Literature Textbooks Available for Grades 9–12
Thank you for your interest in the **TextWord Press** literature series. This sampler is merely a representation of what the series offers. For more information, or to request a 60-day review of the teacher and/or student editions, please contact ACSI/Purposeful Design Publications by phone at 1.800.367.0798, or by email at order@acsi.org.
All TextWord literature series feature curriculum aids that add power to every lesson.

- Each selection in each anthology contains a **Before You Read** page that supplies a short biography of the author and provides a brief literary overview.
- Strategically-placed **Sidebars**, positioned throughout the texts, reinforce comprehension, stimulate thought processes, and help students zero in on significant concepts.
- **Checkquizzes** follow each selection and are designed to ensure that the basic text has been understood and remembered.
- **Literary Critique** questions follow each selection and sharpen critical and analytical thinking skills, helping students to develop balanced opinions and arrive at sound judgments.
- Thought-provoking **Writing Workshops** and sensitivity-raising **Reader-Response Journals** provide students with invaluable assistance in all areas of written communication, including literary analysis. A wide variety of writing tasks expands students' skills and helps them relate literary experiences to life.
- **Helpful Definitions** segments at the foot of relevant pages help students understand archaic or infrequently-used words, and unusual word usage.
- **Vocabulary Workshop** exercises build vocabulary skills through in-context study of new and difficult words in the texts. All words used in the Vocabulary Workshops are listed in the **Glossary** together with their definitions, syllabifications, and diacritical marks.
- **Handbooks** at the close of each anthology serve as important language-arts supplements. The handbooks provide additional important information and offer applications and exercises in the areas of grammar, vocabulary, writing skills, and the use of literary terms. They round out a comprehensive literature/language arts curriculum.
- Our own **Regents Review Handbooks**, created exclusively by the editors at TextWord Press, offer students additional opportunities to prepare for the New York State Regents Examination or for any other national proficiency examination. Each anthology contains two new, complete sample Regents examinations. These sample examinations provide an excellent practice format.
- Novels, dramas, novellas, novels, and short stories in all our series are enhanced and supplemented by **For Your Information, A Closer Look and Historical Highlights** entries that add immeasurably to students' background knowledge.
- **Teacher's Notes and Motivational Material** guide presentation of the selections and provide a springboard for classroom discussion.
The TextWord Story

TextWord Press was created in response to a critical need expressed for many years by private and parochial high school principals across America. "Literature isn't neutral," a principal told us. "We are what we read. Give us an academically superior high school literature series that is free of material that conflicts with our values."

TextWord Press recognizes the need, and sees as its mandate the production of literature textbooks that can serve as tools to sharpen and shape language-arts proficiency while simultaneously promoting recognition of the impact of the values of the past on the present and the future. In short, many schools feel the need to provide their students with a classic, traditional, values-oriented language-arts curriculum that is academically uncompromising. TextWord Press has accepted the challenge and is proceeding to fill the gap left by textbook publishers who feel that nowadays they must accommodate the tone and content of their publications to the changing mores of society.

The following mandates are the basis of our publishing philosophy:

- All textbooks must be academically challenging and must build character and mold young minds in a positive manner without resorting to didacticism. At a time when the teaching of solidly-based comprehensive language-arts skills has become a nationwide priority, the acquisition of sophisticated, values-driven language-arts skills in an enjoyable and challenging manner is an important goal.
- All texts must be student-friendly, geared to the building of comprehension techniques and to the development of critical and analytical skills. The acquisition of competency in the all-important areas of oral and written communication must be seriously addressed.
- All publications must meet the educational and curricular requirements of the State of New York, thus becoming eligible for purchase by schools using state funding.
# Table of Contents

Preface  
Introduction to the Student  
Overview: Literature, History, and the American Experience  

## Unit 1: The American Experience Through the Short Story

<table>
<thead>
<tr>
<th>Theme</th>
<th>Authors</th>
<th>Stories</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implications of Conscience</td>
<td>Stephen Crane</td>
<td>The Bride Comes to Yellow Sky</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>william Carlos Williams</td>
<td>The Use of Force</td>
<td>15</td>
</tr>
<tr>
<td>Implications of Suspense</td>
<td>Edgar Allan Poe</td>
<td>The Pit and the Pendulum</td>
<td>21</td>
</tr>
<tr>
<td>Implications of Justice</td>
<td>O. Henry</td>
<td>Friends in San Rosario</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Max Brand</td>
<td>Wine on the Desert</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>Wilbur Daniel Steele</td>
<td>Footfalls</td>
<td>63</td>
</tr>
<tr>
<td>Implications of Injustice</td>
<td>Shirley Jackson</td>
<td>Seven Types of Ambiguity</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Hamlin Garland</td>
<td>Under the Lion's Paw</td>
<td>93</td>
</tr>
<tr>
<td>Implications of Duty</td>
<td>Mary E. Wilkins Freeman</td>
<td>The Revolt of &quot;Mother&quot;</td>
<td>109</td>
</tr>
<tr>
<td>Implications of Sensitivity</td>
<td>William Saroyan</td>
<td>The Summer of the Beautiful White Horse</td>
<td>127</td>
</tr>
<tr>
<td></td>
<td>Kate Chopin</td>
<td>Regret</td>
<td>135</td>
</tr>
<tr>
<td>Implications of Irony</td>
<td>Nathaniel Hawthorne</td>
<td>The Ambitious Guest</td>
<td>143</td>
</tr>
<tr>
<td></td>
<td>O. Henry</td>
<td>The Roads We Take</td>
<td>153</td>
</tr>
<tr>
<td></td>
<td>Ambrose Bierce</td>
<td>Chickamauga</td>
<td>161</td>
</tr>
<tr>
<td>Implications of Realism</td>
<td>Willa Cather</td>
<td>The Enchanted Bluff</td>
<td>169</td>
</tr>
<tr>
<td>Implications of Tomorrow</td>
<td>Isaac Asimov</td>
<td>Franchise</td>
<td>181</td>
</tr>
<tr>
<td></td>
<td>Ray Bradbury</td>
<td>There Will Come Soft Rains</td>
<td>197</td>
</tr>
</tbody>
</table>

Focus on Writing — Writing a Narrative  

204
## UNIT 2: THE AMERICAN EXPERIENCE THROUGH POETIC EXPRESSION

### IMPLICATIONS OF PATRIOTISM
- Ralph Waldo Emerson: *Concord Hymn* 209
- Oliver Wendell Holmes: *Old Ironsides* 213

### IMPLICATIONS OF INTEGRITY
- Anne Bradstreet: *The Author to Her Book* 217

### IMPLICATIONS OF LYRICISM AND IMAGERY
- Emily Dickinson: *If I Can Stop One Heart From Breaking* 221
- *A Narrow Fellow in the Grass* 224
- *A Drop Fell on the Apple Tree* 226
- *Tell All the Truth but Tell It Slant* 228
- Sara Teasdale: *There Will Come Soft Rains (Wartime)* 231
- Edna St. Vincent Millay: *Blight* 237
- *Afternoon on a Hill* 241
- Ralph Waldo Emerson: *The Humble Bee* 245
- *A Noiseless Patient Spider* 251
- Walt Whitman: *The Bells* 255
- Edgar Allan Poe: *The Oregon Trail* 261

### IMPLICATIONS OF THE CYCLE OF LIFE
- William Cullen Bryant: *The Snow-Shower* 265
- *When Lilacs Last in the Dooryard Bloom'd* 271
- Walt Whitman: *Grass* 277
- *Buttons* 280
- Carl Sandburg: *Birches* 283
- Robert Frost: *After Apple-Picking* 288

### IMPLICATIONS OF SUFFERING
- Paul Laurence Dunbar: *The Haunted Oak* 297

### IMPLICATIONS OF CHANGE
- Bret Harte: *What the Engines Said* 303

### IMPLICATIONS OF IRONY AND SATIRE
- Philip Freneau: *On a Honey Bee* 309
- James Russell Lowell: *The Candidate's Letter* 313
- Guy Wetmore Carryll: *The Embarrassing Episode of Little Miss Muffet* 321

---

Focus on Writing — Writing a Literary Analysis 324
UNIT 3: THE AMERICAN EXPERIENCE THROUGH PERSONAL NARRATIVE OR OBJECTIVE WRITING

Implications of the Immigrant Experience
Pardee Lowe  Father Cures a Presidential Fever  329

Implications of Persecution
Frederick Douglass  My Life, an excerpt  345

Implications of the Nation
J. Hector St. John de Crèvecoeur  What Is an American?  351
Washington Irving  The Voyage, an excerpt  359
Carl Sandburg  The Funeral Train, excerpts adapted from Abraham Lincoln: The War Years  369

Focus on Writing — Writing a Personal or Reflective Essay  380

UNIT 4: THE AMERICAN EXPERIENCE THROUGH THE SPOKEN AND WRITTEN WORD

Implications of Freedom
Patrick Henry  Speech in the Virginia Convention  385
Thomas Jefferson  The Declaration of Independence  389
Moses Seixas  The Hebrew Congregation of Newport, Rhode Island, to George Washington  397
George Washington  Washington's Response  400

Implications of Free Speech
Charles Lindbergh  An Independent Policy  403
Dorothy Thompson  Hitler's Plans for Canada and the United States  415

Implications of Justice
Martin Luther King Jr  I Have a Dream  423
William L. Shirer  The Prisoners at Nuremberg  431

Focus on Writing — Writing a Persuasive Essay  440

UNIT 5: POTPOURRI: THE AMERICAN EXPERIENCE IN ITS DIVERSITY

Implications of Folk Lore
Marie McLaughlin  Legends of the Sioux  445
Zitkala-Sa  Iktomi and the Coyote  450
**Implications of Self-Improvement**

Benjamin Franklin  
The Way to Wealth, excerpts from Preface to  
*Poor Richard's Almanack*  
Henry David Thoreau  
*Walking*

**Implications of Contemporary Issues**

Jane Brox  
*Influenza 1918*  
Rachel Carson  
*A Fable for Tomorrow*  
*The Obligation to Endure*  
Margaret Mead  
*One Vote for This Age of Anxiety*  
E. B. White  
*The Age of Dust*

**Implications of Humor**

Mark Twain  
*The Danger of Lying in Bed*  
*A Night of Terror*  
Leo Rosten  
*The Rather Difficult Case of Mr. K*A*P*L*A*N*

**Focus on Writing — Writing a Comparison/Contrast Essay**

---

**Unit 6: The American Experience Dramatically Expressed**

**Implications of Humanity**

Saul Levitt  
*The Andersonville Trial*

**Focus on Writing — Writing a Cause and Effect Essay**

---

**Unit 7: The American Experience Expressed Through Longer Fiction**

**The Novella**

**Implications of Isolation**

Herman Melville  
*Bartleby the Scrivener*

**The Novel Format**

**Implications of the Pioneer Experience**

Ole Rølvaag  
*Toward the Sunset*  
an excerpt from Chapter 1 of *Giants in the Earth*

**Implications of Satire, Irony, and Modernity**

Mark Twain  
*A Connecticut Yankee in King Arthur's Court*  
abridged excerpts

**Focus on Writing — Writing a Descriptive Essay**

---
UNIT 8: LEARNING TO USE LANGUAGE SKILLS

Handbook of Comprehension and Writing Skills 703

Close Reading of a Short Story: Ann Petry — Doby's Gone 703
Close Reading of a Poem: Langston Hughes — I, Too, Sing America 708
Close Reading of a Play: Saul Levitt — The Andersonville Trial (an excerpt) 710
Answering Examination Questions, and sample essays 713
Writing on a Topic of Your Own, and a sample essay 719
Model Essays
• A Persuasive Essay 726
• An Expository Essay 734

Handbook of Vocabulary Enrichment: Word Bank Exercises 743

Basic Manual of Style 769
Includes Common Stylistic Practices, Preparing a Manuscript, and Writing a Term Paper

Handbook of Grammar Usage and Mechanics 783
Includes Supplementary Exercises

Part 1 Sentence Structure 783
Part 2 Pronouns 787
Part 3 Verbs 790
Part 4 Word Order 794
Part 5 Comma Usage 796
Part 6 Style 798
Part 7 Glossary of Usage 801
Part 8 Grammar Reference Guide 808

Handbook of Literary Terms 813

Regents Orientation and Review 829
How to Write a Critical Lens Essay 859
Index of Writing Tasks and Focal Themes 861
Index of Authors and Literary Works 866
Photo Credits 868
Glossary 869
The Roads We Take

O. Henry

Focus: Irony

Twenty miles west of Tucson the "Sunset Express" stopped at a tank to take on water. Beside the aqueous addition the engine of that famous flyer acquired some other things that were not good for it. The engineer with their possibilities that he raised both hands in a gesture such as accompanies the ejaculation, "Do tell!

At the crisp command of Shark Dodson, who was leader of the attacking force, the engineer descended to the ground and uncoupled* the engine and tender. Then John Big Dog, perched upon the coal, sportively held two guns upon the engine driver and the fireman; and suggested that they run the engine fifty yards away and there await further orders.

Shark Dodson and Bob Tidball, scurrying to put such low-grade ore as the passengers through the mill, struck out for the rich pocket of the express car. They found the messenger* serene in the belief that the Sunset Express was taking on nothing more stimulating and dangerous than *aqua pura.* While Bob was knocking this idea out of his head with the butt-end* of

---

HELPFUL DEFINITIONS

- uncoupled — detached, disconnected.
- tender — a car attached to a steam locomotive for carrying a supply of fuel or water.
- messenger — here, guard.
- *aqua pura* — (Latin) pure water.
- butt-end — hand prop.

---

1 The author foreshadows that a complication is about to occur; the train is heading for trouble. The use of understatement becomes obvious as soon as we realize what some other things that were not good for it are.
A CLOSER LOOK
O. Henry uses a metaphor based on gold mining.
"Low-grade ore," which contains very little gold, is processed in a mill. Gold is extracted from the ore with some difficulty. On the other hand, a "rich pocket" of gold, from which gold is readily removed, is sometimes found deep in the mine.

his six-shooter," Shark Dodson was already dosing the express-car safe with dynamite.

The safe exploded to the tune of $30,000, all gold and currency. The passengers thrust their heads casually out of the windows to look for the thundercloud. The conductor jerked at the bell rope, which sagged down loose and unresisting, at his tug. Shark Dodson and Bob Tidball, with their boot in a stout canvas bag, tumbled out of the express car and ran awkwardly in their high-heeled boots to the engine. The engineer, sullenly angry but wise, ran the engine, according to orders, rapidly away from the inter train. But before this was accomplished the express messenger, recovered from Bob Tidball's persuader to neutrality, jumped out of his car with a Winchester rifle and took a trick in the game. Mr. John Big Dog, sitting on the coal tender, unwittingly made a wrong lead by giving an imitation of a target, and the messenger trumped him. With a ball exactly between his shoulder blades the Creek chevalier of industry rolled off to the ground, thus increasing the share of his comrades in the loot by one-sixth each.

Two miles from the tank the engineer was ordered to stop.

The robbers waved a detest adieu* and plunged down the steep slope into the thick woods that lined the track. Five minutes of crashing through a thicket of chaparral* brought them to open woods, where the three horses were tied to low-hanging branches. One was waiting for John Big Dog, who would never ride by night or day again. This animal the robbers bestowed of saddle and bridle and set free. They mounted the other two with the bag across one pommeled* and rode fast and with discretion through the forest and up a primrose,* lonely gorge. Here the animal that bore Bob Tidball slipped on a mossy boulder and broke a foreleg. They shot him through the head at once and sat down to hold a council of flight. Made secure for the present by the tortuous trail they had traveled, the question of time was no longer so big. Many miles and hours lay between them and the spyyest pace that could follow. Shark Dodson's horse, with trailing rope and drooped bridle, panting and cropped† thankfully of the grass along the stream in the gorge. Bob Tidball opened the sack, and drew out double handfuls of the next packages.

Six-shooter — a handgun that holds six bullets.

ball — here, rifle bullet.
chevalier — [French] knight, by implication, a gentleman.
adieu — [French] goodbye.
chaparral — dense grouping of shrubs.
pommeled — the indolent prostrate at the front and top of a saddle.
cropped — trimmed here, at off the tops of the grass blades.

What do the passengers think they have heard?
A. The obblivious passengers think they have heard a clap of thunder, when really it was the dynamite exploding the safe on the express car.

Why is the train inert?
A. The robbers have forced the engineer to disconnect the train from the engine; thus, it cannot move.

What is Tidball's "persuader to neutrality"?
A. The "persuader to neutrality" is the blow to the express messenger's head with Tidball's pistol butt. The tone is characteristically ironic and subtly humorous.

How does O. Henry maintain a light ironic tone?
A. O. Henry maintains a light ironic tone by using terms from a bridge game to describe the actions of the expressman and the robbers. His classification of Mr. John Big Dog as a leading force in industry is another example of tongue-in-cheek writing. In addition, by stating that the main result of the bullet between Big John's shoulders is an increase in the others' share of the loot, O. Henry glosses over the fact that a man has died; his death is unimportant to anyone in the story. Each of the remaining two bandits will now receive one half of Mr. John Big Dog's share, or one half of $30,000, equivalent to $15,000 more each.

Why do the robbers ride "with discretion"?
A. They are discreet in order to avoid leaving a trail for trackers, and to avoid being heard or seen by possible pursuers.

In retrospect, what error did the train robbers make?
A. The robbers should not have freed the third horse, but rather should have taken it with them in case of such an accident.
Poem

Birches
Robert Frost

FOCUS: EXTENDED METAPHOR

When I see birches bend to left and right
Across the lines of straighter dark trees,
I like to think some boy's been swinging them.
But swinging doesn't bend them down to stay:
As ice-storms do. Often you must have seen them
Loaded with ice a sunny winter morning.
After a rain. They click upon themselves
As the breeze rises, and turn many-colored
As the stir cracks and crazes their enamel.
Soon the sun's warmth makes them shed crystal shells
Shattering and avalanching on the snow-crust —
Such heaps of broken glass to sweep away
You'd think the inner dome of heaven had fallen.
They are dragged to the withered bracken* by the load.
And they seem not to break: though once they are bowed
So low for long, they never right themselves:
You may see their trunks arching in the woods
Years afterwards, trailing their leaves on the ground.
Like girls on hands and knees that throw their hair
Before them over their heads to dry in the sun.
But I was going to say when Truth broke in
With all her matter-of-fact about the ice-storm,
I should prefer to have some boy bend them
As he went out and in to fetch the cows —

HELPFUL DEFINITIONS
bracken — large, coarse fern with tough stems.

284 IMPLICATIONS OF LITERATURE / UNIT TWO
Some boy too far from town to learn baseball,
Whose only play was what he found himself,
Summer or winter, and could play alone.
One by one he subdued his father’s trees
By riding them down over and over again
Until he took the stiffness out of them,
And not one but hung limp, not one was left
For him to conquer. He learned all there was
To learn about not launching out too soon
And so not carrying the tree away
Clear to the ground. He always kept his poise
To the top branches, climbing carefully
With the same pains you use to fill a cup
Up to the brim, and even above the brim.
Then he flung outward, feet first, with a swish,
Kicking his way down through the air to the ground.
So I was once myself a swinger of birches.
And so I dream of going back to be.
It’s when I’m weary of considerations,
And life is too much like a pathless wood.
How I came to be infected with presidentialitis even now I find somewhat difficult to explain. That it was not congenial was amply demonstrated by Father's matter-of-fact superiority over such divine foolishness. And Mother, bless her realistic Chinese soul, never affected awareness of such mundane matters until the political clubs of our neighborhood (we lived in the toughest one in East Belleville) started under her very nose with torchlight parades, drunken speeches, black eyes, and cracked skulls the glorious victories of their Men of the People. Whenever this happened she would exclaim, "My, my, what queer people the Americans are!"

The first time Father discovered how long the firstborn man child of his household had been exposed to the ravages of this dread disease, he was horrified. "Unbelievable!" he stormed. But Mother, who had a strong will of her own, flew right back at him. And when she cried aloud, with Heaven as her witness, that she did not know where she caught it or how she could have prevented it, Father recognized the justice of her remark. She couldn't. Kwong Chung, our own neighborhood dry-goods store, household duties, and two new babies kept Mother so harassed that she had no time to chase us about the streets or down the back alleys. Later, to still her flow of tears, Father even grudgingly admitted his full responsibility. By moving our family to an American neighborhood, according to Mother, he had needlessly exposed us all to the malady.

What does the author mean by "infected with presidentialitis"?

A. He means that as a young boy he was possessed by the desire to become president of the United States.

Point out to students the gently humorous tone in which the story is written. Lowe uses figurative language and overstatement as humorous techniques. For example, in the very first sentence, he states that as a child, he was "infected with presidentialitis." Once you have established the fact that this "illness" is the author's desire to become president when he grows up, it becomes clear that the word "infected" is being used figuratively. Lowe continues in this humorous vein by using overstatement, or exaggeration. He explains that his "illness" was not an inherited trait, since his father dismissed the very idea of such foolishness.

Father was above entertaining a notion as ridiculous as the idea that someone in his family could become president. This also indirectly reveals Father's realistic understanding that the son of a Chinese immigrant did not stand a chance of achieving such high office. Today, about 90 years later, it has become much more possible for a member of an ethnic minority to be considered for the highest office in the land.

The people hotly debated the issues that affected so many of them directly—issues such as land rights and employment opportunities in undeveloped areas of the country. The paragraph explains how the members of political clubs widely celebrated the victories of their candidates, and often engaged in drunken brawls with those of differing political sentiments.
What is the significance of the simile "like a phoenix"?
A. The author uses this simile to explain that even though his family had to flee Chinatown during the earthquake, his father hoped to build their future anew, rising from the ashes in East Belleville, an American neighborhood in the city.

What does the narrator mean by "a hyphenated world"?
A. He means that they would assume a dual identity. They would become Chinese-Americans, American citizens who retain their native Chinese cultural lifestyle.

What is out of Father's control in the upbringing of his son?
A. Father has no control over what happens outside his household — for example, what his son learns in school.

Why does the teacher pronounce the students' names "clumsily"?
A. The students are predominantly children of immigrants and their names are foreign to the teacher.

men, relatives, and garment-sewing employees, he merely considered it more or less a blessing in disguise. From the ashes of this catastrophe, which represented for Mother the end of her Chinatownian world, Father's thoughts and plans for the future soared like a phoenix.*

On April 18, 1906, a major earthquake caused severe damage in San Francisco. The rupturing of gas lines and electric cables resulted in explosions and fires that devastated the city. Broken water mains meant the loss of water pressure, making it almost impossible for firemen to control the flames. Some buildings were dynamited to create a fire break — a bare area the fire could not cross. Fires raged through April 20, destroying numerous buildings. In some cases, entire neighborhoods were destroyed, and many people were forced to relocate.

At long last the visions and dreams for his offspring, present and potential, would be realized. His family would no longer have shoulders with Americans. They would become good American citizens albeit remaining Chinese. They would inhabit a hyphenated world. By some formula, which he never was able to explain, they would select only the finest attributes of each contributor culture. They would reflect everlasting credit on him and on the name of Lowe.

(Even then, Father's faith passed all human understanding. He expected us somehow to muddle through. We did — in a manner totally unexpected.)

From Father's point of view, we children were to be raised at home according to the old and strict Chinese ideal. But in that ever-widening circle of American neighborhood life beyond the narrow confines of our home, Father had no control. A daily commuter to his shop in San Francisco's Chinatown, an hour's ride away by steam train and ferry, he was never fully apprised of our actions until too late.

He was ignorant, for instance, of what transpired in the large wooden public school situated some three short blocks from our home. He was confident we were in good hands. If he had only known what was awaiting his son there, he might not have been so eager to have me acquire an American schooling.

When at the age of five I entered the portals of this mid-Victorian architectural firetrap,* surrounded by its iron-splashed fence and tall trees, for the first time, I recognized it as an international institution in which I was free to indulge my own un-Chinese inclinations — and, unintentionally to be sure, to undermine Father's high hopes.

I can still vividly remember the strange excitement of the first morning roll call, which was to be repeated daily for many years to come. Clumsily, the teacher pronounced our names. As we rose, she checked our nationality.


HELPFUL DEFINITIONS

Phoenix — a legendary bird that consumes itself by fire every 500 years and rises again from its own ashes.
Firetrap — a building which is a fire hazard.

5 Lowe uses a very concise and well-worded phrase to convey a rich visual image. He describes the school as a "mid-Victorian architectural firetrap," conjuring up an image of an old-fashioned building which, in spite of its elegant design, is quite unsafe.

6 You may wish to point out that each student courteously rises as his or her name is called so that the teacher can familiarize herself with, and identify, the students.
In ordinary times, the bankers, lawyers, and mill owners who lived on Tower Hill opened their doors to a quiet broken only by the jostle of a laden milk wagon, the first stirrings of a wind in the elms, or the quavering notes of a sparrow. It was the height of country, the air, sweet and clear. Looking east from their porches they could survey miles of red-brick textile mills that banked the canals and the sluggish Merrimack, as well as the broad central plain mazed with tenements. To their west was a patchwork of small dairy holdings giving over to the blue distance. But for the thirty-one mornings of October 1918 those men adjusted gauze masks over their mouths and noses as they set out for work in the cold-tinted dawn, and they kept their eyes to the ground so as not to see what they couldn't help but hear: the clatter of motorcars and horse-drawn wagons over the paving stones, as day and night without ceasing the ambulances ran up the hill bringing sufferers from the heart of the city and the houses carried them away.

It had started as a seemingly common thing — what the line-storm season always brings, born on its wind and on our breath, something that would run its course in the comfort of camphor and bed rest. At first there had been no more than six or eight or ten cases a day reported in the city, and such news hardly took up a side column in the papers, which were full of soldiers' obituaries and reports of a weakening Germany. As September wore on, however, the death
What conditions might have facilitated the spread of the flu?

A. One reason why the flu spread so quickly in Lawrence, Massachusetts was that the largely poor, immigrant community breathed in cloth dust, weakening their lungs. Other reasons are that they lived in crowded, unventilated areas, so that the virus was able to pass readily from person to person; cold temperatures and germs from the rubbish further weakened the people's resistance. Poor sanitation and lack of cleanliness helped create an environment conducive to the spread of the flu.

Notices of victims of the flu began to outnumber the casualties of war. Finally, it laid low so many the Lawrence Board of Health set aside its usual work of granting permits to keep roosters, charting the milk supply, and inspecting tenements. The flu took up all its talk — how it was to be treated, how to stay ahead of the dead. The sufferers needed fresh air and isolation, and their care had to be consolidated to make the most of the scarce nurses and orderlies. So the board took a page* from other stricken cities and voted to construct a makeshift* tent hospital on their highest, most open land that offered the best air, which was the leeward* side of Tower Hill where a farm still spread across the slope.

A CLOSER LOOK

Stay ahead of the dead implies the problem of burying so many corpses in a short time. The funerals had to take place humbly in order to keep up with the number of bodies. This addresses this issue later in the essay.

Lawrence, Massachusetts, in 1918 was largely a city of immigrants who had come for work in the textile mills. Most had been in the city for only a short time and still spoke Polish, Arabic, French, Italian, German — forty-five different languages and dialects within the few square miles of the central district. They made worsteds* and woollens; they were dyers, cutters, and weavers. They fixed the looms, rigged the warps, and fell along the yards for slubs, working more than fifty hours a week, breathing in air white with cloth dust. At home they breathed in the smell of rubbish and night soil that drifted up from the alleyways between tenements. Where they lived was low-lying, so such smells, together with smoke and ash, hung in the air. Their heat was sparse. They were crowded into their rooms. The flu cut right through, spreading ahead of its own rumors, passing on a handshake and on the wind and with the lightest kiss. No spitting. No sharing food. Keep your hands clean. Avoid crowds. Walk everywhere. Sleep with your windows open.

HELPFUL DEFINITIONS

*took a page — followed the lead of.
*makehift — temporary.
*leeward — away from the direction the wind blows.
*worsted — yarns spun from long-stapled wool fabric made from this yarn.
Drama

ACT ONE

SCENE ONE

The Court of Claims, Washington, D.C. A morning in August, 1865. The atmosphere is sweltering. The room is furnished simply. A number of conference-type tables arranged to form a courtroom area. A defense and prosecution tables, right and left, opposite sides, the judges' table, center, to the rear so that they will be facing the audience, the witness chair, right center, placed near the judges' table. Next to the defense table we note the bizarre element of a chaise longue, down right. It is for the prisoner who is ill and who will recline through most of the trial. Two tall French windows are in far right wall. An American flag is mounted on the wall behind the judges' table. Mounted on a stand, above judges, is a table, a huge schematic drawing of the Andersonville stockade — a rectangle with a simple sketching in of elements such as a stream, walls, entrance gate.

time line: "Chaise longue," the scene.

Group of Union officers

HELPFUL DEFINITIONS

chaise longue — a reclining chair with a lengthened seat to support the legs.

French windows — a pair of floor-length windows that open in the middle.

table — here, chair.

538 IMPLICATIONS OF LITERATURE / UNIT SIX

1 The war had ended on April 26, 1865, when General Joseph Johnston surrendered to General William Tecumseh Sherman. Lee had already surrendered at Appomattox on April 9, 1865.
enters and strikes over to Col. Chipman, to whom he speaks with an air of suppressed excitement. He breaks off almost as soon as he begins — as the Judges enter. All parties come to attention as the Judges, eight Union officers of rank in uniform, take their places. They sit flanking General Lew Wallace, President of the Court. There is a quality of cold overriding power and purpose in control as proceedings start. As Wallace speaks, he reveals a chill and remote authority. He is a major general.

Wallace: [Banging gavel down once] This military court convened by order of the War Department is now in session. The lieutenant in charge is advised to post additional guards in the corridor. A lane must be kept clear at all times to the courtroom doors.

Lieutenant: Yes, sir. [He goes out]

Wallace: Have all witnesses listed to appear in these proceedings reported to the clerk of the Court?

Clerk: All have reported to the clerk, sir, and are on hand.

Wallace: I take it all concerned with these proceedings have signed the necessary oath of allegiance to the government of the United States.

Chandler: Yes, sir.

[ Lieutenant re-enters, takes up post at closed door]

Wallace: [As he refers to counsel by names, they acknowledge by a nod] Lt. Col. N. P. Chipman, for the War Department. Mr. Ots Baker for the defense. The defendant, Henry Wirz, is to be tried by this military commission consisting of — [Glancing down the line of the judges]

General Mott ... General Thomas ... General Geary ... General Fessenden ... General Ballew ... Colonel Allcock ... Colonel Stibbs ... and myself, General Wallace. Has the defense any objection to any of its members?

Baker: No objection.

Wallace: I do not see the defendant.

Chipman: [As the Court please, Captain Williams is here and will explain his absence. [Captain Williams comes forward]

Williams: Sir, regarding the defendant. He will be brought here shortly.

Wallace: Is he ill?

Williams: Blushing Sir, he is temporarily indisposed, following his attempt on his life this morning which was failed by the alertness of the guards.

Wallace: Mr. Wirz attempted to take his life?

Williams: Unsuccessfully, sir.

Wallace: Captain, you will explain to the Court how such an attempt could have possibly occurred.

Williams: Sir, Mr. Wirz tried to slash his wrist after breaking a bottle.

Wallace: A bottle?

Williams: A brandy bottle which he receives daily as a stimulant by order of Dr. Ford.

Wallace: The incident should not have occurred — You are charged with custody of the prisoner. You will take the necessary steps so it will not occur again. You say the prisoner is in condition to appear shortly?

Williams: Within a few minutes, and I will personally —

Wallace: [Cutting him off] That is all.

Williams: Yes, sir. [Exits, to re-enter later with Captain Wirz]

Wallace: I will ask defense counsel to plead to the indictment in the absence of the defendant.

Baker: We would prefer, if the Court will permit, that Captain Wirz hear the charges against him directly.

Wallace: This trial has been postponed.

---

Why might Wallace feel he should post additional guards?

A. A Southerner was being tried for crimes against Union soldiers, soon after the conclusion of the war. Wallace may have feared rioting by Union sympathizers.

Why hadn't Wirz appeared?

A. He is still recovering from a suicide attempt; he slashed his wrist with a piece of glass from a broken bottle of brandy that was prescribed by his doctor for daily use as a stimulant.

---

(continued from facing page)

CHECKQUIZ

for permitting that to happen.

7. Who is Ambrose Spencer, and why is his testimony important?

A. Ambrose Spencer is a plantation owner who lives near Andersonville Prison. His testimony is intended to prove that Wirz could have allowed food to be brought to the prisoners, but that he wanted to starve them.

8. Why does the President of the Court, Wallace, threaten to have Wirz removed? A. He threatens to try Wirz in absentia if Wirz will not adhere to proper courtroom procedures and if he continues to disturb the trial with emotional outbursts.

9. Why does Baker demand dismissal from the case? A. Baker insinuates that the United States government is conspiring to convict Wirz unjustly; this slandering comment is grounds for dismissal.

---

Footnotes:

2 Chipman is a Union Lieutenant Colonel who acts as prosecutor. Baker is lawyer for the defense.

3 Foreshadowing: Wirz’s attempted suicide will have bearing on later events in the play.
What is our first impression of Wallace?

Why is Chipman angry?
A. Chipman is a Union soldier; it is difficult for him to conceal his personal disgust and fury at those who were responsible for the treatment of his colleagues in prison camps. This anger most strongly influences his behavior and tone during the first part of the trial.

What is the basis of Baker's objection? What does he propose?
A. Baker objects because the trial is being conducted by a military tribunal, and the war has already ended. He proposes that the trial be dismissed on the grounds that the tribunal no longer has jurisdiction during a time of peace.

What is Chipman's response to Baker's motion?
A. Chipman explains that there is still fighting going on and that the war still continues after the surrenders. The president's war powers are still in force, and, therefore, the military tribunal still has jurisdiction.

A CLOSER LOOK

Conspiracy is the act of plotting, conferring, or conspiring together. A criminal conspiracy involves plotting and conspiring together to commit crimes, in this case, war crimes.

Specification — That Henry Wirz, who was in charge of the Confederate Prison at Andersonville, Georgia, did keep in barbarously close confinement federal soldiers, up to the number of forty thousand, without adequate shelter against the burning heat of summer or the cold of winter and —

Specification — That said Henry Wirz in carrying out this conspiracy did not provide the prisoners of war with sufficient food, clothing or medical care, causing them to languish and die to the number of more than fourteen thousand.

Specification — That he established a line known as the "Deadline" and that he instructed the prison guards stationed on the walls of the prison stockade to fire upon and kill any prisoner who might pass beyond that deadline.

Specification — That he used bloodhounds to hunt down, seize and mangle escaping prisoners of war, through these various causes bringing about the deaths of about fifty federal soldiers, their names unknown.

Specification — That through direct order and/or by his own hand he brought about the murder of thirteen prisoners; their names unknown.

Wallace: Mr. Baker, pleading for the prisoner — how do you plead to the charge?

Baker: [Seated. Making his objection speedily, aware that they are all going to be rejected.] We interpose a motion — that this military court discharge itself as being without proper jurisdiction now that the war is over.

A CLOSER LOOK

During a trial, a lawyer will frequently and commonly interrupt with a motion — a formal proposal made in a deliberative assembly such as a trial — that constitutes an objection to something said or an urgent request to the judge.

Chipman: This court has jurisdiction under the war powers of the President, which are still in force. It is well known that die-hard* rebel officers still refuse to lay down their arms. Officially and in fact the war continues. Move to deny.

HELPFUL DEFINITIONS

die-hard — strongly or fanaticized determined or devoted.

The charge of conspiracy means that Wirz is accused of scheming and plotting with others to commit crimes; he is a representative, then, of a group, but his individual alleged crimes will be specified as well. The issue of the conspiracy charge is a major point in Wirz's defense, for he maintains that he did not actually conspire to bring about the insidious course of events, but simply facilitated these occurrences by following orders.

Note that there is only one charge against Wirz — "criminal conspiracy." The specifications are details that support that charge of conspiracy, which is what Wirz must be convicted of in order to be executed.

Although Generals Lee and Johnston had surrendered, hostilities continued for some time.
Baker: The motion is denied.

Wallace: The motion to postpone ... on the ground that potential witnesses who in more normal times might speak for the defendant refuse to do so now, for fear their motives will be misunderstood as signifying support of the late Confederacy.

Chippman: [With open sarcasm] If Mr. Baker's witnesses can in good conscience take the oath of loyalty to the government of the United States, they have nothing to fear.

Baker: The Court is aware of the temper of the times. It is only four short months since Mr. Lincoln was assassinated.

Wallace: [A clap of thunder] We will leave that name out of this trial!

Baker: [Rises] Nevertheless, Mr. Lincoln's presence is in this room — his murder is felt in this room — and it swells the charge of murder against the defendant to gigantic size.

Chippman: For which the Southern cause is responsible. And counsel will not turn Mr. Lincoln's tragic death to his advantage here.

Baker: It is my general concern, sir, that the indictment leaves out Captain Wirz's military superiors, making him the single target of the national mood of vengeance against the South.

Wallace: [Sneers] That will be all, Mr. Baker. Motion denied, if you have no further motions.

A CLOSER LOOK

The President of the Court pours his gavel on the desk to indicate that all must be silent and that he will rule on a motion.

Baker: I do. As to the specifications alleging the crime of murder and abetting murder against certain persons, move to strike them since no persons are named.

Chippman: If these Counsel cannot with his motions dispose of the horror of 14,000 unknown dead dumped into unmarked graves at Andersonville. Better records were kept of bales of cotton. Move to deny.

Baker: Will the Judge Advocate tell us where accurate prison records were kept during the War? [Chippman reacts with annoyance] The Judge Advocate owes me common courtesy here. A person accused of crimes punishable by death is entitled to a proper defense.

Chippman: We know what is defended here. Counsel's political motives are well understood.

Wallace: [Raps gavel] The exchange will stop.

Baker: I only remind the Judge Advocate that he is in a court of law, and no longer on the battlefield. He behaves as if the horror of war was not universal. The North had its Andersonvilles.

Wallace: The government of the United States is not on trial here, Mr. Baker.

Baker: That remains to be seen.

Wallace: [Rising] Mr. Baker —!

Baker: Meaning no offense to the court. The remark stated in full would have been... "That remains to be seen through the testimony that will be offered here." I was referring to what the record will show, sir.

Wallace: The court is not misled.

[The court door is opened from the outside by Captain Williams who directs the Lieutenant to charge the Prisoner is ready to appear.]

In the future you will exercise care in your remarks to this court, Mr. Baker. Motion denied.

Lieutenant: Prisoner to the court!

THE ANDERSONVILLE TRIAL 541

On what grounds does Baker want to postpone the trial? What is Chippman's reaction, and how does Baker respond?

A. Baker wants to postpone the trial because he claims that potential witnesses will be afraid to speak the truth and their testimony will be interpreted as professing allegiance to the Confederacy. Now that the South has lost and the Union is in control, Chippman says, sarcastically, that if witnesses swear allegiance to the Union, they have nothing to fear, but Baker reminds him that times are still terribly tense, especially in the wake of President Lincoln's assassination by a Confederate sympathizer.

How does Lincoln's assassination affect Wirz's trial? A. If Lincoln had not been murdered by a Confederate sympathizer, perhaps the anger against Wirz might have dissipated. The assassination increased the desire for Northern vengeance as Lincoln's death exacerbated the anger felt because of the death of thousands of Union soldiers.

What is the implication of the argument between Chippman and Baker? A. Chippman implies that Baker is turning the trial into a political battlefield — a forum for a verbal war between the North and the South. Baker reminds him that the alleged crimes were not particular to the Confederacy, the North mistreated its prisoners as well.

What is the tone of Baker's remark? What does he mean? A. Baker's tone is ironic; he implies that, in fact, the government is on trial, for the government represents the Union which, according to Baker, makes Wirz the scapegoat for crimes of which it is itself guilty.

What is meant by "the court is not misled"? A. Wallace knows that Baker is trying to cast aspersions on the validity of the government's claim against Wirz through his insinuation that the Union government is using Wirz as an instrument of vengeance against the South.

THE ANDERSONVILLE TRIAL 541
Sample from the Test Bank CD
I HAVE A DREAM
DR. MARTIN LUTHER KING JR.

Based on your knowledge of the selection, circle the letter of the response that best completes each of the statements below.

1. Dr. King alludes to
   a. the Bill of Rights.
   b. the Monroe Doctrine
   c. the Emancipation Proclamation.

2. Dr. King states that in 1963 the American Negro in general is
   a. suffering because of segregation and discrimination.
   b. content with the racial conditions in America.
   c. planning to leave the United States.

3. Dr. King states that the Founding Fathers gave all Americans
   a. the right to vote.
   b. a promissory note.
   c. the right to own slaves.

4. The "bad check" that Dr. King mentions refers to
   a. the national debt.
   b. the lack of equality.
   c. the Social Security system.

5. Dr. King states that "the whirlwinds of revolt" will continue to blow until
   a. racial equality is attained.
   b. the revolutionaries are imprisoned or killed.
   c. the current government is replaced.

6. Dr. King states that white people
   a. can all be trusted.
   b. should all be feared.
   c. are to be trusted or distrusted based on their actions.

7. Dr. King states that he and his followers will be satisfied
   a. when most Negroes are employed.
   b. when justice is available to all.
   c. when all white people are punished.

8. Dr. King's "dream" is that
   a. Negroes will found a new homeland for themselves.
   b. freedom and equality will be universal.
   c. all white people will acknowledge their wrongdoing.
LITERARY CRITIQUE

I HAVE A DREAM
MARTIN LUTHER KING JR.

Based on your understanding of the selection, briefly answer each question in the space provided.

1. What are the four distinct stages into which Dr. King's address can be divided?

2. What does Dr. King mean by the phrase, “creative suffering”?

3. List the literary techniques Dr. King uses effectively. Cite examples from the text.

4. What is the climax of the speech? Explain why it is the climax.

5. What is the effect of the mention of various geographic locations in America? Why does King choose these specific areas? Why are they mentioned in this order?

(Continue to next page)
LITERARY CRITIQUE

I HAVE A DREAM
MARTIN LUTHER KING JR.

6. How does King’s use of the word “militancy” imply a contradiction?


7. Why does Dr. King end his speech with the words of an “old Negro spiritual”?


I HAVE A DREAM
MARTIN LUTHER KING JR.

After reading the following excerpt from "I Have a Dream," and based on your understanding of the text, write T for True or F for False in the space provided next to each statement below. If the statement is False, use the space provided to rewrite the sentence so that it is correct.

In a sense we have come to our nation’s Capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check; a check which has come back marked “insufficient funds.” But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check — a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of Democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to open the doors of opportunity to all of God’s children. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood.

_____ 1. Dr. King states that he has come to Washington in order to cash a check.

_____ 2. The phrase, “promissory note,” is used literally to refer to money owed to Dr. King.

_____ 3. The term, “bank of justice” is used figuratively.

(Continue to next page)
I Have a Dream
Martin Luther King Jr.

4. Dr. King wants American Negroes to be tranquilized.

5. Dr. King states that the promises of Democracy include racial justice.
I HAVE A DREAM
MARTIN LUTHER KING JR.

Use the words in the word bank to correctly complete each of the following sentences.

appalling  creed  defaulted  invigorating  languishing  militancy  mobility  prodigious

1. One of the best ways to achieve upward ________________ in society is to complete high school and go on to learn a useful skill.

2. Susan found the ________________ conditions in the aftermath of the hurricane almost too much to bear, but she gathered her strength and continued to offer aid to the survivors.

3. After ________________ in a prison cell for several years, Richard was released from jail when new evidence proved he was innocent.

4. When Jonathan lost his job, he ________________ on his car loan, and the vehicle was repossessed after three payments were overdue.

5. In The Call of the Wild, by Jack London, a sled dog, in a ________________ show of strength, is able to drag an overloaded sled for one hundred yards.

6. The United States offers a home to anyone interested in pursuing the American Dream, regardless of that person’s race, religion, or ________________.

7. To achieve justice for all, civil-rights activists generally use peaceful means, avoiding ________________ that would alienate others.

8. The children who had been housebound for two weeks found the fresh air to be quite ________________, and they ran and played in the yard while the sun shone brightly.
Other resources from Purposeful Design Publications ...

**Science** (Levels 1–6)

**Health** (Middle and High School)

**Bible** (Preschool–Grade 6)

**Bible** (Middle and High School)

**Mathematics** (Grades K–8)

---

Your best option

800-367-0798
www.purposefuldesign.com