

Snow Packet 6-10
English 10

Instructions:

- Put your full header at the top of this page
- Complete all text-based questions (multiple-choice AND short answer)
- Packet is due no more than two days after your return to school

Snow Packet Day 6

The Fly

By Katherine Mansfield

1922

Katherine Mansfield (1888-1932) was a modernist short story writer who was a contemporary of D.H. Lawrence and Virginia Woolf. Her short story "The Fly" is about a man, known only as "the boss," whose son has recently died. As you read, take notes on how the character "the boss" is described, and what motivates his actions.

[1] "Y'are very snug in here," piped old Mr. Woodifield, and he peered out of the great, green-leather armchair by his friend the boss's desk as a baby peers out of its pram. His talk was over; it was time for him to be off. But he did not want to go. Since he had retired, since his...stroke, the wife and the girls kept him boxed up in the house every day of the week except Tuesday. On Tuesday he was dressed and brushed and allowed to cut back to the City for the day. Though what he did there the wife and girls couldn't imagine. Made a nuisance of himself to his friends, they supposed....Well, perhaps so. All the same, we cling to our last pleasures as the tree clings to its last leaves. So there sat old Woodifield, smoking a cigar and staring almost greedily at the boss, who rolled in his office chair, stout, rosy, five years older than he, and still going strong, still at the helm. It did one good to see him.



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Wistfully, admiringly, the old voice added, "It's snug in here, upon my word!"

"Yes, it's comfortable enough," agreed the boss, and he flipped the *Financial Times* with a paper-knife. As a matter of fact he was proud of his room; he liked to have it admired, especially by old Woodifield. It gave him a feeling of deep, solid satisfaction to be planted there in the midst of it in full view of that frail old figure in the muffler.

"I've had it done up lately," he explained, as he had explained for the past -- how many? -- weeks. "New carpet," and he pointed to the bright red carpet with a pattern of large white rings. "New furniture," and he nodded towards the massive bookcase and the table with legs like twisted treacle. "Electric heating!" He waved almost exultantly towards the five transparent, pearly sausages glowing so softly in the tilted copper pan.

[5] But he did not draw old Woodifield's attention to the photograph over the table of a grave-looking boy in uniform standing in one of those spectral photographers' parks with photographers' storm-clouds behind him. It was not new. It had been there for over six years.

"There was something I wanted to tell you," said old Woodifield, and his eyes grew dim remembering. "Now what was it? I had it in my mind when I started out this morning." His hands began to tremble, and patches of red showed above his beard.

Poor old chap, he's on his last pins, thought the boss. And, feeling kindly, he winked at the old man, and said jokingly, "I tell you what. I've got a little drop of something here that'll do you good before you go out into the cold again. It's beautiful stuff. It wouldn't hurt a child." He took a key off his watch-chain, unlocked a cupboard below his desk, and drew forth a dark, squat bottle. "That's the medicine," said he. "And the man from whom I got it told me on the strict Q.T. it came from the cellars at Windor Castle."

Old Woodifield's mouth fell open at the sight. He couldn't have looked more surprised if the boss had produced a rabbit.

"It's whisky, ain't it?" he piped feebly.

[10] The boss turned the bottle and lovingly showed him the label. Whisky it was.

"D'you know," said he, peering up at the boss wonderingly, "they won't let me touch it at home." And he looked as though he was going to cry.

"Ah, that's where we know a bit more than the ladies," cried the boss, swooping across for two tumblers that stood on the table with the water-bottle, and pouring a generous finger into each. "Drink it down. It'll do you good. And don't put any water with it. It's sacrilege to tamper with stuff like this. Ah!" He tossed off his, pulled out his handkerchief, hastily wiped his moustaches, and cocked an eye at old Woodifield, who was rolling his in his chaps.

The old man swallowed, was silent a moment, and then said faintly, "It's nutty!"

But it warmed him; it crept into his chill old brain -- he remembered.

[15] "That was it," he said, heaving himself out of his chair. "I thought you'd like to know. The girls were in Belgium last week having a look at poor Reggie's grave, and they happened to come across your boy's. They're quite near each other, it seems."

Old Woodifield paused, but the boss made no reply. Only a quiver in his eyelids showed that he heard.

"The girls were delighted with the way the place is kept," piped the old voice. "Beautifully looked after. Couldn't be better if they were at home. You've not been across, have yer?"

"No, no!" For various reasons the boss had not been across.

"There's miles of it," quavered old Woodifield, "and it's all as neat as a garden. Flowers growing on all the graves. Nice broad paths." It was plain from his voice how much he liked a nice broad path.

[20] The pause came again. Then the old man brightened wonderfully.

"D'you know what the hotel made the girls pay for a pot of jam?" he piped. "Ten francs! Robbery, I call it. It was a little pot, so Gertrude says, no bigger than a half-crown. And she hadn't taken more than a spoonful when they charged her ten francs. Gertrude brought the pot away with her to teach 'em a lesson. Quite right, too; it's trading on our feelings. They think because we're over there having a look round we're ready to pay anything. That's what it is." And he turned towards the door.

"Quite right, quite right!" cried the boss, though what was quite right he hadn't the least idea. He came round by his desk, followed the shuffling footsteps to the door, and saw the old fellow out. Woodifield was gone.

For a long moment the boss stayed, staring at nothing, while the grey-haired office messenger, watching him, dodged in and out of his cubby-hole like a dog that expects to be taken for a run. Then: "I'll see nobody for half an hour, Macey," said the boss. "Understand? Nobody at all."

"Very good, sir."

[25] The door shut, the firm heavy steps recrossed the bright carpet, the fat body plumped down in the spring chair, and leaning forward, the boss covered his face with his hands. He wanted, he intended, he had arranged to weep....

It had been a terrible shock to him when old Woodifield sprang that remark upon him about the boy's grave. It was exactly as though the earth had opened and he had seen the boy lying there with Woodifield's girls staring down at him. For it was strange. Although over six years had passed away, the boss never thought of the boy except as lying unchanged, unblemished in his uniform, asleep for ever. "My son!" groaned the boss. But no tears came yet. In the past, in the first few months and even years after the boy's death, he had only to say those words to be overcome by such grief that nothing short of a violent fit of weeping could relieve him. Time, he had declared then, he had told everybody, could make no difference. Other men perhaps might recover, might live their loss down, but not he. How was it possible? His boy was an only son. Ever since his birth the boss had worked at building up this business for him; it had no other meaning if it was not for the boy. Life itself had come to have no other meaning. How on earth could he have slaved, denied himself, kept going all those years without the promise for ever before him of the boy's stepping into his shoes and carrying on where he left off?

And that promise had been so near being fulfilled. The boy had been in the office learning the ropes for a year before the war. Every morning they had started off together; they had come back by the same train. And what congratulations he had received as the boy's father! No wonder; he had taken to it marvellously. As to his popularity with the staff, every man jack of them down to old Macey couldn't make enough of the boy. And he wasn't the least spoilt. No, he was just his bright natural self, with the right word for everybody, with that boyish look and his habit of saying, "Simply splendid!"

But all that was over and done with as though it never had been. The day had come when Macey had handed him the telegram that brought the whole place crashing about his head. "Deeply regret to inform you..." And he had left the office a broken man, with his life in ruins.

Six years ago, six years....How quickly time passed! It might have happened yesterday. The boss took his hands from his face; he was puzzled. Something seemed to be wrong with him. He wasn't feeling as he wanted to feel. He decided to get up and have a look at the boy's photograph. But it wasn't a favourite photograph of his; the expression was unnatural. It was cold, even stern-looking. The boy had never looked like that.

[30] At that moment the boss noticed that a fly had fallen into his broad inkpot, and was trying feebly but desperately to clamber out again. Help! help! said those struggling legs. But the sides of the inkpot were wet and slippery; it fell back again and began to swim. The boss took up a pen, picked the fly out of the ink, and shook it on to a piece of blotting-paper. For a fraction of a second it lay still on the dark patch that oozed round it. Then the front legs waved, took hold, and, pulling its small, sodden body up, it began the immense task of cleaning the ink from its wings. Over and under, over and under, went a leg along a wing, as the stone goes over and under the scythe. Then there was a pause, while the fly, seeming to stand on the tips of its toes, tried to expand first one wing and then the other. It succeeded at last, and, sitting down, it began, like a minute cat, to clean its face. Now one could imagine that the little front legs rubbed against each other lightly, joyfully. The horrible danger was over; it had escaped; it was ready for life again.

But just then the boss had an idea. He plunged his pen back into the ink, leaned his thick wrist on the blotting-paper, and as the fly tried its wings down came a great heavy blot. What would it make of that? What indeed! The little beggar seemed absolutely cowed, stunned, and afraid to move because of what would happen next. But then, as if painfully, it dragged itself forward. The front legs waved, caught hold, and, more slowly this time, the task began from the beginning.

He's a plucky little devil, thought the boss, and he felt a real admiration for the fly's courage. That was the way to tackle things; that was the right spirit. Never say die; it was only a question of...But the fly had again finished its laborious task, and the boss had just time to refill his pen, to shake fair and square on the new-cleaned body yet another dark drop. What about it this time? A painful moment of suspense followed. But behold, the front legs were again waving; the boss felt a rush of relief. He leaned over the fly and said to it tenderly, "You artful little b..." And he actually had the brilliant notion of breathing on it to help the drying process. All the same, there was something timid and weak about its efforts now, and the boss decided that this time should be the last, as he dipped the pen deep into the inkpot.

It was. The last blot fell on the soaked blotting-paper, and the dragged fly lay in it and did not stir. The back legs were stuck to the body; the front legs were not to be seen.

"Come on," said the boss. "Look sharp!" And he stirred it with his pen – in vain. Nothing happened or was likely to happen. The fly was dead.

[35] The boss lifted the corpse on the end of the paper-knife and flung it into the waste-paper basket. But such a grinding feeling of wretchedness seized him that he felt positively frightened. He started forward and pressed the bell for Macey.

"Bring me some fresh blotting-paper," he said sternly, "and look sharp about it." And while the old dog padded away he fell to wondering what it was he had been thinking about before. What was it? It was...He took out his handkerchief and passed it inside his collar. For the life of him he could not remember.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What are TWO major themes in "The Fly"? [RL.2]
 - A. Sometimes, people grieve and process death in peculiar ways.
 - B. Life is short, and it is important to remain hopeful when times are tough.
 - C. Adults can be cruel and inhumane toward animals and other living things.
 - D. It is important to carry on, even when all hope seems lost.
 - E. People are often driven by the need to feel powerful and in control.
 - F. Small acts of kindness can go a long way in mending a broken heart.

2. PART B: Which TWO details from the passage best support the answers to Part A? [RL.1]
 - A. "So there sat old Woodfield, smoking a cigar and staring almost greedily at the boss..." (Paragraph 1)
 - B. "Poor old chap, he's on his last pins, thought the boss. And, feeling kindly, he winked at the old man, and said jokingly, 'I tell you what. I've got a little drop of something here that'll do you good'" (Paragraph 10)
 - C. "Although over six years had passed away, the boss never thought of the boy except as lying unchanged, unblemished in his uniform, asleep for ever." (Paragraph 26)
 - D. "Over and under, over and under, went a leg along a wing, as the stone goes over and under the scythe." (Paragraph 30)
 - E. "there was something timid and weak about its efforts now, and the boss decided that this time should be the last, as he dipped the pen deep into the inkpot" (Paragraph 32)
 - F. "And while the old dog padded away he fell to wondering what it was he had been thinking about before." (Paragraph 36)

3. PART A: How does the line, "we cling to our last pleasures as the tree clings to its last leaves" in paragraph 1 impact the message of the story? [RL.4]
 - A. It is a reference to the boss and how deeply he mourns his son.
 - B. It is a reference to alcohol and how people use it to cope.
 - C. It is a reference to life and the way people hold on to it.
 - D. It is a reference to greed and how it can lead to a man's downfall.

4. PART B: Which detail from the text best supports the answer for Part A? [RL.1]
 - A. "I've got a little drop of something here that'll do you good before you go out into the cold again." (Paragraph 7)
 - B. "...and it's all as neat as a garden. Flowers growing on all the graves. Nice broad paths." (Paragraph 19)
 - C. "The horrible danger was over; it had escaped; it was ready for life again." (Paragraph 30)
 - D. "All the same, there was something timid and weak about its efforts now, and the boss decided that this time should be the last..." (Paragraph 32)

5. PART A: How does Mr. Woodfield's diction contribute to the reader's understanding of his character? [RL.4]

- A. He seems poor and uneducated.
- B. He seems pleasant and sympathetic
- C. He seems distant and harsh.
- D. He seems flaky and distracted.

6. PART B: Which of the following quotations best supports the answer to Part A? [RL.1]

- A. "It's snug in here, upon my word!" (Paragraph 2)
- B. "Now what was it? I had it in my mind when I started out this morning." (Paragraph 6)
- C. "The girls were in Belgium last week having a look at poor Reggie's grave, and they happened to come across your boy's." (Paragraph 15)
- D. "it's all as neat as a garden. Flowers growing on all the graves. Nice broad paths" (Paragraph 19)

7. What is the significance of the character being referred to only as "the boss"? [RL.4]

8. How does the parallel structure of the sentence, "He wanted, he intended, he had arranged to weep...." affect its meaning? [RL.5]

- A. It shows that the boss plans everything out.
- B. It illustrates the boss' strong desire to cry, despite his struggle to.
- C. It reflects the boss's growing anger.
- D. It supports the idea that the boss has no emotions.

9. How do Mr. Woodifield and the boss mourn their sons' deaths differently? [RL.3]

10. What does the boss's treatment of the fly demonstrate about his character? [RL.3]

- A. Still dealing with the crippling death of his son, the boss' toying with the fly's life suggests that he has a strong desire to end his own life.
- B. Faced with a sense of powerlessness over his son's death, he is compelled to exert his power on the innocent fly and watch it struggle to survive.
- C. He does not appreciate the fly's struggle to live, demonstrating that he believes his son was weak by submitting to an early death.
- D. He is cruel to the innocent and vulnerable fly, revealing that the boss was a merciless father to his son and his family.

Snow Packet Day 7

We Shall Overcome Speech

By President Lyndon B. Johnson

1965

Lyndon B. Johnson (1908-1973) was the 36th President of the United States and was known for his "Great Society" legislation which included important bills for civil rights, Medicare, Medicaid, and urban development. On March 15, 1965, President Johnson delivered this speech in response to recent events in Selma, Alabama, where civil rights protesters had been brutally beaten on "Bloody Sunday." His speech inspired the U.S. Congress to pass key legislation that protected voting rights for African Americans. As you read, take notes on how Johnson uses rhetoric to persuade his audience.

[1] I speak tonight for the dignity of man and the destiny of democracy.

I urge every member of both parties, Americans of all religions and of all colors, from every section of this country, to join me in that cause. At times history and fate meet at a single time in a single place to shape a turning point in man's unending search for freedom. So it was at Lexington and Concord. So it was a century ago at Appomattox.¹ So it was last week in Selma, Alabama. There, long-suffering men and women peacefully protested the denial of their rights as Americans. Many were brutally assaulted. One good man, a man of God, was killed. There is no cause for pride in what has happened in Selma. There is no cause for self-satisfaction in the long denial of equal rights of millions of Americans. But there is cause for hope and for faith in our democracy in what is happening here tonight. For the cries of pain and the hymns and protests of oppressed people have summoned into convocation all the majesty of this great Government—the Government of the greatest Nation on earth.



"Lyndon Johnson and Martin Luther King, Jr." by Yoichi Okamoto is in the public domain.

Our mission is at once the oldest and the most basic of this country: to right wrong, to do justice, to serve man.

In our time we have come to live with moments of great crisis. Our lives have been marked with debate about great issues; issues of war and peace, issues of prosperity and depression. But rarely in any time does an issue lay bare the secret heart of America itself. Rarely are we met with a challenge, not to our growth or abundance, our welfare or our security, but rather to the values and the purposes and the meaning of our beloved Nation. The issue of equal rights for American Negroes is such an issue. And should we defeat every enemy, should we double our wealth and conquer the stars, and still be unequal to this issue, then we will have failed as a people and as a nation. For with a country as with a person, "What is a man profited, if he shall gain the whole world, and lose his own soul?"²

1. The Battle of Appomattox Court House, fought on April 9, 1865, was one of the last battles of the American Civil War.
2. A biblical quote – Matthew 16:26 from the New Testament

- [5] There is no Negro problem. There is no Southern problem. There is no Northern problem. There is only an American problem. And we are met here tonight as Americans—not as Democrats or Republicans—we are met here as Americans to solve that problem. This was the first nation in the history of the world to be founded with a purpose. The great phrases of that purpose still sound in every American heart, North and South: "All men are created equal"—"government by consent of the governed"—"give me liberty or give me death." Well, those are not just clever words, or those are not just empty theories. In their name Americans have fought and died for two centuries, and tonight around the world they stand there as guardians of our liberty, risking their lives.

Those words are a promise to every citizen that he shall share in the dignity of man. This dignity cannot be found in a man's possessions; it cannot be found in his power, or in his position. It really rests on his right to be treated as a man equal in opportunity to all others. It says that he shall share in freedom, he shall choose his leaders, educate his children, and provide for his family according to his ability and his merits as a human being.

To apply any other test—to deny a man his hopes because of his color or race, his religion or the place of his birth—is not only to do injustice, it is to deny America and to dishonor the dead who gave their lives for American freedom.

The Right to Vote

Our fathers believed that if this noble view of the rights of man was to flourish, it must be rooted in democracy. The most basic right of all was the right to choose your own leaders. The history of this country, in large measure, is the history of the expansion of that right to all of our people.

Many of the issues of civil rights are very complex and most difficult. But about this there can and should be no argument. Every American citizen must have an equal right to vote. There is no reason which can excuse the denial of that right. There is no duty which weighs more heavily on us than the duty we have to ensure that right.

- [10] Yet the harsh fact is that in many places in this country men and women are kept from voting simply because they are Negroes.

Every device of which human ingenuity³ is capable has been used to deny this right. The Negro citizen may go to register only to be told that the day is wrong, or the hour is late, or the official in charge is absent. And if he persists, and if he manages to present himself to the registrar, he may be disqualified because he did not spell out his middle name or because he abbreviated a word on the application.

And if he manages to fill out an application he is given a test. The registrar is the sole judge of whether he passes this test. He may be asked to recite the entire Constitution, or explain the most complex provisions of State law. And even a college degree cannot be used to prove that he can read and write.

For the fact is that the only way to pass these barriers is to show a white skin.

3. **Ingenuity (noun):** skill or cleverness in devising; inventiveness

Experience has clearly shown that the existing process of law cannot overcome systematic and ingenious discrimination. No law that we now have on the books — and I have helped to put three of them there—can ensure the right to vote when local officials are determined to deny it. In such a case our duty must be clear to all of us. The Constitution says that no person shall be kept from voting because of his race or his color. We have all sworn an oath before God to support and to defend that Constitution. We must now act in obedience to that oath.

Guaranteeing the Right to Vote

[15] Wednesday I will send to Congress a law designed to eliminate illegal barriers to the right to vote.

The broad principles of that bill will be in the hands of the Democratic and Republican leaders tomorrow. After they have reviewed it, it will come here formally as a bill. I am grateful for this opportunity to come here tonight at the invitation of the leadership to reason with my friends, to give them my views, and to visit with my former colleagues.

I have had prepared a more comprehensive analysis of the legislation which I had intended to transmit to the clerk tomorrow but which I will submit to the clerks tonight. But I want to really discuss with you now briefly the main proposals of this legislation.

This bill will strike down restrictions to voting in all elections—Federal, State, and local—which have been used to deny Negroes the right to vote.

This bill will establish a simple, uniform standard which cannot be used, however ingenious the effort, to flout our Constitution.

[20] It will provide for citizens to be registered by officials of the United States Government if the State officials refuse to register them.

It will eliminate tedious, unnecessary lawsuits which delay the right to vote.

Finally, this legislation will ensure that properly registered individuals are not prohibited from voting.

I will welcome the suggestions from all of the Members of Congress—I have no doubt that I will get some—on ways and means to strengthen this law and to make it effective. But experience has plainly shown that this is the only path to carry out the command of the Constitution.

To those who seek to avoid action by their National Government in their own communities; who want to and who seek to maintain purely local control over elections, the answer is simple:

[25] Open your polling places to all your people.

Allow men and women to register and vote whatever the color of their skin.

Extend the rights of citizenship to every citizen of this land.

The Need for Action

There is no constitutional issue here. The command of the Constitution is plain.

There is no moral issue. It is wrong—deadly wrong—to deny any of your fellow Americans the right to vote in this country.

[30] There is no issue of States rights or national rights. There is only the struggle for human rights. I

have not the slightest doubt what will be your answer.

The last time a President sent a civil rights bill to the Congress it contained a provision to protect voting rights in Federal elections. That civil rights bill was passed after 8 long months of debate.

And when that bill came to my desk from the Congress for my signature, the heart of the voting provision had been eliminated.

This time, on this issue, there must be no delay, no hesitation and no compromise with our purpose.

[35] We cannot, we must not, refuse to protect the right of every American to vote in every election that he may desire to participate in. And we ought not and we cannot and we must not wait another 8 months before we get a bill. We have already waited a hundred years and more, and the time for waiting is gone.

So I ask you to join me in working long hours—nights and weekends, if necessary—to pass this bill. And I don't make that request lightly. For from the window where I sit with the problems of our country I recognize that outside this chamber is the outraged conscience of a nation, the grave concern of many nations, and the harsh judgment of history on our acts.

We Shall Overcome

But even if we pass this bill, the battle will not be over. What happened in Selma is part of a far larger movement which reaches into every section and State of America. It is the effort of American Negroes to secure for themselves the full blessings of American life.

Their cause must be our cause too. Because it is not just Negroes, but really it is all of us, who must overcome the crippling legacy of bigotry⁴ and injustice.

And we shall overcome.

[40] As a man whose roots go deeply into Southern soil I know how agonizing racial feelings are. I know how difficult it is to reshape the attitudes and the structure of our society.

But a century has passed, more than a hundred years, since the Negro was freed. And he is not fully free tonight.

4. **Bigotry (noun):** the state of being stubbornly devoted to one's prejudices, especially racial or ethnic prejudices, and thus treating others with hatred and intolerance

It was more than a hundred years ago that Abraham Lincoln, a great President of another party, signed the Emancipation Proclamation, but emancipation is a proclamation and not a fact.

A century has passed, more than a hundred years, since equality was promised. And yet the Negro is not equal.

A century has passed since the day of promise. And the promise is unkept.

- [45] The time of justice has now come. I tell you that I believe sincerely that no force can hold it back. It is right in the eyes of man and God that it should come. And when it does, I think that day will brighten the lives of every American.

For Negroes are not the only victims. How many white children have gone uneducated, how many white families have lived in stark poverty, how many white lives have been scarred by fear, because we have wasted our energy and our substance to maintain the barriers of hatred and terror?

So I say to all of you here, and to all in the Nation tonight, that those who appeal to you to hold on to the past do so at the cost of denying you your future.

This great, rich, restless country can offer opportunity and education and hope to all: black and white, North and South, sharecropper and city dweller. These are the enemies: poverty, ignorance, disease. They are the enemies and not our fellow man, not our neighbor. And these enemies too, poverty, disease and ignorance, we shall overcome.

An American Problem

Now let none of us in any sections look with prideful righteousness⁵ on the troubles in another section, or on the problems of our neighbors. There is really no part of America where the promise of equality has been fully kept. In Buffalo as well as in Birmingham, in Philadelphia as well as in Selma, Americans are struggling for the fruits of freedom.

- [50] This is one Nation. What happens in Selma or in Cincinnati is a matter of legitimate concern to every American. But let each of us look within our own hearts and our own communities, and let each of us put our shoulder to the wheel to root out injustice wherever it exists.

As we meet here in this peaceful, historic chamber tonight, men from the South, some of whom were at Iwo Jima, men from the North who have carried Old Glory to far corners of the world and brought it back without a stain on it, men from the East and from the West, are all fighting together without regard to religion, or color, or region, in Vietnam. Men from every region fought for us across the world 20 years ago.

And in these common dangers and these common sacrifices the South made its contribution of honor and gallantry⁶ no less than any other region of the great Republic—and in some instances, a great many of them, more.

5. **Righteousness** (*noun*): the state of being morally right or justifiable

6. **Gallantry** (*noun*): courage, especially in battle

And I have not the slightest doubt that good men from everywhere in this country, from the Great Lakes to the Gulf of Mexico, from the Golden Gate to the harbors along the Atlantic, will rally together now in this cause to vindicate the freedom of all Americans. For all of us owe this duty; and I believe that all of us will respond to it.

Your President makes that request of every American.

Progress Through the Democratic Process

[55] The real hero of this struggle is the American Negro. His actions and protests, his courage to risk safety and even to risk his life, have awakened the conscience of this Nation. His demonstrations have been designed to call attention to injustice, designed to provoke change, designed to stir reform.

He has called upon us to make good the promise of America. And who among us can say that we would have made the same progress were it not for his persistent bravery, and his faith in American democracy.

For at the real heart of battle for equality is a deep-seated belief in the democratic process.

Equality depends not on the force of arms or tear gas but upon the force of moral right; not on recourse to violence but on respect for law and order.

There have been many pressures upon your President and there will be others as the days come and go. But I pledge you tonight that we intend to fight this battle where it should be fought: in the courts, and in the Congress, and in the hearts of men.

[60] We must preserve the right of free speech and the right of free assembly. But the right of free speech does not carry with it, as has been said, the right to holler fire in a crowded theater. We must preserve the right to free assembly, but free assembly does not carry with it the right to block public thoroughfares to traffic.

We do have a right to protest, and a right to march under conditions that do not infringe⁷ the constitutional rights of our neighbors. And I intend to protect all those rights as long as I am permitted to serve in this office.

We will guard against violence, knowing it strikes from our hands the very weapons which we seek—progress, obedience to law, and belief in American values.

In Selma as elsewhere we seek and pray for peace. We seek order. We seek unity. But we will not accept the peace of stifled rights, or the order imposed by fear, or the unity that stifles protest. For peace cannot be purchased at the cost of liberty.

In Selma tonight, as in every—and we had a good day there—as in every city, we are working for just and peaceful settlement. We must all remember that after this speech I am making tonight, after the police and the FBI and the Marshals have all gone, and after you have promptly passed this bill, the people of Selma and the other cities of the Nation must still live and work together.

7. **Infringe (verb):** to encroach upon in a way that violates law or another's rights

[65] And when the attention of the Nation has gone elsewhere they must try to heal the wounds and to build a new community.

This cannot be easily done on a battleground of violence, as the history of the South itself shows. It is in recognition of this that men of both races have shown such an outstandingly impressive responsibility in recent days—last Tuesday, and again today.

Rights Must Be Opportunities

The bill that I am presenting to you will be known as a civil rights bill. But, in a larger sense, most of the program I am recommending is a civil rights program. Its object is to open the city of hope to all people of all races.

Because all Americans just must have the right to vote. And we are going to give them that right.

All Americans must have the privileges of citizenship regardless of race. And they are going to have those privileges of citizenship regardless of race.

[70] But I would like to caution you and remind you that to exercise these privileges takes much more than just legal right. It requires a trained mind and a healthy body. It requires a decent home, and the chance to find a job, and the opportunity to escape from the clutches of poverty.

Of course, people cannot contribute to the Nation if they are never taught to read or write, if their bodies are stunted from hunger, if their sickness goes untended, if their life is spent in hopeless poverty just drawing a welfare check.

So we want to open the gates to opportunity. But we are also going to give all our people, black and white, the help that they need to walk through those gates.

The Purpose of this Government

My first job after college was as a teacher in Cotulla, Tex., in a small Mexican-American school.

Few of them could speak English, and I couldn't speak much Spanish. My students were poor and they often came to class without breakfast, hungry. They knew even in their youth the pain of prejudice. They never seemed to know why people disliked them. But they knew it was so, because I saw it in their eyes. I often walked home late in the afternoon, after the classes were finished, wishing there was more that I could do. But all I knew was to teach them the little that I knew, hoping that it might help them against the hardships that lay ahead.

[75] Somehow you never forget what poverty and hatred can do when you see its scars on the hopeful face of a young child.

I never thought then, in 1928, that I would be standing here in 1965. It never even occurred to me in my fondest dreams that I might have the chance to help the sons and daughters of those students and to help people like them all over this country.

But now I do have that chance—and I'll let you in on a secret—I mean to use it. And I hope that you will use it with me.

This is the richest and most powerful country which ever occupied the globe. The might of past empires is little compared to ours. But I do not want to be the President who built empires, or sought grandeur, or extended dominion.⁸

I want to be the President who educated young children to the wonders of their world. I want to be the President who helped to feed the hungry and to prepare them to be taxpayers instead of taxeaters.

[80] I want to be the President who helped the poor to find their own way and who protected the right of every citizen to vote in every election.

I want to be the President who helped to end hatred among his fellow men and who promoted love among the people of all races and all regions and all parties.

I want to be the President who helped to end war among the brothers of this earth.

And so at the request of your beloved Speaker and the Senator from Montana; the majority leader, the Senator from Illinois; the minority leader, Mr. McCulloch, and other Members of both parties, I came here tonight—not as President Roosevelt came down one time in person to veto a bonus bill, not as President Truman came down one time to urge the passage of a railroad bill—but I came down here to ask you to share this task with me and to share it with the people that we both work for. I want this to be the Congress, Republicans and Democrats alike, which did all these things for all these people.

Beyond this great chamber, out yonder in 50 States, are the people that we serve. Who can tell what deep and unspoken hopes are in their hearts tonight as they sit there and listen. We all can guess, from our own lives, how difficult they often find their own pursuit of happiness, how many problems each little family has. They look most of all to themselves for their futures. But I think that they also look to each of us.

[85] Above the pyramid on the great seal of the United States it says—in Latin—"God has favored our undertaking."

God will not favor everything that we do. It is rather our duty to divine⁹ His will. But I cannot help believing that He truly understands and that He really favors the undertaking that we begin here tonight.

NOTE: The address was broadcast nationally.

We Shall Overcome Speech by President Lyndon B. Johnson is in the public domain.

8. **Dominion (noun):** sovereignty or rule; the territory of a government

9. **Divine (verb):** to learn by guesswork or intuition

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which of the following statements best identifies a central idea of the text? [RI.2]
 - A. Congress should pass a new civil rights bill to protect African American's right to vote.
 - B. The "American Problem" is Congress' refusal to act and create a new civil rights bill.
 - C. The American people do not want Congress to pass a bill that will protect the right of all citizens to vote.
 - D. The American people do not know that many citizens are not allowed to vote because of their race.

2. How do paragraphs 11-13 contribute to the central idea of the speech? [RI.2]
 - A. They give examples of racism in the South to reveal that discrimination is only a problem that exists in the southern United States.
 - B. They use examples of the ways that African Americans are prevented from voting to reveal why a civil rights bill is needed.
 - C. They explain that discrimination still exists in America to demonstrate that people must be obedient to the Constitution.
 - D. They use instances where African Americans have been denied the right to vote to explain why Johnson has been an ineffective leader.

3. PART A: According to Johnson, what is the relationship between democracy and the right to vote? [RI.3]
 - A. The right to vote is the fundamental principle of democracy which all citizens must possess.
 - B. The right to vote guarantees that all people in a democracy get to choose how the wealth of the nation is spent.
 - C. The right to vote is a helpful but unnecessary way to choose the leaders of a democratic nation.
 - D. The right to vote is a moral good when it comes to democracy, because it ensures that the government will always do what its citizens want.

4. PART B: Which of the following quotes best supports the answer to Part A? [RI.1]
 - A. "But there is cause for hope and for faith in our democracy in what is happening here tonight" (Paragraph 1)
 - B. "Our mission is at once the oldest and the most basic of this country: to right wrong, to do justice, to serve man" (Paragraph 3)
 - C. "should we double our wealth and conquer the stars, and still be unequal to this issue, then we will have failed as a people and as a nation" (Paragraph 4)
 - D. "The most basic right of all was the right to choose your own leaders." (Paragraph 8)

5. What is the relationship between President Johnson's first job and his speech? [RI.3]
- A. His job as a teacher inspired him to become a great president that ends hatred and war.
 - B. His job as a teacher taught him that he cannot always help everyone, and that he must choose what laws to pass very carefully.
 - C. His job as a teacher exposed him to students' experiences with prejudice and poverty and inspired him to help vulnerable citizens as president.
 - D. His job as a teacher taught him that he cannot change everyone's mind, and that some people will always be prejudiced.

6. How does Johnson's use of rhetorical devices contribute to the purpose of the speech? [RI.6]

Snow Packet Day 8

The Tyger

By William Blake

1794

William Blake (1757-1827) was an English poet during the Romantic era who wrote extensively about God, nature, and the beauty of the human imagination. "The Tyger," published alongside another poem called "The Lamb" in Blake's poetry collection Songs of Experience, is one of the most anthologized poems in English. As you read, take notes on how the poem discusses the human condition and the question of existence.

[1] Tyger Tyger, burning bright
In the forests of the night,
What immortal hand or eye
Could frame thy fearful
symmetry?

[5] In what distant deeps or skies
Burnt the fire of thine eyes? On
what wings dare he aspire? What
the hand, dare seize the fire?

[10] And what shoulder, & what art
Could twist the sinews¹ of thy heart?

And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain?
In what furnace was thy brain?

[15] What the anvil? what dread grasp
Dare its deadly terrors clasp!

When the stars threw down their spears
And water'd heaven with their tears:
Did he smile his work to see?

[20] Did he who made the Lamb² make thee?

Tyger tyger burning bright
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?



"Tiger" by Lefteris Katsouromallis is licensed under CC BY-NC 2.0

"The Tyger" by William Blake (1794) is in the public domain.

1. **Sinew (noun):** a tendon or ligament uniting muscle to bone or bone to bone
2. In Christianity, the lamb is often a symbol for Jesus Christ. William Blake also has another poem in Songs of Experience titled "The Lamb."

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which of the following statements best summarizes how Blake describes the tiger?
 - A. Blake depicts the tiger as a fearsome, dangerous animal that should be avoided.
 - B. Blake describes the tiger in terms of its light and dark elements.
 - C. Blake depicts the tiger as an awe-inspiring creature made artfully with powerful elements.
 - D. Blake describes the tiger as a peaceful part of nature that is unchallenged by its own origins.

2. How does the line “Did He who make the Lamb make thee?” (Line 20) contribute to the the development of the poem?
 - A. It implies that the tiger is actually a gentle creature like the lamb’s namesake, Jesus Christ.
 - B. It implies that God is cruel for making a dangerous tiger that can tear an innocent lamb to pieces.
 - C. It questions the judgment of a creator that would create such vastly different animals with such different components.
 - D. It reveals the creator’s incomprehensible motivation to create both a powerful creature like the tiger and a weak creature like the lamb.

3. Which of the following statements best describes the author’s purpose in this poem?
 - A. The author aims to explore the question of existence and how things came to be as they are.
 - B. The author aims to talk about biology and evolution by posing questions in a spiritual way.
 - C. The author aims to reveal a gap in human knowledge regarding where life came from.
 - D. The author aims to prove that only a higher power could create such a magnificent creature as the tiger.

4. How does the speaker's use of imagery and descriptive language to describe the tiger being “made” affect the mood of the poem? Cite evidence from the poem in your response.

5. Compare and contrast the first stanza and the last stanza. What is the effect of the stanzas' repetition on the text?

Snow Packet Day 9

JFK's 'Race to Space' Speech

By President John F. Kennedy

1961

John F. Kennedy (1917-1963) served as 35th President of the United States. He was president during the Cuban Missile Crisis, the Civil Rights Movement, and the beginning of the U.S. involvement in the Vietnam War. Kennedy was assassinated on November 22, 1963. He delivered this speech about space to a large audience at Rice University in Houston, Texas in May of 1961. A month earlier, a Russian had become the first human to orbit the Earth. By 1969, Americans succeeded in being the first to walk on the moon. As you read the speech, consider what space exploration represented to Americans at the time.

[1] President Pitzer,¹ Mr. Vice President, Governor, Congressman Thomas, Senator Wiley, and Congressman Miller, Mr. Webb, Mr. Bell, scientists, distinguished guests, and ladies and gentlemen:

I appreciate your president having made me an honorary visiting professor, and I will assure you that my first lecture will be very brief.

I am delighted to be here and I'm particularly delighted to be here on this occasion.

We meet at a college noted for knowledge, in a city noted for progress, in a State noted for strength, and we stand in need of all three, for we meet in an hour of change and challenge, in a decade of hope and fear, in an age of both knowledge and ignorance. The greater our knowledge increases, the greater our ignorance unfolds.

[5] Despite the striking fact that most of the scientists that the world has ever known are alive and working today, despite the fact that this Nation's own scientific manpower is doubling every 12 years in a rate of growth more than three times that of our population as a whole, despite that, the vast stretches of the unknown and the unanswered and the unfinished still far outstrip our collective comprehension.



"John F. Kennedy speaks at Rice University" by NASA is in the public domain.

1. Pitzer was president of Rice University at the time.

No man can fully grasp how far and how fast we have come, but condense, if you will, the 50,000 years of man's recorded history in a time span of but a half a century. Stated in these terms, we know very little about the first 40 years, except at the end of them advanced man had learned to use the skins of animals to cover them. Then about 10 years ago, under this standard, man emerged from his caves to construct other kinds of shelter. Only five years ago man learned to write and use a cart with wheels. Christianity began less than two years ago. The printing press came this year, and then less than two months ago, during this whole 50-year span of human history, the steam engine provided a new source of power.

Newton explored the meaning of gravity. Last month electric lights and telephones and automobiles and airplanes became available. Only last week did we develop penicillin² and television and nuclear power, and now if America's new spacecraft succeeds in reaching Venus, we will have literally reached the stars before midnight tonight.

This is a breathtaking pace, and such a pace cannot help but create new ills as it dispels old, new ignorance, new problems, new dangers. Surely the opening vistas of space promise high costs and hardships, as well as high reward.

So it is not surprising that some would have us stay where we are a little longer to rest, to wait. But this city of Houston, this State of Texas, this country of the United States was not built by those who waited and rested and wished to look behind them. This country was conquered by those who moved forward – and so will space.

[10] William Bradford,³ speaking in 1630 of the founding of the Plymouth Bay Colony, said that all great and honorable actions are accompanied with great difficulties, and both must be enterprised⁴ and overcome with answerable courage.

If this capsule history of our progress teaches us anything, it is that man, in his quest for knowledge and progress, is determined and cannot be deterred. The exploration of space will go ahead, whether we join in it or not, and it is one of the great adventures of all time, and no nation which expects to be the leader of other nations can expect to stay behind in the race for space.

Those who came before us made certain that this country rode the first waves of the industrial revolutions, the first waves of modern invention, and the first wave of nuclear power, and this generation does not intend to founder in the backwash of the coming age of space. We mean to be a part of it – we mean to lead it. For the eyes of the world now look into space, to the moon and to the planets beyond, and we have vowed that we shall not see it governed by a hostile flag of conquest, but by a banner of freedom and peace. We have vowed that we shall not see space filled with weapons of mass destruction, but with instruments of knowledge and understanding.

Yet the vows of this Nation can only be fulfilled if we in this Nation are first, and, therefore, we intend to be first. In short, our leadership in science and in industry, our hopes for peace and security, our obligations to ourselves as well as others, all require us to make this effort, to solve these mysteries, to solve them for the good of all men, and to become the world's leading space-faring nation.

2. Penicillin is an antibiotic discovered in 1928 used to cure bacterial infections.

3. William Bradford (1590-1657) was an English Separatist leader in Leiden, Holland and in Plymouth Colony.

4. **Enterprise (verb):** to undertake a challenging or risky project

We set sail on this new sea because there is new knowledge to be gained, and new rights to be won, and they must be won and used for the progress of all people. For space science, like nuclear science and all technology, has no conscience of its own. Whether it will become a force for good or ill depends on man, and only if the United States occupies a position of pre-eminence can we help decide whether this new ocean will be a sea of peace or a new terrifying theater of war. I do not say that we should or will go unprotected against the hostile misuse of space any more than we go unprotected against the hostile use of land or sea, but I do say that space can be explored and mastered without feeding the fires of war, without repeating the mistakes that man has made in extending his writs around this globe of ours.

- [15] There is no strife, no prejudice, no national conflict in outer space as yet. Its hazards are hostile to us all. Its conquest deserves the best of all mankind, and its opportunity for peaceful cooperation may never come again. But why, some say, the moon? Why choose this as our goal? And they may well ask why climb the highest mountain? Why, 35 years ago, fly the Atlantic? Why does Rice play Texas?

We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too.

It is for these reasons that I regard the decision last year to shift our efforts in space from low to high gear as among the most important decisions that will be made during my incumbency⁶ in the office of the Presidency.

In the last 24 hours we have seen facilities now being created for the greatest and most complex exploration in man's history. We have felt the ground shake and the air shattered by the testing of a Saturn C-1 booster rocket, many times as powerful as the Atlas which launched John Glenn, generating power equivalent to 10,000 automobiles with their accelerators on the floor. We have seen the site where five F-1 rocket engines, each one as powerful as all eight engines of the Saturn combined, will be clustered together to make the advanced Saturn missile, assembled in a new building to be built at Cape Canaveral⁷ as tall as a 48-story structure, as wide as a city block, and as long as two lengths of this field.

Within these last 19 months at least 45 satellites have circled the earth. Some 40 of them were "made in the United States of America" and they were far more sophisticated and supplied far more knowledge to the people of the world than those of the Soviet Union.⁸

- [20] The Mariner spacecraft now on its way to Venus is the most intricate instrument in the history of space science. The accuracy of that shot is comparable to firing a missile from Cape Canaveral and dropping it in this stadium between the 40-yard lines.

5. **Writ (noun):** one's authority or power

6. **Incumbency (noun):** the holding of an office or position

7. Cape Canaveral is the site where U.S. rockets are launched, now home to the Kennedy Space Center.

8. The Soviet Union was a Marxist–Leninist state on the Eurasian continent that existed between 1922 and 1991, at which point it dissolved into 12 separate republics. At the time of this speech, the Soviet Union was considered a major competitor in the field of space exploration, having achieved the launch of the world's first space satellite, Sputnik, in 1957.

Transit satellites are helping our ships at sea to steer a safer course. Tiros satellites have given us unprecedented warnings of hurricanes and storms, and will do the same for forest fires and icebergs.

We have had our failures, but so have others, even if they do not admit them. And they may be less public.

To be sure, we are behind, and will be behind for some time in manned flight. But we do not intend to stay behind, and in this decade, we shall make up and move ahead.

The growth of our science and education will be enriched by new knowledge of our universe and environment, by new techniques of learning and mapping and observation, by new tools and computers for industry, medicine, the home as well as the school. Technical institutions, such as Rice, will reap the harvest of these gains.

[25] And finally, the space effort itself, while still in its infancy, has already created a great number of new companies, and tens of thousands of new jobs. Space and related industries are generating new demands in investment and skilled personnel, and this city and this State, and this region, will share greatly in this growth. What was once the furthest outpost on the old frontier of the West will be the furthest outpost on the new frontier of science and space. Houston, your City of Houston, with its Manned Spacecraft Center, will become the heart of a large scientific and engineering community. During the next 5 years the National Aeronautics and Space Administration expects to double the number of scientists and engineers in this area, to increase its outlays for salaries and expenses to \$60 million a year; to invest some \$200 million in plant and laboratory facilities; and to direct or contract for new space efforts over \$1 billion from this Center in this City.

To be sure, all this costs us all a good deal of money. This year's space budget is three times what it was in January 1961, and it is greater than the space budget of the previous eight years combined. That budget now stands at \$5,400 million a year – a staggering sum, though somewhat less than we pay for cigarettes and cigars every year. Space expenditures will soon rise some more, from 40 cents per person per week to more than 50 cents a week for every man, woman and child in the United States, for we have given this program a high national priority – even though I realize that this is in some measure an act of faith and vision, for we do not now know what benefits await us. But if I were to say, my fellow citizens, that we shall send to the moon, 240,000 miles away from the control station in Houston, a giant rocket more than 300 feet tall, the length of this football field, made of new metal alloys, some of which have not yet been invented, capable of standing heat and stresses several times more than have ever been experienced, fitted together with a precision better than the finest watch, carrying all the equipment needed for propulsion, guidance, control, communications, food and survival, on an untried mission, to an unknown celestial body, and then return it safely to earth, re-entering the atmosphere at speeds of over 25,000 miles per hour, causing heat about half that of the temperature of the sun – almost as hot as it is here today – and do all this, and do it right, and do it first before this decade is out – then we must be bold.

I'm the one who is doing all the work, so we just want you to stay cool for a minute. [laughter]

However, I think we're going to do it, and I think that we must pay what needs to be paid. I don't think we ought to waste any money, but I think we ought to do the job. And this will be done in the decade of the sixties. It may be done while some of you are still here at school at this college and university. It will be done during the term of office of some of the people who sit here on this platform. But it will be done. And it will be done before the end of this decade.

I am delighted that this university is playing a part in putting a man on the moon as part of a great national effort of the United States of America.

[30] Many years ago the great British explorer George Mallory, who was to die on Mount Everest, was asked why did he want to climb it. He said, "Because it is there."

Well, space is there, and we're going to climb it, and the moon and the planets are there, and new hopes for knowledge and peace are there. And, therefore, as we set sail we ask God's blessing on the most hazardous and dangerous and greatest adventure on which man has ever embarked.

Thank you.

JFK's 'Race to Space' Speech by President John F. Kennedy is in the public domain.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best summarizes a central idea of the speech? [RI.2]
 - A. America was in a “Space Race” with the Soviet Union during the Cold War, which prompted all of the United States’ effort to reach the moon.
 - B. The U.S. should and will be the first to reach the moon, thus securing its place at the forefront of the era of space exploration.
 - C. President Kennedy single-handedly backed the space program, against the wishes of many.
 - D. At the time, human history was at its peak of scientific discovery and technological progress, with little left to learn.

2. PART B: Which TWO of the following quotes best support the answer to Part A? [RI.1]
 - A. “...the vast stretches of the unknown and the unanswered and the unfinished still far outstrip our collective comprehension.” (paragraph 5)
 - B. “...some would have us stay where we are a little longer to rest, to wait.” (paragraph 9)
 - C. “Yet the vows of this Nation can only be fulfilled if we in this Nation are first, and, therefore, we intend to be first” (paragraph 13)
 - D. “Whether it [space] will become a force for good or ill depends on man, and only if the United States occupies a position of pre-eminence can we help decide whether this new ocean will be a sea of peace or a new terrifying theater of war.” (paragraph 16)
 - E. “...they [satellites launch by the United States] were far more sophisticated and supplied far more knowledge to the people of the world than those of the Soviet Union.” (paragraph 19)
 - F. “...this is in some measure an act of faith and vision, for we do not now know what benefits await us.” (paragraph 26)

3. How does President Kennedy frame the history of progress in this speech? [RI.5]
 - A. He condenses the past 50,000 years of human history to showcase the rapidity of recent technological progress.
 - B. He condenses the past 50,000 years of human history to highlight America’s major part in recent progress and industrialization.
 - C. He compares the shortness of known human history to the lengthiness of pre-history, effectively showing us that the future is a wide expanse to be found in space.
 - D. He compares the shortness of known human history to the lengthiness of pre-history, effectively showing us that progress as we know it has just started.

4. As used in paragraph 14, what does the word “pre-eminence” mean? [RI.4]
 - A. High rank, importance, or superiority
 - B. Self-importance
 - C. First place
 - D. A state of lofty behavior

5. According to the text, what impact did the space race have on the American economy? [RI.3]
- A. The space race had a detrimental effect on the American economy.
 - B. In general, the space race generated a number of new jobs and salaries, thus creating a positive effect on the American economy.
 - C. The large budget of space exploration and technological development proved to be too much for the American economy.
 - D. None of the above

6. In this speech, what is the relationship between space, peace, and war? Cite evidence from the text to support your answer. [RI.3]

7. According to JFK, what does the space race represent to the American public? Cite evidence from the text to support your answer. [RI.3]

Snow Packet Day 10

My Lost Youth

By Henry Wadsworth Longfellow

1858

Henry Wadsworth Longfellow (1807-1882) was an American writer best known for his poem, "Paul Revere's Ride." His poem "My Lost Youth" was published in 1858. As you read the poem, determine the tone of the speaker and look for evidence to answer this important question: Should we value our youth?

- [1] OFTEN I think of the beautiful town
That is seated by the sea;
Often in thought go up and down
The pleasant streets of that dear old town,
[5] And my youth comes back to me.
And a verse of a Lapland song
Is haunting my memory still: 'A
boy's will is the wind's will,
And the thoughts of youth are long, long
thoughts.'
- [10] I can see the shadowy lines of its trees,
And catch, in sudden gleams,
The sheen of the far-surrounding seas,
And islands that were the Hesperides
Of all my boyish dreams.
- [15] And the burden of that old song,
It murmurs and whispers still: 'A
boy's will is the wind's will,
And the thoughts of youth are long, long thoughts.'
- I remember the black wharves and the slips,
[20] And the sea-tides tossing free;
And Spanish sailors with bearded lips,
And the beauty and mystery of the ships,
And the magic of the sea.
And the voice of that wayward song
[25] Is singing and saying still:
'A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts.'



["Ship Portrait - 'Elissa'"](#) by Louis Vest is licensed under CC BY-NC 2.0.

I remember the bulwarks by the shore,
And the fort upon the hill;
[30] The sunrise gun with its hollow roar,
The drum-beat repeated o'er and o'er,
And the bugle wild and shrill.
And the music of that old song
Throbs in my memory still:
[35] 'A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts.'

I remember the sea-fight far away,
How it thunder'd o'er the tide!
And the dead sea-captains, as they lay
[40] In their graves o'erlooking the tranquil bay
Where they in battle died.
And the sound of that mournful song
Goes through me with a thrill:
'A boy's will is the wind's will,
[45] And the thoughts of youth are long, long thoughts.'

I can see the breezy dome of groves,
The shadows of Deering's woods;
And the friendships old and the early loves
Come back with a Sabbath sound, as of doves
[50] In quiet neighbourhoods.
And the verse of that sweet old song,
It flutters and murmurs still:
'A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts.'

[55] I remember the gleams and glooms that dart
Across the schoolboy's brain;
The song and the silence in the heart,
That in part are prophecies, and in part
Are longings wild and vain.
[60] And the voice of that fitful song
Sings on, and is never still:
'A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts.'

There are things of which I may not speak;
[65] There are dreams that cannot die;
There are thoughts that make the strong heart weak,
And bring a pallor into the cheek,
And a mist before the eye.
And the words of that fatal song
[70] Come over me like a chill:
'A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts.'

Strange to me now are the forms I meet
When I visit the dear old town;
[75] But the native air is pure and sweet,
And the trees that o'ershadow each well-known street,
As they balance up and down,
Are singing the beautiful song,
Are sighing and whispering still:
[80] 'A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts.'

And Deering's woods are fresh and fair,
And with joy that is almost pain
My heart goes back to wander there,
[85] And among the dreams of the days that were
I find my lost youth again.
And the strange and beautiful song,
The groves are repeating it still:
'A boy's will is the wind's will,
[90] And the thoughts of youth are long, long thoughts.'

My Lost Youth by Henry Wadsworth Longfellow is in the public domain.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Who is the speaker? Support your answer with evidence from the text. [RL.3]

2. What is the main effect of the repetition of the word “still?” [RL.5]

- A. It helps to describe how calm and peaceful the water of Portland is.
- B. It reinforces the speaker's value of stillness and peace.
- C. It creates the idea that the place is timeless and remains special.
- D. It helps the poet create a joyful mood.

3. What does the second to last stanza reveal about the speaker? [RL.3]

- A. The speaker now dislikes the town of his childhood because of changes made.
- B. The speaker notices some changes, but the important things of the town are still there.
- C. The speaker feels the town is exactly the same.
- D. The speaker does not recognize anything about his old town anymore.

4. Which of the following best describes the speaker's tone in the final lines of each stanza? [RL.4]

- A. Nostalgic
- B. Depressed
- C. Exuberant
- D. Forgetful

5. What is the speaker's message about childhood/youth? Support your answer with evidence from the text. [RL.2]
