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A Corn-Song

By Paul Laurence Dunbar

On the wide veranda white,
In the purple failing light,
Sits the master while the sun is lowly burning;
And his dreamy thoughts are drowned
In the softly flowing sound
Of the corn-songs of the field-hands slow returning.

Oh, we hoe de co'n
Since de ehly mo'n;
Now de sinkin' sun
Says de day is done.

O'er the fields with heavy tread,
Light of heart and high of head,
Though the halting steps be laboured, slow and weary;
Still the spirits brave and strong
Find a comforter in song,
And their corn-song rises ever loud and cheery.

Oh, we hoe de co'n
Since de ehly mo'n;
Now de sinkin' sun
Says de day is done.



A CORN-SONG

Consequences and Implications

A3 The “end of the day” and the “setting sun” have different effects on the master and on the field hands. The first stanza describes the effect on the master. The second stanza, after the first refrain, describes the effect on the field hands. What does the poet imply about the meaning of the end of the day for each one?

Cause and Effect

A2 Find examples of cause and effect in the poem. What causes the field hands to sing? What is the effect of the song on the master? What is the effect of the song on the field hands? What causes the field hands to return slowly? Make a list of as many examples as you can find.

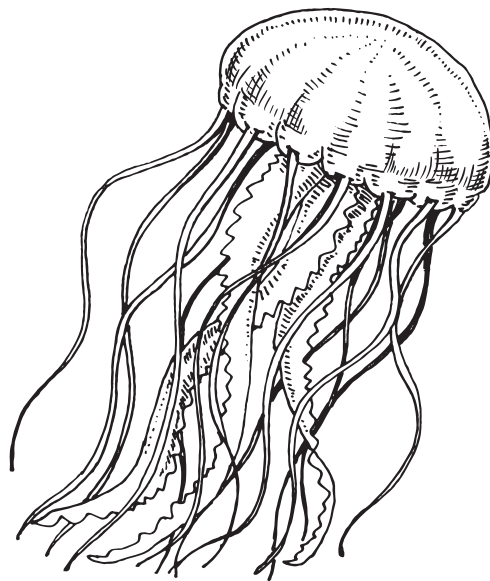
Sequencing

A1 Describe the sequence of events in the poem from the point of view of the master. What is he doing? Look carefully at each line. Then describe the sequence of events in the poem from the point of view of the field hands. What are they doing? The actions should show a sequence.

A Jelly-Fish

By Marianne Moore

Visible, invisible,
A fluctuating charm,
An amber-coloured amethyst
Inhabits it; your arm
Approaches, and
It opens and
It closes;
You have meant
To catch it,
And it shrivels;
You abandon
Your intent –
It opens, and it
Closes and you
Reach for it –
The blue
Surrounding it
Grows cloudy, and
It floats away
From you.



A JELLY-FISH

Main Idea, Theme or Concept

C3 Theme: What is the theme of this poem? Give evidence to support your answer.

Inference

C2 What can you infer about the jellyfish? Use evidence from the poem to support your inference.

Literary Elements

C1 The author uses the jellyfish as a symbol for other things. Which of the jellyfish's actions could symbolise something else? Use the following chart to list the actions and their corresponding meanings.

Symbolic Action	Meaning

Sunset

By Mary Weston Fordham

All hail! thou gorgeous sunset,
With thy gold and purple clouds,
Tinting the vast horizon,
Like shadowy, fleecy shrouds.

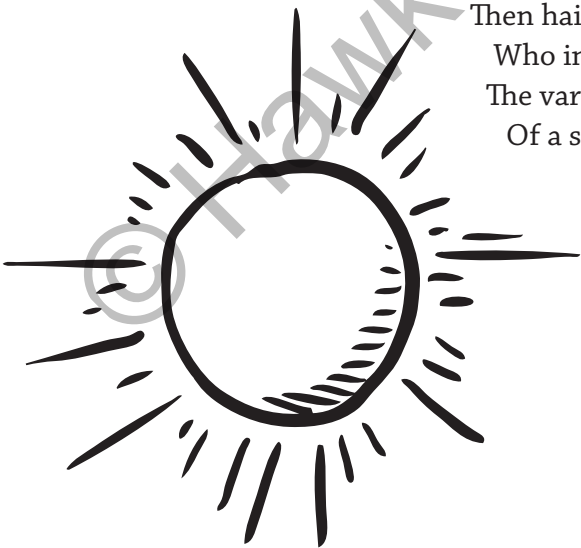
The mountain crests are glowing,
The hills are crimson dyed,
The very air seems blushing,
Bathed in thy amber tide.

Soon the twilight shadows falling
Will thy glory chase away,
And weary man will welcome
The closing of the day.

Then the moon in silvery brightness,
Will show her pale, sad face;
And the stars as her attendants,
Will stud infinite space.

Low down amid the valley
Soon we'll hear the night-bird's song,
Calling softly to the south wind,
That the day of toil is done.

Then hail! thou glorious sunset,
Who in fullness can portray
The varied, wondrous beauty
Of a summer's sunset day.



SUNSET

Generalisations

B3 Write two generalisations about the sunset.

Classifications

B2 Divide the events listed in Activity B1 into groups. Create a title for each group.

Details

B1 Make a list of events that happen at sunset.
