Martin Luther King

Raymond Richard Patterson

He came upon an age
Beset by grief, by rage—
His love so deep, so wide,
He could not turn aside.

His passion, so profound,
He would not turn around.

He taught this suffering Earth
The measure of Man's worth.

He showed what Man can be
Before death sets him free.

◆ Build Vocabulary
beset (bè set) adj.: Covered; set thickly with
profound (prō found') adj.: Deeply or intensely felt

◆ Critical Viewing
The photograph on page 773 shows Martin Luther King, Jr., the subject of Patterson's poem. How might the poet describe the leader's expression? [Connect]

◆ Guide for Responding

◆ Literature and Your Life
Reader's Response Do you think this poem captures the spirit of Martin Luther King, Jr.? Why or why not?
Thematic Focus What clues to Martin Luther King Jr.'s personality can you find in this poem?
Journal Writing What political heroes inspire you? In a journal entry, explain what this leader has accomplished or what he or she represents to you. [Social Studies Link]

☑ Check Your Comprehension
1. Describe the "age" into which King was born.
2. What are two personal qualities that King brought to this "age"?
3. What did King teach "this suffering Earth"?

◆ Critical Thinking
INTERPRET
1. What does the poet mean by King's "passion, so profound"? [Interpret]
2. In your own words, explain the phrases in lines 8-9 that describe King's achievement. [Draw Conclusions]

EVALUATE
3. Would this poem be suitable for an epitaph, an inscription on King's grave? Explain. [Make a Judgment]

EXTEND
4. If King were alive today, what are the causes for which he might be fighting? [Hypothesize]
5. Where might you go to find out more about Martin Luther King Jr.'s life? [Social Studies Link]
CONNECTIONS TO TODAY'S WORLD

Martin Luther King Jr.'s life inspired millions. His death caused shock and sadness and moved poets, songwriters, and the public alike. In this song, Richard Holler honors King and three other important Americans who were assassinated.

Abraham, Martin and John

Has anybody here seen my old friend
Abraham,¹
Can you tell me where he's gone?
He freed a lotta people,
but it seems the good die young,
But I just looked around and he's
gone.

Has anybody here seen my old friend
John,²
Can you tell me where he's gone?
He freed a lotta people,
but it seems the good die young,
But I just looked around and he's
gone.

Has anybody here seen my old friend
Martin,³
Can you tell me where he's gone?
He freed a lotta people,
but it seems the good die young,
But I just looked around and he's
gone.

Richard Holler

Didn't you love the things they stood
for?
Didn't they try to find some good for
you and me?
And we'll be free.
Someday soon,
It's gonna be one day.

Has anybody here seen my old friend
Bobby?⁴
Can you tell me where he's gone?
I thought I saw him walkin' up over
the hill,
with Abraham, Martin and John.

1. Abraham: Abraham Lincoln (1809–65), the 16th President of the United States, freed the slaves during the Civil War.
2. John: John F. Kennedy (1917–63) was the 35th President of the United States.
3. Martin: Martin Luther King, Jr. (1929–68), was a famous civil rights leader in the 1960's.
4. Bobby: Robert Kennedy (1925–68), a brother of John F. Kennedy, was a political leader and presidential candidate involved in the civil rights movement.

1. What two things do Abraham, Martin, John, and Bobby have in common?
2. What conclusion does the songwriter draw based on their deaths?
Annabel Lee
Edgar Allan Poe

It was many and many a year ago,
In a kingdom by the sea.
That a maiden there lived whom you may know
   By the name of Annabel Lee;—
And this maiden she lived with no other thought
   Than to love and be loved by me.

She was a child and I was a child,
   In this kingdom by the sea.
But we loved with a love that was more than love—
   I and my Annabel Lee—
With a love that the winged seraphs¹ of Heaven
   Coveted her and me.

And this was the reason that, long ago,
   In this kingdom by the sea,
A wind blew out of a cloud by night
   Chilling my Annabel Lee;
So that her highborn kinsmen² came
   And bore her away from me,
To shut her up in a sepulcher³
   In this kingdom by the sea.

The angels, not half so happy in Heaven,
   Went envying her and me:—
Yes! that was the reason (as all men know,
   In this kingdom by the sea)
That the wind came out of a cloud, chilling
   And killing my Annabel Lee.

But our love it was stronger by far than the love
   Of those who were older than we—
Of many far wiser than we—
   And neither the angels in Heaven above
Nor the demons down under the sea,
   Can ever dissever⁴ my soul from the soul
   Of the beautiful Annabel Lee:—

1. seraphs (sər' əfs) n.: Angels.
2. highborn kinsmen: Relatives of noble birth.
3. sepulcher (sep' ə ker) n.: Vault for burial; grave; tomb.
4. dissever (di sə' ər) v.: Separate.
For the moon never beams without bringing me dreams
Of the beautiful Annabel Lee;
And the stars never rise but I see the bright eyes
Of the beautiful Annabel Lee;
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And so, all the night tide, I lie down by the side
Of my darling, my darling, my life and my bride,
In her sepulcher there by the sea—
In her tomb by the side of the sea.

5. night tide (nît' tid') n.: An old-fashioned way of saying nighttime.

◆ Build Vocabulary

coveted (kuv' it id) v.: Wanted greatly

Guide for Responding

◆ Literature and Your Life

Reader's Response Do you think this poem would make a good song? Why or why not?

Thematic Focus Do people today still experience the type of love that the speaker describes in this poem? Explain.

Retelling Review what happens in the poem, and retell the events to classmates as if you were presenting a fairy tale. [Performing Arts Link]

✓ Check Your Comprehension

1. At what stage in life did the speaker in the poem fall in love?
2. What caused the death of Annabel Lee?
3. What did Annabel Lee's kinsmen do when she died?
4. Why will nothing be able to separate the speaker's soul from the soul of Annabel Lee?
5. What does the speaker do “all the night tide”?

◆ Critical Thinking

Interpret
1. In your own words, describe the love between the speaker and Annabel Lee. [Interpret]
2. In what way does Poe make the events of the story seem distant, like those in a fairy tale? [Analyze]
3. How does the last stanza make the sense of sadness in the poem seem immediate and never-ending? [Support]

Evaluate
4. Is the story in this poem realistic? Why or why not? [Criticize]

Apply
5. The poet Countee Cullen once wrote, “Never love with all your heart/It only ends in aching.” Would the speaker in “Annabel Lee” agree? Why or why not? [Apply]

Compare Literary Works
6. “Martin Luther King” and “Annabel Lee” are similar in honoring someone who has died. In what ways do they differ? [Compare and Contrast]
FEELINGS ABOUT WORDS
Mary O’Neill

Some words clink
As ice in drink.
Some move with grace
A dance, a lace.

Some sound thin:
Wail, scream and pin.
Some words are squat:
A mug, a pot,
And some are plump,
Fat, round and dump.
Some words are light:
Drift, lift and bright.
A few are small:
A, is and all.

△ Critical Viewing The poet says that every word has a personality. What words would you choose to describe this painting? [Analyze]
And some are thick,
Glue, paste and brick.
Some words are sad:
"I never had . . ."
And others gay:
Joy, spin and play.
Some words are sick:
Stab, scratch and nick.
Some words are hot:
Fire, flame and shot.
Some words are sharp,
Sword, point and carp.
And some alert:
Glint, glance and flirt.
Some words are lazy:
\textit{Saunter}, hazy.
And some words \textit{preen}:
Pride, pomp and queen.
Some words are quick,
A jerk, a flick.
Some words are slow:
\textit{Lag}, stop and grow,
While others poke
\textit{As ox with yoke}.
Some words can fly—
There's wind, there's high:
And some words cry:
"Goodbye . . .
Goodbye . . ."

\textbf{Guide for Responding}

\textbf{Literature and Your Life}

\textbf{Reader's Response} Name three of your favorite words, and explain the feelings you have about them.

\textbf{Thematic Focus} O'Neill describes the "personalities" of different words. Do you agree that words can be categorized this way? Explain.

\textbf{Word Search [Group Activity]} With a group, brainstorm for two more examples for each of these kinds of words: "\textit{squat}," "plump," "light," and "sharp."

\checkmark \textbf{Check Your Comprehension}

1. List five of the types or categories of words that O'Neill describes.
2. Give one example she uses for each of the five types you have chosen.

\textbf{Critical Thinking}

\textbf{Interpret}

1. Why is \textit{flick} a good example of a word that is quick? \textbf{[Support]}
2. Name two ways in which \textit{goodbye} is a word that cries. \textbf{[Analyze]}
3. Why does O'Neill call the poem "Feelings About Words"? \textbf{[Draw Conclusions]}

\textbf{Evaluate}

4. Do you disagree with any of O'Neill's choices to illustrate certain types of words? Explain. \textbf{[Criticize]}

\textbf{Apply}

5. Can two words with the same dictionary definition call up different feelings? Explain. \textbf{[Synthesize]}
6. Look at the painting by Wassily Kandinsky on page 776. In what way is a poet's love of words similar to an artist's love of color and form? \textbf{[Art Link]}

\textit{Feelings About Words} \textbullet\ 777