

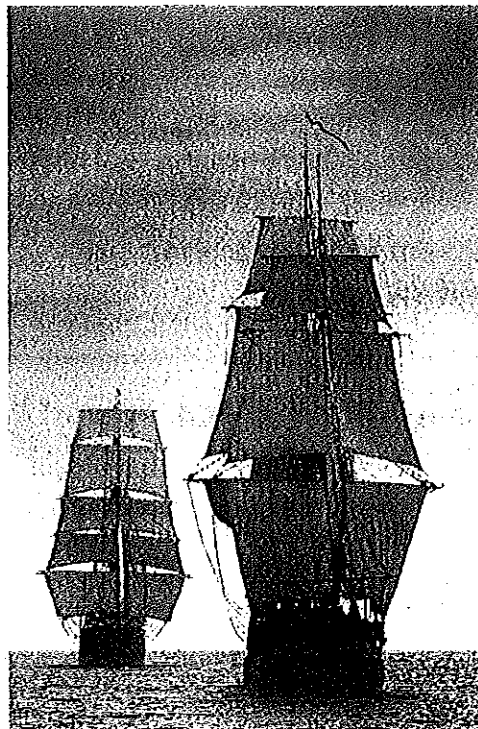
SET A PURPOSE  
FOR READING

Read to find out how the speaker feels about being at sea.

# Sea-Fever

Poem by

JOHN MASEFIELD



**BACKGROUND** In "Sea-Fever," John Masefield uses terms related to sailing that may be unfamiliar to you. Although supertankers and cruise ships are much taller than sailing ships, the term *tall ship* is used in line 2 to describe a sailing boat with high masts. In line 3, the "wheel's kick" is a reference to what can happen when a sudden shift in the wind or tide causes a ship to spin out of control. In line 6, the word *trick* is a sailing term for a round-trip voyage. Years ago, a "long trick" might have involved a voyage from England to China and back, a trip that could last for more than a year.

**METER**

Read aloud lines 1–4, labeling each syllable with a stressed or unstressed mark. Is the pattern the same in each line? Explain.

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I must go down to the seas again, to the lonely sea and  
the sky,  
And all I ask is a tall ship and a star to steer her by,  
And the wheel's kick and the wind's song and the white  
sail's shaking,  
And a grey mist on the sea's face and a grey dawn breaking. ①

5 I must go down to the seas again, for the call of the  
 running tide  
 Is a wild call and a clear call that may not be denied;  
 And all I ask is a windy day with the white clouds flying,  
 And the flung spray and the blown spume,<sup>1</sup> and the  
 sea-gulls crying.

I must go down to the seas again to the vagrant<sup>2</sup> gypsy life,  
 10 To the gull's way and the whale's way where the wind's like  
 a whetted<sup>3</sup> knife;  
 And all I ask is a merry yarn<sup>4</sup> from a laughing fellow-rover,  
 And a quiet sleep and a sweet dream when the long  
 trick's<sup>5</sup> over. **B PAUSE & REFLECT**

**B RHYME**

Reread lines 1–12. Underline the rhyming pairs in each stanza and record the words below.

Rhyming Words

What is the pattern of rhyme?

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**PAUSE & REFLECT**

How would you describe the speaker's personality, based on the details mentioned in the poem?

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1. spume (spyōm): foam or froth on a liquid.
2. vagrant (vā'grənt): wandering from place to place; unrestrained.
3. whetted (hwět-ýd): sharpened.
4. yarn: long, entertaining tale.
5. trick: term of work or duty.

SET A PURPOSE  
FOR READING

Read to find out about the  
life of a village blacksmith.

# THE VILLAGE BLACKSMITH

Poem by

HENRY WADSWORTH  
LONGFELLOW



**BACKGROUND** A blacksmith makes and repairs iron objects by hammering them against an anvil, which is a heavy iron block. Using the roaring fire in his forge, the blacksmith would shape iron into horseshoes, weapons, and tools. Because of improvements in the production of such objects, blacksmiths are rare today.

**sinewy** (sīn'yōō-ē) *adj.* lean and tough

**brawny** (brō'nē) *adj.* strong and muscular

Ⓢ RHYME

Reread lines 1–12, underlining the rhyming words. Which lines in the first two stanzas rhyme?

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Under a spreading chestnut-tree  
The village smithy stands;  
The smith, a mighty man is he,  
With large and sinewy hands;  
5 And the muscles of his brawny arms  
Are strong as iron bands.

His hair is crisp, and black, and long,  
His face is like the tan;  
His brow is wet with honest sweat,  
10 He earns whate'er he can,  
And looks the whole world in the face,  
For he owes not any man. Ⓢ

Week in, week out, from morn till night,  
 You can hear his bellows<sup>1</sup> blow;  
 15 You can hear him swing his heavy sledge,  
 With measured beat and slow,  
 Like a sexton<sup>2</sup> ringing the village bell,  
 When the evening sun is low.

And children coming home from school  
 20 Look in at the open door;  
 They love to see the flaming forge,  
 And hear the bellows roar,  
 And catch the burning sparks that fly  
 Like chaff from a threshing-floor.<sup>3</sup>

**PAUSE & REFLECT**

25 He goes on Sunday to the church,  
 And sits among his boys;  
 He hears the parson pray and preach,  
 He hears his daughter's voice,  
 Singing in the village choir,  
 30 And it makes his heart rejoice. ①

It sounds to him like her mother's voice,  
 Singing in Paradise!  
 He needs must think of her once more,  
 How in the grave she lies;  
 35 And with his hard, rough hand he wipes  
 A tear out of his eyes.

**PAUSE & REFLECT**

Reread lines 13–24. What is the speaker's attitude toward the blacksmith?

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**① METER**

Read aloud lines 25–30, marking the pattern of stressed and unstressed syllables. What do you notice about the pattern of the rhythm?

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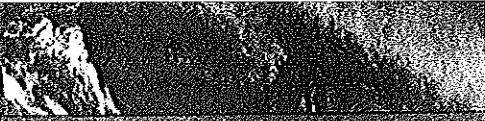
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1. bellows: a device for providing air to feed a fire.
2. sexton: an employee of a church, responsible for maintaining the building and ringing the church bells.
3. chaff from a threshing-floor: Chaff is the dry coating on grains of wheat. It is discarded during threshing, when the wheat and straw are separated.



repose (rĭ-pōz') *n.* freedom from work or worry; rest

**PAUSE & REFLECT**

Reread lines 43–48. Why does the speaker express gratitude toward the blacksmith?

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Toiling, —rejoicing, —sorrowing,  
Onward through life he goes;  
Each morning sees some task begin,  
40 Each evening sees it close;  
Something attempted, something done,  
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,  
For the lesson thou hast taught!  
45 Thus at the flaming forge of life  
Our fortunes must be wrought;  
Thus on its sounding anvil<sup>4</sup> shaped  
Each burning deed and thought.

**PAUSE & REFLECT**

4. **sounding anvil:** An anvil is a heavy block of iron on which metals are hammered into shape. *Sounding* refers to the ringing noise the hammering makes.

## Academic Vocabulary in Writing

associations      device      insight      reaction      specific



**READING 4** Understand, make inferences, and draw conclusions about the structure and elements of poetry.

What **associations** do you make with the life of a sailor and the life of a blacksmith? What **insights** into these occupations do you get from the poems? Use at least two Academic Vocabulary words in your response. Definitions of these words are on page 203.

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## Texas Assessment Practice

**DIRECTIONS** Use “Sea-Fever” and “The Village Blacksmith” to answer questions 1–4.

- The “call” that the speaker refers to in lines 5–6 of “Sea-Fever” means —
  - the desire to sail on the sea
  - the noise of a foghorn
  - the orders of the captain
  - the need to earn a living
- In line 12 of “Sea-Fever,” the “long trick” refers to —
  - the sail mast
  - the trip at sea
  - a caught fish
  - a crew member
- What brings the village blacksmith to tears in lines 35–36?
  - His mother’s singing sounds like an angel.
  - The difficulties of his job make him want to quit.
  - The children who visit make him long for his youth.
  - His daughter’s voice reminds him of his deceased wife.
- The speakers of “Sea-Fever” and “The Village Blacksmith” both —
  - express how work can bring satisfaction
  - lament over the harshness of everyday life
  - take pleasure in not knowing what each day will bring
  - feel nervous about the dangerous aspects of work

SET A PURPOSE  
FOR READING

Read to interpret the  
caterpillar's message.



# Message from a Caterpillar

Poem by

LILIAN MOORE

**BACKGROUND** The word *metamorphosis* means a change in shape or form. The following poem describes one of the most astonishing metamorphoses in nature: the transformation of a caterpillar into a beautiful butterfly.

Don't shake this  
bough.  
Don't try  
to wake me  
5 now.

In this cocoon  
I've work to  
do.  
Inside this silk  
10 I'm changing  
things.

I'm worm like now  
but in this  
15 dark  
I'm growing  
wings. Ⓐ

Ⓐ PARAPHRASE

Reread lines 12–16. Restate in  
your own words what is going on  
inside the cocoon.

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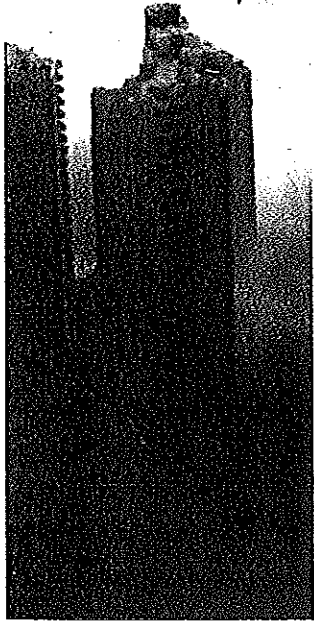
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# FOG



Poem by  
**CARL SANDBURG**

*BACKGROUND* Much of Carl Sandburg's poetry centers on the city of Chicago, Illinois, where he worked as a reporter. In addition to poems, he wrote a two-volume biography of Abraham Lincoln and assembled *The American Songbag*, a collection of folk songs.

The fog comes  
on little cat feet. ❶

It sits looking  
over harbor and city  
on silent haunches<sup>1</sup>  
and then moves on. ❷

## SET A PURPOSE FOR READING

Consider what fog reminds  
you of as you read this  
poem.

### ❶ METAPHOR

What is the fog compared to?

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### ❷ IMAGERY

What does this poem help you  
see and even hear?

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1. haunches: the hind legs of a four-legged animal.



SET A PURPOSE FOR READING

Read to determine the seasonal imagery in each haiku.

# Two Haiku

Poems by **BASHŌ**



**BACKGROUND** Matsuo Bashō set the rules for haiku, poems that describe a single moment of enlightenment or discovery, using only 17 syllables.

**PAUSE & REFLECT**

In the first haiku, what does “a world of one color” refer to?

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**PARAPHRASE**

In the chart, explain in your own words the images in these haiku that appeal to your senses of sight and sound.

Paraphrase
<i>First Haiku:</i>
<i>Second Haiku:</i>

Winter solitude—  
in a world of one color  
the sound of the wind. **PAUSE & REFLECT**

A field of cotton—  
as if the moon  
had flowered. **D**

## Academic Vocabulary in Speaking

associations      device      insight      reaction      specific

**TURN AND TALK** Which poem contained the most effective imagery? What insights did you have into the ideas that the poets were trying to convey? Discuss your specific thoughts with a partner. Use at least two Academic Vocabulary words in your discussion. Definitions of these words are on page 203.



**READING 4** Explain how figurative language contributes to the meaning of a poem.  
**8** Understand how an author's sensory language creates imagery in a literary text.  
**RC-6(E)** Paraphrase texts in ways that maintain meaning and logical order within a text and across texts.

### Texas Assessment Practice

**DIRECTIONS** Use "Message from a Caterpillar," "Fog," and the two haiku to answer questions 1–6.

- Which of the following is a good summary of the caterpillar's message in "Message from a Caterpillar"?
  - I need to wake up as soon as possible to fly away.
  - I think my cocoon is a hard place to grow up.
  - I already have wings and am ready to fly.
  - I am busy transforming, and cannot be disturbed.
- Both "Fog" and the haiku by Bashō have —
  - from three to seven syllables in a line
  - imagery that compares two things
  - two stanzas and titles
  - no titles and three lines
- Which senses does the word *haunches* in the poem "Fog" appeal to as it supports the cat metaphor?
  - smell and taste
  - hear and smell
  - sight and touch
  - taste and sight
- Which of these phrases best describes the tone in lines 1–5 and 6–11 in "Message from a Caterpillar"?
  - forceful and commanding
  - timid and shy
  - happy and upbeat
  - sad and depressed
- In Bashō's two haiku, which word does the poet use to create an image of melancholy, or gentle thought?
  - flowered
  - solitude
  - moon
  - sound
- Which of the following is the most accurate paraphrase of "Fog"?
  - The fog rushes quickly into the harbor and city before moving on.
  - The fog overwhelms the harbor and city and stays for a long time.
  - The fog enters the harbor and city noisily making its presence known.
  - The fog stops for a quiet rest over the harbor and city before it moves on.