

Teacher's Guide for COBBLESTONE

July/August 2011: Literary Voices

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Goal: To recognize early contributors of literary works that founded American literature.

This guide is based on Common Core National Standards with emphasis on these reading skills: key ideas and details, craft and structure (meaning of words and phrases), and integration of knowledge and ideas. Writing activities place emphasis on text types and purpose.

*Always have a parent or adult you trust help you research websites.

"Father of Free Verse" by Catherine Mary Weidum (Pages 2-3)

Pre-reading: Look at the picture, the featured author's name and dates, and the title. What is free verse? Why do you think the featured author is called "father?" Read and discover if you are correct.

Vocabulary: metrical, revolutionary, intermission, rhythmical, championed, virtues, mythical, intensely, dignity, contribute, obscene, criticism, innovative, blithe, robust, and melodious.

Comprehension Check:

1. Why are two reasons Walt Whitman's poems are considered revolutionary?
2. How did Whitman maintain a rhythmical unit?
3. What does the author mean when she says that Walt Whitman was "the poet who championed democracy?" Give an example.
4. How was Walt Whitman able to dignify the average person?
5. Why was Walt Whitman's poetry targeted for criticism?
6. Read the last line of the poem. What do you think this means? Why?
7. Why do you think Walt Whitman spent so many years on his first volume of poetry?

Art Activity:

- Choose a verse from the poem to illustrate.
- Create a symbol to represent the "Father of Free Verse."

Writing Activity:

1. Name a career not represented in the poem here. Create a verse for this worker.
2. What career interests you? Create a verse for that job.
3. Name three people in your life you could sing about. Write a verse for at least one of them.

Research:

- Research other poems by Walt Whitman. Find another example that speaks of the average person.
- Read one or more of the famous poems listed here.
- Research to determine other jobs Walt Whitman held.
- Research living poets who write in free verse. Which one is your favorite?

"Growing Up on the Prairie" by Mark Clemens, illustrated by Jeremy Ruiz (Page 4)

Pre-reading: Look at the picture, the featured author's name and dates, and the title. Why do you think this author's topic interested readers so much? Read and discover if you are correct.

Vocabulary: prairie, vivid, rugged, pioneers, inspiration, frontier, recounting, personalities, opportunity, preoccupied, expansion, technological, and incredible.

Comprehension Check:

1. What did Laura Ingalls Wilder base her writing on?
2. Who encouraged Wilder to write?
3. What did Wilder want her readers to gain besides a story?
4. What is Wilder's view compared to?
5. Why do you think Wilder remembered her childhood memories so well?

Art Activity:

- Choose one of Wilder's book titles. Illustrate a cover for the book.
- Which book title interests you? Pretend to be a character in that book. Draw yourself in a scene influenced by the title.

Writing Activity:

1. Choose one of Wilder's book titles. Name three events that could be included in that book.
2. Pretend that Wilder is living. Write her about an adventure from your childhood that you think is similar to one she might have had.
3. Pretend that Wilder is living. Write her about an adventure from your childhood that you think would be very different from any she had. Describe the experience in a way she could understand, even if it is something she's never seen or done.

Research:

- Check the public library, school library, and/or the local bookstore. How many of Laura Ingalls Wilder's books are available? Consider reading one.
- Research the prairie, its history, wildlife, etc.

"And Let's Not Forget...Kate Chopin" (Page 4)

Vocabulary: sensitive, condemned, portrayal, passionate, vulgar, banned, realistic, particularly, fulfilling, and existence

Comprehension Check:

1. Why were some of Kate Chopin's writings condemned?
2. What does it mean to be "ahead of your time?"
3. Do you think Kate Chopin's work would have been condemned if it had featured male characters? Why or why not?

Writing Activity:

1. Pretend Kate Chopin is living. Write her and express your feeling about banning books from libraries.
2. Write about when you felt "ahead of your time." If you can't think of a personal experience, create one.

Research:

- Research books and short stories by Kate Chopin. Check with a librarian, if necessary.

"Lyrics and Legends" by Marcia Amidon Lusted (Page 5)

Pre-reading: Look at the picture, the featured author's name and dates, and the title. What type writing is this author known for? Read and discover if you are correct.

Vocabulary: accurate, retellings, versions, Acadians, enormously, instant, lyrics, and legends

Comprehension Check:

1. Why is it surprising that some of Henry Wadsworth Longfellow's poems about historical events are studied in school?
2. What became of classic characters in Longfellow's poems?
3. Describe Longfellow's writing style.
4. How was Longfellow's writing style received?
5. Why do you think Longfellow was honored in Westminster Abbey? Why is it amazing that Longfellow created 174 poems in his lifetime?

Art Activity:

- Illustrate one of the poem titles listed. Let others guess which one you have illustrated.

Writing Activity:

1. Pretend Henry Wadsworth Longfellow is still living. Write a letter recommending a hero known after Longfellow's death whose story needs to be told in a poem. Tell why.
2. Pretend Henry Wadsworth Longfellow is still living. Write him a letter recommending a historical event that occurred after his death that needs to be told in a poem. Tell why.

Research:

- Poet's Corner of Westminster Abbey in London, England
- Henry Wadsworth Longfellow

"Dark Romantic" by Marcia Amidon Lusted (Pages 6-7)

Pre-reading: Look at the picture, the featured author's name and dates, and the title. What do you think the title means?

Vocabulary: intellectuals, dissatisfied, philosophies, emerged, transcendentalism, sought, consequences, disillusioned, utilized, morality, infamous, illegitimate, specifically, repentance, vengeance, foreshadowing, mysterious, grotesque, and symbolizing.

Comprehension Check:

1. What is transcendentalism?
2. What setting was frequently used in Hawthorne's writing?
3. Name two or more common themes of Hawthorne's writing?
4. Why was a "w" added to his name?
5. What writing techniques does Hawthorne use?
6. When was Hawthorne able to write full time?
7. What is another expression for dark romantic?

Art Activity:

- Illustrate one of the common themes in Gothic romances. Let others guess which one you have illustrated.

Writing Activity:

1. Pretend to be Hawthorne. Write a friend about the success of *The Scarlet Letter*, which will allow you a chance to write full time.
2. Write Hawthorne a letter. Let him know if you like that many of his stories have the same setting or if you prefer various settings. Explain why.

Research:

- Gothic romances
- *The Scarlet Letter*

“Social Tensions” by Marcia Amidon Lusted, illustrated by Jerry Miller (Pages 6-7)

Pre-reading: Look at the picture, the featured author’s name and dates, and the title. What do you think the title means?

Vocabulary: corruption, advertise, republished, immigrant, ideologies, expectations, naturalism, heredity, restrictions, prostitution, critically, financier, and influential.

Comprehension Check:

1. Tell about Dreiser’s first published book: *Sister Carrie*.
2. What was Dreiser’s opinion of capitalism?
3. Name two or more common subjects in Dreiser’s books.
4. Which group of people did Dreiser write about?
5. What does the writer mean when she says, “Dreiser’s books explore the harsh reality of American life?”
6. Why is Dreiser considered “one of the most influential writers of his time?”

Art Activity:

- Illustrate some of the struggles of the working-class people.
- Illustrate the first and second publication of *Sister Carrie* and the outcomes.

Writing Activity:

1. Make a list of social tension discussed in Dreiser’s books. Which are problems today?
2. What social tensions do you think should be addressed by authors today?

Research:

- The Trilogy of Desire
- Theodore Dreiser

“And Let’s Not Forget...Stephen Crane (Page 6)

Vocabulary: realism, chronicles, publication, immediate, fame, and critical.

Comprehension Check:

1. What is Stephen Crane’s most famous book? What is it about?
2. What was the reaction to *Maggie: A Girl of the Streets* (1893)?

Writing Activity:

1. Pretend that Stephen Crane is living. Pretend you are a writer and you meet him on one of his journeys. What would you ask him?
2. Pretend that Stephen Crane is living and you are a reader of his work. Write him a letter. What would you ask him about his travels?

Research:

- Stephen Crane
- *Red Badge of Courage*
- *Maggie: A Girl of the Streets*

“Different Drummer” by Craig E. Blohm (Page 8-9)

Pre-reading: Look at the picture, the featured author's name and dates, and the title. What do you think the title means?

Vocabulary: innermost, outlet, depended, absolutely, desperation, transcendentalists, contributed, obsessed, conscience, opposed, protested, disobedience, resistance, and inspired.

Comprehension Check:

1. What creative outlet did Thoreau begin during his final year of college that continued the rest of his life?
2. What was Thoreau's view on work?
3. What triggered Thoreau's decision to live close to nature?
4. Describe Thoreau's experiment.
5. What triggered "Civil Disobedience" by Thoreau?
6. What thoughts and views of Thoreau inspired others?

Art Activity:

- Illustrate the cabin at Walden Pond.

Writing Activity:

1. What do you think Thoreau meant when he said, "The mass of men lead lives of quiet desperation?"
2. Keep a journal of your thoughts and observations for one day. Tell how this activity was like Thoreau's experiment. Tell how it was different.

Research:

- "Civil Disobedience"
- Henry David Thoreau
- poll tax
- Walden

"Dust Into Art" by Bruce Watson, illustrated by Lisa Fields (Page 9)

Pre-reading: Look at the picture, the featured author's name and dates, and the title. What do you think the title means?

Vocabulary: drought-stricken, overgrazed, migrant, resided, urge, tragedy, displaced, extreme, controversial, subsequently, initial, critical, humorous, immigrant, focuses, laborers, tragically, realistically, economic, and depression.

Comprehension Check:

1. Who are "harvest gypsies?"
2. Why did Steinbeck decide to write a novel about the people who fled the Dust Bowl?
3. Why didn't *The Grapes of Wrath* do well when it was first published?
4. Why was the immigrant story from *Tortilla Flat* more easily accepted than *The Grapes of Wrath*?
5. What topic does Steinbeck discuss in his works?
6. What award did Steinbeck win for his writing?

Art Activity:

- Choose one of Steinbeck's book titles to illustrate.

Writing Activity:

1. Pretend to be one of the family members in *The Grapes of Wrath* story. Make a list of poor living conditions in the migrant camp.

2. Tell one or more reasons why you think Steinbeck won the Nobel Prize in Literature in 1962.

Research:

- *The Grapes of Wrath*
- The Dust Bowl
- Social novel

“Tragic Subject” by Barbara D. Krasner, illustrated by Ned Gannon (Page 10-11)

Pre-reading: Look at the picture, the featured author’s name and dates, and the title. What do you think the title means?

Vocabulary: suicide, sanatorium, dramatic, analyze, prolonged, obsessed, interlude, mourning, tremors, misbegotten, semiautobiographical, dysfunctional, and masterpiece.

Comprehension Check:

1. Why does the writer say that death and illness were constant shadows in Eugene O’Neill’s life?
2. What resulted from O’Neill’s time in the sanatorium?
3. What influence did O’Neill’s family have on his writing once he left the sanatorium?
4. Which of O’Neill’s works is considered his masterpiece? What is it based on?

Art Activity:

- Illustrate O’Neill’s trunk full of plays. Represent the tragic, serious, and personal themes of his later works. Include Pulitzers too, if desired.

Writing Activity:

1. Make a list of topics you would like to see in plays.
2. Make a list of sad or tragic topics that plays could be for children.

Research:

- Eugene O’Neill
- The Provincetown Players

“Mystery Man” by Marcia Amidon Lusted (Pages 10-11)

Pre-reading: Look at the picture, the featured author’s name and dates, and the title. What do you think the title means? Read and discover if you are correct.

Vocabulary: ravens, nevermore, croaking, criticism, devote, career, reputation, notable, orphaned, struggled, poverty, fascination, evocative, inventing, contributing, and development.

Comprehension Check:

1. What words or topics come to mind when you hear Edgar Allan Poe’s name?
2. What tragedy occurred in Poe’s childhood?
3. What is Poe credited with inventing?
4. What is a mystery about Poe’s life?

Art Activity:

- Use words that describe Poe or his works and create an illustration.

Writing Activity:

1. Brainstorm a list of words for tales of terror.
2. Brainstorm a list of words for mystery writing.

Research:

- Edgar Allan Poe
- Nevermore
- "The Raven"

"And Let's Not Forget...William Sydney Porter" (Page 10)

Vocabulary: twist, secretly, possession, obnoxious, and ultimately.

Comprehension Check:

1. What pen name did William Sydney Porter use?
2. Describe O'Henry's writing.

Art Activity:

- Illustrate the twist or surprise endings of O'Henry's writings.

Writing Activity:

1. Pretend that O'Henry is living and you would like to offer a topic for a play. Suggest something with a twist or surprise ending.

Research:

- William Sydney Porter movement
- O. Henry

"Deep Thinker" by Julia F. Lieser (Page 12)

Pre-reading: Look at the picture, the featured author's name and dates, and the title. What do you think the title means? Read and discover if you are correct.

Vocabulary: innovative, philosopher, emerged, profound, eventually, disagreement, doctrines, resigned, lecturer, orator, essays, adapted, transcendentalist, obtained, intuition, doctrine, legacy, and instincts.

Comprehension Check:

1. Why did Emerson resign as pastor?
2. What work made Emerson popular?
3. What is the transcendentalist movement?

Art Activity:

- Create a poster to advertise the transcendentalist movement.
- Illustrate the core of the transcendentalist philosophy which is "that each person must think for himself or herself and act on his or her own best instincts."

Writing Activity:

1. Tell of a time when you were a "deep thinker."
2. Tell of a time when you relied on your instincts.

Research:

- Transcendentalist philosophy
- Ralph Waldo Emerson

"Solitary Poet" by Kathiann M. Kowalski and Ruth Owen Jones, illustrated by Jeremy Ruiz (Page 13)

Pre-reading: Look at the picture, the featured author's name and dates, and the title. What do you think the title means? Read and discover if you are correct.

Vocabulary: anonymously, incredible, correspondence, inspiration, determination, frigate, rearranging, emphasis, deliberate, grammatical, innovations, eloquently, varied, anxiety, keen, observation, and foremost.

Comprehension Check:

1. What was found after Emily Dickinson died?
2. Why didn't Dickinson try to publish most of her poems?
3. How much of Dickinson's writing was published after her death?
4. What were some of Dickinson's poetic innovations?
5. Dickinson's poems offer a "keen observation of the world." What makes this comment unexpected or ironic?

Art Activity:

- On small scraps of paper draw or write about your likes or interests. Sort the work into collections. Sew them together with yarn, twine, shoestring, or ribbon.

Writing Activity:

1. Make a list of your likes or interests that could become topics of poems.
2. Pretend that Emily Dickinson is living. Write her and ask her one or two questions you have about her or her writing.

Research:

- Emily Dickinson
- Frigate

"Southern Voice" by Anne Whitehouse, illustrated by Ned Gannon (Pages 14-15)

Pre-reading: Look at the picture, the featured author's name and dates, and the title. What do you think the title means? Read and discover if you are correct.

Vocabulary: regarded, themes, constant, particularly, isolated, nostalgic, defeat, experienced, cited, recklessness, convicts, leased, aspects, genteel, chivalry, conflict, materialistic, premise, doomed, exploitation, forcibly, cultivated, underlies, invented, memorable, aspects, aristocratic, burdens, portrayal, noteworthy, condescension, contrast, racist, attitudes, capture, prose, consciousness, recognized, universal, appeal, regional, achievements, and literature.

Comprehension Check:

1. Why is William Faulkner called the "Southern Voice?"
2. Why is the "Old Colonel" called a "hero with a dark side?"
3. Who did the Colonel use to help build the railroad?
4. Name a conflict of the Old South that appeared in Faulkner's novels.
5. Describe a "past evil."
6. Where do Faulkner's novels and short stories take place?
7. Why is Faulkner's portrayal of African Americans noteworthy?
8. How long was it before Faulkner's published writing was widely recognized?

Art Activity:

- Illustrate one or more of the conflicts from Faulkner's writing.
- Illustrate a country within a country.

Writing Activity:

1. The writer says that “to Faulkner, the Old Colonel was a hero with a dark side.” Tell why.
2. Faulkner sees the Old Colonel as a “hero with a dark side.” List two or three fictional book characters with traits you wouldn’t expect, such as a Southern belle who uses profanity in private.

Research:

- William Faulkner
- Yoknapatawpha

“First in Poetry” by Laurel Sherman (Page 15)

Pre-reading: Look at the picture, the featured author’s name and dates, and the title. What do you think the title means? Read and discover if you are correct.

Vocabulary: voyage, expression, thoughtful, gaze, status, complicated, astronomy, fame, distinguished, prompted, height, midst, revolution, and recognized.

Comprehension Check:

1. Why was it so unusual for Phillis Wheatley to be a published poet?
2. Name some invitations Phillis received because of her poetry.
3. Why did Phillis have financial difficulty after she became free?
4. What were some of the topics Phillis chose to write about?
5. What is Phillis Wheatley sometimes called today?

Art Activity:

- Portray Phillis’ life in America with three scenes or images.
- Illustrate the contrast between Phillis’ dream of freedom and reality.

Writing Activity:

- Pretend Phillis is still living. What are two questions you would ask her?
- Pretend Phillis is still living. Who would you want to introduce her to and why?

Research:

- Phillis Wheatley
- John and Susannah Wheatley

“Inspired Theologian” by Barbara D. Krasner, illustrated by Jerry Miller (Page 16)

Pre-reading: Look at the picture, the featured author’s name and dates, and the title. What do you think the title means? Read and discover if you are correct.

Vocabulary: inspired, theologian, wondrous, enormous, influence, described, awakening, revival, affections, missionaries, sainthood, reprinted, masterpiece, prolific, embodied, and credited.

Comprehension Check:

1. Jonathan Edwards “had an enormous influence on early American thought.” Name one influence discussed.
2. Edwards’ writing and Puritan spirit are sometimes credited with helping shape our nation’s early history. Explain.

Writing Activity:

1. Pretend that Jonathan Edwards is still living. What topic would you like to discuss with him?

2. Pretend that Jonathan Edwards is still living. What would you want to tell him about spiders?

Research:

- Jonathan Edwards

“O Pioneer!” by Mark Clemens, illustrated by Ned Gannon (Pages 16-17)

Pre-reading: Look at the picture, the featured author’s name and dates, and the title. What do you think the title means? Read and discover if you are correct.

Vocabulary: pioneers, endured, wilderness, transform, descriptions, frontier, immigrant, realistically, and capture.

Comprehension Check:

1. What happened when Willa Cather was nine years old?
2. How did Willa Cather feel about moving west?
3. What did Willa Cather discover when she boarded the train?
4. Who do many people think Jim Burden is?
5. How did Willa feel about immigrants moving west?
6. How did Willa portray immigrants in her novels?
7. Why did Willa decide to write about her experiences?

Art Activity:

- Illustrate what Willa did not want to leave behind when she moved out west.
- Illustrate the Great Plains before and after the Nebraska pioneers.

Writing Activity:

1. Pretend the immigrants who moved out west with Willa Cather are still living. Write two questions you’d like to ask them.
2. Pretend Willa Cather’s father is still living. Write two questions you’d like to ask him about moving out west.

Research:

- Willa Cather

“Slavery’s Foe” by Andrew Matthews (Pages 18-19)

Pre-reading: Look at the picture, the featured author’s name and dates, and the title. What do you think the title means? Read and discover if you are correct.

Vocabulary: fugitive, reclaim, threatened, punishment, acceptable, opinions, runaways, injustice, installments, commented, oppressed, sorrows, dishonor, trembled, wrath, portrayal, cruelties, controversial, initially, juxtaposes, reactions, decade, rallied, abolitionist, rejected, attempt, and reputation.

Comprehension Check:

1. Describe the Fugitive Slave Law.
2. Why was it difficult for Harriet Beecher Stowe to express her opinions about slavery?
3. Why did Stowe agree to write about the evils of slavery?
4. Where did Stowe’s comments about slavery first appear?
5. What was the reaction to Stowe’s work when published as a single volume?
6. How did Stowe’s writings affect her life?

Art Activity:

- Illustrate the reaction to Stowe's writing in the North and the South.
- Illustrate the three reasons Stowe decided to write about the evils of slavery.

Writing Activity:

1. Pretend that Harriet Beecher Stowe is still living. What are two questions you would like to ask her?
2. Pretend to be Harriet Beecher Stowe's publisher. Explain to Stowe why you are only going to print 5000 copies of *Uncle Tom's Cabin*.

Research:

- Harriet Beecher Stowe
- Uncle Tom's Cabin

"On Revolution" by Barbara D. Krasner, illustrated by Lisa Fields (Pages 18-19)

Pre-reading: Look at the picture, the featured author's name and dates, and the title. What do you think the title means? Read and discover if you are correct.

Vocabulary: impassioned, emigrated, suited, pamphlet, anonymously, urged, monarchy, republic, frustrations, policies, supported, convicted, denounced, inspired, ignited, and spark.

Comprehension Check:

1. What is Thomas Paine known for?
2. Why do you think Thomas Paine published *Common Sense* anonymously?
3. What price did Thomas Paine pay for his writing?
4. What were Thomas Paine's views on religion?
5. Describe Thomas Paine's financial situation in his later years.

Art Activity:

- Illustrate this statement: "Today, however, Paine's writing is considered to be the spark that ignited the war for American independence."
- Thomas Paine "used images from the Bible to make his points." Use a picture to illustrate a point you believe strongly.

Writing Activity:

1. Pretend Thomas Paine is still living. Write a question or statement you would like to express.
2. Choose Thomas Paine's publication you would most like to see. Tell why.

Research:

- Thomas Paine
- *Common Sense*
- *The Age of Reason*
- *The Rights of Man*
- *American Crisis*

"And Let's Not Forget...Sarah Josepha Hale (Page 19)

Vocabulary: instantly, role, contribution, influential, impressions, generations, and advice.

Comprehension Check:

1. Name three writings by Sarah Hale.

- Each of the three listed writings by Sarah Hale had an influence on America. Which one do you think is the most valuable? Why?

Art Activity:

- Illustrate the variety of Sarah Hale's writing.
- Illustrate something that might have appeared in *Godey's Lady's Book* magazine.

Writing Activity:

- Pretend that Sarah Hale is still living. Write a question you might send to her magazine.
- Pretend that Sarah Hale is still living. Write and ask her something about her poetry.

Research:

- Sarah Josepha Hale
- Northwood: Life North and South*
- Godey's Lady's Book* magazine
- "Mary Had a Little Lamb"

"Tough Guy" by Barbara D. Krasner, illustrated by Jerry Miller (Page 20)

Pre-reading: Look at the picture, the featured author's name and dates, and the title. What do you think the title means? Read and discover if you are correct.

Vocabulary: Pinkerton, plagued, injected, investigator, narrates, cynical, debonair, sleuthing, gangster, genre, and legacy.

Comprehension Check:

- For which genre of writing is Samuel Dashiell Hammett known?
- What background experiences did Hammett incorporate into his novels?
- Hammett wrote short stories and novels. What else did Hammett create?

Art Activity:

- Illustrate this description: "dean...of the 'hard-boiled' school of detective fiction."

Writing Activity:

- Pretend that Samuel Dashiell Hammett is still living. What would you ask him about his writing career?
- Pretend that Samuel Dashiell Hammett is still living. What would you ask him about his work with the Pinkerton Detective Agency?

Research:

- Samuel Dashiell Hammett
- Pinkerton National Detective Agency
- The Maltese Falcon* or other titles

"And Let's Not Forget...Raymond Chandler" (Page 20)

Vocabulary: distinctive, genre, nomination, toughness, sentimentality, memorable, dialogue, and foremost.

Comprehension Check:

- What did Raymond Chandler write?
- What recognition did one of Chandler's scripts receive?
- What characteristics do Chandler's characters often combine?

Writing Activity:

1. Pretend you are the writer of this segment. Explain to Chandler what you mean by “invented a distinctive voice that made him one of the genre’s favorite authors.”
2. Pretend that Raymond Chandler is still living. Ask him a question about his most famous character.

Research:

- Raymond Chandler

“Sea Stories” by Barbara D. Krasner (Page 21)

Pre-reading: Look at the picture, the featured author’s name and dates, and the title. What stories do you think this author tells about the sea? Read and discover if you are correct.

Vocabulary: aristocratic, typical, reputed, escaping, cannibals, confined, mutineer, gained, immediate, acclaim, sequel, befriended, literary, eluded, contemporaries, distinguished, symbolism, and recognition.

Comprehension Check:

1. Why was Melville not the typical crewmember?
2. What happened on Melville’s whaling ship adventure?
3. What was Melville sometimes called?
4. Name one or more things that distinguished Melville’s work.
5. What does the writer mean when she says, “Melville had found his true calling?”

Art Activity:

- Illustrate a search for truth.

Writing Activity:

1. Pretend that Herman Melville is still living and he wrote you these words, “Until I was twenty-five, I had no development at all. From my twenty-fifth year I date my life.” Write your response.
2. Pretend that Herman Melville is still living and you are walking with him. Someone calls out, “It’s the man who lived among cannibals.” Write what you think Melville would answer.

Research:

- Herman Melville
- *Moby-Dick* or any other book title listed.
- Captain Ahab

“Reluctant Writer” by Gloria T. Delamar, illustrated by Ned Gannon (Page 22)

Pre-reading: Look at the picture, the featured author’s name and dates, and the title. What do you think the title means? Read and discover if you are correct.

Vocabulary: resisted, domestic, aspiring, annoying, incidents, artistic, struggles, sequel, translated, obviously, and experiences.

Comprehension Check:

1. What word in the first sentence shows that Louisa May Alcott did not want to write a book about girls?
2. Why do you think the author did not want to write for children?
3. Name two reasons the book for girls was successful.
4. What is told in the sequel to *Little Women*?

Writing Activity:

1. Pretend that Louisa May Alcott is still living and you asked her for advice about writing. If she responded, "Write of things you understand." What would be your response?
2. Pretend that Louisa May Alcott is still living and you wrote her for advice about a topic for your book. Describe the topic and why you want to include it in the book.

Research:

- Louisa May Alcott
- Little Women or other titles

"And Let's Not Forget...Charlotte Perkins Gilman" (Page 22)

Vocabulary: lectured, insane, complete, isolation, support, featuring, paved, and feminist.

Comprehension Check:

1. What was Gilman trying to improve through her lectures and writing?
2. Describe Gilman's duties with *The Forerunner*.
3. How long did Gilman work with *The Forerunner*?
4. How did Gilman's work influence the future?
5. Describe Gilman's short story, "The Yellow Wallpaper."

Writing Activity:

1. Write a paragraph telling one way Gilman's life was like the magazine title.
2. Pretend that Charlotte Perkins Gilman is still living. Ask her one question about her life or magazine.

Research:

- Charlotte Perkins Gilman
- *The Forerunner*
- "The Yellow Wallpaper"

"Did You Know?" Illustrated by Chris Ware (Pages 24-25)

Pre-reading: Look at the pictures, the featured author's names and dates. Are there names you know? Guess why the person is being recognized. Read and discover if you are correct.

Vocabulary: Puritan, firsthand, muse, domestic, intolerance, feminist, cramped, incidents, endured, prominent, Confederates, hostess, outraged, adopted, dishonor, consequences, discrimination, regional, characteristics, independence, experiences, and masterpiece.

Comprehension Check:

1. Anne Bradstreet was the first woman published in America. What genre was her book?
2. Explain the conversation and picture clue shown for Anne Bradstreet's writing genre.
3. Why is "Catharine Maria Sedgwick's writing considered ahead of its time?"
4. Why did Harriet Jacobs hide from her master?
5. What is the topic of Harriet Jacob's book?

Writing Activity:

1. "Jacobs became the first person to openly write about the abuse endured by slave women." Explain why this had probably not been done earlier.
2. Pretend Anne Bradstreet is still living. Ask her about her difficult experiences in New England.

Research:

- Research one or more of the women writers listed here.

“High Society” by Meg Greene (Page 26)

Pre-reading: Look at the picture, the featured author’s name and dates, and the title. What do you think the title means? Read and discover if you are correct.

Vocabulary: aristocratic, well-mannered, investigated, themes, considered, accompanying, privileged, preference, pursuits, persisted, various, collaborated, architect, consulted, embarked, influenced, psychological, realism, critically, dramatic irony, twists, fate, permanently, alter, underlying, conflict, accepted, and social behaviors.

Comprehension Check:

1. What was Edith Wharton interested in?
2. How did Wharton’s mother feel about her daughter’s interests? Why?
3. What had Wharton accomplished before she got married?
4. What did Wharton write next?
5. How did Henry James influence Wharton’s writing?
6. What topics did Wharton like to write about?
7. What special accomplishment did Wharton receive for her writing?

Art Activity:

- Illustrate the contrast between what Edith wanted to do as a child and what her mother wanted her to do.
- Illustrate one or more of these descriptions of Wharton’s writing: wrote about topics not usually mentioned, wrote truthfully about early life in the 20th century, wrote of twists of fate, and wrote about not being able to have what you desired.

Writing Activity:

1. Pretend you are Edith Wharton. What do you think some of the townspeople would say about your writing behind your back?
2. Choose five or more words that describe Wharton.

Research:

- Edith Wharton

“And Let’s Not Forget...Henry James by Meg Greene” (Page 26)

Vocabulary: realistic, clashing, cultures, preferred, innocent, confronting, sophisticated, sarcastic, emphasis, psychological, and acclaim.

Comprehension Check:

1. Name one struggle that Henry James wrote about.
2. What was the public’s reaction to writings by Henry James?
3. Where did Henry James prefer to live?

Writing Activity:

1. Read the themes of Henry James’ books. Which one appeals to you more? Why?
2. Pretend that Henry James is living. Write to him and ask him a question about his views or his writing.

Research:

- Henry James

"Quotable Poet" by Marcia Amidon Lusted, illustrated by Jeremy Ruiz (Page 27)

Pre-reading: Look at the picture, the featured author's names and dates. Guess why the person is being quoted. Read and discover if you are correct.

Vocabulary: accessible, traditional, descriptions, landscape, lifestyle, universal, contradictions, elegy, devoted, released, reputation, established, numerous, honorary, Pulitzer Prizes, celebrated, capture, realistic scenes, philosophical, permanent, and heritage.

Comprehension Check:

1. Name two reasons that Robert Frost's poems are so well liked.
2. Why is it ironic that Frost spent so much time teaching?
3. Why does the author think Frost's poems have become a "permanent part of America's cultural heritage?"
4. What life change caused Frost to spend more time writing poetry?

Art Activity:

- Illustrate the key components of Frost's poems.
- Illustrate the quote in this article from "Mending Wall."

Writing Activity:

1. Pretend that Robert Frost is living. What is one question you would ask him?
2. Robert Frost wrote poems about "the New England landscape and rural lifestyle." Write a descriptive list of items in your local rural setting. In your opinion, which of these would have interested Frost? Why?

Research:

- Robert Frost
- Research one or more poem titles or one of Frost's book titles.

"Honest Voice" by Barbara D. Krasner, illustrated by Jerry Miller (Page 28)

Pre-reading: Look at the picture, the featured author's name and dates, and the title. What do you think the title means? Read and discover if you are correct.

Vocabulary: journalism, mentored, Great Depression, performances, critics, acclaim, mirrored, interrogations, initiative, subpoenaed, communist, dramatists, committed, and concept.

Comprehension Check:

1. What was the Federal Theater Project?
2. Why was Arthur Miller suspected of being a Communist?
3. What act of respect was paid for Miller when he died?
4. What did Miller believe the theater could accomplish?

Art Activity:

- Illustrate one of Miller's play titles.
- Illustrate Miller's belief that the theater could change people for the better.

Writing Activity:

1. Pretend that Miller is still living. Write a response to his comment that theater has the ability to change people for the better.
2. Miller's first play entitled *The Man Who Had All the Luck*, closed after four performances. Write why you think Miller did not give up creating plays.

Research:

- Arthur Miller
- The Federal Theater Project
- Research one of Miller's plays

"And Let's Not Forget...Thornton Wilder" (Page 28)

Vocabulary: ordinary, timelessness, cycle, and endlessly.

Comprehension Check:

1. What outstanding accomplishment did Thornton Wilder receive?
2. What are some of the themes of Wilder's writing?
3. What famous director did Wilder write a screenplay for?

Art Activity:

- Illustrate one of Wilder's themes.

Writing Activity:

1. Pretend that Thornton Wilder is still living and you are interviewing him about his life. What are two questions you would ask?
2. Pretend that Thornton Wilder is still living. What would you like to ask him about his Pulitzer Prizes?

Research:

- Thornton Wilder
- Pulitzer Prize

"Harlem Poet" by Milton Meltzer (Page 29)

Pre-reading: Look at the picture, the featured author's name and dates, and the title. What do you think the title means? Read and discover if you are correct.

Vocabulary: compositions, rhythms, eventually, fame, audience, financial, hailed, renaissance, challenges, racial discrimination, segregation, autobiography, experimented, derived, underprivileged, and innovation.

Comprehension Check:

1. Why is Langston Hughes called the Harlem Poet?
2. How did music influence Hughes' poetry?
3. How did another poet influence Hughes' success?
4. What influenced the content of Hughes' poems?
5. What does the author say was Hughes' mission?
6. How did Hughes' style influence poetry?

Art Activity:

- Illustrate the poetry of Langston Hughes and what influenced it.

Writing Activity:

1. Why do you think Hughes returned from Paris?
2. If you were promoting Hughes' poetry, would you suggest that it be read silently or aloud? Why?

Research:

- Langston Hughes

- “The Negro Speaks of Rivers” or other works

“A Man’s Man” by Marcia Amidon Lusted, illustrated by Jerry Miller (Pages 30-31)

Pre-reading: Look at the picture, the featured author’s name and dates, and the title. What do you think the title means? Read and discover if you are correct.

Vocabulary: sparse, dialogue, descriptions, unnecessary, deliberately, idealistic, resumed, disillusioned, effective, assessing, and enormous.

Comprehension Check:

1. What made Ernest Hemingway’s writing different?
2. What was a common theme in Hemingway’s works?

Art Activity:

- Illustrate some of the “tough people” and struggles they might have.
- Illustrate the contrast between Hemingway’s writing style and earlier writers’ style.

Writing Activity:

1. Hemingway did not use “flowery, adjective-filled prose” when he wrote. Why do you think he chose a different style?
2. Hemingway’s characters are “tough people.” Name some tough people of today.

Research:

- Ernest Hemingway
- *A Farewell to Arms* or another of his works

“On the Frontier” by Barbara D. Krasner, illustrated by Lisa Fields (Pages 30-31)

Pre-reading: Look at the picture, the featured author’s name and dates, and the title. What do you think the title means? Read and discover if you are correct.

Vocabulary: frontier, waged, destined, intervened, fanfare, established, memorable, nicknamed, fiercely, devoted, eventually, avenues, scholarly, particularly, describing, and relevant.

Comprehension Check:

1. What started James Fenimore Cooper’s writing career?
2. How did Cooper plan to spend his time after leaving the Navy?
3. Why did Cooper and his family move? What is ironic about this?
4. What topics did Cooper write about after his move?
5. What are two writing skills Cooper is known for?

Art Activity:

- Illustrate the scene where Cooper decides to become a writer.
- Illustrate the contrast between the vision Cooper had for his life and the one he actually lived.

Writing Activity:

1. Pretend James Fenimore Cooper is still living. What question would you like to ask him?
2. Pretend to be James Fenimore Cooper. Write how you might have responded to your wife when she challenged you to write a book.

Research:

- James Fenimore Cooper
- *The Last of the Mohicans* or another title

- Cooperstown, New York

“Nature Calls” by Christine Graf (Page 32)

Pre-reading: Look at the picture, the featured author’s name and dates, and the title. What do you think the title means? Read and discover if you are correct.

Vocabulary: realized, endured, grueling, exhausting, unclaimed, scurvy, virtually, crippled, valuable, collection, domesticated, cruelly, eventually, ferocious, focused, psychological, betrayals, and essays.

Comprehension Check:

1. Why did Jack London leave his writing and move?
2. Why did London return after eight months?
3. Why does the writer say that “his experience in the Yukon, however, proved to be more valuable than gold?”
4. How popular was *The Call of the Wild*?
5. How did *The Call of the Wild* change London’s life?
6. Although London wrote more than 50 books, what is he best remembered for?
7. What age was London when he died? How did he die?

Art Activity:

- Illustrate the contrast between London’s earliest writing experiences and his experiences after returning from the Yukon.
- Illustrate what London came home with from the Yukon.

Writing Activity:

1. Pretend that London is still living. What would you like to ask him?
2. Pretend that London is still living. Write a list of nature calls. Which have you had? Which do you think London had?

Research:

- Jack London
- *The Call of the Wild* or other titles

“And Let’s Not Forget...Bret Harte” by Shari Lyn Zuber (Page 32)

Vocabulary: eventually, journalism, composed, ode, masterpiece, outcasts, capture, harsh realities, racism, criticizing, prejudice, and minorities.

Comprehension Check:

1. What are some of the topics Bret Harte wrote of?
2. What group was being treated poorly due to prejudice?

Research:

- Bret Harte
- “Dickens in Camp” or other titles.

“Capturing the Jazz Age” by Marcia Amidon Lusted, illustrated by Jeremy Ruiz (Page 33)

Pre-reading: Look at the picture, the featured author’s name and dates, and the title. What do you think the title means? Read and discover if you are correct.

Vocabulary: captured, prosperity, depict, aimless, thoroughly, catapulted, instantly, appealed, devastated, generation, needlessly, pursues, obtains, incredible, impress, extravagant, lavish, frequently, profitable, century, and attitudes.

Comprehension Check:

1. What was F. Scott Fitzgerald able to capture in his novels?
2. Why is it ironic that Fitzgerald wrote theater scripts for Princeton?
3. What issues did Fitzgerald's generations have with World War I?
4. Why did Fitzgerald turn to writing short stories for magazines?
5. Why did this plan hurt Fitzgerald?
6. What did Fitzgerald's writings capture?

Art Activity:

- Find a magazine photograph of someone who appears to be loving life. Place this photograph on art paper. Add a conversation bubble above the character's head. Explain why this person isn't really as happy as the photograph shows.

Writing Activity:

1. Pretend that F. Scott Fitzgerald is still living. What advice would you give him about his life style?
2. Pretend that Fitzgerald is still living. What would you like to ask him?

Research:

- F. Scott Fitzgerald
- Roaring 20
- The Jazz Age

"Muckraking Journalist" by Kathiann M. Kowalski (Pages 34-35)

Pre-reading: Look at the picture, the featured author's name and dates, and the title. What do you think the title means? Read and discover if you are correct.

Vocabulary: eventually, sympathy, impoverished, immigrant, urged, oppressive, laborers, wandering, journalist, contained, spoiled, droppings, observations, initially, appearing, installments, seized, gruesome, contaminated, aimed, protecting, contemporary, exposing, and compelled.

Comprehension Check:

1. How did Upton Sinclair support himself through college and graduate school?
2. What happened when Sinclair switched his writing style?
3. What influence did an editor have on Sinclair?
4. Why do you think the editor made a specific recommendation to Sinclair?
5. What does the author mean by "a journalist's eye for detail?"
6. Why do you think Sinclair wrote his observations as a family's story?
7. Where did Sinclair's stories first appear?
8. What legal action was taken as a result of Sinclair's stories?
9. How do you think writers influence change?

Art Activity:

- Illustrate "prime" meat showing the true ingredients.
- Illustrate the contrast between Sinclair's earlier novels and his later ones.

Writing Activity:

1. Pretend that Upton Sinclair is still living. What would you ask him about the tours through the meat packing houses?

2. Pretend that you could interview Sinclair about his novel writing. What would you ask him?

Research:

- Upton Sinclair
- *Appeal to Reason*
- *The Jungle* or another title
- muckraking

“Far Out” by Barbara D. Krasner, illustrated by Lisa Fields (Pages 34-35)

Pre-reading: Look at the picture, the featured author’s name and dates, and the title. What do you think the title means? Read and discover if you are correct.

Vocabulary: absurd, consistently, bewildered, challenged, circumstances, fondness, criticized, injustice, conversational, expose, influenced, witnessed, destruction, survived, slaughterhouse, triumph, overpopulation, originally, influential, spiraling, decline, and autobiographical.

Comprehension Check:

1. How does the author describe Kurt Vonnegut’s writing style?
2. What was Vonnegut’s writing mission?
3. How did Vonnegut’s war experience influence his writing?
4. What does the author mean when she says, “Nothing was out of reach for Vonnegut?”

Art Activity:

- Illustrate one of Vonnegut’s novel titles and its theme.
- Illustrate the absurdity of the universe.

Writing Activity:

1. Pretend that Kurt Vonnegut is still living. What would you like to ask him about the underground slaughterhouse?
2. Which of Vonnegut’s novel titles would you like to ask him about and why?

Research:

- Kurt Vonnegut
- *Slaughterhouse-Five* or another title

“Popular Storyteller” by Marcia Amidon Lusted (Page 36)

Pre-reading: Look at the picture, the featured author’s name and dates, and the title. Do you know any stories by Washington Irving? Why do you think he was popular? Read and discover if you are correct.

Vocabulary: international, composed, entertaining, relying, incorporated, supernatural, poked fun, biographical, architecture, diplomacy, enormously, criticized, unsophisticated, honorable, and fictional.

Comprehension Check:

1. What makes Washington Irving’s fame as a writer unique?
2. What are some of the elements Irving included in his short stories?
3. Name two of Irving’s interests other than writing.
4. Why did some criticize Irving’s writing style?
5. Irving’s writing is still popular today. Why?

Art Activity:

- Illustrate the contrast in Irving’s writing style and other writers.

- Illustrate a great storyteller's stories being still popular.

Writing Activity:

1. Pretend to be trying out for a play about Irving's story characters. Who would you want to be and why?
2. Pretend that Washington Irving is still living. Which story would you like to hear? Write a paragraph telling why.

Research:

- Washington Irving
- "Rip Van Winkle" or another title.

"With Humor" by Meg Greene (Pages 36-37)

Pre-reading: Look at the picture, the featured author's name and dates, and the title. What do you think the title means? Read and discover if you are correct.

Vocabulary: regarded, inspiration, humorist, celebrated, autobiography, focused, increasingly, civilization, technology, tycoons, corrupt, crafted, twisted, priding, temptation, vengeful, slighted, distinctly, evident, sequel, commentary, and racial discrimination.

Comprehension Check:

1. Look at the picture and name two things you notice that are different from performances today.
2. What inspired Mark Twain's writings?
3. What element was found in Twain's early writings?
4. What was a personal concern that Twain had for America?
5. What does the author mean by "poking fun?"
6. In what way did Huckleberry Fin's original purpose change?
7. Why do you think the *Adventures of Huckleberry Fin* became more famous than *The Adventures of Tom Sawyer*?

Art Activity:

- Illustrate the title: "The Celebrated Jumping Frog of Calaveras County."

Writing Activity:

1. Pretend that Mark Twain is still living. If you could ask him about Tom Sawyer or Huckleberry Fin, which would it be and why?
2. If you had an opportunity to play the part of one of Mark Twain's characters, which would it be and why?

Research:

- Mark Twain
- Huckleberry Fin
- Tom Sawyer

"And Let's Not Forget...William Dean Howells" by Meg Greene (Page 37)

Vocabulary: initially, comedies, plaguing, realistic, tensions, influenced, and generation.

Comprehension Check:

1. What did William Dean Howells write early in his career?
2. What did Howells focus on writing later in his career?
3. Howells is considered a pioneer in writing. What type writing?

Writing Activity:

1. What is a social or political problem mentioned in Howells writing? State whether you think that problem exists today and why.
2. Pretend that you are William Dean Howells and you have begun writing comedies. Write a note that tells what you'd like to be writing in five years.

Research:

- William Dean Howells

"Going Global—Timeless Words" by Marcia Amidon Lusted, illustrated by Bryan Langdo (Pages 40-41)

Pre-reading: Look at the pictures, the featured authors and dates, and the title. What do you think the authors wrote about? Read and discover if you are correct.

Vocabulary: famously entertaining, financial hardships, actually, portrayed, memorable, noble, initially, composed, autobiographical, firsthand, experience, horrors, aristocratic, reign, pointlessness, realistic, dramatic, amazes, translated, criticizes, society, reflects, disappeared, and adventurer.

Comprehension Check:

1. Where did Dickens get some of his ideas?
2. Name one or more of Dickens' memorable characters.
3. Name one or more of Dickens novels.
4. Tell about Leo Tolstoy's childhood.
5. Which content made Tolstoy's novels famous?
6. How does the author describe Tolstoy's characters?
7. What is amazing about the popularity of Tolstoy's novels?
8. Which of the featured authors wrote a book that is enjoyed by children as well as adults?
9. Even if you and a friend speak different languages, what book might you both read and enjoy?

Writing Activity:

1. Name your favorite Dickens' novel or character and tell why.
2. Write a famous line of dialogue from one of Dickens' novels.
3. Pretend one of these authors is alive. Write one of them a note telling him how much you like his work and why.

Research:

- Charles Dickens
- *A Christmas Carol* or other title
- Leo Tolstoy
- *War and Peace*
- *Anna Karenina*
- Antoine de Saint-Exupery
- *The Little Prince*

"Dr. D's Mystery Hero—Cool Characters" by Dennis Denenberg (Page 45)

Pre-reading: Look at the picture, the drawings that frame the picture and the title. Who do you think is the Mystery Hero? Read and discover if you are correct.

Vocabulary: classic, memorable, humorous, ageless, lifelong, nickname, advancement, outlet, inspired, encouragement, correspondence, completing, assignments, advice, pursue, cartoonist, decades, imaginative, sidekick, household, and estimated.

Comprehension Check:

1. Do you know the name of this cool gang of characters?
2. For how long did the mystery hero create a comic strip?
3. The mystery hero was the smallest kid in the class. How did this affect him?
4. What helped the mystery hero's art?
5. What was our mystery hero's dream? Did he achieve it?

Art Activity:

- Draw the mystery hero pursuing his dream.
- The mystery hero's outlet was art. Illustrate an outlet you have.

Writing Activity:

1. Pretend the mystery hero is still living. What would you like to see him put in a comic strip? Why?
2. Pretend the mystery hero is living. Write him a note and tell him who your favorite character from his comic strip and why.

Research:

- cartoonist

"Creature Feature—Thar She Blows!" (Back Cover)

Vocabulary: dramatic, plot, roams, objective, previous, voyage, revenge, ultimately, dooms, drowning, except, fierce, determination, rammed, literary creatures, symbolize, and fate.

Comprehension Check:

1. What does it mean to "turn the tables?"
2. Why is Captain Ahab after revenge?
3. Why does the author say "Moby-Dick remains one of our most famous American literary creatures?"
4. Where did Herman Melville get the idea for Moby-Dick?

Art Activity:

- Read Creature Feature and then illustrate something from this summary.
- Illustrate Captain Ahab's mood through color, texture, and movement.

Writing Activity:

1. Make a list of mood words that fit this creature feature summary.
2. Pretend that Captain Ahab is real. What would you ask him about this voyage?

Research:

- *Moby-Dick*
- Herman Melville
- Captain Ahab
- *Essex*