

Chapter 7

A Sample EOY

Practice the PARCC End-of-Year Assessment

Now it is time to try an EOY on your own. Time yourself as you take the assessment. The answer keys are at the end of each section of the EOY.

Part One

Reading Comprehension 70 minutes

Directions

The Middle Passage is the route that many enslaved Africans were transported from Africa to the Americas. The conditions upon the ships that carried slaves were deplorable. Many of the anti-slavery activists, abolitionists, used examples of the treatment of slaves on the plantation as well as the Middle Passage as reasons for abolishing slavery.

Today, you will read about the how slaves were treated by reading an African-American folk tale and reading an excerpt from an autobiography. As you read, you will respond to questions about each text. The last two questions will ask you about both texts.

“The People Could Fly” by Virginia Hamilton

They say the people could fly. Say that long ago in Africa, some of the people knew magic. And they would walk up on the air like climbin’ up on a gate. And they flew like blackbirds over the fields. Black, shiny wings flappin’ against the blue up there.

Then, many of the people were captured for Slavery. The ones that could fly shed their wings. They couldn’t take their wings across the water on slave ships. Too crowded, don’t you know.

The folks were full of misery, then. Got sick with the up and down of the sea. So they forgot about flyin’ when they could no longer breathe the sweet scent of Africa.

Say the people who could fly kept their power, although they shed their wings. They looked the same as the other people from Africa who had been coming over, who had dark skin. Say you couldn’t tell anymore one who could fly from one who couldn’t.

One such who could was an old man, call him Toby. And standin’ tall, yet afraid, was a young woman who once had wings. Call her Sarah. Now Sarah carried a babe tied to her back. She trembled to be so hard worked and scorned.

The slaves labored in the fields from sunup to sundown. The owner of the slaves callin’ himself their Master. Say he was a hard lump of clay. A hard, glinty coal. A hard rock pile, wouldn’t be moved. His Overseer on horseback pointed out the slaves who were slowin’ down. So the one called Driver cracked his whip over the slow ones to make them move faster. That whip was a slice-open cut of pain. So they did move faster. Had to.

Sarah hoed and chopped the row as the babe on her back slept.

Say the child grew hungry. That babe started up bawling too loud. Sarah couldn't stop to feed it. Couldn't stop to soothe and quiet it down. She let it cry. She didn't want to. She had no heart to croon to it.

"Keep that thing quiet," called the Overseer. He pointed his finger at the babe. The woman scrunched low. The Driver cracked his whip across the babe anyhow. The babe hollered like any hurt child, and the woman fell to the earth.

The old man that was there, Toby, came and helped her to her feet. "I must go soon," she told him.

"Soon," he said.

Sarah couldn't stand up straight any longer. She was too weak. The sun burned her face. The babe cried and cried, "Pity me, oh, pity me," say it sounded like. Sarah was so sad and starvin', she sat down in the row.

"Get up, you black cow," called the Overseer. He pointed his hand, and the Driver's whip snarled around Sarah's legs. Her sack dress tore into rags. Her legs bled onto the earth. She couldn't get up.

Toby was there where there was no one to help her and the babe.

"Now before it's too late," panted Sarah. "Now, Father!"

"Yes, Daughter, the time is come," Toby answered. Go, as you know how to go!"

He raised his arms, holding them out to her.

"*Kum...yali, kum buba tambe*," and more magic words, said so quickly, they sounded like whispers and sighs.

The young woman lifted one foot on the air. Then the other. She flew clumsily at first, with the child now held tightly in her arms. The she felt the magic, the African mystery. Say she rose just as free as a bird. As light as a feather.

The Overseer rode after her, hollerin'. Sarah flew over the fences. She flew over the woods. Tall trees could not snag her. Nor could the Overseer. She flew like an eagle now, until she was gone from sight. No one dared speak about it. Couldn't believe it. But it was, because they that was there saw that it was.

Another and another fell from the heat. Toby was there. He cried out to the fallen and reached his arms out to them. "*Kum kunka yali, kum...tambe!*" Whispers and sighs. And they too rose on the air. They rode the hot breezes. The ones flyin' were black and shinin' sticks, wheelin'

above the head of the Overseer. They crossed the rows, the fields, the fences, the streams, and were away.

"Seize the old man!" cried the Overseer. "I heard him say the magic words. Seize him!"

The one callin' himself Master come runnin'. The Driver got his whip ready to curl around old Toby and tie him up. The slave owner took his hip gun from its place. He meant to kill old black Toby.

But Toby just laughed Say he threw back his head and said, "Hee, hee! Don't you know who I am? Don't you know some of us in this field?" He said it to their faces. "We are ones who fly!" And he sighed the ancient words that were a dark promise. He said them all around to the other in the field under the whip, "...*buba yali...buba tambe...*"

There was a great outcryin'. The bent backs straighten up. Old and young who were called slaves and could fly joined hands. Say like they would ring-sing. But they didn't shuffle in a circle. They didn't sing. They rose on the air. They flew in a flock that was black against the

heavenly blue. Black crows or black shadows. It didn't matter, they went so high. Way above the plantation, way over the slavery land. Say they flew away to Free-dom.

And the old man, old Toby, flew behind them, takin' care of them. He wasn't cryin'. He wasn't laughin'. He was the seer. His faze fell on the plantation where the slave who could not fly waited.

"Take us with you!" Their looks spoke it, but they were afraid to shout it. Toby couldn't take them with him. Hadn't the time to teach them to fly. They must wait for a chance to run.

"Goodie-bye!" the old man called Toby spoke to them, poor souls! And he was flyin' gone. So they say. The Overseer told it. The one called Master said it was a lie, a trick of the light. The Driver kept his mouth shut.

The slaves who could not fly told about the people who could fly to their children. When they were free. When they sat close before the fire in the free land, they told it. They did so love firelight and Free-dom, and tellin'.

They say that the children of the ones who could not fly told their children. And now, me, I have told it to you.

Question One

Part A

Most folk tales are intended to be read aloud. What rhetorical technique does the author use to create the sense that the story was once read aloud?

- A. alliteration
- B. dialogue
- C. transcription of incantations
- D. spelling words as they sound

Part B

What is an example of the rhetorical device that you chose?

- A. "Now before it's too late," panted Sarah. "Now, Father!"
- "Yes, Daughter, the time is come," Toby answered. Go, as you know how to go!"
- B. "The ones flyin' were black and shinin' sticks, wheelin' above the head of the Overseer."
- C. The bent backs straighten up.
- D. "*Kum kunka yali, kum...tambe!*"

Question Two

Part A

Which of the following offers the best explanation that Hamilton capitalized the words "Driver," "Overseer," and "Master"?

- A. Those words are being used as names for the characters in the tale.
- B. The author does not know their names so uses those as names.
- C. Those three men are evil so they do not get individual names like Toby and Sarah do.
- D. There is really only one man, but the slaves view him as having three different personalities.

Part B

Which one of these is NOT an accurate description of the Driver, Overseer, or Master?

- A. He does what he is told without consideration for the people laboring in the field.
- B. He makes promises to people that he cannot keep.
- C. He is not really available until there is trouble.
- D. He seems to be everywhere, all of the time, and directs everything.

Question Three

Part A

What irony exists in the interaction between the Driver, the Overseer, Sarah, and the babe?

A. Sarah and the babe have the power to fly, and not knowing this, the Driver and Overseer ask her to fly away.

B. They don't know that Toby is Sarah's father. When the Overseer asks Sarah to keep the baby quiet, the person he should be addressing is Toby so that he can keep Sarah, his "babe", from talking back to the Overseer and Driver.

C. If they let her rest, she could feed and soothe the baby. The Driver strikes her and the baby, and the Overseer tells her to keep it quiet. Babies don't become quiet when they are hit.

D. The Driver and Overseer care a lot about Sarah and her baby because they realize that the baby will eventually grow up to be another slave. The Driver attempts to calm the baby down, but does not know how to use anything but a whip.

Part B

As Sarah flies away, the author says:

The young woman lifted one foot on the air. Then the other. She flew clumsily at first, with the child now held tightly in her arms. Then she felt the magic, the African mystery. Say she rose just as free as a bird. As light as a feather.

The Overseer rode after her, hollerin'. Sarah flew over the fences. She flew over the woods. Tall trees could not snag her. Nor could the Overseer. She flew like an eagle now, until she was gone from sight. No one dared speak about it. Couldn't believe it. But it was, because they that was there saw that it was.

What literary device is primarily used in this excerpt?

- A. simile
- B. onomatopoeia
- C. conceit
- D. alliteration

Question Four

Part A

How is Toby contrasted with the Overseer?

A. The Overseer has power given to him by the Master, but Toby has supernatural powers from Africa.

B. The Overseer cannot see or hear Toby, but Toby can see and hear everything that the Overseer does.

C. The Overseer has no power over Toby, but Toby can say magic words and curse the Overseer.

D. The Overseer has to work with the Driver to have people respect him, but Toby has people respect him because he can fly.

Part B

Why does the author say that Toby could not take everyone in his flight?

A. If Toby took everyone, there would be no one to work on the plantation, and the Master, Driver, and Overseer would have nothing to do but chase the escaped slaves.

B. If Toby took everyone, there would not be anyone to observe him, tell the story of his flight, and pass the story down through the generations.

C. It's not that Toby didn't want to take everyone on his flight, it's that there were too many people to teach how to fly at once and Toby couldn't be bothered with that task.

D. Toby only selected those who were ready to go with him. He left behind the people who made fun of him, called him "old," and took his food.

The following excerpt is from Chapter V of *The Interesting Narrative of the Life of Olaudah Equiano* by Olaudah Equiano. Obtained from The Gutenberg Project at <http://www.gutenberg.org/zipcat2.php/15399/15399-h/15399-h.htm>

In this state of my mind our ship came to an anchor, and soon after discharged her cargo. I now knew what it was to work hard; I was made to help to unload and load the ship. And, to comfort me in my distress in that time, two of the sailors robbed me of all my money, and ran away from the ship. I had been so long used to an European climate that at first I felt the scorching West India sun very painful, while the dashing surf would toss the boat and the people in it frequently above high water mark. Sometimes our limbs were broken with this, or even attended with instant death, and I was day by day mangled and torn.

About the middle of May, when the ship was got ready to sail for England, I all the time believing that Fate's blackest clouds were gathering over my head, and expecting their bursting would mix me with the dead, Captain Doran sent for me ashore one morning, and I was told by the messenger that my fate was then determined. With fluttering steps and trembling heart I came to the captain, and found with him one Mr. Robert King, a quaker, and the first merchant in the place. The captain then told me my former master had sent me there to be sold; but that he had desired him to get me the best master he could, as he told him I was a very deserving boy, which Captain Doran said he found to be true; and if he were to stay in the West Indies he would be glad to keep me himself; but he could not venture to take me to London, for he was very sure that when I came there I would leave him. I at that instant burst out a crying, and begged much of him to take me to England with him, but all to no purpose. He told me he had got me the very best master in the whole island, with whom I should be as happy as if I were in England, and for that reason he chose to let him have me, though he could sell me to his own brother-in-law for a great deal more money than what he got from this gentleman. Mr. King, my new master, then made a reply, and said the reason he had bought me was on account of my good character; and, as he had not the least doubt of my good behaviour, I should be very well off with him. He also told me he did not live in the West Indies, but at Philadelphia, where he was going soon; and, as I understood something of the rules of arithmetic, when we got there he would put me to school, and fit me for a clerk. This conversation relieved my mind a little, and I left those gentlemen considerably more at ease in myself than when I came to them; and I was very grateful to Captain Doran, and even to my old master, for the character they had given me; a character which I afterwards found of infinite service to me....Mr. King soon asked me what I could do; and at the same time said he did not mean to treat me as a common slave. I told him I knew something of seamanship, and could shave and dress hair pretty well; and I could refine wines,

which I had learned on shipboard, where I had often done it; and that I could write, and understood arithmetic tolerably well

My master was several times offered by different gentlemen one hundred guineas for me; but he always told them he would not sell me, to my great joy: and I used to double my diligence and care for fear of getting into the hands of those men who did not allow a valuable slave the common support of life. Many of them even used to find fault with my master for feeding his slaves so well as he did; although I often went hungry, and an Englishman might think my fare very indifferent; but he used to tell them he always would do it, because the slaves thereby looked better and did more work.

Question Five

Part A

Equiano states, "I was day by day mangled and torn." How has this happened to him?

- A. His master whipped him and made him work hard.
- B. Two sailors robbed him and beat him up.
- C. He was overheated and tossed about the ship in rough seas.
- D. He was kept in a passage that also held the dead.

Part B

What evidence from the text supports your answer for Part A?

1	"And, to comfort me in my distress in that time, two of the sailors robbed me of all my money, and ran away from the ship."
2	"I had been so long used to an European climate that at first I felt the scorching West India sun very painful, while the dashing surf would toss the boat and the people in it frequently above high water mark."
3	"In this state of my mind our ship came to an anchor, and soon after discharged her cargo. I now knew what it was to work hard; I was made to help to unload and load the ship."
4	"... expecting their bursting would mix me with the dead, Captain Doran sent for me ashore one morning, and I was told by the messenger that my fate was then determined."
5	"I at that instant burst out a crying, and begged much of him to take me to England with him, but all to no purpose."
6	"...as he told him I was a very deserving boy, which Captain Doran said he found to be true; and if he were to stay in the West Indies he would be glad to keep me himself..."

Question Six

Part A

All three of the following claims about the mistreatment of slaves are present in the excerpt.

Please select the one that an abolitionist would use as his strongest argument.

Claim One: Slaves worked hard in dangerous conditions and were poorly treated.

Claim Two: Slaves were poorly fed but were taught skills in a variety of trades.

Claim Three: Masters showed little regard for how slaves were treated.

Part B

Select three pieces of evidence from the list that would support the claim you chose for Part A.

1	"In this state of my mind our ship came to an anchor, and soon after discharged her cargo. I now knew what it was to work hard; I was made to help to unload and load the ship."
2	"He also told me he did not live in the West Indies, but at Philadelphia, where he was going soon; and, as I understood something of the rules of arithmetic, when we got there he would put me to school, and fit me for a clerk."
3	"Mr. King soon asked me what I could do; and at the same time said he did not mean to treat me as a common slave."
4	"I at that instant burst out a crying, and begged much of him to take me to England with him, but all to no purpose."
5	"I used to double my diligence and care for fear of getting into the hands of those men who did not allow a valuable slave the common support of life."
6	"Many of them even used to find fault with my master for feeding his slaves so well as he did; although I often went hungry, and an Englishman might think my fare very indifferent; but he used to tell them he always would do it, because the slaves thereby looked better and did more work."
7	"The captain then told me my former master had sent me there to be sold; but that he had desired him to get me the best master he could, as he told him I was a very deserving boy, which Captain Doran said he found to be true;...."
8	"Sometimes our limbs were broken with this, or even attended with instant death..."
9	"...for the character they had given me; a character which I afterwards found of infinite service to me...."

Question Seven

Part A

Why did Captain Doran select a specific buyer for Equiano?

- A. Doran wanted to make sure that he actually went to the West Indies instead of returning to England.
- B. Doran wanted to keep Equiano for himself or at least send him to his brother-in-law.
- C. Doran was instructed by Equiano's previous master to send Equiano to school, so he wanted to ensure that whoever bought him would see that he received an education.
- D. Doran was told by Equiano's previous master that Equiano was good, so he wanted to make sure that he was treated well.

Part B

What evidence from the text supports your response for Part A?

- A. The captain then told me my former master had sent me there to be sold; but that he had desired him to get me the best master he could, as he told him I was a very deserving boy, which Captain Doran said he found to be true; and if he were to stay in the West Indies he would be glad to keep me himself; but he could not venture to take me to London, for he was very sure that when I came there I would leave him.

B. This conversation relieved my mind a little, and I left those gentlemen considerably more at ease in myself than when I came to them; and I was very grateful to Captain Doran, and even to my old master, for the character they had given me; a character which I afterwards found of infinite service to me

C. My master was several times offered by different gentlemen one hundred guineas for me; but he always told them he would not sell me, to my great joy: and I used to double my diligence and care for fear of getting into the hands of those men who did not allow a valuable slave the common support of life.

D. He told me he had got me the very best master in the whole island, with whom I should be as happy as if I were in England, and for that reason he chose to let him have me, though he could sell me to his own brother-in-law for a great deal more money than what he got from this gentleman.

Question Eight

Part A

At various points in this excerpt there are ellipses. What is the function of this punctuation?

- A. Ellipses are used to abbreviate larger words.
- B. Ellipses are used to shorten longer portions of text.
- C. Ellipses are used to indicate the passage of time.
- D. Ellipses are used to change the subject.

Part B

Why does Equiano use both capital and lower case letters for the two appearances of the word *fate* in the following sentence?

About the middle of May, when the ship was got ready to sail for England, I all the time believing that Fate's blackest clouds were gathering over my head, and expecting their bursting would mix me with the dead, Captain Doran sent for me ashore one morning, and I was told by the messenger that my fate was then determined.

A. The capital letter reveals Equiano's concern about what will happen to him and the lower case letter indicates he is happy with what has been decided for him.

B. Both the capital letter and the lower case letter indicate that Equiano does not really care about where he goes because he feels that he is property.

C. In the beginning of the sentence, the Fate is personified; at the end of the sentence, Equiano knows his personal situation.

D. The capital letter indicates that events were beyond his control; the lower case letter indicates that Equiano would determine what would happen when he reach the West Indies.

Question Nine

Question A

Which of the following images is present in both texts?

- A. black birds flying high into the air
- B. the rough seas
- C. black clouds against a blue sky
- D. the green fields of the plantation

Question B

How are the masters depicted in the texts?

A. In the folk tale, the master commands many people and gets them to work hard by whipping them. In the autobiography, the master feeds the slaves well so that they will work hard for him.

B. In the folk tale, the master only treats the slaves well when he realizes they can fly. In the autobiography, the master puts the slaves to work on the ship without regard for their well-being.

C. In the folk tale, the master treats the slaves kindly even though his overseer and driver mistreat the slaves. In the autobiography, the master mistreats the slaves until he realizes that they can read, write, and do arithmetic.

D. In the folk tale, the master frequently beats the slaves. In the autobiography, the master pays the slaves so that they can buy their freedom.

Question Ten

Both of the authors depict the difficult life that slaves led, but the intended audiences and purpose for each text is different. Drag and drop your choices for the audience, purpose, and your justification of each text from the first chart into the second.

Choices for Audience, Purpose, and Justification

Audience		Purpose		Justification
Slave Owners		to enlighten and entertain		There are examples in this text that are worded as if they are a law.
African-Americans		to demonstrate how slaves were bought and sold		This text demonstrates that people could escape slavery and enjoy freedom.
Americans who wanted to end slavery		to justify the passing of a law		This text mentions the slave trade in Europe and in America.
The US Government		to show how children of slaves were treated		There are many mentions in this text about the purchase of slaves.
Europeans		to provide hope		This text demonstrates the difference between being a “good” and “poor” slave owner.

Text	Audience	Purpose	Justification
“The People Could Fly”			
<i>The Interesting Narrative of Olaudah Equiano</i>			

Question	Part A	Part B
1	D	B
2	A	B
3	C	A
4	A	B
5	C	Statement 2
6	Claim 1	Statements 1, 5, and 8
7	D	A
8	B	C
9	B	A
10	<p>“The People Could Fly”</p> <p>Audience: African Americans</p> <p>Purpose: To provide hope</p> <p>Justification: This text demonstrates that people could escape and enjoy freedom.</p>	<p>The Interesting Narrative of Olaudah Equiano</p> <p>Audience: Americans who wanted to end slavery.</p> <p>Purpose: To demonstrate how slaves were bought and sold.</p> <p>Justification: There are many mentions in this text about the purchase of slaves.</p>

Part Two

Reading Comprehension 70 minutes

Directions

Walt Whitman is one of America's most celebrated poets. During the Civil War, Whitman moved to Washington DC to take care of his brother who was injured in battle. While he lived in Washington DC, he occasionally saw President Lincoln.

Today, you will read about Whitman's reaction to Lincoln's assassination by reading an excerpt from Whitman's diary and one of Whitman's poems. As you read, you will respond to questions about each text. The last two questions will ask you about both texts.

Excerpt from *The Lincoln Anthology: Great Writers on His Legacy from 1860 to Now* (Library of America, 2009), edited by Harold Holzer, pp. 249–251 © 2009 Literary Classics of the U.S., Inc.

http://www.loa.org/images/pdf/Whitman_on_Lincoln.pdf

Although Whitman almost certainly only imagined Lincoln acknowledging the poet's occasional sightings of him on the streets of Washington, it is clear from his recollections that he treasured such "encounters" and experienced a genuine thrill in Lincoln's presence. In prose as well as verse, Whitman remembered and celebrated Lincoln as the supreme embodiment of American democracy and "Nationality." The first selection printed here dates from the summer of 1863.

August 12th.—I see the President almost every day, as I happen to live where he passes to or from his lodgings out of town. He never sleeps at the White House during the hot season, but has quarters at a healthy location some three miles north of the city, the Soldiers' home, a United States military establishment. I saw him this morning about half-past eight coming in to business, riding on Vermont avenue, near L street. He always has a company of twenty-five or thirty cavalry, with sabres drawn and held upright over their shoulders. They say this guard was against his personal wish, but he let his counselors have their way. The party makes no great show in uniform or horses. Mr. Lincoln on the saddle generally rides a good-sized, easy-going gray horse, is dress'd in plain black, somewhat rusty and dusty, wears a black stiff hat, and looks about as ordinary in attire, &c., as the commonest man. A lieutenant, with yellow straps, rides at his left, and following behind, two by two, come the cavalry men, in their yellow-striped jackets. They are generally going at a slow trot, as that is the pace set them by the one they wait upon. The sabres and accoutrements clank, and the entirely un-ornamental cortège as it trots towards Lafayette square arouses no sensation, only some curious stranger stops and gazes. I see very plainly Abraham Lincoln's dark brown face, with the deep-cut lines, the eyes, always to me with a deep latent sadness in the expression. We have got so that we exchange bows, and very cordial ones. Sometimes the President goes and comes in an open barouche. The cavalry always accompany him, with drawn sabres. Often I notice as he goes out evenings—and sometimes in the morning, when he returns early—he turns off and halts at the large and handsome residence of the Secretary of War, on K street, and holds conference there. If in his barouche, I can see from my window he does not alight, but sits in his vehicle, and Mr. Stanton comes out to attend him. Sometimes one of his sons, a boy of ten or twelve, accompanies him, riding at his right on a pony. Earlier in the summer I occasionally saw the President and his wife, toward the latter part

of the afternoon, out in a barouche, on a pleasure ride through the city. Mrs. Lincoln was dress'd in complete black, with a long crape veil. The equipage is of the plainest kind, only two horses, and they nothing extra. They pass'd me once very close, and I saw the President in the face fully, as they were moving slowly, and his look, though abstracted, happened to be directed steadily in my eye. He bow'd and smiled, but far beneath his smile I noticed well the expression I have alluded to. None of the artists or pictures has caught the deep, though subtle and indirect expression of this man's face. There is something else there. One of the great portrait painters of two or three centuries ago is needed.

Death of President Lincoln

April 16, '65.—I find in my notes of the time, this passage on the death of Abraham Lincoln: He leaves for America's history and biography, so far, not only its most dramatic reminiscence—he leaves, in my opinion, the greatest, best, most characteristic, artistic, moral personality. Not but that he had faults, and show'd them in the Presidency; but honesty, goodness, shrewdness, conscience, and (a new virtue, unknown to other lands, and hardly yet really known here, but the foundation and tie of all, as the future will grandly develop,) Unionism, in its truest and amplest sense, form'd the hard-pan of his character. These he seal'd with his life. The tragic splendor of his death, purging, illuminating all, throws round his form, his head, an aureole that will remain and will grow brighter through time, while history lives, and love of country lasts. By many has this Union been help'd; but if one name, one man, must be pick'd out, he, most of all, is the conservator of it, to the future. He was assassinated—but the Union is not assassinated! One falls, and another falls. The soldier drops, sinks like a wave—but the ranks of the ocean eternally press on. Death does its work, obliterates a hundred, a thousand—President, general, captain, private—but the Nation is immortal.

Question One

Part A

Whitman's description of Lincoln leads the reader to believe that Lincoln is what kind of man?

- A. important B. ordinary C. caring D. neglectful

Part B

What evidence from the text supports your reasoning for the Part A? Select all that apply.

- 1 "He never sleeps at the White House during the hot season, but has quarters at a healthy location some three miles north of the city,...."
- 2 "He bow'd and smiled, but far beneath his smile I noticed well the expression I have alluded to."
- 3 "The equipage is of the plainest kind, only two horses, and they nothing extra."
- 4 "He always has a company of twenty-five or thirty cavalry, with sabres drawn and held upright over their shoulders."
- 5 "If in his barouche, I can see from my window he does not alight, but sits in his vehicle, and Mr. Stanton comes out to attend him."
- 6 "Mr. Lincoln on the saddle generally rides a good-sized, easy-going gray horse, is dress'd in plain black, somewhat rusty and dusty, wears a black stiff hat...."

Question Two

Part A

Why do the horses move at a slow trot?

- A. They are on parade.
- B. They moved slowly because there were so many military men to protect Lincoln.
- C. They had no where in particular to go.
- D. They move at the speed Lincoln sets.

Part B

What evidence from the text supports your answer for Part A?

- A. "They pass'd me once very close, and I saw the President in the face fully, as they were moving slowly,..."
- B. "as that is the pace set them by the one they wait upon."
- C. "They say this guard was against his personal wish, but he let his counselors have their way."
- D. "The cavalry always accompany him, with drawn sabres."

Question Three

Part A

Whitman remarks,

"They pass'd me once very close, and I saw the President in the face fully, as they were moving slowly, and his look, though abstracted, happened to be directed steadily in my eye. He bow'd and smiled, but far beneath his smile I noticed well the expression I have alluded to. None of the artists or pictures has caught the deep, though subtle and indirect expression of this man's face. There is something else there. One of the great portrait painters of two or three centuries ago is needed."

What does he expect a great portrait painter to capture that a photograph cannot?

- A. The smile upon Lincoln's face.
- B. The full height of Lincoln's body.
- C. The thoughtful look in Lincoln's demeanor.
- D. The sharp angles in Lincoln's face.

Part B

In this remark,

"They pass'd me once very close, and I saw the President in the face fully, as they were moving slowly, and his look, though abstracted, happened to be directed steadily in my eye. He bow'd and smiled, but far beneath his smile I noticed well the expression I have alluded to. None of the artists or pictures has caught the deep, though subtle and indirect expression of this man's face. There is something else there. One of the great portrait painters of two or three centuries ago is needed."

Whitman observes that the President is *abstracted*. In this context, what does *abstracted* mean?

- A. focused on a particular image
- B. lost in thought
- C. older than it appears
- D. shortened from its original length

Question Four

Part A

Whitman frequently employs the use of catalogue in his poetry and prose. Select any examples of catalogue from the choices below.

- 1 “Not but that he had faults, and show’d them in the Presidency; but honesty, goodness, shrewdness, conscience, and (a new virtue, unknown to other lands, and hardly yet really known here, but the foundation and tie of all, as the future will grandly develop,) Unionism, in its truest and amplest sense, form’d the hard-pan of his character”
- 2 Earlier in the summer I occasionally saw the President and his wife, toward the latter part of the afternoon, out in a barouche, on a pleasure ride through the city.
- 3 “I find in my notes of the time, this passage on the death of Abraham Lincoln:...”
- 4 “Death does its work, obliterates a hundred, a thousand—President, general, captain, private—but the Nation is immortal.”
- 5 “I see very plainly Abraham Lincoln’s dark brown face, with the deep-cut lines, the eyes, always to me with a deep latent sadness in the expression”

Part B

What is the effect of employing this literary device into prose?

- A. It provides the reader with a sense that Whitman was very passionate about how important he believed Lincoln was.
- B. It demonstrates that Whitman was very objective in his analysis of Lincoln’s death.
- C. It shows that events in history will live on forever as long as they are frequently discussed.
- D. It develops the foundation for a speech.

Question Five

Part A

Whitman claims that Lincoln demonstrated *Unionism*. Which of the following best explains how Whitman would define the term *Unionism*?

- A. the idea of bringing North America into one large country
- B. the spirit of cooperation with all Americans
- C. the demonstration of power against the South
- D. the connection that was forged between the East Coast and the newer states

Part B

Why does Whitman believe that Unionism is a new characteristic of man?

- A. Not many men can cooperate with others.
- B. There are few instances in history where one part of a large country forges connections with another part of the country.
- C. The concept of a nation united by people was relatively new in Whitman’s time.
- D. Although many nations have experienced Civil Wars, they have not been able to stay together as the United States was able to do.

Question Six

What predictions does Whitman make about the death of Lincoln? Select all that apply.

- 1 Even though Lincoln was a great president, not many people will care about him in the future.
- 2 Although Lincoln died, the goals that Lincoln had set forth have been accomplished and will not be undone.
- 3 Lincoln is so important that towns will be named and cities will be erected in his honor.
- 4 As time goes on, his legacy will become more important and his time in office will appear to have a “glow” about it.
- 5 The South will leave the Union again because Lincoln is not there to hold the country together.
- 6 There will be few leaders, if any, who will ever live up to Lincoln’s legacy.

Whitman, Walt. “O Captain! My Captain!” *Leaves of Grass*. Oxford: Oxford University Press, 1990. (1865)

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.

Question Seven

Part A

What is the extended metaphor established the first verse?

- A. The ship is a metaphor for the United States.
- B. The port is a metaphor for the Confederacy.
- C. The heart is a metaphor for the brothers who fought in the war.
- D. The bell is a metaphor for the sound of gunfire.

Part B

What is an example of the metaphor being continued through the poem?

- A. "My Captain does not answer, his lips are pale and still;\My father does not feel my arm, he has no pulse nor will;"
- B. "...for you the bugle trills;\For you bouquets and ribbon'd wreaths—for you the shores a-crowding;"
- C. "The ship is anchor'd safe and sound, its voyage closed and done; \From fearful trip, the victor ship, comes in with object won;"
- D. "For you they call, the swaying mass, their eager faces turning;\Here Captain! dear father!"

Question Eight

Part A

What irony is present in the poem?

- A. The ship has not completed its voyage, but people are still cheering for its return.
- B. The crowd is cheering for the captain even though he sinks the ship.
- C. The captain has died just as the ship has arrived in the port.
- D. The ship was not built in the United States, but Americans think that it was.

Part B

Why does Whitman use the word *father* in the poem?

- A. As the president, Lincoln is the father to the country.
- B. It is important for children to know who their fathers are.
- C. Whitman is asking his father why Lincoln has died.
- D. The captain has a lot of children.

Question Nine

Part A

Whitman says in the first stanza that people are *exulting*; what does the word *exulting* mean?

- A. cheering
- B. booing
- C. rioting
- D. crying

Part B

How does Whitman demonstrate how the people feel about the captain?

- A. He creates the image of people screaming.
- B. He repeats the phrase, "O, Captain!" throughout the text.
- C. He tells the people to cheer as the boat arrives into the port.
- D. He explains to the captain's dead body that the people are cheering for him.

Question Ten

How does Whitman emphasize the gravity of Lincoln's death? Drag and drop the rhetorical strategies that are employed in the poem and in the prose.

1	repetition of a word or phrase
2	creating the image of a halo around Lincoln's body
3	comparing Lincoln's death to the death of George Washington
4	a catalogue of descriptive words
5	imagery of a funeral
6	a lengthy description of the strategic choices that Lincoln made for the army

Strategy used in the poem		Strategy used in the prose

Question	Part A	Part B
1	B	3, 6
2	D	B
3	C	B
4	1, 4	A
5	B	C
6	2, 4	
7	A	C
8	C	A
9	A	D
10	Poem: 1, 5	Prose: 2, 4