

Elegy for Lincoln: Walt Whitman's Poem

Name: _____

President Abraham Lincoln shot by John Wilkes Booth and died on April 15, 1865 in Washington, D.C. The Civil War had ended just six days earlier when Confederate General Lee surrendered to Union General Grant.

Later in 1865 Walt Whitman, a poet and journalist, wrote the poem "O Captain! My Captain!" about Lincoln and his tragic death. The poem is an elegy, which is a serious poem usually about someone's death.



O Captain! My Captain!

by Walt Whitman

O Captain! My Captain! our fearful trip is done;
The ship has weather'd every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring:

But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! My Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills;
For you bouquets and ribbon'd wreaths—for you the shores a-crowding;
For you they call, the swaying mass, their eager faces turning;

Here captain! dear father!
This arm beneath your head;
It is some dream that on the deck,
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still;
My father does not feel my arm, he has no pulse nor will;
The ship is anchor'd safe and sound, its voyage closed and done;
From fearful trip, the victor ship, comes in with object won;

Exult, O shores, and ring, O bells!
But I, with mournful tread,
Walk the deck my captain lies,
Fallen cold and dead.

Short Answer

1. Who does the Captain represent in the poem?

2. What does the ship represent in the poem?

3. What do bells and "bouquets and ribbon'd wreaths" represent in the poem?

4. Give two examples of alliteration in the poem.

Churchill's Speech: We Shall Fight on the Beaches

Great Britain's Prime Minister Winston Churchill delivered a speech to the House of Commons on June 4, 1940. Churchill explained that the British effort in World War II was not going well and that a German invasion of Britain was possible. A gifted orator, Churchill knew he must convince the British people that victory would come someday. When Churchill gave his speech, the U.S. had not yet entered World War II. He references his hope that "the New World," meaning the U.S., would join the war. Below is the end of his speech.

I have, myself, full confidence that if all do their duty, if nothing is neglected, and if the best arrangements are made, as they are being made, we shall prove ourselves once again able to defend our Island home, to ride out the storm of war, and to outlive the menace of tyranny, if necessary for years, if necessary alone.

At any rate, that is what we are going to try to do. That is the resolve of His Majesty's Government - every man of them. That is the will of Parliament and the nation.

The British Empire and the French Republic, linked together in their cause and in their need, will defend to the death their native soil, aiding each other like good comrades to the utmost of their strength.

Even though large tracts of Europe and many old and famous States have fallen or may fall into the grip of the Gestapo and all the odious apparatus of Nazi rule, we shall not flag or fail.

We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender, and even if, which I do not for a moment believe, this Island or a large part of it were subjugated and starving, then our Empire beyond the seas, armed and guarded by the British Fleet, would carry on the struggle, until, in God's good time, the New World, with all its power and might, steps forth to the rescue and the liberation of the old.

Why does Churchill repeat the phrase "we shall fight" over and over? How does it support the main purpose of this speech?

LESSON 3

Sentence Structure: Simple, Compound, Complex, and Compound-Complex Sentences

A **simple sentence** consists of one independent clause and no subordinate clauses. It may have a compound subject and a compound predicate. It may also have any number of phrases. A simple sentence is sometimes called an *independent clause* because it can stand by itself.

EXAMPLES

Three bears emerged from the forest.

They spotted the campers and the hikers and decided to pay a visit.

The three bears enjoyed eating the campers' fish, sandwiches, and candy bars.

A **compound sentence** consists of two sentences joined by a semicolon or by a coordinating conjunction and a comma. Each part of the compound sentence has its own subject and verb. The most common coordinating conjunctions are *and*, *or*, *nor*, *for*, *but*, *so*, and *yet*.

EXAMPLES

Feeding bears is dangerous and unwise, **for** it creates larger problems in the long run.

Our zoo is home to two panda bears; they were originally captured in Asia.

A **complex sentence** consists of one independent clause and one or more subordinate clauses. The subordinate clauses in the examples below are underlined.

EXAMPLES

When you finish your report, remember to print it out on paper that contains 25 percent cotton fiber.

Jim will water the lawn after he returns home from the baseball game.

A **compound-complex sentence** has two or more independent clauses and at least one subordinate clause. In the following examples, the subordinate clauses are underlined.

EXAMPLES

Rabbits, which like to nibble on the flowers, often visit my garden early in the morning, or they wait until early evening when the dog is inside the house.

Larry enthusiastically leaps out of bed each morning after his alarm clock rings, yet he often feels sleepy in the afternoon.

EXERCISE 1

Identifying Simple, Compound, Complex, and Compound-Complex Sentences in Literature

Identify each of the following ten sentences in the literature passage as *simple*, *compound*, *complex*, or *compound-complex*. Write your answers on the corresponding lines below.

¹Until that August the house had been occupied by an old Jewish couple. ²Over the years I had become part of their family, without their knowing it, of course. ³I had a view of their kitchen and their backyard, and though I could not hear what they said, I knew when they were arguing, when one of them was sick, and many other things. ⁴I knew all this by watching them at mealtimes. ⁵I could see their kitchen table, the sink, and the stove. ⁶During good times, he sat at the table and read his newspapers while she fixed the meals. ⁷If they argued, he would leave and the old woman would sit and stare at nothing for a long time. ⁸When one of them was sick, the other would come and get things from the kitchen and carry them out on a tray. ⁹The old man had died in June. ¹⁰The last week of school I had not seen him at the table at all.

*from "American History," page 120
Judith Ortiz Cofer*

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

EXERCISE 2

Understanding Sentence Structure

Write sentences containing the elements described in each of the directions below.

1. simple sentence with simple subject and simple predicate

2. simple sentence with compound subject and compound predicate

3. compound sentence using conjunction *and*

4. compound sentence using conjunction *for*

5. compound sentence with one independent clause having a compound subject and the other independent clause having a compound predicate

6. compound sentence using semicolon

7. complex sentence using one independent and one subordinate clause

8. complex sentence using one independent and two subordinate clauses

9. compound-complex sentence using two independent clauses and one subordinate clause

10. compound-complex sentence using two independent and two subordinate clauses

EXERCISE 3

Using Different Sentence Structures in Your Writing

Choose a climactic event that occurs in a novel or short story that you have recently read. Write a vivid description of this event, including characters, setting, and outcome. Ask a peer reader to read your description and try to identify the work of fiction in which it occurs. Use a variety of simple, compound, complex, and compound-complex sentences in your description of the event. Use your own sheet of paper for this exercise.

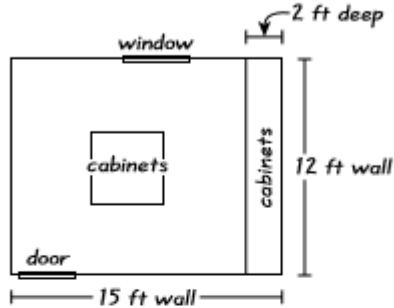
Inclement Weather Math Packet #3

DO YOUR FIGURING HERE

1. To make a 750-piece jigsaw puzzle more challenging, a puzzle company includes 5 extra pieces in the box along with the 750 pieces, and those 5 extra pieces do not fit anywhere in the puzzle. If you buy such a puzzle box, break the seal on the box, and immediately select 1 piece at random, what is the probability that it will be 1 of the extra pieces?
- A. $\frac{1}{5}$
B. $\frac{1}{755}$
C. $\frac{1}{750}$
D. $\frac{5}{755}$
E. $\frac{5}{750}$
2. What fraction lies exactly halfway between $\frac{2}{3}$ and $\frac{3}{4}$?
- F. $\frac{3}{5}$
G. $\frac{5}{6}$
H. $\frac{7}{12}$
J. $\frac{9}{16}$
K. $\frac{17}{24}$
3. What is the difference between the mean and the median of the set {3, 8, 10, 15} ?
- A. 0
B. 1
C. 4
D. 9
E. 12

Use the following information to answer questions 4-6

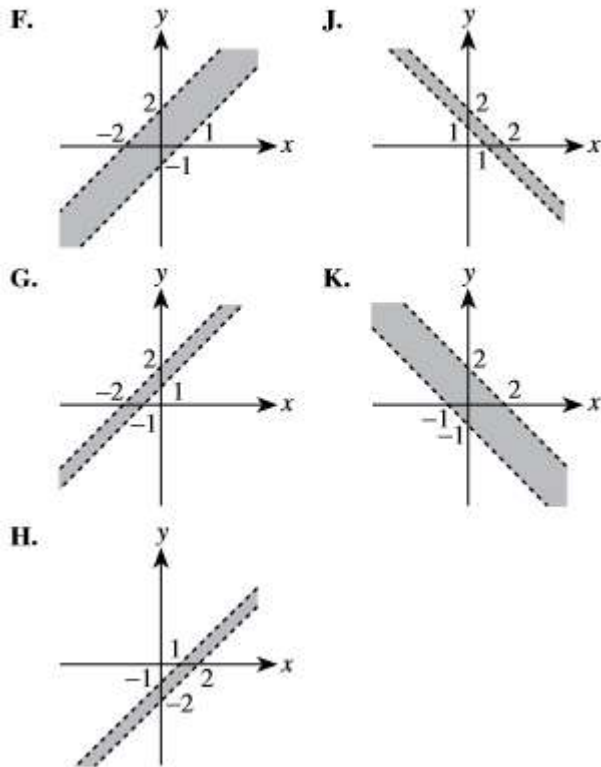
Gianna is converting a 12-foot-by-15-foot room in her house to a craft room. Gianna will install tile herself but will have CC Installations build and install the cabinets. The scale drawing shown below displays the location of the cabinets in the craft room (0.25 inch represents 2 feet).



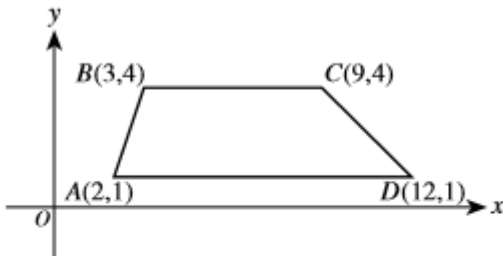
Cabinets will be installed along one of the 12-foot walls from floor to ceiling, and 4 cabinets that are each 3 feet tall will be installed in the middle of the room. These are the only cabinets that will be installed, and each of them will be 2 feet wide and 2 feet deep. CC Installations has given Gianna an estimate of \$2,150.00 for building and installing the cabinets.

4. A 15-foot wall is how many inches long in the scale drawing?
 - A. 1.5
 - B. 1.875
 - C. 3
 - D. 3.375
 - E. 3.75
5. Gianna will install tile on the portion of the floor that will NOT be covered by cabinets. What is the area, in square feet, of the portion of the floor that will NOT be covered by cabinets?
 - F. 72
 - G. 90
 - H. 140
 - J. 156
 - K. 164
6. CC Installations' estimate consists of a \$650.00 charge for labor, plus a fixed charge per cabinet. The labor charge and the charge per cabinet remain the same for any number of cabinets built and installed. CC Installations would give Gianna what estimate if the craft room were to have twice as many cabinets as Gianna is planning to have?
 - A. \$2,800.00
 - B. \$3,000.00
 - C. \$3,450.00
 - D. \$3,650.00
 - E. \$4,300.00

7. Which of the following is the graph of the region $1 < x + y < 2$ in the standard (x,y) coordinate plane?



8. Trapezoid $ABCD$ is graphed in the standard (x,y) coordinate plane below.



What is the slope of \overline{CD} ?

- A. -3
 B. -1
 C. 1
 D. $\frac{5}{21}$
 E. $\frac{3}{2}$

Name _____

Growing Grass in Different Brightnesses of Light

Mrs. Walling's class was curious after learning about the different brightnesses of lights. They wondered about how the brightness would affect a plant growing. They worked together in 3 different teams to grow grass in many different brightnesses of lights around the classroom. Group 1's hypothesis was that all the plants would grow the same because the light brightness wasn't that different from place to place in the room. Group 2's hypothesis was that the plants by the window would grow the best since it had the most natural light. Group 3's hypothesis was that almost all the plants would grow the same because the light brightness wasn't that different from place to place in the room. They thought the plants under the couch and behind the cabinet would grow the least since those locations don't get as much natural light. They measured out the same amount of soil and grass seed and grew them all in the same type of container. Each time they measured the grass growth, they watered the plants with 15 ml of tap water.

Growing Grass in Different Brightnesses of Light

Table 1:

Location	Day 2	Day 4	Day 6	Day 8	Day 10
Classroom (middle)	0 cm.	1 cm.	8 cm.	12 cm.	17 cm.
Classroom (window)	0 cm.	0 cm.	6 cm.	12 cm.	15 cm.
Classroom (under furniture)	0 cm.	1 cm.	6 cm.	12 cm.	15 cm.
Classroom (behind bookshelf)	0 cm.	2 cm.	3 cm.	3 cm.	4 cm.
Classroom (under document camera light)	0 cm.	3 cm.	9 cm.	12 cm.	13 cm.
Classroom (on top of shelves)	0 cm.	4 cm.	10 cm.	14 cm.	15 cm.
Classroom (reading spots - under lamp)	0 cm.	5 cm.	5 cm.	10 cm.	14 cm.

1. How much more did the grass in the middle of the classroom grow than the grass on top of the shelves? _____

2. Which location at day 8 had grown 3 cm? _____
3. Which plant grew the best? _____
4. Which plant grew the least? _____
5. How much had the grass under the document camera light grow by day 6?

6. How long did it take for the the class to start seeing any results? _____
7. A student concluded that the amount of light didn't make a lot of difference in the growth of the plants for all the places that had a reasonable amount of light. The places that were nearly dark did not grow as well. Does the information in Table 1 support this statement?
 - a. Yes, because the grass in all the places except behind the dark bookshelf grew close to the same.
 - b. Yes, because the grass in all the places grew close to the same.
 - c. No, because they almost all grew different heights in centimeters.
 - d. No, because on every day, they had different growth amounts.

8. Make a conclusion for Mrs. Walling's class experiment using Table 1. Use at least 2 pieces of evidence to support your answer.

9. Which group's hypothesis was accurate? Use evidence from the table to support your answer.

10. Which graph could best represents the data in the table?

- a. Line graph
- b. Bar graph
- c. Pie graph
- d. Pictograph

11. Group three thought they should repeat the experiment with 30 ml of water in some cups and 20 ml of water in other cups. Would this help them determine if the brightness of light affected how well the plant grew? Why or why not?

6



OUTLINING AND ORGANIZATIONAL STRATEGIES

LESSON SUMMARY

In this lesson, you'll learn about the underlying structure of an essay and how to create an outline. We'll also examine some of the common organizational strategies used by essay writers.

The Assertion → Support Structure

Before discussing common organizational strategies, it's important to consider the underlying structure of essays. Whether an essay is organized by chronology, comparison and contrast, cause and effect, or some other strategy, every essay has the same underlying structure:

assertion → support

An essay **asserts** an idea (its thesis) and then **supports** the thesis with specific examples, evidence, and details. These supports form the body paragraphs of your essay, and the general structure looks the same nearly every time:

- **Topic sentence** that states the main idea of the paragraph
- **Evidence** that supports main idea
- **Explanation** of how evidence supports the topic sentence
- **Concluding statement** that articulates how the provided support proves the thesis

The exact underlying structure will vary, depending upon the number and type of supporting ideas, but this is the structural foundation for most high school essays.

The Benefits of an Outline

When done effectively, an outline bridges the gap between your ideas and an initial essay draft. Generating an outline not only gives structure to your ideas, but also allows you to structure these ideas in a way that reflects your expectations for writing, including content and organization. Because effective outlines require specific, supporting details and several levels of support, you'll know instantly if there are any gaps in the thesis or ideas of your work.

Here's an example of a detailed outline:

Assignment: Evaluate the proposal to replace the current graded income tax system with a flat tax. Should we institute a flat tax system? Why or why not?

- I. Problems with the current system
 - A. complex
 - 1. tax rates vary greatly
 - 2. too many intricate details
 - B. unfair
 - 1. deductions, loopholes, special interests
 - 2. people with same income can pay different amount of taxes
 - C. wasteful
 - 1. different forms for different people
 - 2. huge administrative costs
 - 3. huge compliance costs
 - 4. advising costs
- II. How flat tax works
 - A. all citizens pay same rate—17%—for income over a set minimum
 - B. all citizens get same personal exemption
 - C. no breaks for special interests
 - D. no loopholes
- III. Benefits
 - A. citizens
 - 1. sense of fairness—all treated equally
 - 2. poorest pay no taxes
 - 3. simple to calculate and file
 - 4. families save more
 - 5. more faith in government
 - 6. people will save and invest more

- B. government
 - 1. streamline IRS
 - a. reduce cost
 - i. fewer employees
 - ii. less paper, printing, etc.
 - iii. less auditing costs
 - 2. healthier economy

Common Organizational Strategies

Essay organization doesn't stop with the underlying **assertion** → **support** structure and an outline. A number of effective strategies can be used to organize your information and ideas, and bring a logical, easy-to-understand flow to your essay.

Chronological/Sequential

One way to organize your material is by **chronology**, or **time sequence**. Put ideas in the order in which they happened, should happen, or will happen. This method works best when you are narrating or describing an experience, procedure, or process. Imagine writing about the way a bill is passed in Congress, but the steps needed to complete the process are out of chronological or sequential order. The point or points you are trying to make about that process will get lost in the confusion.

Here is a sample rough outline using chronology as its organizing principle:

Assignment: Describe a time when you and a family member experienced a deep sense of conflict or when you sharply disagreed about an important issue. What caused the conflict? What was the outcome? Have your feelings about the matter changed or remained the same? Explain.

Tentative thesis: When I decided to become a vegetarian, my parents refused to support me. It was very difficult to stick to my decision—but I'm glad I did.

Outline:

1. telling my family
2. their reactions
3. trying to explain my reasons
4. flashback: taking the "virtual tour" of the slaughterhouse on the Web
5. offering to take my family on the tour, but only Wei watching it with me
6. Mom and Dad refusing to cook special meals for me
7. learning to cook for myself
8. Wei accepting my decision and trying some vegetarian meals with me
9. Wei giving up meat too
10. Mom and Dad accepting our decision and supporting us

Practice 1

On a separate sheet of paper or your computer, create an essay outline using chronology as your organizational principle. Use one of your brainstormers from Lesson 3 or 4, or one of the brainstormers provided to create your outline.

Order of Importance

One of the most frequently used organizational strategies, **order of importance** is often the main organizing principle of an essay. Even when it's not, it's often used in individual sections and paragraphs. You can begin with the most important idea, and work towards the least, or begin with the least important, and finish with the most. *Most important* generally means *most supportive*, *most convincing*, or *most striking*.

Suppose you were asked to describe the various strategies that organisms have developed for protection, with one of your major ideas being that some animals use their physical appearance to avoid threats. Consider how the writer would develop this concept in an outline:

- I. Appearance
 - A. camouflage
 1. moths
 2. flounder
 3. walking stick
 - B. warning colors
 1. monarch butterfly
 2. coral snake
 3. South American poisonous frog
 - C. mimicry
 1. king snake resembling coral snake
 2. swallowtail butterfly larva resembling snake
 3. snowberry fly resembling jumping spider

The three minor supporting ideas—camouflage, warning colors, and mimicry—are listed in order of importance. *Camouflage* is the most common and least sophisticated of the three, whereas *mimicry* is the most unique and most compelling way that animals use appearance for protection. For each of these three supporting ideas, three specific examples are provided. Again, they are listed in order of importance, from the least striking example to the most compelling.

Spatial

Ideas can also be organized according to **spatial** principles—from top to bottom, side to side, or inside to outside, for example. This organizational method is particularly useful when you are describing an item or place. You'd use this strategy to describe the structure of an animal or plant, the room where an important event took place, or a place that is important to you.

The key to using spatial organization effectively is to move around the space or object logically. Remember, you are using words to relate something that exists physically or visually and must help your reader understand your ideas.

What follows is a rough outline for an essay using the spatial organizing principle. The student works from the outside of a cell to the inside as she describes its structure:

- I. *Structure of an animal cell*
 - A. *plasma membrane*
 1. *isolates cytoplasm*
 2. *regulates flow of materials between cytoplasm and environment*
 3. *allows interaction with other cells*
 - B. *cytoplasm*
 1. *contains water, salt, enzymes, proteins*
 2. *also contains organelles like mitochondria*
 - C. *nuclear envelope*
 1. *protects nucleus*
 2. *regulates flow of materials between nucleus and cytoplasm*
 - D. *nucleus*
 1. *contains cell's DNA*
 2. *regulates gene expression*

Practice 2

On a separate sheet of paper or on your computer, create an outline using either the order of importance or spatial organizing principle. Use one of your brainstormers from Lesson 5, or one of the brainstormers provided, to create your outline.

Summary

Organizing your ideas to create an effective essay can be done on a number of different levels. Underlying all essays is the **assertion → support** structure. For every idea or assertion you make, you need to provide examples, evidence, and details as support.

An outline provides a roadmap that not only helps you in the drafting process, but also lets you see where your ideas may need more development or support. Within an outline, ideas can be arranged using a number of strategies. Chronology or time sequence, order of importance, and spatial arrangements can be used, based on the type of information you are writing about and the purpose of your writing.

Skill Building Practice

In a well-organized essay, a writer's organizing principle should be very clear. Find an essay from your schoolwork that incorporates chronological, order of importance, or spatial principles. Develop an outline from the text so you can see the organizational structure clearly.