

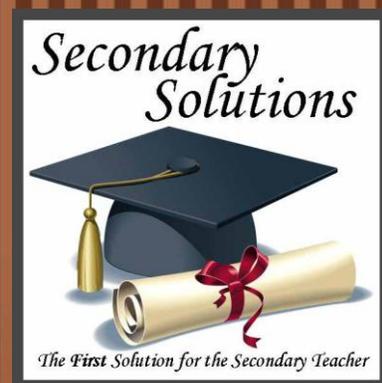
Activities for Teaching “Chicago”

by Carl Sandburg

Includes:

- Author Biography
- Historical Context of the Poem
- Notes and Vocabulary List
- Comprehension Check Activity and Questions
- Standards Focus: Hyperbole, Figures of Speech, Turns
- Assessment Preparation: Nouns, Prepositions, and Sentence Combining
- “You Try” Activity—Write a Poem about a Place
- “Chicago” Quiz
- Complete Answer Key

Secondary Solutions
www.4secondariesolutions.com
www.secondarysolutionsblog.com



Activities for Teaching “Chicago” by Carl Sandburg

from *Practical Poetry: A Guide to Teaching the
Common Core Text Exemplars for Poetry in
Grades 6-8*

by
Mary Pat Mahoney
for *Secondary Solutions*®

Item No. 20558PT9

Terms of Use Agreement: Downloadable Secondary Solutions® PocketSolutions®

This downloadable Secondary Solutions® PocketSolutions® product includes one single-teacher classroom license. Photocopying of this copyrighted downloadable product is permissible only for one teacher for his/her own classroom use. Reproduction of this product, in whole or in part, for more than one teacher, classroom, or department, school, or school system, by for-profit tutoring centers and like institutions, or for commercial sale, is strictly prohibited. This product may not be distributed, posted, displayed, or shared, electronically, digitally, or otherwise, without the express written permission of Secondary Solutions.


Secondary Solutions®
THE *FIRST* SOLUTION FOR THE SECONDARY TEACHER®
WWW.4SECONDARYSOLUTIONS.COM

“Chicago” Author Biography and Historical Context

Like other American poets, Carl Sandburg wanted to use his writing to express what he felt it meant to be American. Sandburg was a friend to the worker and distrusted the motives of businesses that made their money from cheap labor.

Carl Sandburg lived from 1878 – 1967 and was born and raised in Illinois. He quit school after eighth grade to help support his family by working various jobs – including harvesting ice and shining shoes. As a young man, he traveled around the country as a hobo. Through this experience, he saw the working conditions of laborers – conditions that often took advantage of them. In 1898 he joined the U.S. Army for a short time and served in Puerto Rico during the Spanish-American War.

After his military experience, he went to college. He joined the “Poor Writers Club” in which he practiced writing and was encouraged by his peers. Though he never finished college, he worked as a journalist and was eventually recognized as a writer in 1914 when his poems were published in a magazine. He wrote two more books of poetry and a book of stories for children. Then his publisher asked him to write a biography of Abraham Lincoln for children. Sandburg researched his topic and wrote a two-volume biography of Lincoln – for adults.

Sandburg went on to write four more books about Lincoln. One of the volumes won a Pulitzer Prize in 1940. His books are still considered some of the comprehensive biographies of Lincoln ever written.

The word *hobo* is an American word that came into our language in the late 19th century. The term means a migratory worker, someone who travels from job to job without a stationary home. During the Great Depression, hobos traveled by hitching rides on trains. They moved from city to city in search of work. Hobo may also be used to describe a vagrant – someone who doesn’t work.

Sandburg won three Pulitzer Prizes – two for his books of poetry and one for his biography of Lincoln. He is remembered today for his range of writing – from children’s books to poetry to research.

Historical Context

What do you know about the city of Chicago? Share your experiences and knowledge with a classmate.

Today, Chicago is the third largest city (in population) in the United States. When Carl Sandburg wrote his poem “Chicago” in 1914, the city of Chicago had already earned itself a reputation. After the Great Chicago Fire of 1871, the city was rebuilt, reorganized, and proud of its accomplishments.

Name _____ Per. _____

Because of its location on the Great Lakes and centralized location in the nation, Chicago was important in transporting goods around the country. The meat packing industry, the railroad, and other industries flourished in Chicago. Immigrants to the United States moved to Chicago to find jobs in search of the American dream. But the city had another reputation as well: crime. Chicago was a tough city of gangsters and dishonest politicians. During Prohibition in the 1920s, gangsters like Al Capone were powerful forces in the city.

Chicago, along with other industrial cities at the time, relied on cheap labor – often from immigrants and children. Businesses grew wealthier and the workers struggled to survive. Sandburg’s poem honors the determination and toughness that the working class people had and their importance in making the city strong.

According to the U.S. Census Bureau, the top ten most populated cities are:

1. New York, NY
2. Los Angeles, CA
3. Chicago, IL
4. Houston, TX
5. Philadelphia, PA
6. San Diego, CA
7. Detroit, MI
8. Dallas, TX
9. Phoenix, AZ
10. San Antonio, TX

Exploring Expository Writing: Author Biography and Historical Context

Directions: Answer the following questions using complete sentences on a separate piece of paper.

1. Where and when did Carl Sandburg live?
2. Analyze events that happened in Carl Sandburg’s life that may have influenced his writing?
3. Infer how Sandburg felt about Lincoln. Explain your answer.
4. What facts or ideas show that Sandburg was a good writer?
5. Why do you think it was important to Sandburg to write about the American experience?
6. What facts about the city of Chicago do you think are important?
7. Why do you think people were proud of the city of Chicago?
8. In what ways do you think the city of Chicago is different today? Explain your answer.

Comparing Literature

9. Compare Carl Sandburg to another poet you’ve read about. How are they alike?
10. Contrast Sandburg with another poet. How is he different?

Name _____ Per. _____

“Chicago” ***Notes and Vocabulary***

Notes

Turn – just like the physical movement from one direction to another when you “turn,” the literary definition of turn means a shift or change in the direction, emotion, or thought in a poem. As you read a poem, you may notice that the tone present at the beginning of the poem changes as the poem progresses – sometimes more than once. By the time you reach the end of the poem, the tone is different. That is the “turn” of the poem.

Vocabulary List

butcher – a person who slaughters meat and prepares it for sale

freight – cargo; goods that are transported

husky – big; strong

brawling – fighting

luring – attracting; tempting

crooked – slang term for dishonest

brutal – vicious; cruel

wanton – unjustifiable

sneer – to look at with disdain or disgust

coarse – rough; unsophisticated

cunning – clever

amid – around; within

toil – work

slugger – a person who hits hard – specifically a boxer or a baseball player

vivid – bright; clear

savage – an uncivilized person

pitted – set against; in battle against

destiny – what is meant to be; the future

**“Chicago”
Comprehension Check**

Part One

Directions: Paraphrase the poem using the graphic organizer below. Use the sentence prompts to help you.

Stanza 1	The speaker is listing:
Stanza 2	<p>“They” tell the speaker the city is:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>The speaker responds by saying...</p> <p>But the city is also ...</p>
Stanza 3	<p>The speaker describes the city as being like a ...</p> <p>Some of the things the city does includes ...</p> <p>The city is proud to be ...</p>

Part Two

Directions: Answer the following questions on a separate piece of paper using complete sentences.

1. List some of the “jobs” the city has.
2. What do these jobs have in common?
3. In the first half of the second stanza, what kind of “conversation” is the speaker having?
4. How does the conversation change in the second half of the stanza?
5. In the third stanza, what does the speaker compare the city to?
6. In the third stanza, what word do you notice the speaker repeats?

Name _____ Per. _____

7. What can you infer about the city based on the poem?
8. Contrast the first stanza with the last four lines of the poem. How are they different?
9. Identify some of the verbs (action words) in the poem. What do you notice about them?
10. Suppose you were to visit the Chicago the speaker of the poem is describing. What would you expect it to be like?
11. What might it mean to call Chicago “City of Big Shoulders”?

Comparing Literature

12. Compare this poem to another one you’ve read. How are they alike?
13. Contrast this poem with another one you’ve read. How is this poem different?

Name _____ Per. _____

“Chicago”

Standards Focus: Hyperbole, Figures of Speech, Turns

Part One

How would you describe your town? List some adjectives you’d use below.

1. People often say a town has a personality. What do you think that means? Write your thoughts in the space below.

Read through “Chicago” again. Use the graphic organizer below to help you decide what kind of personality the town has. The first stanza has been done for you.

	Images, words, phrases that paint a picture for me	Makes me think the personality of the city is...
Stanza 1	Hog butcher, freight handler, big shoulders,	Hard working, strong. It can handle physical labor.
Stanza 2		
Stanza 3		

The speaker of the poem uses a figure of speech called hyperbole to describe the personality of Chicago. Hyperbole is extreme exaggeration. The line, “Hog Butcher for the World” is an example of hyperbole. While Chicago might be responsible for a large portion of hog production, it is not the only place in the world that slaughters hogs. By using hyperbole, the speaker calls attention to the line.

2. Why do you think the speaker uses hyperbole? _____

3. Choose another line that you think is a hyperbole. Explain why you think it is an example of hyperbole. _____

4. Explain what you think the hyperbole you chose for question number three means. _____

Name _____ Per. _____

Hyperboles, like similes, metaphors, and personification, are figures of speech that help the reader experience the poem. Use the graphic organizer below to list some of the metaphors and similes found in the poem. Put a star next to those you think are hyperboles.

Simile	Stanza #	Compares ... to ...
Fierce as a dog	3	City to a vicious dog
Cunning as a savage	3	
Laughing as ...	3	
Laughing as ...	3	
Metaphor	Stanza #	Compares ... to ...
City of Big Shoulders	1	
Here is a ...	2	
Personification	Stanza #	Compares ... to ...
City with lifted head singing	2	City to a singer
Proud to be alive	2	
Flinging magnetic curses	2	
City is laughing the laughter of...	3	

5. Choose one of the comparisons from the graphic organizer above that you think is a hyperbole. Explain why you think it's a good example of hyperbole. _____
- _____
- _____

Name _____ Per. _____

"Chicago"

Assessment Preparation: Nouns, Prepositions, and Sentence Combining

Part One

Look through the poem for nouns the speaker uses. **Nouns** are persons, places, things, and ideas.

1. List the nouns you found: _____

2. Look over your list. What do you think the speaker of the poem thinks the age of the city is? Explain your answer. _____

3. If the city were a person, what would that person look like? _____

Part Two

The poem uses *prepositional phrases* to show relationships between elements of the poem. For example, the line: "Come and show me another city with lifted head singing." The prepositional phrase *with lifted head* tells what the city looks like. The preposition *with* begins the phrase and the object of the preposition is *head*.

Some common **prepositions**:
about, after, at, before, behind,
below, down, for, in, of, out,
over, through, to, under, with

1. **Underline** the prepositional phrases in the stanza below.

*Hog Butcher for the World,
Tool Maker, Stacker of Wheat,
Player with Railroads and the Nation's Freight Handler;
Stormy, husky, brawling,
City of the Big Shoulders;*

2. Read the stanza again without any of the information in the boxed phrases. How do the prepositional phrases add meaning to the poem? _____

Name _____ Per. _____

3. Evaluate how the tone or the poem would be different if the speaker didn't use prepositional phrases in the first stanza. _____

One of the definitions you may hear when people try to define poetry is “condensed language.” That means that the writer carefully chooses every word. There are no extra words or padding in the poem. Each word works to create meaning, theme, and images.

When you are writing, you probably are focusing on the specific nouns and verbs you use. Pay attention to how prepositional phrases can add interest and meaning to your writing.

A common preposition is “to.” When you are identifying prepositions, be careful to notice that “to” is not always a preposition and can be part of an infinitive – a verb. An **infinitive** is the base form of a verb, for example: to run, to laugh, to buy.

5. Choose another line of the poem that contains prepositional phrases. Rewrite the line in the space below and draw a box around the prepositional phrases.

6. Evaluate how the information from the prepositional phrases adds meaning to the poem. _____

Part Three

Combine the following sentences by using prepositional phrases. Feel free to omit words you don't need and add words that will help your sentence make sense. Underline the prepositional phrases you use.

1. There is a box. The box contains candy bars. Edith must sell the candy bars. The candy bars have almonds.

2. It is May. We are having a fundraiser. Our club needs money. Our club is the Kazoo Club. Our club needs new kazoos.

Name _____ Per. _____

3. Edith sold thirty boxes last year. She was the top seller. She won a prize.

4. This year we're buying kazoos. The kazoos are new. The kazoos are gold. The kazoos have glitter. The glitter is sparkly.

Part Four
Vocabulary

Directions: Match the word and its definition. Write the letter of the correct answer on the line provided.

- | | | |
|-----------|----------|---|
| _____ 1. | butcher | A. a person who slaughters meat and prepares it for sale |
| _____ 2. | freight | B. slang term for dishonest |
| _____ 3. | husky | C. bright; clear |
| _____ 4. | brawling | D. clever |
| _____ 5. | luring | E. vicious; cruel |
| _____ 6. | crooked | F. a person who hits hard – specifically a boxer or a baseball player |
| _____ 7. | brutal | G. an uncivilized person |
| _____ 8. | wanton | H. cargo; goods that are transported |
| _____ 9. | sneer | I. work |
| _____ 10. | coarse | J. rough; unsophisticated |
| _____ 11. | cunning | K. around; within |
| _____ 12. | amid | L. big; strong |
| _____ 13. | toil | M. to look at with disdain or disgust |
| _____ 14. | slugger | N. fighting |
| _____ 15. | vivid | O. attracting; tempting |
| _____ 16. | savage | P. unjustifiable |
| _____ 17. | pitted | Q. what is meant to be; the future |
| _____ 18. | destiny | R. set against; in battle against |

Name _____ Per. _____

“Chicago”

Write a Poem About a Place

“Chicago” is a poem about a city that someone looks at through his own eyes. The speaker defends his city by praising it, but also acknowledging its faults and looking at it realistically.

For your poem, think about some place that you think is special. Some possible places include: your town, a town you used to live in, your school, your house, your neighborhood, a place you’ve visited, or even your bedroom. Try to choose a place that you love, but that others may not feel the same way about.

Part One

Directions: Use the table below to generate some ideas about the place you want to write about. Try to be as specific as possible. What exactly might someone say about your place? How do you respond to that? An example has been done for you.

The place	Negative things others say about it...	My response to the negatives things said...
<i>My bedroom</i>	<i>Mom says it is a pigsty and disgusting</i>	<i>I say I like it that way—that things are where I can find them. It’s an organized mess.</i>

Part Two

“Chicago” is divided into three sections: an initial description, criticism and response, and a description of the power of the city. Use the chart below and on the next page to help you organize your poem.

<p>The initial description (list of nouns with prepositional phrases)</p>	
--	--

Name _____ Per. _____

Criticism and response	They tell me... And I believe them... And they tell me ... And I answer... And they tell me... And my reply is ...
Description (personification) of the place	
Repeat the initial description	Proud to be...

Part Three

Write a draft of your poem. Look at the word choices you made. Are they vivid? Do the nouns capture the image of the place? Did you include prepositional phrases? Did you try to personify the place?

Part Four

Read your poem to a friend. Does the poem make sense? Are there enough clues to help your friend understand what your poem is about? Have you used enough sensory language? If not, revise your poem so others can enjoy it.

Part Five

Revise your poem, add a title, and publish the final draft.

Name _____ Per. _____

“Chicago”
Sample Student Poem

Bedroom

*Dirty laundry collector for the house
Paper shredder, hoarder of junk.
Storehouse of Frisbees and basketballs.
Smelly, cluttered, messy
Bedroom of the Big Junk Pile.*

*They tell me you are a mess and I believe them because there is a lot of garbage in here.
They tell me you are a bio hazard and I answer: Yes, there are several science
experiments involving mold and fungus going on under the bed.
And they tell me you are appalling and my reply is: On the face of my mother, I have
seen horror and the fear of the wanton laziness of her son.*

*Tangled like a mop of hair that isn't afraid to blow free in the wind,
Laughing, nestling, burrowing, and scattering more.
Under the trash, tossing the paper and clothes like a happy mouse making a nest
Laughing even at the dirty dishes covered with crumbs like a cheerful clown ready to
entertain an audience.*

*Happy, carefree, laughing. Proud to be
Dirty laundry collector for the house
Paper shredder, hoarder of junk.
Storehouse of Frisbees and basketballs.
Smelly, cluttered, messy
Bedroom of the Big Junk Pile.*

“Chicago” Quiz

Directions: Choose the best response. Write your answer on the line provided.

- _____ 1. “Chicago” is a poem that
- points out all the bad qualities of the city
 - praises all the good qualities of the city
 - balances the good and bad of the city
 - refuses to believe what anyone else says about the city

- _____ 2. It is written
- in free verse
 - with rhymed stanzas
 - in unrhymed stanzas
 - with a clear pattern of rhythm

- _____ 3. Calling Chicago a “city of the big shoulders” is a good example of
- metaphor
 - simile
 - personification
 - repetition

- _____ 4. Some of the great things about the city pointed out in the poem include
- a great educational system
 - proud, hard-working people
 - a Beautiful natural setting
 - the tallest buildings in the country

- _____ 5. Some of the negative things about the city pointed out in the poem include
- factories that pollute the air and water
 - criminals who are set free
 - a poor educational system
 - trouble with unemployment

- _____ 6. “Fierce as a dog” is a good example of
- metaphor
 - personification
 - repetition
 - simile

- _____ 7. The speaker of the poem
- thinks Chicago needs to be reformed
 - worries about what other people think of the city
 - wants the world to know it is a city of great people
 - believes that the city is in danger of losing its identity

- _____ 8. a person who slaughters meat and prepares it for sale
- husky
 - wanton
 - coarse
 - butcher

- _____ 9. cargo; goods that are transported
- slugger
 - freight
 - amid
 - slugger

- _____ 10. big; strong
- husky
 - brawling
 - wanton
 - sneer

- _____ 11. fighting
- luring
 - crooked
 - brawling
 - freight

- _____ 12. attracting; tempting
- luring
 - husky
 - wanton
 - crooked

Name _____ Per. _____

_____ 13. slang term for dishonest

- a. wanton
- b. crooked
- c. toil
- d. savage

_____ 14. vicious; cruel

- a. slugger
- b. butcher
- c. pitted
- d. brutal

_____ 15. unjustifiable

- a. wanton
- b. husky
- c. luring
- d. crooked

_____ 16. to look at with disdain or disgust

- a. luring
- b. slugger
- c. savage
- d. sneer

_____ 17. rough; unsophisticated

- a. coarse
- b. wanton
- c. cunning
- d. vivid

_____ 18. clever

- a. destiny
- b. pitted
- c. cunning
- d. amid

_____ 19. around; within

- a. toil
- b. amid
- c. slugger
- d. crooked

_____ 20. work

- a. freight
- b. toil
- c. savage
- d. coarse

_____ 21. a person who hits hard – specifically a boxer or a baseball player

- a. brawling
- b. luring
- c. slugger
- d. pitted

_____ 22. bright; clear

- a. cunning
- b. vivid
- c. amid
- d. sneer

_____ 23. an uncivilized person

- a. husky
- b. butcher
- c. savage
- d. slugger

_____ 24. set against; in battle against

- a. pitted
- b. sneer
- c. cunning
- d. slugger

_____ 25. what is meant to be; the future

- a. destiny
- b. wanton
- c. amid
- d. luring

Answer Key

“Chicago”

Exploring Expository Writing: Author Biography and Historical Context

1. He lived from 1878 – 1967 in Illinois.
2. He traveled as a hobo and saw how workers were treated. He worked as a child to help support his family.
3. *Answers may vary. Sample student answer:* He probably felt Lincoln was fascinating because he ended up writing six books about him.
4. He won the Pulitzer Prize three times, and he was able to earn a living from writing.
5. *Answers may vary. Sample student answer:* He probably saw the difference between the rich and the poor and wanted his writing to communicate that to his readers.
6. It’s a large city. In Carl Sandburg’s life, the city was corrupt.
7. *Answers may vary. Sample student answer:* After the fire, people rebuilt the city and made it better. People were also proud of the fact that the city was important to the entire country.
8. *Answers may vary. Sample student answer:* Hopefully, the workers are being treated more fairly. The city is still important, but industry has changed. They probably don’t need as many laborers as they did in Sandburg’s day.

Comparing Literature

Answers may vary. Sample student answers are given.

9. He is similar to Walt Whitman who worked to help support his family. Like Whitman, he didn’t finish his schooling.
10. Sandburg isn’t like Longfellow or Carroll – both of those poets were educated. Additionally, they didn’t write about social topics.

“Chicago”

Comprehension Check

Part One

Stanza 1	The speaker is listing some of the things the city is noted for—the jobs the inhabitants of the city have.
Stanza 2	<p>“They” tell the speaker the city is:</p> <ol style="list-style-type: none"> 1. wicked 2. crooked 3. brutal <p>The speaker responds by saying...yes, those things are true But the city is also ... strong and alive</p>
Stanza 3	<p>The speaker describes the city as being like a ... dog and a savage. Some of the things the city does includes ... laughing, building, shoveling, brawling The city is proud to be ... hog butcher, tool maker, stacker of wheat, player with railroads, and freight handler to the nation</p>

Part Two

Answers may vary. Sample student answers are given.

1. Hog butcher, tool maker, stacker of wheat, player with railroads, and freight handler.
2. They are all jobs that require physical labor.
3. Someone is pointing out the bad things about the city, and he’s agreeing that the city is bad.
4. He challenges them to find another city like Chicago.
5. A fierce dog, a savage, a fighter, a young man
6. Laugh, laughing
7. The city is strong and active. It’s not afraid of hard work. The people are not afraid of hard work; they are young and strong.
8. At the beginning of the poem, the list sounds like names that someone is calling the city. In the end, those words seem proud and valuable. Badges of honor.
9. Many of them end in -ing
10. Active. People would be working and laughing. There would be working class people working at their jobs.

- It might mean that it was a strong city (like muscular). It could also mean that it was capable of doing great things and enduring many things.

Comparing Literature

Answers may vary. Sample student answers are given.

- This poem is similar to “Twelfth Song of Thunder” because they both contain strong images. The poem is also similar to “I, Too, Sing America” because it is about a particular American image – something that the common person may not see or understand until he reads the poem.
- Primarily, this poem is different from many of the other poems because it’s written in free verse. When compared to a poem like “Jabberwocky,” it has a more serious tone and more serious content.

“Chicago”

Standards Focus: Hyperbole, Figures of Speech, Turns

Answers may vary. Sample student answers are given.

- A town, like a person can have a mood or a trend. It can have a feel that makes it unique.

Stanza 1	Hog butcher, freight handler, big shoulders,	Hard working, strong. It can handle physical labor.
Stanza 2	Wicked, crooked, gunman kill and go free, brutal, wanton hunger, sneer, lifted head, singing, proud, alive, bold slugger	Not all good. The city has a bad side, but it also has a good side – a side with pride and action
Stanza 3	Fierce as a dog, shoveling, wrecking, planning, laughing, bragging, proud	Not afraid to face challenges, hard working, ready to work and fight

- The reader knows that the meat industry is a big industry in the city. The speaker may feel that Chicago does the best job at it as well.
- “City of the Big Shoulders” is a hyperbole because a city can’t have shoulders.
- It means that the city is huge, like a giant. The city can handle any problems because it is strong and can handle a lot.

Simile	Stanza #	Compares ... to ...
Fierce as a dog	3	City to a vicious dog
Cunning as a savage	3	City to someone who can survive in the wild
Laughing as a young man	3	City is young and laughs
Laughing as an ignorant fighter	3	City doesn’t know or care about the dangers that it might be facing

Metaphor	Stanza #	Compares ... to ...
City of Big Shoulders	1	City to a giant or a burly person with big shoulders
Here is a tall bold slugger	2	The city is like a fighter

Personification	Stanza #	Compares ... to ...
City with lifted head singing	2	City to a singer
Proud to be alive	2	City is someone who is happy to be alive
Flinging magnetic curses	2	The city is throwing curses around, like someone who is calling out curses
City is laughing the laughter of youth	3	The city is young, like a young reckless person

- I think the metaphor of the city as “a tall bold slugger” is a hyperbole. The speaker is comparing the city to a fighter. The entire city is fighting and attacking whatever jobs face it. It’s a good example of a hyperbole because an entire city cannot be totally dedicated to what it does. There are people in the city who aren’t going to work. There are people in the city who aren’t going to be laborers.

Part Two

- The speaker is agreeing with whoever “they” is – the one who is criticizing the city.
- He sneers back at those who have sneered at him.
- The poem has changed directions. The speaker now is sneering at those who criticize the city.
- The speaker is now pointing out all of the positive qualities of the city.

5. *Answers may vary. Sample student answer:* By the end of the poem, the things that at the beginning sounded brutal and cruel seem to be proud and admirable. The tone shifted the meaning of the poem to a feeling of “although it is hard work, it is what makes this city what it is.”

“Chicago”

Assessment Preparation: Nouns, Prepositions, and Sentence Combining

Part One

1. butcher, maker, stacker, player, handler, city, woman, boys, gunman, women, children, hunger, sneer, head, curses, toil, jobs, slugger, cities, dog, tongue, savage, wilderness, smoke, dust, mouth, teeth, burden, destiny, man, fighter, battle, wrist, pulse, ribs, heart, people
2. The city is young, but it’s not a baby.
3. He would be very strong, muscular, burly, dirty, dusty, broad-shouldered, husky, sweating, laughing.

Part Two

Answers may vary. Sample student answers are given where applicable.

1. For the world, of wheat, with railroads, of the big shoulders
2. Boxed: for the World, of Wheat, with Railroads, of the Big Shoulders
3. They give details. They help the reader understand exactly what the speaker is talking about.
4. The stanza sounds more formal with the prepositional phrases, and the hyperbole may not exist or be as effective.
5. Under the terrible burden of destiny laughing as a young man laughs.
6. Without the prepositional phrases, the reader doesn’t realize that the person is under a terrible burden. There is stress in the line that comes out in the prepositional phrases.

Part Three

Answers may vary. Sample student answers are given.

1. Edith must sell a box of almond candy bars.
2. In May, the Kazoo Club is having a fundraiser to buy new kazoos.
3. Last year Edith sold thirty boxes of candy bars and won a prize for the most sales.
4. This year, we’re buying new, gold kazoos that are covered with sparkly glitter.

Part Four

Vocabulary

1. A. a person who slaughters meat and prepares it for sale
2. H. cargo; goods that are transported
3. L. big; strong
4. N. fighting
5. O. attracting; tempting
6. B. slang term for dishonest
7. E. vicious; cruel
8. P. unjustifiable
9. M. to look at with disdain or disgust
10. J. rough; unsophisticated
11. D. clever
12. K. around; within
13. I. work
14. F. a person who hits hard – specifically a boxer or a baseball player
15. C. bright; clear
16. G. an uncivilized person
17. Q. what is meant to be; the future
18. R. set against; in battle against

“Chicago” Quiz

1. c. balances the good and bad of the city
2. a. in free verse
3. c. personification
4. b. proud, hard-working people

5. b. criminals who are set free
6. d. simile
7. c. wants the world to know it is a city of great people
8. d. butcher
9. b. freight
10. a. husky
11. c. brawling
12. a. luring
13. b. crooked
14. d. brutal
15. a. wanton
16. d. sneer
17. a. coarse
18. c. cunning
19. b. amid
20. b. toil
21. c. slugger
22. b. vivid
23. c. savage
24. a. pitted
25. a. destiny