

Self-Respect

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

🖉 Directions:

This exam contains several poems. Each poem is accompanied by six multiple-choice questions. Answer every question and **UNDERLINE** your answer. You have one block to complete the exam.



Do your best !!!

|  |  |
| --- | --- |
| **The Rose that Grew from Concrete**  http://t2.gstatic.com/images?q=tbn:hvxG3mxKqCkFQM:http://i305.photobucket.com/albums/nn223/bohochick85/Betweeen_the_Concrete_by_Kuhkay.jpg&t=1 | |
|  |

|  |  |
| --- | --- |
|  | Did you hear about the rose that grew from a crack in the concrete?  Proving nature's law is wrong it  learned to walk without having feet.  Funny it seems, but by keeping it's dreams,  it learned to breathe fresh air.  Long live the rose that grew from concrete when no one else ever cared. |

☺Questions based on “The Rose That Grew From Concrete” by Tupac

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | The rose becomes a symbol of Tupac’s | | |
|  | a). defeat | c). shame | |
|  | b). perseverance | d). creativity | |
|  |  |  | |
| 2. | The rhetorical question that begins the poem is significant because it | | |
|  | a). establishes the paradox of the poem | | b). introduces the antagonist |
|  | c). hyperbolically asserts Tupac’s surrender | | d). symbolically represents Tupac’s low self-esteem |

3. On a figurative level, the metaphor of the rose best demonstrates Tupac’s

a). willingness to give up

b). determination to succeed despite his hardships

c). willingness to ask for forgiveness

d). determination to demonstrate his national pride

4. The line “proving nature’s law is wrong” illustrates Tupac’s

a). creativity and professional success

b). flaws and limitations as an individual

c.) commitment and dedication to succeed

d). reflection and assessment of past mistakes

5. Syntactically, the poem contains both forced and regular schemes. This feature best captures the theme of

a). Self-disgust and self-defeat

b). Self-perseverance and self-determination

c). Introspection and exclusion

d). Extrospection and inclusion

6. The central conflict of the poem is resolved by

a). the literal growth of the rose from within a crack in the concrete

b). the figurative growth of the rose from within a crack in the concrete

c). the regular and forced rhyme scheme

d). the introduction of the simile in the last line of the poem

**"jump mama"**  
by Kurtis Lampkin

pretty summer day  
grammama sittin on her porch  
easy  
rockin her grandbaby in her wide lap  
ol men sittin in their lincoln  
tastin and talkin and talkin and tastin  
young boys on the corner  
milkin a yak yak  wild hands  baggy pants  
young girls halfway up the block  
jumpin that double dutch  
singin their song  
*kenny kana paula  
be on time  
cause school begins  
at a quarter to nine  
jump one two three and aaaaaaah*. . .  
  
round the corner comes  
this young woman  
draggin herself heavy home from work  
she sees the young boys  
sees the old men  
but when she sees the girls she just starts smilin  
she says let me get a little bit of that  
they say  you can't jump  
you too old  
  
why they say that  
o, why they say that  
  
she says tanya you hold my work bag  
chaniqua come over here girl i want you to hold my handbag  
josie could you hold my grocery bag  
please  
kebè take my purse  
she starts bobbin her head, jackin her arms  
tryin to catch the rhythm of the ropes  
and when she jumps inside those turning loops  
the girls crowd her  sing their song  
*kenny kana paula  
be on time  
cause school begins  
at a quarter to nine  
jump one two three and  
aaaaaaaaaaaaaaaaaaaaaaaaaaah*  
she jumps on one leg -- aaaaah  
she dances sassy saucy -- aaaaah  
jump for the girls mama  
jump for the stars mama  
jump for the young boys sayin  
jump mama!  jump mama!  
jump for the old woman sayin -- aww, go head baby  
  
and what the young girls say  
what the young girls say  
aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaah

☺Questions based on “Jump Mama” by Kurtis Lampkin

1. The repetition of “aaaaaah” can serve as a double-entendre in that
2. it represents the girl’s doubt and the spectator’s doubt
3. it represents Jump Mama’s fatigue and the swishing of the ropes
4. it represents the surprise of the spectators and a line from the song
5. it represents the urban setting and Jump Mama’s triumphant feat

2. The central conflict of the poem is resolved when

1. a). Jump Mama proves the girls wrong
2. b). Jump Mama sings the song
3. c). Jump Mama is told that she is too old
4. d). Jump Mama puts down her bags

3. Jump Mama’s characterization reinforces the tone in that she is

1. a). defeatist
2. b). pessimistic
3. c). determined
4. d). ponderous

4. Syntactically, Lampkin does not adhere to “grammatically correct” language conventions to illustrate

1. a). Jump Mama’s lack of consideration for the “conventions” of age
2. b). Jump Mama’s “conventional” professional life
3. c). the “conventional” nature of an urban setting
4. d). the “conventions” of a forced rhyme scheme

5. Lampkin does not conclude his poem with a period to show

1. a). his disregard for standard English conventions
2. b). Jump Mama’s continuity as she proves the girls wrong by jumping rope
3. c). Jump Mama’s embarrassment and shame
4. d). his desire to create flawed characters

6. From the physical description of Jump Mama, one can assume that she is

1. a). between 13- 18 years of age
2. b). between 50 – 60 years of age
3. c). between 20 – 40 years of age
4. d). between 5 – 10 years of age

**Who Understands Me But Me**

By Jimmy Santiago Bacca

They turn the water off, so I live without water,  
they build walls higher, so I live without treetops,  
they paint the windows black, so I live without sunshine,  
they lock my cage, so I live without going anywhere,  
they take each last tear I have, I live without tears,  
they take my heart and rip it open, I live without heart,  
they take my life and crush it, so I live without a future,  
they say I am beastly and fiendish, so I have no friends,  
they stop up each hope, so I have no passage out of hell,  
they give me pain, so I live with pain,  
they give me hate, so I live with my hate,  
they have changed me, and I am not the same man,  
they give me no shower, so I live with my smell,  
they separate me from my brothers, so I live without brothers,  
who understands me when I say this is beautiful?  
who understands me when I say I have found other freedoms?

I cannot fly or make something appear in my hand,  
I cannot make the heavens open or the earth tremble,  
I can live with myself, and I am amazed at myself, my love, my beauty,  
I am taken by my failures, astounded by my fears,  
I am stubborn and childish,  
in the midst of this wreckage of life they incurred,  
I practice being myself,  
and I have found parts of myself never dreamed of by me,  
they were goaded out from under rocks in my heart  
when the walls were built higher,  
when the water was turned off and the windows painted black.  
I followed these signs  
like an old tracker and followed the tracks deep into myself  
followed the blood-spotted path,  
deeper into dangerous regions, and found so many parts of myself,  
who taught me water is not everything,  
and gave me new eyes to see through walls,  
and when they spoke, sunlight came out of their mouths,  
and I was laughing at me with them,  
we laughed like children and made pacts to always be loyal,  
who understands me when I say this is beautiful?

☺Questions based on “Who Understands Me But Me?” by Jimmy Santiago Bacca

1. The repetition of “they” in the first stanza best represents the narrator’s

a). man vs. man conflict b). man vs. man conflict

c). shift in tone d). continuity in tone

2. The repetition of “I” in the second stanza characterizes the narrator as being

a). reserved b). hostile

c). arrogant d). determined

3. The use of rhetorical questions at the end of each stanza emphasizes the

a). use of flashback b). change in setting

c). paradoxical turning point d). defeat of the narrator

4. The setting of the poem is a

a). funeral b). church

b). prison d). courtroom

5. The tone shifts between stanzas from

a). calm to prideful b). anxious to resolved

c). accepting to triumphant d). defeated to optimistic

6. The phrase “who understands me when I say this is beautiful?” suggests the narrator’s

a). becoming more like others b). being influenced by friends

c). returning to former feelings c). self-reliance and perseverance

# Still I Rise

# By Maya Angelou

You may write me down in history   
With your bitter, twisted lies,   
You may trod me in the very dirt   
But still, like dust, I'll rise.   
  
Does my sassiness upset you?   
Why are you beset with gloom?   
'Cause I walk like I've got oil wells   
Pumping in my living room.   
  
Just like moons and like suns,   
With the certainty of tides,   
Just like hopes springing high,   
Still I'll rise.   
  
Did you want to see me broken?   
Bowed head and lowered eyes?   
Shoulders falling down like teardrops.   
Weakened by my soulful cries.   
  
Does my haughtiness offend you?   
Don't you take it awful hard   
'Cause I laugh like I've got gold mines   
Diggin' in my own back yard.   
  
You may shoot me with your words,   
You may cut me with your eyes,   
You may kill me with your hatefulness,   
But still, like air, I'll rise.   
  
Does my sexiness upset you?   
Does it come as a surprise   
That I dance like I've got diamonds   
At the meeting of my thighs?   
  
Out of the huts of history's shame   
I rise   
Up from a past that's rooted in pain   
I rise   
I'm a black ocean, leaping and wide,   
Welling and swelling I bear in the tide.   
Leaving behind nights of terror and fear   
I rise   
Into a daybreak that's wondrously clear   
I rise   
Bringing the gifts that my ancestors gave,   
I am the dream and the hope of the slave.   
I rise   
I rise   
I rise

☺Questions based on “Still I Rise?” by Maya Angelou

1. A contrast is created in the poem between the “you” and “I.” The “I” is

a). the antagonist b). the author Maya Angelou

c). the personified setting d). the conflict and resolution

1. The purpose of the simile in the opening stanza is to characterize the narrator as being

a). passive b). determined

b). defeated c). productive

1. “You” best represents

a). racial oppression b). gender injustices

c). historical bias d). economic disparity

1. The poem features several rhetorical questions to emphasize

a). the conflict between “you” and “I” b). the tone of surrender and defeat

c). the theme of self-pity and disgust d). the passivity of the narrator

1. The phrase “I am the dream and the hope of the slave” alludes to the fact that the narrator

a). is a lesbian b). is a racist

c). is African-American d). is a free slave

1. The syntactical repetition of the phrase “I rise” reinforces the theme of

a). racial segregation b). racial perseverance

b). historical upheaval d). historical injustice

## “What Do Women Want?”

by Kim Addonizio

I want a red dress.

I want it flimsy and cheap,

I want it too tight, I want to wear it

until someone tears it off me.

I want it sleeveless and backless,

this dress, so no one has to guess

what’s underneath. I want to walk down

the street past Thrifty’s and the hardware store

with all those keys glittering in the window,

past Mr. and Mrs. Wong selling day-old

donuts in their café, past the Guerra brothers

slinging pigs from the truck and onto the dolly,

hoisting the slick snouts over their shoulders.

I want to walk like I’m the only

woman on earth and I can have my pick.

I want that red dress bad.

I want it to confirm

your worst fears about me,

to show you how little I care about you

or anything except what

I want. When I find it, I’ll pull that garment

from its hanger like I’m choosing a body

to carry me into this world, through

the birth-cries and the love-cries too,

and I’ll wear it like bones, like skin,

it’ll be the goddamned

dress they bury me in.

☺Questions based on “What Do Women Want?” by Kim Addonizio

1. Based on the diction of the poem, Addonizio would most likely answer the rhetorical question contained in her title by saying

a). men’s attention b). respect

c). feminine power d). a subservient role

1. The tone of the poem can best be described as

a). lascivious (slutty) b). sarcastic

b). yearning c). ponderous

1. The phrase “I want” is repeated several times. On a literal level (denotative), it means that the narrator wants to be

a). a respected woman b). sexually objectified

c). professional d). lusted after by men

1. The dress is symbolic of the tension between

a). the disrespect men show to women and the respect women want

b). the lustful desires that men and women mutually share with each other

c). most women’s materialistic desires and most men’s tendency to objectify women

d). high fashion and some women’s inability to maintain a classy wardrobe

1. Addonzio most likely describes the pigs to

a). reinforce the setting of the poem b). establish a swift in tone

c). suggest that men objectify women d). personify the dress

1. The phrase “it’ll be the goddamned dress they bury me in” expresses the narrator’s

a). anger and frustration b). sexual tendencies and desires

c). hope and fear d). deterioration and doom

# Fat Is Not a Fairy Tale

## Jane Yolen

I am thinking of a fairy tale,  
Cinder Elephant,  
Sleeping Tubby,  
Snow Weight,  
where the princess is not  
anorexic, wasp-waisted,  
flinging herself down the stairs.

I am thinking of a fairy tale,  
Hansel and Great,  
Repoundsel,  
Bounty and the Beast,  
where the beauty  
has a pillowed breast,  
and fingers plump as sausage.

I am thinking of a fairy tale  
that is not yet written,  
for a teller not yet born,  
for a listener not yet conceived,  
for a world not yet won,  
where everything round is good:  
the sun, wheels, cookies, and the princess.

☺Questions based on “Fat is Not a Fairy Tale?” by Jane Yolen

1. In the opening stanza, Yolen alludes to a variety of fairy tales to emphasize

a). the importance of the setting and tone b). the contrast between fantasy and reality

c). the resolution and mood of the narrator d). the encouragement and calm of the narrator

1. Yolen renames several fairy princesses to create a tone of

a). optimism b). cynicism

c). sincerity d). purposelessness

1. The phrase “I am thinking of a fairy tale that is not yet written” best establishes

a). the resolution to the conflict b). the personification of the theme

c). the central syntactical feature of the poem d). the swift in setting

1. Yolen suggests that traditional fairy tales engender female readers with conflicts centering upon

a). failing relationships b). negative influences of friends

c). adult role models d). body image

1. The repetition of the phrase “I am thinking” is syntactically important because

a). it suggests the narrator’s desire for new fairy tales to deviate from earlier models

b). it suggests that the narrator has thoroughly researched her assertions

c). it suggests that the narrator is thoughtful but not intent on taking action to remedy the situation

d). it suggests that the narrator has read a multitude of traditional fairy tales

1. The imagery in the final lines reinforces the theme that

a). thoughtfulness is a virtue b). writers have the power to change the world

c). fat can be beautiful d). fairy tales promote eating disorders

Federico's Ghost by Martin Espada

The story is

that whole families of fruitpickers

still crept between the furrows

of the field at dusk,

when for reasons of whiskey or whatever

the cropduster plane sprayed anyway,

floating a pesticide drizzle

over the pickers

who thrashed like dark birds

in a glistening white net,

except for Federico,

a skinny boy who stood apart

in his own green row,

and, knowing the pilot

would not understand in Spanish

that he was the son of a whore,

instead jerked his arm

and thrust an obscene finger.

The pilot understood.

He circled the plane and sprayed again,

watching a fine gauze of poison

drift over the brown bodies

that cowered and scurried on the ground,

and aiming for Federico,

leaving the skin beneath his shirt

wet and blistered,

but still pumping his finger at the sky.

After Federico died,

rumors at the labor camp

told of tomatoes picked and smashed at night,

growers muttering of vandal children

or communists in camp,

first threatening to call Immigration,

then promising every Sunday off

if only the smashing of tomatoes would stop.

Still tomatoes were picked and squashed

in the dark,

and the old women in camp

said it was Federico,

laboring after sundown

to cool the burns on his arms,

flinging tomatoes

at the cropduster

that hummed like a mosquito

lost in his ear,

and kept his soul awake.

☺Questions based on “Federico’s Ghost” by Martin Espada

1. The simile of “thrashed like dark birds” …

a). objectifies Federico and the workers b). personifies Federico and the workers

c). objectifies the cropduster pilot d). personifies the pesticide

1. The central conflict of the poem is centered upon

a). economic and familial issues b). personal hatred and resentment

c). racial and class divisions d). public and private perceptions

1. The imagery in the first stanza (dark birds/white net) characterizes the struggle as being between

a). neighboring farmers b). environmentalists and polluters

c). whites and Hispanics c). Jews and Catholics

1. The symbol of Federico’s ghost reinforces the theme in that it suggests

a). that one must honorably confront injustices b). that one must settle differences through appeasement

c). that one can never fully overcome social inequities d). that one’s actions are of little consequence

1. By the end of the poem, the cropduster is likened to a “humming mosquito.” This simile solidifies the poem’s

a). conflict b). flashback

c). hyperbole d). resolution

1. The poem begins at “dusk” and ends in the “dark.” This is significant because (FILL IN THE BLANK)

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**Chocolate Rain by Tay Zonday**  
Some stay dry and others feel the pain  
Chocolate Rain  
A baby born will die before the sin  
  
Chocolate Rain  
The school books say it can't be here again  
Chocolate Rain  
The prisons make you wonder where it went  
  
Chocolate Rain  
Build a tent and say the world is dry  
Chocolate Rain  
Zoom the camera out and see the lie  
  
Chocolate Rain  
Forecast to be falling yesterday  
Chocolate Rain  
Only in the past is what they say  
  
Chocolate Rain  
Raised your neighborhood insurance rates  
Chocolate Rain  
Makes us happy 'livin in a gate  
  
Chocolate Rain  
Made me cross the street the other day  
Chocolate Rain  
Made you turn your head the other way  
  
(Chorus)  
Chocolate Rain  
History quickly crashing through your veins  
Chocolate Rain  
Using you to fall back down again  
[Repeat]  
  
Chocolate Rain  
Seldom mentioned on the radio  
Chocolate Rain  
It's the fear your leaders call control  
  
Chocolate Rain  
Worse than swearing worse than calling names  
Chocolate Rain  
Say it publicly and you're insane  
  
Chocolate Rain  
  
No one wants to hear about it now  
Chocolate Rain  
Wish real hard it goes away somehow  
  
Chocolate Rain  
Makes the best of friends begin to fight  
Chocolate Rain  
But did they know each other in the light?  
  
Chocolate Rain  
Every February washed away  
Chocolate Rain  
Stays behind as colors celebrate

Chocolate Rain  
The same crime has a higher price to pay  
Chocolate Rain  
The judge and jury swear it's not the base  
  
Chocolate Rain  
Dirty secrets of economy  
Chocolate Rain  
Turns that body into GDP  
  
Chocolate Rain  
The bell curve blames the baby's DNA  
Chocolate Rain  
But test scores are how much the parents pay  
  
Chocolate Rain  
Flippin' cars in France the other night  
Chocolate Rain  
Cleans the sewers out beneath Mumbai  
  
Chocolate Rain  
'Cross the world and back it's all the same  
Chocolate Rain  
Angels cry and shake their heads in shame  
  
Chocolate Rain  
Lifts the ark of paradise in sin  
Chocolate Rain  
Which part do you think you're 'livin in?  
  
Chocolate Rain  
More than marchin' more than passing law  
Chocolate Rain  
Remake how we got to where we are

☺Questions based on “Chocolate Rain” by Tay Zonday

1. The second stanza – “ Chocolate Rain/The school books say it can't be here again/Chocolate Rain/The prisons make you wonder where it went” - alludes to present day

a). economic hardships b). terror threats

c). racial inequalities c). healthcare shortages

1. It is syntactically important that “Chocolate Rain” is repeated so often because it reinforces the central conflict and theme of

a). economic hardships b). terror threats

c). racial inequalities c). healthcare shortages

1. Syntactically, it is significant that the song does not conclude with a period because this suggests that

a). the narrator is breathless b). the narrator is reinforcing his ignorance

c). the conflict is not resolved d). the theme has altered its focus

1. The stanza that claims –“ Chocolate Rain/The same crime has a higher price to pay/Chocolate Rain/The judge and jury swear it's not the base” – suggests that

a). some industrial plants create more acid rain than others b). some environmental groups are doing more than others

c). sometimes discrimination and racism are apparent d). sometimes the judicial system can work in your favor

1. The line – “Chocolate Rain/Every February washed away” alludes to

a). the acidic rains of February b). the Haitian earthquakes

c). Black History Month d). Hurricane Katrina

1. The overall tone of the poem can best be described as

a). elated b). critical

c). hyperbolic d). accepting