STUDENT OBJECTIVES

- Analyze elements of style, including word choice, syntax, and tone
- Compare and contrast the styles of different writers

RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 425
- **Teaching Model**, Differences in Style, p. 426
- **Practice Worksheets**, Levels A and B, pp. 427–428
- **Reteaching Worksheet**, p. 429

Teach

1. **Introducing Style and Syntax**: Tell students that style involves *how* something is presented, not *what* is presented.
   - Ask students to describe how a candid snapshot, a studio photograph, and a driver's license picture of the same person would be different. *(Sample: a candid snapshot would be casual and informal; a studio photograph would be carefully posed and might include more formal clothing; a driver's license picture would be straightforward.)* Point out that the context and purpose for these types of photographs helps to make them different.
   - Tell students that in a literary work, an author's **style** depends on the kinds of words and sentences used. An author's word choice, tone, and sentence patterns create a particular kind of image, just as a picture does. Different writers could create different images of the same person—one writer might create an amusing and informal picture, while another might create a straightforward, journalistic portrait—depending on the style and purpose.
   - Tell students that one element of style is **syntax**—the arrangement of words in a sentence. A sentence may be long and complex, or short and straightforward. The most common word order for an English sentence is subject, then verb, then object, but a writer may choose to vary this order.

2. **Teaching Style and Syntax**: Distribute the **Lesson Summary** and guide students through the **Academic Vocabulary**. Then write the following sentences on the board, or read them aloud to students.

   **EXAMPLES**
   
   **A**: Most dogs are interested in squirrels.
   
   **B**: Squirrels are of interest to most dogs, including my Rita, who flings herself against the porch door when she sees one.

   - Ask: How would you describe the syntax of the two sentences? *(Sample: The first one is short and uses subject-verb-object order; the second one is complex and begins with object-verb-subject order.)*
   - Ask: How would you describe the effect of each? *(Sample: Sentence A is punchier because it is brief and active; B is more descriptive, and because it uses passive voice it has a roundabout manner.)* Explain that the crafted effect of word choice, mechanics, and sentence structure is called **style**.
• Then review the Here's How steps with students. Have volunteers identify words in the examples that suggest a formal, informal, journalistic, or literary style. (Formal: “four score and seven years,” “brought forth on this continent,” “conceived in liberty and dedicated to the proposition”; informal: “pretty strange idea,” “start off,” “well, almost”; journalistic: neutral words such as “eighty-seven years” and “included” report the facts; literary: “the fathers of our nation,” “fearless framers,” “make us all brothers”)

• Have volunteers describe the syntax of each passage. (The passages in informal and journalistic style use short, simple sentences. The passages in formal and literary style use long, complex sentences.)

• Help students to describe the tone of each passage. (The informal passage has a casual, conversational tone; the journalistic passage has an objective and matter-of-fact tone; the formal passage has a solemn tone; the literary passage has an inspirational tone.)

3. Guided Practice. Distribute the Teaching Model: Differences in Style. After students read the excerpts, have them to use the Here’s How steps to analyze, compare, and contrast styles in the two literary passages about adolescence.

• Ask: What are the similarities in word choice among the three passages? What are the differences? (All three passages have a literary style that uses imagery to appeal to readers' senses. The de Maupassant passage and the Thoreau passage use more formal and descriptive language; de Maupassant describes the “rejuvenated sun” that is “warming the backs of the . . . fishermen,” and Thoreau uses figurative language when he says the pond is “calm and full of hope.” Keillor uses more informal, everyday language such as “refused to quit” and “staggers back for another round.”)

• Ask: What are the differences in syntax? (The de Maupassant passage is one long, complicated sentence, and the subject of the sentence—Morissot—does not appear until near the end. The first sentence in the Walden passage begins with the subject change, which is followed by four prepositional phases and then the verb is; the passage contains long, complicated sentences. The Keillor passage uses short sentences that begin with a subject and a verb.)

• Ask: How do word choice and imagery in each passage reveal the tone—the author’s attitude toward the coming of spring? (Maupassant: floating, light mist, warming, welcome glow; warm, gentle, approving tone. Thoreau: serene, bright, elastic, influx of light filled my house, dripping, sleety, transparent, calm; tone of wonder at nature's miraculous changes. Keillor: ugly, treacherous, staggers, cold, wet, dim, airless, murky, bare, oil-slicked, dead, hanging limp and wet like laundry; tone: an exaggerated gloom that is humorous.)
QUICK CHECK. Read the boxed paragraph aloud and ask the questions that follow.

The blackness of eternal night encompassed me. I struggled for breath. The intensity of the darkness seemed to oppress and stifle me. The atmosphere was intolerably close. I still lay quietly, and made effort to exercise my reason . . . At the same time my forehead seemed bathed in a clammy vapor, and the peculiar smell of decayed fungus arose to my nostrils. I put forward my arm, and shuddered to find that I had fallen at the very brink of a circular pit . . .

—from “The Pit and the Pendulum,” by Edgar Allan Poe

1. Does the writer use mostly abstract or mostly concrete word choice? (concrete)

2. What words and phrases help to convey a suspenseful mood? (Sample: blackness of eternal night, encompassed, struggled for breath, stifle, intolerably close, bathed in a clammy vapor, smell of decayed fungus, shuddered, fallen, brink of a circular pit)

3. What effect does sentence structure create? (Sample: Short sentences build suspense and convey the panicked speed of the narrator's racing thoughts as he discovers one horror after another.)

4. Is the style of the passage journalistic or literary? Why? (Sample: literary, because it uses imagery to convey mood and tone, rather than merely objectively reporting facts; OR journalistic, because of the thorough and detailed descriptions)

Practice and Apply

Activities involving style and syntax appear on pp. 427–428.

- Assign Practice Worksheet A to students who need more structured activities.
- Assign Practice Worksheet B to grade-level and above-level students.

Answer Key: Practice Worksheet A

1. facts
2. objective
3. journalistic
4. informal
5. straightforward
6. informal
7. imagery
8. ominous
9. literary

Sample Answers: Practice Worksheet B

1. Passage A; examples of imagery: curious darkening, lull, boats suddenly swung, coming of a breeze, premonitory rumble, crackling light against the dark, rain steadily rustling

2. Passage B; examples of repetition: the words “little dikes” “wet,” “boxes,” “planks”; sentences beginning with “And”; phrases beginning with “carrying”
3. Passage A is made up entirely of sentence fragments. Passage B includes a variety of sentence structures, although it is dominated by words and clauses linked by the word “and.”

4. The tone of Passage A could be described as one of wonder and delight. The tone of Passage B is one of compassion for the migrants and perhaps anger at their plight.

Assess and Reteach

Use these guidelines to determine if students need the Reteaching Worksheet.

- **Practice Worksheet A:** Students should answer at least seven items correctly.
- **Practice Worksheet B:** Students should answer items 1–3 correctly and provide reasonable descriptions of the tone, similar to the samples, for question 4.

For students who need reteaching, review the Student Lesson Summary. Focus on examples in **Step 1** of Here's How, and apply the Here's How steps to the items in Practice Worksheet A. Then have students complete the Reteaching Worksheet, p. 429.

**Answer Key: Reteaching Worksheet**

1. b  
2. b  
3. c  
4. b  
5. a  
6. a
ACADEMIC VOCABULARY

**style:** the way a particular work is written—not what is said, but how it is said

**syntax:** the arrangement of words in a sentence

**word choice:** the type of language an author uses to convey imagery

**tone:** an author's attitude toward the subject

HERE’S HOW

**Step 1: Pay attention to word choice.** Are the writer's words playful and colorful, or simple and straightforward? Do they capture a vivid image or create a particular mood? Notice how the following examples use different words to convey the same idea.

<table>
<thead>
<tr>
<th>Style</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal:</td>
<td>Four score and seven years ago, our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. —Abraham Lincoln, The Gettysburg Address</td>
</tr>
<tr>
<td>Informal:</td>
<td>It was a pretty strange idea at the time. They had a new nation start off with the belief that everybody was equal. (Well, almost everybody.)</td>
</tr>
<tr>
<td>Journalistic:</td>
<td>Eighty-seven years ago, the Declaration of Independence was signed. It included the phrase &quot;all men are created equal.&quot;</td>
</tr>
<tr>
<td>Literary:</td>
<td>The fathers of our nation, those daring dreamers and fearless framers of democracy, spilled their blood to make us all brothers, equal and free.</td>
</tr>
</tbody>
</table>

**Step 2: Notice syntax and effects.** Are sentences short and simple, long and complex, or a combination? Does the author always use subject-verb order? Syntax is a key element in creating an author's style.

**Step 3: Listen for tone.** Word choice and syntax help create the tone.

- A formal style often has a serious tone.
- An informal style often has a casual tone,
- A journalistic style often has an objective tone
- The tone of a literary style depends on the narrator and the author's purpose.

**Step 4: Ask: How is this writer's style like that of other authors? How is it different?** For example, two writers may both have a literary style, but the type of imagery and sentences they use, as well as the tone they convey, may be very different.
Differences in Style

from “Two Friends,” by Guy de Maupassant

On spring mornings at about ten o'clock, when the rejuvenated sun sent floating over the river that light mist which moves along with the current, warming the backs of the two enthusiastic fishermen with the welcome glow of a new season, Morissot would say to his neighbor:

“Ah! It's grand here, isn't it?”

from Walden, by Henry David Thoreau

The change from storm and winter to serene and mild weather, from dark and sluggish hours to bright and elastic ones, is a memorable crisis which all things proclaim. It is seemingly instantaneous at last. Suddenly an influx of light filled my house, though the evening was at hand, and the clouds of winter still overhung it, and the eaves were dripping with sleety rain. I looked out the window, and lo! where yesterday was cold gray ice there lay the transparent pond already calm and full of hope as in a summer evening, reflecting a summer evening sky in its bosom, though none was visible overhead, as if it had intelligence with some remote horizon. . . .

from “Gary Keillor,” by Garrison Keillor

It was one of those ugly and treacherous springs in the Midwest, when winter refuses to quit, . . . heads for home and then staggers back for another round and a few more songs that everyone has heard before. It was cold and wet, and we sat day after day in dim airless classrooms, the fluorescent lights turned on at midday, the murky sky and bare trees filling the big classroom windows, pools of oil-slicked rain in the parking lot, the grass in front dead, the Stars and Stripes hanging limp and wet like laundry. . . .
LESSON 44
PRACTICE WORKSHEET A
COPY MASTER

Style and Syntax

Directions: Read each boxed passage and use it to answer the items that follow.

“Between 1879 and 1920, approximately 20 million Europeans arrived in the United States. Before 1890, most immigrants came from countries in western and northern Europe, including Great Britain, Ireland, and Germany. Beginning in the 1890s, however, increasing numbers came from southern and eastern Europe, especially Italy, Austria-Hungary, and Russia.”

1. Does the passage focus on facts or imagery? ____________________________

2. Is the tone objective or judgmental? ____________________________

3. Is the style literary or journalistic? ____________________________

“Well, children, where there is so much racket there must be something out of kilter. I think that ‘twixt the Negroes of the South and the women at the North all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?”

—from “Ain’t I a Woman?” by Sojourner Truth

4. Is the language formal or informal? ____________________________

5. Is the tone sarcastic or straightforward? ____________________________

6. Does the speaker use formal, informal, literary, or journalistic style? ____________________________

“He strayed away by himself from the watchers whom he had placed in ambush on the crest of the hill, and wandered far down the steep slopes amid the wild tangle of undergrowth, peering through the tree trunks and listening through the whistling and skirling of the wind and the restless beating of the branches for sight or sound of the marauders.”

—from “The Interlopers,” by Saki

7. Does the passage focus on imagery or abstract concepts? ____________________________

8. Is the tone objective or ominous? ____________________________

9. Is the style journalistic or literary? ____________________________
**Lessons 44: Practice Worksheet B**

**Style and Syntax**

**Directions:** Read the boxed passages and use them to answer the items that follow.

**Passage A:** In midafternoon (it was all the same) a curious darkening of the sky, and a lull in everything that had made life tick; and then the way the boats suddenly swung the other way at their moorings with the coming of a breeze out of the new quarter, and the premonitory rumble. Then the kettledrum, then the snare, then the bass drum and cymbals, then crackling light against the dark, and the gods grinning and licking their chops in the hills. Afterward the calm, the rain steadily rustling in the calm lake, the return of light and hope and spirits, and the campers running out in joy and relief to go swimming in the rain . . .

—from “Once More to the Lake,” by E. B. White

**Passage B:** When the first rain started, the migrant people huddled in their tents, saying, It'll soon be over, and asking, How long's it likely to go on?

And when the puddles formed, the men went out in the rain with shovels and built little dikes around the tents. The beating rain worked at the canvas until it penetrated and sent streams down. And then the little dikes washed out and the water came inside, and the streams wet the beds and the blankets. The people sat in wet clothes. They set up boxes and put planks on the boxes. Then, day and night, they sat on the planks . . . And the people waded away, carrying their wet blankets in their arms. They splashed along, carrying the children, carrying the very old, in their arms. And if a barn stood on high ground, it was filled with people, shivering and hopeless.

—from *The Grapes of Wrath*, by John Steinbeck

1. Which passage uses more imagery to describe a storm? List four examples of imagery from that passage.

2. Which passage repeats words and phrases to emphasize the effects of a storm? List three examples of repetition from that passage.

3. Contrast the syntax of the two passages: Which passage uses sentence fragments? How would you describe the sentences in the other passage?

4. Contrast the tones of the two passages: What words would you use to describe each one?
LESSON 44
RETEACHING WORKSHEET
COPY MASTER

Style and Syntax

Review: Style is the way a particular work is written—not what is said, but how it is said. The style of a work depends on the writer's word choice and syntax, or sentence patterns, and on the tone, or attitude, the writer conveys toward the subject.

A. Directions: Circle the best answer to each question.

1. What syntax is most typical of a formal style?
   a. short, simple sentences
   b. long, complicated sentences
   c. sentence fragments
   d. questions and answers

2. What elements are used to convey mood in a work in literary style?
   a. facts and statistics
   b. ordinary examples and everyday language
   c. abstract ideas and formal concepts
   d. imagery and figurative language

3. What tone does a work in journalistic style usually convey?
   a. casual
   b. angry
   c. objective
   d. playful

B. Directions: Read each pair of sentences. Then circle the letter of the sentence that is written in a literary style.

4. a. I was in a bad mood when I got up this morning, so I was mean to everyone.
    b. I snarled and roared like an angry lion when I got up this morning.

5. a. When, at long last, we staggered out of the movie theater, I felt like Rip Van Winkle emerging from his long nap.
    b. The movie was really long and really boring, and I actually fell asleep during it. I couldn't believe it when it was finally over.

6. a. Each second of the final quarter seemed like an eternity, as our fragile lead threatened to slip away. Then the final buzzer blared, and we exploded into cheers.
    b. We were ahead in the final seconds of the game, but then the other team got the ball and we were all worried. Then the buzzer rang—and we won. Hooray!
LESSON 45 | TEACHER’S GUIDE

Author’s Perspective

STUDENT OBJECTIVES

• Identify an author’s perspective
• Analyze how elements of style help convey an author’s perspective

RESOURCES AND PREPARATION

You will need photocopies for students of:
• Student Lesson Summary, p. 435
• Teaching Model, from “Democracy in America,” p. 436
• Practice Worksheets, Levels A and B, pp. 437–438
• Reteaching Worksheet, p. 439

Teach

1. Author’s Perspective: Ask students if they think it is “a beautiful day.” As students discuss their opinions, bring out that it depends on what sort of weather each person likes. As the expression goes, “It all depends on how you look at it.” The way a person looks at a situation is called the person’s perspective. An author’s perspective is that author’s way of looking at a topic: the ideas, values, feelings, and beliefs a writer reveals in a text.

2. Teaching Author’s Perspective: Distribute the Lesson Summary and guide students through the Academic Vocabulary. Review the Here's How steps on the Lesson Summary, and ask students what elements common to both fiction and nonfiction reveal an author’s perspective. (portrayals of people and characters, cultural context, word choice and tone)

   • Next, write the following passage on the board, or read it aloud. First have a volunteer identify the topic. (professional athletes' salaries) Then ask students to identify clues that suggest the author’s perspective.

   EXAMPLE:
   Although professional athletes’ salaries are high, they represent fair compensation for the talented and hard-working stars in a much-loved industry that provides entertainment and family fun for countless loyal fans.

   (Sample: The words and phrases fair, talented, hard-working stars, much-loved, entertainment, family fun, and countless loyal fans suggest that the author believes professional athletes deserve their high salaries.)

   • Provide a second example, showing a distinctly different perspective. Again, ask for clues to the author’s perspective, or values, feelings, and beliefs toward the topic—television.

   EXAMPLE:
   Professional athletes' high salaries amount to robbery from the loyal fans who struggle to afford the ever-rising prices of tickets, while overpaid athletes become greedy for money in sports that are no longer just about fun.

   (The words and phrases robbery, struggle to afford, ever-rising prices, overpaid, greedy, and no longer just about fun suggest that the author believes that professional athletes earn too much.)
3. **Guided Practice**: Distribute the **Teaching Model**, from “Democracy in America,” by Alexis de Tocqueville. Explain that de Tocqueville was a French writer who traveled to the United States in the 1830s to study its democratic government. Have students read the excerpt. Then lead a discussion of the author's perspective, as follows.

- **Topic**: Ask: What is the topic of these paragraphs? *(slavery and its effect on the American South)*

- **Clues in Text**: Ask: What words and phrases does de Tocqueville use to describe the effects of slavery? *(“dishonors labor”; “introduces idleness”; [brings] “ignorance and pride, poverty and luxury”; “enervates the powers of the mind”; “numbs human activity”)*

- **Perspective**: Ask students to describe de Tocqueville's beliefs and feelings about slavery, based on the clues they identified. *(Sample: He is opposed to it because he thinks it has a negative effect on society by degrading work and allowing some people to be lazy.)*

**QUICK CHECK.** Read aloud the boxed excerpt from “Civil Disobedience” by Henry David Thoreau Then ask the questions that follow.

I heartily accept the motto,—“That government is best which governs least;” and I should like to see it acted up to more rapidly and systematically. Carried out, it finally amounts to this, which also I believe:—“That government is best which governs not at all;” and when men are prepared for it, that will be the kind of government which they will have.

Ask the following:

1. What kind of government does the author say is best? *(He thinks the best government is that which “governs least” or “governs not at all.”)*

2. When does the author think government will have this role in people's lives? *(He says government will play this role when people “are prepared for it.”)*

3. In one sentence, explain the author's perspective on government. *(Sample: He thinks the best government is the smallest and least intrusive, and that people will make this kind of government a reality when they are ready to do so.)*

**Practice and Apply**


- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

**Sample Answers: Practice Worksheet A**

1. The topic is the speaker himself.

2. The speaker is content in the present. Phrases like “I celebrate myself,” images of loafing and singing, and pleased observations of the simplest elements of nature (“a spear of summer grass”) all show his ease with himself and his world.
3. The speaker looks forward to the future. He says he is “in perfect health” and hopes “to cease not” enjoying life until the time of his death.

4. The speaker has a joyous and grateful perspective on life; he appreciates his existence and the natural world, and all the pleasures they offers him.

Sample Answers: Practice Worksheet B

1. The main idea is that the way teachers such as Mr. McChoakumchild are trained is wrong.

2. The tone of the first paragraph is skeptical and sarcastic. Dickens says the teachers are trained as though they were objects being made at a factory. He exaggerates the amount of knowledge they have memorized (“all the histories of all the peoples”) and suggests that this knowledge is not entirely useful (“watersheds . . . whatever they are”).

3. Dickens suggests that the schoolmaster regards students as “vessels” to be filled with facts, which will destroy “fancies,” or their imaginations. The words kill, maim, and distort show the author’s perspective on this method of teaching.

4. Dickens opposes the factory-like method of teaching that forces teachers to memorize many facts, which teachers then try to force their students to memorize.

Assess and Reteach

Use these guidelines to determine if students need the Reteaching Worksheet.

- **Practice Worksheet A:** Students should give complete answers, similar to the samples, for at least three questions.
- **Practice Worksheet B:** Students should give complete answers, similar to the samples, for at least three questions.

For students who need reteaching, review the Student Lesson Summary. Focus on the Here's How steps and relate them to the passage from Practice Worksheet A. Then assign the Reteaching Worksheet, p. 439.

Answer Key: Reteaching Worksheet

1. b  2. b  3. a  4. c  5. c  6. b
LESSON 45
STUDENT LESSON SUMMARY

Author’s Perspective

ACADEMIC VOCABULARY

author's perspective: a writer's position on a topic; the combination of ideas, values, feelings, and beliefs that influence the way a writer looks at a topic

tone: attitude a writer takes to a subject, shown by the words used to describe it

HERE’S HOW

Step 1: Identify the main idea. Look for a topic sentence. Is a specific person, place, or thing the focus of the text? If so, that is the topic or subject. What is the author's most important message about the topic? That is the author's main idea.

Step 2: Look for clues to the author's perspective. Ask yourself:

- Does the author make direct statements about his or her position?
- Which people or characters does the author seem to admire or dislike? Which might be expressing the author's own views?
- How do the author's word choices express a positive or negative view?
- What tone, or attitude, does the author convey? In a persuasive essay, for example, negative words may convey an angry tone about something the author thinks is unfair. In a biography, flattering words may describe a famous person in an admiring tone.

Step 3: Examine different clues in nonfiction or in fiction.

- In nonfiction, examine such things as intended audience, selection of facts and their relative importance, emphasis on words or ideas.
- In fiction, look at literary elements such as setting, plot, and theme. Look at the cultural context of the characters—such as their home, work, and historical era.

<table>
<thead>
<tr>
<th>Text Clues to Author's Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Nonfiction</td>
</tr>
<tr>
<td>direct statements</td>
</tr>
<tr>
<td>portrayal of important individuals</td>
</tr>
<tr>
<td>cultural context</td>
</tr>
<tr>
<td>word choice and tone</td>
</tr>
</tbody>
</table>

Step 4: Consider the author's life. An author's personal background and experiences, such as historical era, family life, and work, might affect his or her perspective. Reliable biographies and encyclopedias may give such details.

Step 5: Describe the author’s perspective. Based on evidence in the text, or other reliable sources, summarize how the author feels about his or her topic. Be specific, but don't make assumptions that you can't support with evidence.
from Democracy in America
by Alexis de Tocqueville

No noble thought or conception above gain presided over the new settlements [of colonial Virginia]. The colony had hardly been established when slavery was introduced. That was the basic fact destined to exert immense influence on the character, laws, and future of the whole South.

Slavery, as we shall show later, dishonors labor; it introduces idleness into society and therewith ignorance and pride, poverty and luxury. It enervates\(^1\) the powers of the mind and numbs human activity. Slavery combined with the English character, explains the mores\(^2\) and social conditions of the south.

— Alexis de Tocqueville

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1. **enervates**: saps; robs of energy and vitality
2. **mores**: social customs
Directions: Read the boxed excerpt. Then, answer the questions that follow.

from “Song of Myself”

I celebrate myself, and sing myself,
And what I assume you shall assume,
For every atom belonging to me as good belongs to you.

I loaf and invite my soul,
5 I lean and loaf at my ease observing a spear of summer grass.

My tongue, every atom of my blood form'd from this soil, this air,
Born here of parents born here from parents the same, and their parents the same,
I, now thirty-seven years old in perfect health begin,
Hoping to cease not till death.

10 Creeds and schools in abeyance,
Retiring back a while sufficed at what they are, but never forgotten,
I harbor for good or bad, I permit to speak at every hazard,
Nature without check with original energy.

—Walt Whitman

1. What is the topic of this poem?

2. How does the speaker describe his feelings about the present?

3. How does the speaker describe his feelings about the future?

4. In a sentence, explain the speaker's overall perspective on life.
[Mr. McChoakumchild] and some one hundred and forty other schoolmasters had been lately turned at the same time, in the same factory, on the same principles, like so many pianoforte legs. He had been put through an immense variety of paces, and had answered volumes of head-breaking questions. . . . He knew all about all the watersheds of the world (whatever they are), and all the histories of all the peoples, and all the names of all the rivers and mountains, and all the productions, manners, and customs of all the countries, and all their boundaries and bearings on the two-and-thirty points of the compass. . . .

He went to work in this preparatory lesson, not unlike Morgiana in the Forty Thieves: looking into all the vessels ranged before him, one after another, to see what they contained. Say, good McChoakumchild: When from thy boiling store, thou shalt fill each jar brimful by-and-by, dost thou think that thou wilt always kill outright the robber Fancy lurking within—or sometimes only maim him and distort him?

1. What is the main idea of this excerpt?

2. How would you describe the tone of the first paragraph—the author's attitude toward his subject?

3. Analyze the figurative language in the second paragraph. What words suggest the author's perspective?

4. In one sentence, describe the author's perspective on the teaching method he describes.
Review: Author's perspective is the combination of ideas, values, feelings, and beliefs that influence the way a writer looks at a topic. One clue to an author's perspective is the tone, or attitude, conveyed in a work. The tone can be determined by noticing the kind of words the author uses to describe the subject.

Directions: First, read the boxed passage. Then, circle the letter of the best answer.

It is estimated that honeybees play a role in $20 billion worth of U.S. crops each year. These hard-working insects not only pollinate flowers and the fruits and vegetables we eat, but also pollinate cotton for clothing, crops for animal feed, and nuts and seeds for oils. Humans reap another especially sweet benefit of honeybee labor: honey, of course.

1. Which word best describes the tone of this passage?
   - a. angry
   - b. admiring
   - c. critical

2. Which sentence best describes the author's perspective on honeybees?
   - a. Honeybee societies are a scientific wonder worth studying.
   - b. Much business and farming depends on honeybees.
   - c. Honeybees are a good role model for working hard.

3. In which work is a writer most likely to state his or her perspective directly?
   - a. biography
   - b. narrative poem
   - c. play

4. Which of these best defines the term bias?
   - a. expert knowledge
   - b. ignorance
   - c. prejudice

5. What does a sarcastic tone most likely suggest about the author's perspective?
   - a. The author does not take the topic seriously.
   - b. The author is afraid to state an opinion directly.
   - c. The author believes the opposite of what he or she is expressing.

6. Which of the following most clearly indicates bias?
   - a. vivid descriptive language
   - b. strongly-expressed opinions
   - c. neutral language
ART CREDITS

Cover Photograph by Sharon Hoogstraten.

362 Cartoon, That compass... Courtesy of the “Ding” Darling Wildlife Society.

ACKNOWLEDGMENTS

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