



The Lantern English Co.
English Program
Level V (10th Grade)

Week One: Vocabulary

LESSON & ASSIGNMENTS: INTRODUCE NEW LIST

Assignment 1: Read the list of vocabulary words below. Then, using a dictionary as needed, match the vocabulary words with their definitions listed in the definition bank on the next page. Write each vocabulary word, follow it with a punctuation mark such as a hyphen or colon, and then write the definition.

e.g.

1. *to eat* – *to put (food) into the mouth and chew and swallow it*

Vocabulary Words –

- | | |
|----------------|------------------|
| 1. apparition | 10. presentiment |
| 2. capacious | 11. requisition |
| 3. complacency | 12. reticence |
| 4. efficacy | 13. scrupulous |
| 5. erudite | 14. sobriety |
| 6. felicitous | 15. tacit |
| 7. implacable | 16. tremulous |
| 8. incongruous | 17. venerable |
| 9. malignity | |

Definition Bank

a feeling of smug or uncritical satisfaction with oneself or one's achievements	an intuitive feeling about the future, especially one of foreboding
having or showing great knowledge or learning	a ghost or ghost-like image of a person
an official order laying claim to the use of property or materials	diligent, thorough, and extremely attentive to details; very concerned to avoid doing wrong
the quality of being reserved; shyness	well chosen or suited to the circumstances
having a lot of space inside; roomy	the ability to produce a desired or intended result
the state of being sober; temperance; moderation	understood or implied without being stated
unable to be placated; relentless; unstoppable	malevolence; intense ill will; spite
not in harmony or keeping with the surroundings or other aspects of something	accorded a great deal of respect, especially because of age, wisdom, or character
shaking or quivering slightly; timid; nervous	



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Week One: Grammar

LESSON & ASSIGNMENTS: NOUNS & PRONOUNS

Writing is not just about having good ideas. If it were, people with good ideas would automatically be good writers. Unfortunately, this is not the case.

A good writer knows that he must have more than creative ideas in his head. In fact, he must have much more than ideas. A good writer must have *knowledge* of his language.

If you want to be a good writer and do not understand your language (whether English, Japanese, or French), you will not get very far. Understanding the basic mechanics of your language is essential to crafting good writing in letters, essays, reports, and stories. Although these studies may seem boring to you, **your writing has no ability to improve or grow unless you take the time to build a strong foundation in mechanics.**

We begin our study of writing mechanics with *the parts of speech*. Our English language has **eight** parts of speech. Below are the names and some examples of each:

Noun	Names a person, place, thing, or idea	Examples: mom, Mr. Grape, Seattle, NYC, apple, guitar, happiness, joy
Pronoun	Replaces a noun	Examples: he, she, it, I, you, some
Verb	States an action, helps another verb, or links another word to the subject	Examples: be, have, do, like, work, sing, can, must

Adjective	Describes a noun	Examples: a/an, the, sixty-nine (69), blue, some, good, big, red, interesting
Adverb	Describes an adjective, verb, or another adverb	Examples: quickly, silently, well, badly, very, really
Conjunction	Joins clauses or sentences or words	Examples: and, but, when
Preposition	Links a noun to another word	Examples: under, above, over, in, on, after, to, at
Interjection	Short exclamation, sometimes inserted into a sentence	Examples: My! Oh! Ouch! Hi!

For our first lesson, we will begin with the noun and the pronoun.

The Noun

A noun names a person, place, thing, or idea.

We can separate nouns into two main groups: **concrete nouns** and **abstract nouns**.

Concrete nouns are nouns that we can touch with our hands, see with our eyes, smell with our nose, hear with our ears, or taste with our tongue. In other words, we use one or more of our five senses to experience the concrete noun. Concrete nouns name people, places, and things.

The other type of noun is an abstract noun. This is a noun that we cannot see, hear, feel, touch, or taste.

Happiness is an example of this. We cannot see, hear, smell, touch, or taste happiness. It is an idea or a concept. You cannot say what color happiness is or what it tastes like. If you tried to touch happiness, you would have a very hard time doing so because there is nothing to touch. Does happiness have a smell? No. *Happiness* is an abstract noun.

Freedom and *liberty* are two other examples of abstract nouns. Abstract nouns do not have color, sound, taste, etc. Abstract nouns name ideas.

We can also categorize nouns in another way: **common nouns and proper nouns**. **Let us look at common nouns first.**

Common Nouns

Person	Place	Thing	Idea
<ul style="list-style-type: none"> • mother • brother • clerk • policeman • athlete 	<ul style="list-style-type: none"> • home • store • street • bedroom • warehouse 	<ul style="list-style-type: none"> • cup • bananas • table • book • computer 	<ul style="list-style-type: none"> • love • hope • happiness • fear • anger

Notice that the nouns in the table above do not start with a capital letter. That is because they are not naming a specific person, place, thing, or idea. We call these types of nouns *common nouns* or *improper nouns*. We use common nouns when we are not referring to someone, someplace, or something by a specific name.

Assignment 1A: Write ten common nouns for each:

Person	Place	Thing	Ideas
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
8.	8.	8.	8.
9.	9.	9.	9.
10.	10.	10.	10.

Assignment 1B: Underline the common nouns in the following sentences. (Some of the sentences contain more than one.)

1. We made sandwiches for lunch.
2. The car was stolen.
3. The boy took a nap.

4. You need new shoes.
5. The package arrived late.
6. Where is your suitcase?
7. The plane flew high into the clouds.
8. The tools rattled around in the trunk.
9. Mom gave the dog a bath.
10. The kids are hoping for snow.

Proper Nouns

Person	Place	Thing
<ul style="list-style-type: none"> • Mom • Aunt Susan • Grandpa Chuck • President Anderson 	<ul style="list-style-type: none"> • Highland Park • Walgreens • King's Dominion • France 	<ul style="list-style-type: none"> • Empire Apples • Bible • Android • Nile River

Note that all of the nouns in this table begin with a capital letter. These nouns are naming a specific person, place, or thing (note that ideas – abstract nouns – can never be made proper.) ***We call these types of nouns specific or proper nouns. We use proper nouns when we are referring to something by a specific name.***

The following categories are always proper nouns.

1. Names of people and pets:

Mrs. Edwards David Snoopy Garfield

2. Names of places and buildings:

Madrid, Spain Main Street Washington Monument
 Lake Ontario Alaska Pacific Ocean

3. Names of books, movies, newspapers, and magazines:

Charlotte's Web Toy Story The Orlando Times
 Highlights Monsters, Inc.

4. Names of holidays, days of the week, and months:

Christmas	Sunday	April
Memorial Day	Thanksgiving	Friday

5. Names of languages:

Spanish	English	French	Italian
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6. Names of companies and brand names:

Google	Pepsi	Nike	Apple
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7. Titles of people when used in front of their names:

President Lincoln	King George	Captain Hook
Judge Peterson	Prince William	Doctor McNeish

But do not capitalize these titles when used alone.

For example:

- “My uncle is a judge for the county.”
- “The doctor returned my phone call.”

8. Names of religions:

Baptist	Protestant	Jewish	Catholic
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SOME CONFUSING NOUNS

Two groups of nouns that can be confusing when it comes to capitalizing them are the seasons (spring, summer, fall, and winter) and directions (north, south, east, west).

- The general rule for seasons is that you do not capitalize them unless they start a sentence or are part of the name of an event such as the "Winter Olympics."

- The rule for directions is also easy. If you are referring to a specific part or location of the country (such as *the South*, *the Northwest*, *the East*), then you should capitalize the noun. But, if you are just referring to a general direction, then do not capitalize the noun (such as *north of town*, *southeast of my house*, *go west on Woolridge Rd.*).

Assignment 1C: Write five proper nouns for each. Remember to capitalize each proper noun:

Person	Place	Thing
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Making Nouns Plural

Making nouns plural is something you should already be familiar with as a growing writer. Most of the time, it is something you learn just by speaking. You know to turn *eyelash* into *eyelashes* or *chair* into *chairs*. You know that there are various plural forms such as *tomato* turned into *tomatoes* or *sheep* into *sheep*. For the sake of time, we will not review rules for making nouns plural here. If you feel you do not understand the rules, you can ask for review material from your instructor.

Making Nouns Possessive

Although this also should be something you are familiar with, making nouns possessive can be confusing for a lot of students. Let us review the basic rules:

Rule #1 - If the noun ends in any letter other than S, we use an apostrophe and then the letter S to show possession.

- the dog - the dog's bone
- the men - the men's team
- the quiz - the quiz's answers

Rule #2 - If a singular noun ends in the letter S, we can use EITHER an apostrophe and the letter S or we can use ONLY an apostrophe to show possession.

- Charles - Charles's book OR Charles' book
- the boss – the boss' paperwork OR the boss's paperwork
- Jesus - Jesus's mother OR Jesus' mother

Rule #3 – If a plural noun ends in the letter S, we use only an apostrophe to show possession.

- guys – guys' night out
- dogs – the dogs' bones

Rule #4 - Acronyms form the possessive with an apostrophe and the letter S.

- NASA - NASA's spaceship
- USA - the USA's flag
- ABC - ABC's documentary

Rule #5 - If you have two nouns and two objects that are individually owned, then each noun is made possessive.

- John and Mary - John's and Mary's hats (they each have their OWN hat)
- James and Ann - James' and Ann's dinners (they each have their OWN dinner)

Rule #6 - If you have two or more nouns and all nouns own the same object, then just the last noun is made possessive.

- John and Mary - John and Mary's children (they have the same children)
- James and Ann - James and Ann's car (they own the same car)
- Kara, Dave, and Julie – Kara, Dave, and Julie's father (they all have the same father)

Assignment 1D: Write six sentences to demonstrate each of the six rules for forming possessives.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Nominative Pronouns

Next up is the pronoun. We can study the pronoun immediately following the noun because it performs the same job as the noun. ***A pronoun is a word that takes the place of a noun.*** Pronouns are very useful because otherwise we would be repeating the same noun over and over again. There are several kinds of pronouns in English. Each type of pronoun is used in a specific way. This lesson will teach you how to use **nominative** and **possessive pronouns (You will learn about the other kinds of pronouns in the next class).**

Nominative pronouns are sometimes called *subject pronouns*, because they usually take the place of a noun that is functioning as the subject in a sentence (more about that in Lesson 4).

Here are the **nominative** or **subject pronouns**. The singular is given with its plural in the next column.

<u>Singular</u>	<u>Plural</u>
I	we
you	you
he	they
she	they
it	they

Remember, these pronouns are used as the subjects of a sentence. Below are some examples using each of these pronouns.

<u>Singular</u>	<u>Plural</u>
<i>I</i> drive a car.	<i>We</i> drive a car.
<i>You</i> eat ice cream.	<i>You</i> (all) eat ice cream.

He speaks Russian.
She swims every day.
It keeps food cold.

They speak Russian.
They swim every day.
They keep the food cold.

Imagine that two friends, Hannah and Ashley, are having a conversation about a field trip. The subjects are placed in parentheses to make it easier for you to see them.

(Hannah, speaking) went on a field trip.
(Ashley, being spoken to) went on a field trip.
(Caleb) enjoyed the field trip.
(Jane) arrived too late for the field trip.
(The car) was full.
(Jane and Caleb) bought some souvenirs.

Below are the same sentences with nominative pronouns in place of the nouns used above.

I went on a field trip.
You went on a field trip.
He enjoyed the field trip.
She arrived too late for the field trip.
It was full.
They bought some souvenirs.

Possessive Pronouns

Lastly, we will move on to **possessive pronouns**. As you learned above, we can make nouns possessive to show that someone or something owns something. Possessive pronouns show ownership as well but are used at the end of a sentence.

Here are the **possessive pronouns**. The singular is given with its plural in the next column.

<u>Singular</u>	<u>Plural</u>
mine	ours
yours	yours
his	theirs
hers	theirs
its	theirs

We use possessive pronouns as substitutes for possessive forms of nouns, when these nouns are used at the end of a sentence.

For example –

- “This dog is Andrew's.” (possessive form of noun)
- “This dog is his.” (replaced with possessive pronoun)

Remember, these pronouns are only used to show possession. Look at some examples using each of these possessive pronouns.

Singular

The car was *mine*.

The ice cream is *yours*.

The book will be *his*.

The swimming pool is *hers*.

The tires were *its*.

Plural

The car was *ours*.

The ice cream is (all of) *yours*.

The book will be *theirs*.

The swimming pool is *theirs*.

The tires were *theirs*.

Assignment 1E: Underline all of the nominative or possessive pronouns in the following sentences.

1. What are you doing with those books?
2. Their fish will be ours.
3. He left an hour ago.
4. They are friends of hers.
5. Is that yours?
6. It is going to be cold next week.
7. The painting is his.
8. That shirt is hers.
9. The blue car is theirs.
10. She loves working with watercolors.
11. We are selling our house.
12. Will they come early, do you think?
13. That is mine!
14. You are very confused.



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Week One: Writing

LESSON & ASSIGNMENTS: TYPES OF SOURCES

A strong research question or thesis (a claim) is imperative to writing quality papers, but neither of these will do you any good if you do not take the time to find useful material to answer your question or support your thesis. Well-written work contains *thoughtful* research, *critical* thinking, and applicable sources as evidence.

At times, personal experience or knowledge is beneficial or perhaps even required (some early college English classes, for example, may not *allow* you to use sources for beginning assignments, because professors want you to rely solely on your own writing voice and ideas).

Still, once you get into the thick of writing, the ability to find, choose, and use sources appropriately is an invaluable skill, in terms of college, business, and critical thinking/reasoning in general. Through writing, you are discovering and learning about new ideas and perspectives. You may also be solidifying a viewpoint that you already held but had not yet backed by evidence. The goal of nearly any writing assignment is for a student to improve his understanding of a given issue or topic and then express this understanding through writing. In order to do this, you must learn from other sources.

With so much information available to us in today's society, *finding* sources is not necessarily the challenging part. You may find information in any of the following:

- Books, both fiction and non-fiction
- Encyclopedias and dictionaries

- Websites and blogs
- Magazine, journal, and newspaper articles
- Research reports and conference papers
- Field notes and diaries
- Photographs, paintings, cartoons, and other works of art
- TV and radio programs, podcasts, movies, and videos
- Architectural plans and maps
- Pamphlets and government documents
- Music scores and recorded performances
- Dance notation and theater set models

With so many sources available, finding material which pertains to your topic is not usually the challenge. Instead, the challenge is determining *what* sources will best support your thesis. To know how to find, choose, and use suitable sources to the advantage of your writing, you should first understand sources themselves: that is their types and their roles.

PRIMARY, SECONDARY, & TERTIARY SOURCES

Sources can be broken down into three main categories:

- **Primary:** these sources are first-hand. As a young student, you might have learned that primary sources as those written by people who have witnessed or experienced an actual event. However, primary information is not always a result of being a part of an event, so we must consider this definition more holistically. Primary sources are those in their original form. They have not been paraphrased or summarized by anyone else. They are not a translation, analysis, or interpretation of an original. The information from a primary source comes directly from the creator itself.
- **Secondary:** these sources are second-hand. After reading a primary source, a writer may than translate, paraphrase, analyze, or provide interpretation for the source. Because this information is now passed from the creator through at least one other person, it becomes secondary.
- **Tertiary:** this is third-hand information. These sources continue to depart from the original, by

indexing, condensing, or summarizing the original. Tertiary sources are not generally ones you would read “cover to cover,” but they are still good sources for reference.

For example:

- **Primary:** Harriet Beecher Stowe's novel *Uncle Tom's Cabin*
- **Secondary:** A book review of *Uncle Tom's Cabin*
- **Tertiary:** A Wikipedia page about Harriet Beecher Stowe

- **Primary:** An eye-witness account of a twenty-car pile-up on the highway
- **Secondary:** A web article that compiles various eye-witness accounts and makes an analysis about what may have happened to cause the pile-up
- **Tertiary:** A timeline of the events before, during, and after the pile-up

Here is a great list of examples:

Primary Sources –

- Any literary work, including novels, plays, and poems
- Breaking news
- Diaries
- Advertisements
- Music and dance performances
- Eyewitness accounts, including photographs and recorded interviews
- Artworks
- Data
- Blog entries that are autobiographical

- Scholarly blogs that provide data or are highly theoretical, even though they contain no autobiography
- Artifacts such as tools, clothing, or other objects
- Original documents such as tax returns, marriage licenses, and transcripts of trials
- Websites, although many are secondary
- Buildings
- Correspondence, including email
- Records of organizations and government agencies
- Journal articles that report research for the first time (at least the parts about the new research, plus their data)

Secondary Sources –

- All nonfiction books and magazine articles except autobiography
- An article or website that critiques a novel, play, painting, or piece of music
- An article or web site that synthesizes expert opinion and several eyewitness accounts for a new understanding of an event
- The literature review portion of a journal article

Tertiary Sources –

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- Almanacs
- Dictionaries
- Guide books
- Survey articles
- Timelines
- Bibliographies
- Encyclopedias, including Wikipedia
- Most textbooks (1)

NOTE: Tertiary sources are not typically accepted as cited material for academic papers. You may discover upon arriving at college that most professors will not accept your use of Wikipedia, for example. As you can see above, this is because Wikipedia is a tertiary source – the information is so far removed from first-hand information that you no longer have to think critically about it, form an opinion about it, summarize it, or arrange it in a suitable manner. Use of primary and secondary sources requires you to do all of the above, which is the point of writing papers in the first place.

Ideally, you should focus first on finding, choosing, and using primary sources. These sources “provide direct engagement with artifacts and records of the past, which encourage deeper content exploration, active analysis, and thoughtful response. Your analysis of primary sources helps you to develop critical thinking skills by considering meaning, context, bias, purpose, point of view, etc. When you interact with a variety of primary sources, you are led to further inquiry in order to understand different accounts of the past and their relation. In addition, you are able to see more fully how a variety of sources reflects different viewpoints and biases.” (2)

Assignment 1A: Each of the information sources below is about the same bridge collapse. Apply the definitions above to identify whether the source is a primary, secondary, or tertiary source.

1. A journal article analyzing the reasons behind the bridge collapsing.
2. An article database record that points to a magazine article about the bridge collapse.
3. A chapter about this bridge collapse in a book about famous bridge collapses.
4. A blog entry written by someone who barely escaped the bridge collapse and lost his car.
5. The blueprints for the bridge that collapsed.
6. A magazine article that summarizes the accounts of people who saw the bridge collapse.
7. A list of years and bridge collapses for each year.
8. A breaking news television report showing the bridge collapsing.

Assignment 1B: Read the title and information for each source below carefully. Then, apply the definitions above to identify whether the source is a primary, secondary, or tertiary source.

1. A photograph of Harriet Tubman
2. *The Sibley Field Guide to Birds of Eastern North America*
3. A breaking news article from April 16, 2019 entitled “Notre-Dame: Massive fire ravages Paris cathedral.”
4. *The Houseplant Encyclopedia* by Maggie Stuckey
5. *The Wright Brothers*, a book by David McCullough

6. A journal article published by the U.S. National Library of Medicine on May 19, 2017 entitled “Short- and long - term health consequences of sleep disruption.”
7. A Wikipedia article about the Revolutionary War
8. *The Diary of Anne Frank*
9. An article written by Sheila O'Malley on December 20, 2017 reviewing the movie *The Greatest Showman*
10. “The Second Coming”, a poem by William Butler Yeats

POPULAR, PROFESSIONAL, & SCHOLARLY SOURCES

Another way to categorize sources is by the intended audience – that is, what level of understanding will the audience need to understand the material?

- **Popular material** is information written for the general public, most often found in newspapers and magazines (print or online). This type of material is easy to acquire, easy to read, and easy to understand. Popular material discusses news, opinions, background information, and entertainment.
- **Professional material** is information written for people in a particular profession. This type of material is usually available through professional organizations. Professional material discusses news and trends about the particular profession, and includes book reviews and case studies applicable to the field.
- **Scholarly material** is information written for scholars, students, and even the general public who want to thoroughly or more deeply understand an issue or topic. This type of material is written by researchers and scholars in the form of journal articles, which include the findings of research projects, data and analytics, and case studies.

Assignment 1C: Each of the information sources below is about the same bridge collapse discussed in 1A. Apply the definitions above to identify the audience for whom each source was intended (popular, professional, or scholarly).

1. A blog entry by the National Association of Professional Engineers about the bridge collapse and implications for engineers
2. A book with an in-depth analysis of multiple bridge collapses, full of formulas, data, etc.
3. An article in the local newspaper about the bridge collapse
4. A blog entry written by someone who barely escaped the bridge collapse and lost his car

5. A short article in a newsletter advocating that engineers rethink the use of a specific metal alloy that may have been partially to blame for the bridge collapse
6. An NBC news story about the bridge collapsing
7. Data gathered by university researchers analyzing one of the metal alloys used in the bridge
8. A 10-page journal article in which there is a deep analysis of why the bridge collapsed

Assignment 1D: Choose a well-known historical event or person. Then, complete the steps below.

STEP ONE: Identify at least three each of primary, secondary, and tertiary sources that would be of use if writing a paper about this event or person.

(Please do not merely write down something like “A book about the Revolutionary War.” Instead, locate and write down a real book, such as *The First American Revolution: Before Lexington and Concord*, by Ray Raphael.

Use your online library system or Amazon to help locate books. You can also Google “Primary/Secondary sources for YOUR TOPIC”, and you will usually be led to great sources or online databases that will connect you to primary/secondary sources.)

STEP TWO: Summarize briefly (1-2 complete sentences) how each resource would be beneficial to learning about the event.

STEP THREE: Identify and write down at least one type of source that you could not find that would be helpful.

Sources –

1. “Primary, Secondary, & Tertiary Sources.” *Choosing & Using Sources: A Guide to Academic Research*, Ohio State University, Pressbooks.
2. *Teaching Primary and Secondary Sources*. The George W. Bush Presidential Library and Museum, 2011.



The Lantern English Co.
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Level V (10th Grade)

Week Eight: Literature

LESSON & ASSIGNMENTS: EXCERPT

***The Old Man and the Sea* & Poetry by Edgar A. Guest**

Meet the Author – Ernest Hemmingway (1899-1961) is considered one of the greatest American novelists of the 20th century. He is known for several works, including *The Sun Also Rises* (1926), *A Farewell to Arms* (1929), and *For Whom the Bell Tolls* (1940). His novel *The Old Man in the Sea* (1952) won a Pulitzer Prize in 1953.

Assignment 8A: Read the following excerpt from *The Old Man and the Sea* by Ernest Hemingway.

The Old Man and the Sea

Ernest Hemingway

He was an old man who fished alone in a skiff in the Gulf Stream and he had gone eighty-four days now without taking a fish. In the first forty days a boy had been with him. But after forty days without a fish the boy's parents had told him that the old man was now definitely and finally *salao*, which is the worst form of unlucky, and the boy had gone at their orders in another boat which caught three good fish the first week. It made the boy sad to see the old man come in each day with his skiff empty and he always went down to help him carry either the coiled lines or the gaff and harpoon and the sail that was furled around the mast. The sail was patched with flour sacks and, furled, it looked like the flag of permanent defeat.

The old man was thin and gaunt with deep wrinkles in the back of his neck. The brown

blotches of the benevolent skin cancer the sun brings from its [9] reflection on the tropic sea were on his cheeks. The blotches ran well down the sides of his face and his hands had the deep-creased scars from handling heavy fish on the cords. But none of these scars were fresh. They were as old as erosions in a fishless desert.

Everything about him was old except his eyes and they were the same color as the sea and were cheerful and undefeated.

“Santiago,” the boy said to him as they climbed the bank from where the skiff was hauled up. “I could go with you again. We’ve made some money.”

The old man had taught the boy to fish and the boy loved him.

“No,” the old man said. “You’re with a lucky boat. Stay with them.”

“But remember how you went eighty-seven days without fish and then we caught big ones every day for three weeks.”

“I remember,” the old man said. “I know you did not leave me because you doubted.”

“It was papa made me leave. I am a boy and I must obey him.”

“I know,” the old man said. “It is quite normal.”

“He hasn’t much faith.”

“No,” the old man said. “But we have. Haven’t we?”

“Yes,” the boy said. “Can I offer you a beer on the Terrace and then we’ll take the stuff home.”

“Why not?” the old man said. “Between fishermen.”

They sat on the Terrace and many of the fishermen made fun of the old man and he was not angry. Others, of the older fishermen, looked at him and were sad. But they did not show it and they spoke politely about the current and the depths they had drifted their lines at and

the steady good weather and of what they had seen. The successful fishermen of that day were already in and had butchered their marlin out and carried them laid full length across two planks, with two men staggering at the end of each plank, to the fish house where they waited for the ice truck to carry them to the market in Havana. Those who had caught sharks had taken them to the shark factory on the other side of the cove where they were hoisted on a block and tackle, their livers removed, their fins cut off and their hides skinned out and their flesh cut into strips for salting.

When the wind was in the east a smell came across the harbour from the shark factory; but today there was only the faint edge of the odour because the wind had backed into the north and then dropped off and it was pleasant and sunny on the Terrace.

“Santiago,” the boy said.

“Yes,” the old man said. He was holding his glass and thinking of many years ago.

“Can I go out to get sardines for you for tomorrow?”

“No. Go and play baseball. I can still row and Rogelio will throw the net.”

“I would like to go. If I cannot fish with you. I would like to serve in some way.”

“You bought me a beer,” the old man said. “You are already a man.”

“How old was I when you first took me in a boat?”

“Five and you nearly were killed when I brought the fish in too green and he nearly tore the boat to pieces. Can you remember?”

“I can remember the tail slapping and banging and the thwart breaking and the noise of the clubbing. I can remember you throwing me into the bow where the wet coiled lines were and feeling the whole boat shiver and the noise of you clubbing him like chopping a tree down and the sweet blood smell all over me.”

“Can you really remember that or did I just tell it to you?”

“I remember everything from when we first went together.”

The old man looked at him with his sun-burned, confident loving eyes.

“If you were my boy I’d take you out and gamble,” he said. “But you are your father’s and your mother’s and you are in a lucky boat.”

“May I get the sardines? I know where I can get four baits too.”

“I have mine left from today. I put them in salt in the box.”

“Let me get four fresh ones.”

“One,” the old man said. His hope and his confidence had never gone. But now they were freshening as when the breeze rises.

“Two,” the boy said.

“Two,” the old man agreed. “You didn’t steal them?”

“I would,” the boy said. “But I bought these.”

“Thank you,” the old man said. He was too simple to wonder when he had attained humility. But he knew he had attained it and he knew it was not disgraceful and it carried no loss of true pride.

“Tomorrow is going to be a good day with this current,” he said.

“Where are you going?” the boy asked.

“Far out to come in when the wind shifts. I want to be out before it is light.”

“I’ll try to get him to work far out,” the boy said. “Then if you hook something truly big we can come to your aid.”

“He does not like to work too far out.”

“No,” the boy said. “But I will see something that he cannot see such as a bird working and get him to come out after dolphin.”

“Are his eyes that bad?”

“He is almost blind.”

“It is strange,” the old man said. “He never went turtle-ing. That is what kills the eyes.”

“But you went turtle-ing for years off the Mosquito Coast and your eyes are good.”

“I am a strange old man”

“But are you strong enough now for a truly big fish?”

“I think so. And there are many tricks.”

“Let us take the stuff home,” the boy said. “So I can get the cast net and go after the sardines.”

They picked up the gear from the boat. The old man carried the mast on his shoulder and the boy carried the wooden boat with the coiled, hard-braided brown lines, the gaff and the harpoon with its shaft. The box with the baits was under the stern of the skiff along with the club that was used to subdue the big fish when they were brought alongside. No one would steal from the old man but it was better to take the sail and the heavy lines home as the dew was bad for them and, though he was quite sure no local people would steal from him, the old man thought that a gaff and a harpoon were needless temptations to leave in a boat.

They walked up the road together to the old man’s shack and went in through its open door. The old man leaned the mast with its wrapped sail against the wall and the boy put the box and the other gear beside it. The mast was nearly as long as the one room of the shack. The shack was made of the tough budshields of the royal palm which are called guano and in it there was a bed, a table, one chair, and a place on the dirt floor to cook with charcoal. On the brown walls of the flattened, overlapping leaves of the sturdy fibered guano there was a picture in color of the Sacred Heart of Jesus and another of the Virgin of Cobre. These were

relics of his wife. Once there had been a tinted photograph of his wife on the wall but he had taken it down because it made him too lonely to see it and it was on the shelf in the corner under his clean shirt.

“What do you have to eat?” the boy asked.

“A pot of yellow rice with fish. Do you want some?”

“No. I will eat at home. Do you want me to make the fire?”

“No. I will make it later on. Or I may eat the rice cold.”

“May I take the cast net?”

“Of course.”

There was no cast net and the boy remembered when they had sold it. But they went through this fiction every day. There was no pot of yellow rice and fish and the boy knew this too.

“Eighty-five is a lucky number,” the old man said.

“How would you like to see me bring one in that dressed out over a thousand pounds?”

“I’ll get the cast net and go for sardines. Will you sit in the sun in the doorway?”

“Yes. I have yesterday’s paper and I will read the baseball.”

The boy did not know whether yesterday’s paper was a fiction too. But the old man brought it out from under the bed.

“Perico gave it to me at the bodega,” he explained. “I’ll be back when I have the sardines. I’ll keep yours and mine together on ice and we can share them in the morning. When I come back you can tell me about the baseball.”

“The Yankees cannot lose.”

“But I fear the Indians of Cleveland.”

“Have faith in the Yankees my son. Think of the great DiMaggio.”

“I fear both the Tigers of Detroit and the Indians of Cleveland.”

“Be careful or you will fear even the Reds of Cincinnati and the White Sox of Chicago.”

“You study it and tell me when I come back.”

“Do you think we should buy a terminal of the lottery with an eighty-five? Tomorrow is the eighty-fifth day.”

“We can do that,” the boy said. “But what about the eighty-seven of your great record?”

“It could not happen twice. Do you think you can find an eighty-five?”

“I can order one.”

“One sheet. That’s two dollars and a half. Who can we borrow that from?”

“That’s easy. I can always borrow two dollars and a half.”

“I think perhaps I can too. But I try not to borrow. First you borrow. Then you beg.”

“Keep warm old man,” the boy said. “Remember we are in September.”

“The month when the great fish come,” the old man said. “Anyone can be a fisherman in May.”

“I go now for the sardines,” the boy said.

When the boy came back the old man was asleep in the chair and the sun was down. The boy took the old army blanket off the bed and spread it over the back of the chair and over the old man’s shoulders. They were strange shoulders, still powerful although very old, and

the neck was still strong too and the creases did not show so much when the old man was asleep and his head fallen forward. His shirt had been patched so many times that it was like the sail and the patches were faded to many different shades by the sun. The old man's head was very old though and with his eyes closed there was no life in his face. The newspaper lay across his knees and the weight of his arm held it there in the evening breeze. He was barefooted.

The boy left him there and when he came back the old man was still asleep.

"Wake up old man," the boy said and put his hand on one of the old man's knees.

The old man opened his eyes and for a moment he was coming back from a long way away. Then he smiled.

"What have you got?" he asked.

"Supper," said the boy. "We're going to have supper."

"I'm not very hungry."

"Come on and eat. You can't fish and not eat."

"I have," the old man said getting up and taking the newspaper and folding it. Then he started to fold the blanket.

"Keep the blanket around you," the boy said. "You'll not fish without eating while I'm alive."

"Then live a long time and take care of yourself," the old man said. "What are we eating?"

"Black beans and rice, fried bananas, and some stew."

Meet the Poet – Edgar A. Guest (1881-1959) was born in England but settled with his family in Detroit, Michigan when he was just ten years old. In 1895, Guest was hired as a copy boy for the *Detroit Free Press*, and over time worked his way up to a job in the news department. Guest published his first poem in the newspaper in 1898, and he eventually began to publish a daily column known as "Breakfast Table Chat" in

over 300 hundred newspapers nationwide. Edgar A. Guest wrote poems that were both inspirational and optimistic, and he became known as the “People's Poet.”

On March 3rd, 1921, the following poem titled “Keep Going” was published in Guest's column. Interestingly, the poem did not seem to be extraordinarily popular at the time and was not published as part of any of Guest's poetry collections. However, the poem has been largely circulated since then without a clear author, creating much discussion as to the original author. The poem has been given various titles, including “Don't Quit” or “Never Quit” and is often attributed to another American Poet, John Greenleaf Whittier. Regardless, the evidence would lead us to believe that this poem was, in fact, one of Guest's writings; the message within fits his writing style and his goal to inspire his readers.

“Keep Going”

When things go wrong, as they sometimes will,
And the road you're trudging seems all up hill,
When the funds are low and the debts are high
And you want to smile, but you have to sigh,
When care is pressing you down a bit,
Rest if you must—but don't you quit.

Life is queer with its twists and turns,
As every one of us sometimes learns.
And many a failure turns about
When he might have won had he stuck it out;
Don't give up, though the pace seems slow—
You may succeed with another blow.

Often the goal is nearer than
It seems to a faint and faltering man.
Often the struggler has given up
When he might have captured the victor's cup,
And he learned too late, when the night slipped down,
How close he was to the golden crown.

Success is failure turned inside out—
The silver tint of the clouds of doubt.
And you never can tell how close you are,
It may be near when it seems afar;
So stick to the fight when you're hardest hit—
It's when things seem worst that you mustn't quit.

Assignment 8B: In Hemmingway's *The Old Man and the Sea*, we meet Santiago, a man who, despite incredibly bad luck, remains hopeful and confident. In the excerpt above, we see his confidence “freshening as when the breeze rises” and his hope in his “cheerful and undefeated” eyes. In fact, *the undefeated* is a central theme in Hemmingway's novel.

Guest's poem “Keep Going”/“Don't Quit” echoes similar sentiments of hope and confidence, of pressing forward and remaining undefeated. Guest suggests that even “when you're hardest hit // It's when things seem worst that you mustn't quit.”

Later in *The Old Man and the Sea*, Santiago says that “a man can be destroyed but not defeated.”

Do you agree with Santiago's viewpoint and the ideas presented in Guest's poem? Why or why not? Using personal experience as relevant examples, write a minimum of three paragraphs explaining your answer.