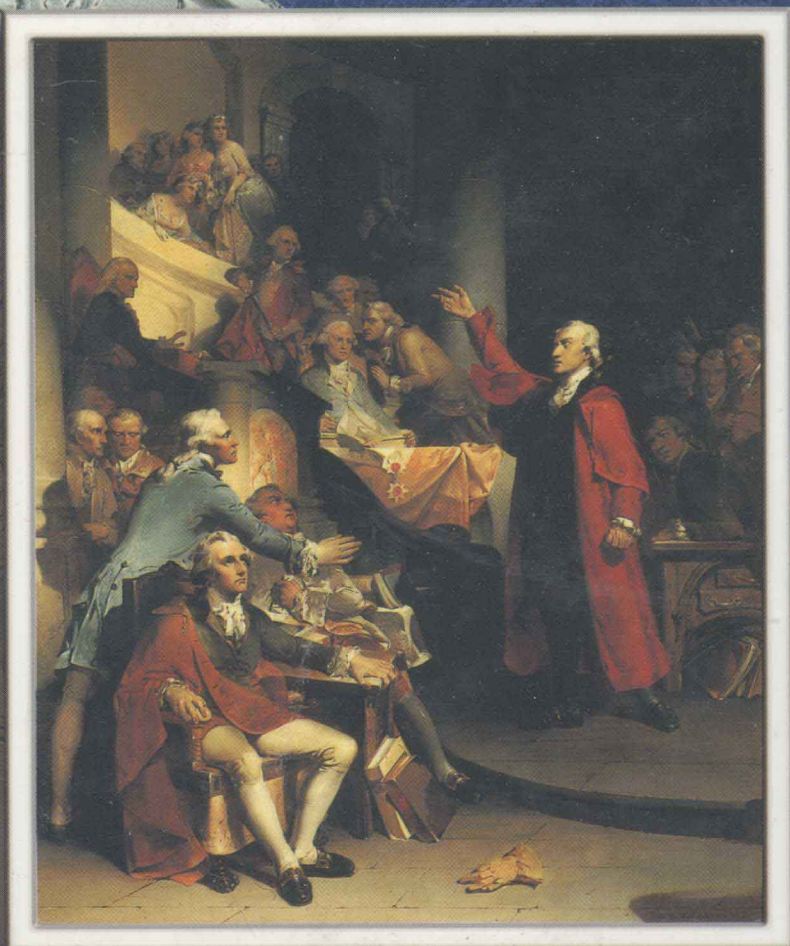


California Edition

GLENCOE LITERATURE

The Reader's Choice



American
Literature

GLENCOE LITERATURE

The Reader's Choice

Program Consultants

Beverly Ann Chin

Denny Wolfe

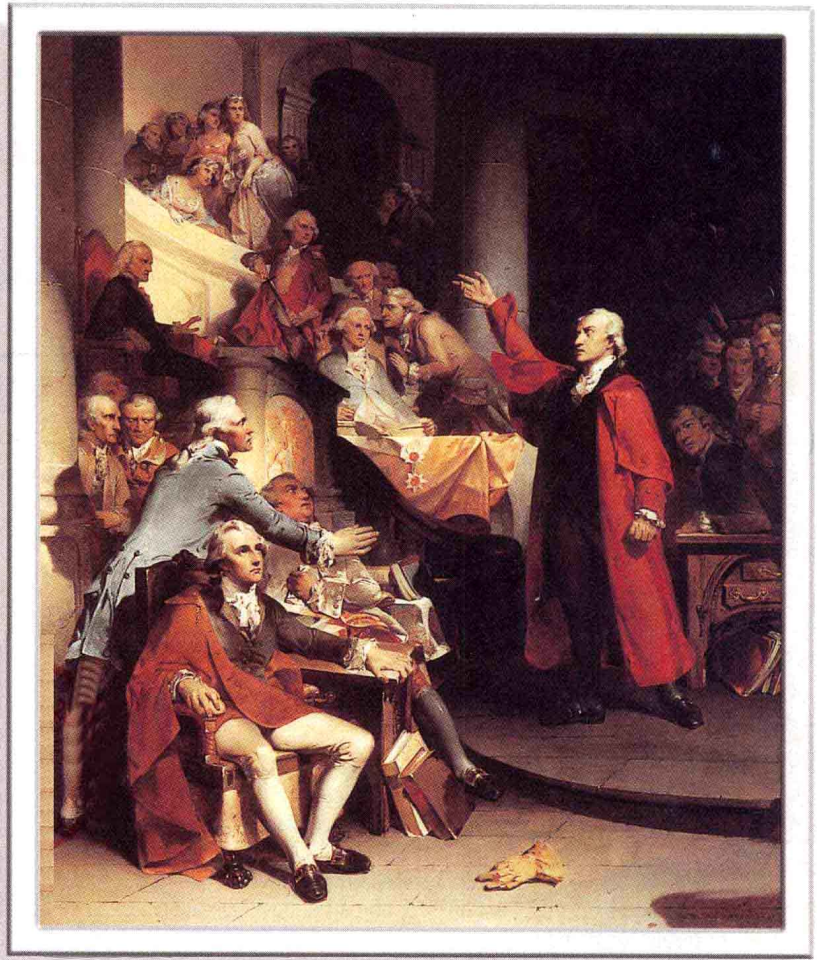
Jeffrey Copeland

Mary Ann Dudzinski

William Ray

Jacqueline Jones Royster

Jeffrey Wilhelm



American
Literature

Mc
Graw
Hill
Glencoe
McGraw-Hill

Acknowledgments

Grateful acknowledgment is given authors, publishers, photographers, museums, and agents for permission to reprint the following copyrighted material. Every effort has been made to determine copyright owners. In case of any omissions, the Publisher will be pleased to make suitable acknowledgments in future editions.

Acknowledgments continued on page R148.



The California English–Language Arts: Reading and Analyzing Test Questions pages in this book were written by The Princeton Review. Through its association with McGraw-Hill, The Princeton Review offers the best way to help students excel.

The Princeton Review is not affiliated with Princeton University or Educational Testing Service.

Glencoe/McGraw-Hill

A Division of The McGraw-Hill Companies



Copyright © 2002 by The McGraw-Hill Companies, Inc. All rights reserved. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or means, or stored in a database or retrieval system, without the prior written permission of the publisher.

Printed in the United States of America

Send all inquiries to:
Glencoe/McGraw-Hill
8787 Orion Place
Columbus, OH 43240

ISBN 0-07-828146-6
(Student Edition)

ISBN 0-07-828151-2
(Teacher Wraparound Edition)

2 3 4 5 6 7 8 9 10 071/043 05 04 03 02



Senior Program Consultants

Beverly Ann Chin is Professor of English, Director of the English Teaching Program, Director of the Montana Writing Project, and former Director of Composition at the University of Montana in Missoula. In 1995–1996, Dr. Chin served as President of the National Council of Teachers of English. She currently serves as a Member of the Board of Directors of the National Board for Professional Teaching Standards. Dr. Chin is a nationally recognized leader in English language arts standards, curriculum, and assessment. Formerly a high school English teacher and adult education reading teacher, Dr. Chin has taught in English language arts education at several universities and has received awards for her teaching and service.

Denny Wolfe, a former high school English teacher and department chair, is Professor of English Education, Director of the Tidewater Virginia Writing Project, and Director of the Center for Urban Education at Old Dominion University in Norfolk, Virginia. For the National Council of Teachers of English, he has served as Chairperson of the Standing Committee on Teacher Preparation, President of the International Assembly, member of the Executive Committee of the Council on English Education, and editor of the SLATE Newsletter. Author of more than seventy-five articles and books on teaching English, Dr. Wolfe is a frequent consultant to schools and colleges on the teaching of English language arts.

Program Consultants

Jeffrey S. Copeland is Professor and Head of the Department of English Language and Literature at the University of Northern Iowa, where he teaches children's and young adult literature courses and a variety of courses in English education. A former public school teacher, he has published many articles in the professional journals in the language arts. The twelve books he has written or edited include *Speaking of Poets: Interviews with Poets Who Write for Children and Young Adults* and *Young Adult Literature: A Contemporary Reader*.

Mary Ann Dudzinski is a former high school English teacher and recipient of the Ross Perot Award for Teaching Excellence. She also has served as a member of the core faculty for the National Endowment for the Humanities Summer Institute for Teachers of Secondary School English and History at the University of North Texas. After fifteen years of classroom experience in grades 9–12, she currently is a language arts consultant.

William Ray has taught English in the Boston Public Schools; at Lowell University; University of Wroclaw, Poland; and, for the last fourteen years, at Lincoln-Sudbury Regional High School in Sudbury,

Massachusetts. He specializes in world literature. He has worked on a variety of educational texts, as editor, consultant, and contributing writer.

Jacqueline Jones Royster is Professor of English and Associate Dean of the College of Humanities at The Ohio State University. She is also on the faculty of the Bread Loaf School of English at Middlebury College in Middlebury, Vermont. In addition to the teaching of writing, Dr. Royster's professional interests include the rhetorical history of African American women and the social and cultural implications of literate practices.

Jeffrey Wilhelm, a former English and reading teacher, is currently an assistant professor at the University of Maine where he teaches courses in middle and secondary level literacy. He is the author or co-author of several books on the teaching of reading and literacy, including *You Gotta BE the Book* and *Boys and Books*. He also works with local schools as part of the fledgling Adolescent Literacy Project and is the director of two annual summer institutes: the Maine Writing Project and Technology as a Learning Tool.





California Reading Advisory Board

Jane Fell Greene, Ed.D., is a literacy intervention expert with training and credentials in reading, linguistics, psycholinguistics, ESL, and clinical practice. A senior advisor for *Glencoe Literature: The Reader's Choice*, Dr. Greene has 35 years of experience teaching English at the elementary, middle, adult education, and university levels. She and the National Council of *LANGUAGE!* Trainers provide professional development courses for literacy intervention specialists across the nation.

Cynthia Arceneaux, M.A.T., M.S., and Ed.D. in progress, is Coordinator of Reading/Language Arts for High Schools in the Los Angeles Unified School District. She has served as an assistant principal and cluster administrative specialist.

Jeri A. Balick, Ed.D., is a board member and immediate past president of the California Reading Association. She is the Director of Student and Family Advocacy for the San Bernardino County Superintendent of Schools.

Cheryl Caldera, M.A., is an ELL coach and trainer at Greenberg Elementary School in the Fresno Unified School District. She also is an adjunct faculty member in the Department of Literacy at California State University in Fresno.

Patty DiPaolo, a teacher and administrator, is coordinator of Professional Development in the Curriculum/Instruction Division of the Student and Teacher Excellence Project in San Bernardino.

Louisa C. Moats, Ed.D., a licensed psychologist, is a senior advisor for *Glencoe Literature: The Reader's Choice* and is the author of several books, including *Speech to Print: Language Essentials for Teachers* and *Straight Talk About Reading*. She teaches at Simmons College in Boston and the Greenwood Institute in Vermont. Dr. Moats is currently the Project Director for the Early Interventions Program at the National Institute of Child, Health, and Human Development (NICHD).

Gay St. Cyr Hess, M.S., CCC-SLP, is an educator, speech/language pathologist, and learning disabilities specialist. She is a member of the National Council of *LANGUAGE!* Trainers.

Ronald M. Klemp is Coordinator of Reading/Language Arts for Middle Schools in the Los Angeles Unified School District. Dr. Klemp also has served as a lecturer in Education at California Lutheran University in Thousand Oaks.

Robert Pritchard is an incoming president of the California Reading Association and a professor of education at California State University in Fresno. He is co-editor of *Kids Come in All Languages: Reading Instruction for ESL Students*.

California Instructional Mentor Team

Jonica Bushman

Clovis USD
Clovis, California

Sharon Clause

Thurgood Marshall Middle School
San Diego, California

Renee Evon Crawford

O'Farrell Community School
San Diego, California

Sheila Felber

Halecrest Elementary School
Chula Vista, California

Essie Fischer

Wells Intermediate School
Riverside, California

Jan Gabay

The Preuss School-UCSD
La Jolla, California

Bobbi Ciriza Houtchens

Arroyo Valley High School
San Bernardino, California

George King

Turlock Junior High School
Turlock, California

Patrick Pierson

Gaspar de Portola Middle School
San Diego, California

Penny Rogers

Los Angeles USD A
Northridge, California

Jeannie Santos

Instructional Media Center
Fresno, California

Susie Shapiro

Los Angeles USD C
Van Nuys, California

Ginny Van Benthuyzen

San Diego USD
San Diego, California

Harriette Ware

Los Angeles USD E
Los Angeles, California

Sheila Weiner

Gaspar de Portola Middle School
San Diego, California



Teacher Reviewers

Rahn Anderson

Arapahoe High School
Littleton Public Schools
Littleton, Colorado

Linda Antonowich

West Chester Area School District
West Chester, Pennsylvania

Mike Bancroft

Rock Bridge High School
Columbia, Missouri

Luella Barber

Hays High School
Hays, Kansas

Lori Beard

Cypress Creek High School
Houston, Texas

Hugh Beattie

Bergenfield Public School District
Bergenfield, New Jersey

Patricia Blatt

Centerville High School
Centerville, Ohio

Edward Blotzer III

Wilksburg High School
Pittsburgh, Pennsylvania

Ruby Bowker

Mt. View High School
Mt. View, Wyoming

Darolyn Brown

Osborn High School
Detroit, Michigan

Rob Bruno

Atholton High School
Columbia, Maryland

Mary Beth Crotty

Bridgetown Junior High
Cincinnati, Ohio

Susan Dawson

Sam Barlow High School
Portland, Oregon

Thomas A. Della Salla

Schenectady City School District
Schenectady, New York

Sandra Denton

East High School
Columbus, Ohio

Charles Eisele

St. John Vianney High School
St. Louis, Missouri

Mel Farberman

Benjamin Cardozo High School
Bayside, New York

Caroline Ferdinandsen

San Joaquin Memorial High School
Fresno, California

Tye Ferdinandsen

San Joaquin Memorial High School
Fresno, California

Randle Frink

East Rowan High School
Salisbury, North Carolina

Pamela Fuller

Capital High School
Charleston, West Virginia

Tara Gallagher

River Hill High School
Columbia, Maryland

June Gatewood

Rio Americano
Sacramento, California

Ellen Geisler

Mentor High School
Mentor, Ohio

Leslie Gershon

Annapolis Senior High
Mitchellville, Maryland

Kim Hartman

Franklin Heights High School
Columbus, Ohio

Charlotte Heidel

Gaylord High School
Gaylord, Michigan

Keith Henricksen

Sutton Public Schools
Sutton, Nebraska

Patricia Herigan

Central Dauphin High School
Harrisburg, Pennsylvania

Azalie Hightower

Paul Junior High School
Washington, D.C.



Bobbi Ciriza Houtchens

San Bernardino High School
San Bernardino, California

Cheri Jefferson

Atholton High School
Columbia, Maryland

Marsha Jones

Seymour High School
Seymour, Indiana

Cheryl Keast

Glendale High School
Glendale, California

Glenda Kissell

Littleton High School
Littleton, Colorado

Jan Klein

Cypress Lake High School
Fort Myers, Florida

Beth Koehler

Nathan Hale High School
West Allis, Wisconsin

Sister Mary Kay Lampert

Central Catholic High School
Portland, Oregon

Elaine Loughlin

Palo Duro High
Amarillo, Texas

Tom Mann

Franklin Heights High School
Columbus, Ohio

Carolyn Sue Mash

Westerville North High School
Westerville, Ohio

Eileen Mattingly

McDonough High School
Pomfret, Maryland

Wanda McConnell

Statesville High School
Statesville, North Carolina

Victoria McCormick

John Jay High School
San Antonio, Texas

Sandra Sue McPherson

McKeesport Area High School
McKeesport, Pennsylvania

Jill Miller

Odessa High School
Odessa, Texas

Karmen Miller

Cypress Falls High School
Houston, Texas

Catherine Morse

Shelby High School
Shelby, Ohio

Tom Omli

Rogers High School
Puyallup, Washington

John O'Toole

Solon High School
Solon, Ohio

Helen Pappas

Bridgewater-Raritan High School
Bridgewater, New Jersey

Jill Railsback

Seymour High School
Seymour, Indiana

Doug Reed

Franklin Heights High School
Columbus, Ohio

Mary Jane Reed

Solon High School
Solon, Ohio

Dorlea Rikard

Bradshaw High School
Florence, Alabama

Diane Ritzdorf

Arapahoe High School
Littleton, Colorado

Leonor Rodriguez

Breckenridge High School
San Antonio, Texas

Susanne Rubenstein

Wachusett Regional High School
Holden, Massachusetts

Steve Slagle

San Gabriel High School
San Gabriel, California

Tammy Smiley

Littleton High School
Littleton, Colorado

Carol Smith

Moses Lake School District
Moses Lake, Washington

Helen Spaith

Franklin Heights High School
Columbus, Ohio

Marsha Spampinato

High School of Enterprise,
Business, and Technology
Smithtown, New York



Nora Stephens

Huntsville High School
Huntsville, Alabama

David Stocking

Wachusett Regional High School
Holden, Massachusetts

Mark Tavernier

Norfolk Public Schools
Norfolk, Virginia

Martin Tierney

Bishop Dwenger High School
Fort Wayne, Indiana

Elysa Toler-Robinson

Detroit Public Schools
Detroit, Michigan

Megan Trow

Sprague High School
Salem, Oregon

Joseph Velten Jr.

Archbishop Wood High School
Warminster, Pennsylvania

Margaret Wildermann

McDonough High School
Pomfret, Maryland

Kathy Young

Walnut Ridge High School
Columbus, Ohio

Mary Young

Greenville High School
Greenville, Illinois



Letter to Students

Dear Student,

Welcome to *Glencoe Literature: The Reader's Choice*. In this lively collection of classic and contemporary literature, you will find much to amuse, surprise, delight, engage, and inform you. A wide variety of selections—including poems, plays, short stories, essays, autobiographies, and news articles on a broad range of themes—offers you the chance to hear talented authors in all their diversity, as well as to experience and learn about the people, places, and ideas that moved them.

As you explore the literature selections in this book, you will also learn and review key reading and language arts skills. The questions and activities after each selection will help you to check your understanding of what you've read. They will also give you an opportunity to analyze important features of the literature. You will be asked to discuss and write about what you read and to explore how literature connects with your own experiences.

Your book is divided into seven units, each focusing on a period of history in American literature from the earliest days to the present century. In addition, each unit is subdivided by theme. With every theme, you will complete an extended project and longer writing assignment along with many other individual, partner, and group activities. Keep your graded, completed assignments in a portfolio or as your teacher directs. Share your progress with your parents or guardians and also talk with them about the literature you are reading. Discuss your thoughts about the characters, themes, and other aspects of your reading.

The state of California has created a set of learning goals, or content standards, for you this year. We have included them on pages x-xv. Take some time to read over these standards with your parents or guardians. Then outline some steps that you can take to help you achieve these standards both inside and outside the classroom.

We hope that you enjoy the selections in *Glencoe Literature: The Reader's Choice* and that the lessons help you to succeed in mastering the content standards set for you.

Sincerely,

The Editors



CALIFORNIA English-Language Arts Content Standards

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and to use those words accurately.

Vocabulary and Concept Development

- 1.1 Trace the etymology of significant terms used in political science and history.
- 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
- 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Readings in Literature, Grades Nine Through*

Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually



on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

Structural Features of Informational Materials

- 2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Expository Critique

- 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent

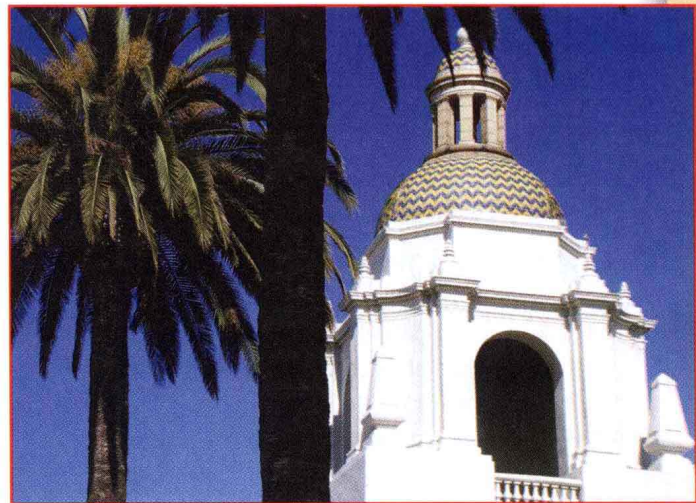
themes. The selections in *Recommended Readings in Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 3.1** Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- 3.3** Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.
- 3.4** Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.
- 3.5** Analyze recognized works of American literature representing a variety of genres and traditions:
- Trace the development of American literature from the colonial period forward.
 - Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.
 - Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- 3.6** Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare’s tragedy *Macbeth*).
- 3.7** Analyze recognized works of world literature from a variety of authors:
- Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).
 - Relate literary works and authors to the major themes and issues of their eras.
 - Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.



Literary Criticism

- 3.8** Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor). (Political approach)
- 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

WRITING

1.0 Writing Strategies

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose and progression through the stages of the writing process.

Organization and Focus

- 1.1** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- 1.2** Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- 1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.



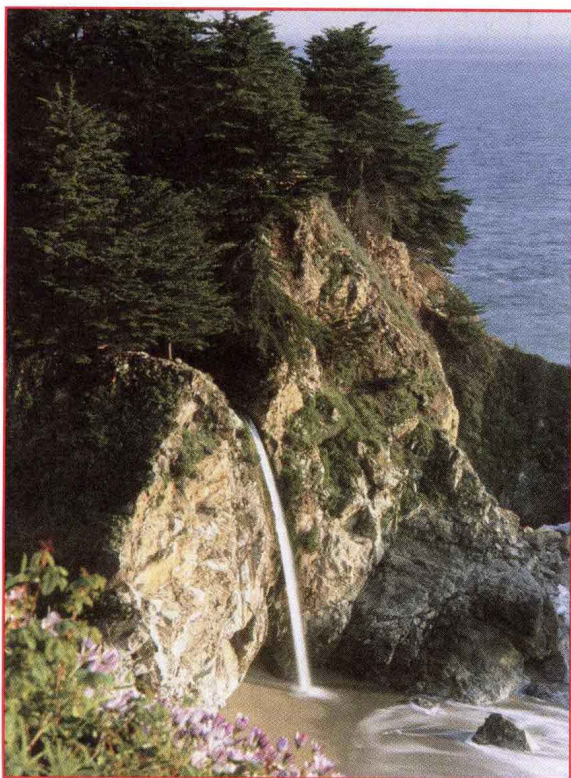
- 1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
- 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

Research and Technology

- 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

Evaluation and Revision

- 1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.



2.0 Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students:

- 2.1 Write fictional, autobiographical, or biographical narratives:
 - a. Narrate a sequence of events and communicate their significance to the audience.
 - b. Locate scenes and incidents in specific places.
 - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
 - d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
 - e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
- 2.2 Write responses to literature:
 - a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
 - c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
 - d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
 - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- 2.3 Write reflective compositions:
 - a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).

- b. Draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

2.5 Write job applications and resumés:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- c. Modify the tone to fit the purpose and audience.
- d. Follow the conventional style for that type of document (e.g., resumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

2.6 Deliver multimedia presentations:

- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience’s response and revise the presentation accordingly.



WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

- 1.1** Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- 1.2** Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- 1.3** Reflect appropriate manuscript requirements in writing.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension

- 1.1 Recognize strategies used by media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
- 1.2 Analyze the impact of media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
- 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

Organization and Delivery of Oral Communication

- 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:
 - a. Inductive and deductive reasoning
 - b. Syllogisms and analogies
- 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 1.8 Use effective and interesting language, including:
 - a. Informal expressions for effect
 - b. Standard American English for clarity
 - c. Technical language for specificity

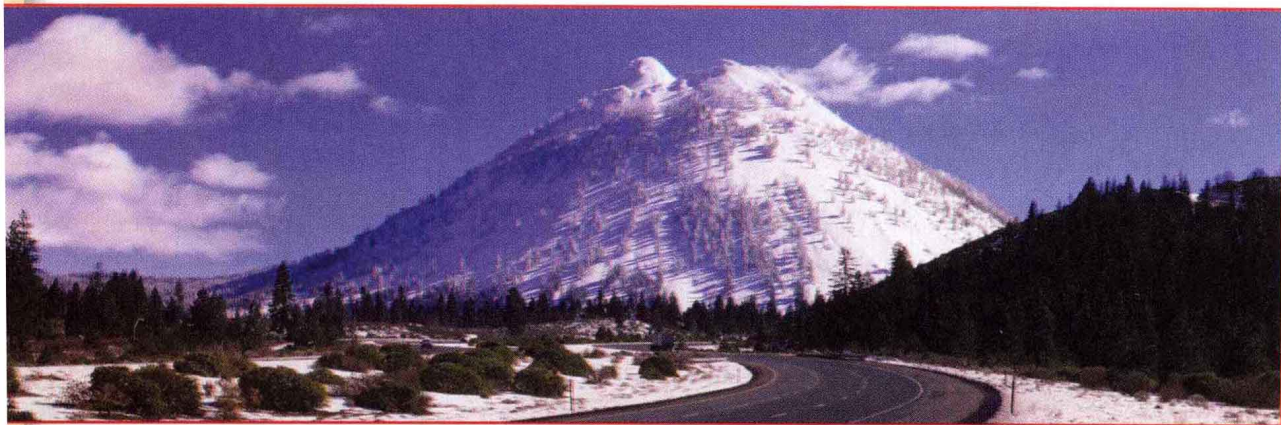
- 1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- 1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

Analysis and Evaluation of Oral and Media Communications

- 1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
- 1.12 Identify logical fallacies used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).
- 1.13 Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
- 1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.



Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:

- 2.1** Deliver reflective presentations:
- Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
 - Draw comparisons between the specific incident and broader themes that illustrate the speaker’s beliefs or generalizations about life.
 - Maintain a balance between describing the incident and relating it to more general, abstract ideas.
- 2.2** Deliver oral reports on historical investigations:
- Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
 - Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
 - Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
 - Include information on all relevant perspectives and consider the validity and reliability of sources.
- 2.3** Deliver oral responses to literature:
- Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
 - Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
 - Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - Demonstrate an awareness of the author’s use of stylistic devices and an appreciation of the effects created.
 - Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

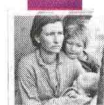


- 2.4** Deliver multimedia presentations:
- Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - Select an appropriate medium for each element of the presentation.
 - Use the selected media skillfully, editing appropriately and monitoring for quality.
 - Test the audience’s response and revise the presentation accordingly.
- 2.5** Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet’s soliloquy “To Be or Not to Be”).

Literary Map of



Book Overview



Literary Maps	1
Guide to Active Reading	3

UNIT ✦ ONE From the Earliest Days 36

Theme 1	Beginnings and Change	45
---------	---------------------------------	----

UNIT ✦ TWO A New Nation 118

Theme 2	Breaking Free	129
Theme 3	Gaining Insight	201

UNIT ✦ THREE The Civil War and Its Aftermath 316

Theme 4	The Union Is Tested	327
Theme 5	Two New American Voices	397

UNIT ✦ FOUR Regionalism and Realism 448

Theme 6	The Energy of the Everyday	459
---------	--------------------------------------	-----

UNIT ✦ FIVE Beginnings of the Modern Age 586

Theme 7	New Directions	597
Theme 8	The Harlem Renaissance	717

UNIT ✦ SIX Midcentury Voices 770

Theme 9	Personal Discoveries	781
Theme 10	Acting on an Idea	907

UNIT ✦ SEVEN Into the Twenty-First Century 1018

Theme 11	Generations	1029
Theme 12	Variety Is Richness	1117

Reference Section

Literary Terms Handbook	R1	Glossary	R108
Language Handbook	R18	Spanish Glossary	R119
Writing Handbook	R62	Index of Skills	R129
Communications Skills Handbook	R78	Index of Authors and Titles	R141
Reading Handbook	R86	Index of Art and Artists	R145
Writing Workshop Models	R94	Acknowledgments	R148