

## Lesson 6



### COLUMBUS

Behind him lay the gray Azores,  
Behind the Gates of Hercules;  
Before him not the ghost of shores,  
Before him only shoreless seas.  
The good mate said: "Now we must pray,  
For lo! the very stars are gone.  
Brave Admiral, speak, what shall I say?"  
"Why, say, 'Sail on! sail on! and on!' "

"My men grow mutinous day by day;  
My men grow ghastly wan and weak."  
The stout mate thought of home; a spray  
Of salt wave washed his swarthy cheek.  
"What shall I say, brave Admiral, say,  
If we sight naught but seas at dawn?"  
"Why, you shall say at break of day,  
'Sail on! sail on! and on!' "

They sailed and sailed, as winds might blow,  
Until at last the blanched mate said:  
"Why, now not even God would know  
Should I and all my men fall dead.  
These very winds forget their way,  
For God from these dead seas is gone.  
Now speak, brave Admiral, speak and say" —  
He said, "Sail on! sail on! and on!"

They sailed. They sailed. Then spake the mate:  
"This mad sea shows his teeth tonight.  
He curls his lip, he lies in wait,  
With lifted teeth, as if to bite!  
Brave Admiral, say but one good word:

What shall we do when hope is gone?"  
 The words leapt like a leaping sword:  
 "Sail on! sail on! sail on! and on!"

Then pale and worn, he kept his deck,  
 And peered through darkness. Ah, that night  
 Of all dark nights! And then a speck —  
 A light! a light! at last a light!  
 It grew, a starlit flag unfurled!  
 It grew to be Time's burst of dawn.  
 He gained a world; he gave that world  
 Its grandest lesson: "On! sail on!"

— JOAQUIN MILLER



Lesson 6.1

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## Prose & Poetry

### LITERARY ELEMENTS

## 3 Observe the Content

### ♦ Lyrical Elements

- The poet describes Columbus' voyage through the night, and how he chose to go on even when it was dangerous, and how they finally saw the dawn and made it out of the night
- see – the mad sea shows his teeth, he curls his lip, lifted teeth, as if to bite, burst of dawn, touch – a spray of salt wave
- He compares the sea to a mouth

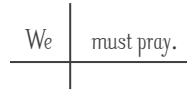
### ♦ Narrative Elements

- **Setting** On the sea
- **Characters** the good mate, the Admiral, the sailors

# Language Logic

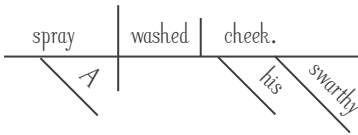
## GRAMMAR PRACTICE AND REVIEW

1. We must pray.

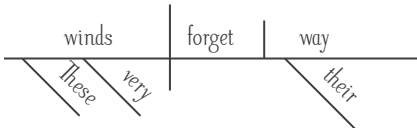


**Nota Bene:** *The subject of this sentence is actually a pronoun, but students will probably intuitively diagram it correctly. If they ask, just remind them that the subject of a sentence tells who or what the sentence is about. We answers that definition!*

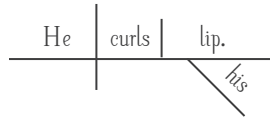
2. A spray washed his swarthy [D.O.] cheek.



3. These very winds forget their [D.O.] way.

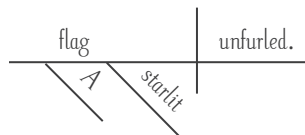


4. He curls his [D.O.] lip.



**Nota Bene:** *See note on #1.*

5. A starlit flag unfurled.



## Lesson 6.2

## Prose &amp; Poetry

RHYME SCHEME: ABABCDCD

STANZA FORM: OCTAVE

## Language Logic

HARVEY'S EXERCISE 65

*Antecedents in parentheses.*

1. He (uncertain), I (speaker) 2. She (uncertain), her (same uncertain person), 3. you (person addressed), him, 4. I (speaker), my (speaker), 5. you (person addressed), yourself (person addressed), 6. his (the wicked), 7. I (speaker), 8. they (uncertain), our (speaker and others), 9. I (speaker), them (uncertain), their (same uncertain persons), 10. we (speaker and others), ourselves (speaker and others), ourselves (speaker and others), some (uncertain) themselves (same uncertain persons), they (same uncertain persons), themselves (same uncertain persons), themselves (same uncertain persons), themselves (same uncertain persons), themselves (same uncertain persons), themselves (same uncertain persons) 11. my (speaker), thee (country), thee (land), I (speaker), 12. thou (Instructor), I (speaker), thou (Instructor), my (speaker), thy (Instructor)

Lesson 6.3

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## Prose & Poetry

### POETIC METER – IAMBIC

*In the second to last line, pronounce and mark Admiral as Ad m’ral. We have added the markings for feet (|) to the scanning below. In this lesson, students only need to mark the stressed and unstressed syllables, but you may wish to come back and mark the feet with them once they learn how to do that in Lesson 8.*

| U / | U / | U / | U / |

Be hind him lay the gray A zores,

| U / | U / | U / | U / |

Be hind the Gates of Her cu les;

| U / | U / | U / | U / |

Be fore him not the ghost of shores,

| U / | U / | U / | U / |

Before him on ly shore less seas.

| U / | U / | U / | U / |

The good mate said: “Now we must pray,

| U / | U / | U / | U / |

For lo! the ve ry stars are gone.

| U / | U / | U / | U / |

Brave Ad mi ral, speak, what shall I say?”

| U / | U / | U / | U / |

“Why, say, ‘Sail on! sail on! and on!’”

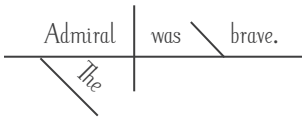
## Language Logic

### SENTENCE DIAGRAMMING

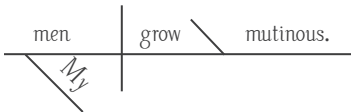
*All the verbs in these sentences are linking verbs. Predicate adjectives:*

*1. brave, 2. mutinous, 3. dead. Predicate nominatives: 4. light, 5. lesson*

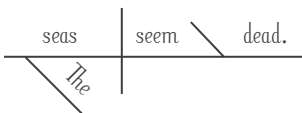
1. The Admiral was [PA] brave.



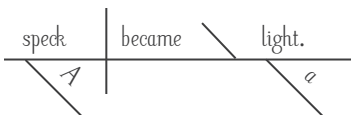
2. My men grow [PA] mutinous.



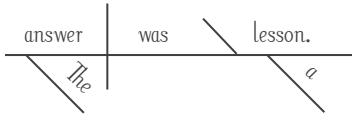
3. The seas seem [PA] dead.



4. A speck became a [PN] light.



5. The answer was a [PN] lesson.



## Eloquent Expression

### FIGURE OF SPEECH: SIMILE

*Representative, not exhaustive!*

“Columbus” – the words leapt like a leaping sword (*4th stanza*)

“The Real Princess” – as dark as pitch (*2nd paragraph*)

“The Bundle of Sticks” – you will be no stronger than a single bundle (*4th paragraph*)

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### Lesson 6.4

## Prose & Poetry

### POETIC METER – IAMBIC

*In the first lines of each stanza, pronounce and mark mutinous as mu t'nous, and Admiral as Ad m'ral.*

| U / | U / | U / | U / |

“My men grow mu ti nous day by day;

| U / | U / | U / | U / |

My men grow ghasht ly wan and weak.”

| U / | U / | U / | U / |

The stout mate thought of home; a spray

| U / | U / | U / | U / |

Of salt wave washed his swar thy cheek.

| U / | U / | U / | U / |

“What shall I say, brave Ad mi ral, say,

| U / | U / | U / | U / |

If we sight naught but seas at dawn?”

| U / | U / | U / | U / |

“Why, you shall say at break of day,

| U / | U / | U / |

‘Sail on! sail on! and on!’”

## Language Logic

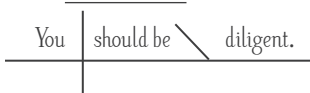
### HARVEY’S EXERCISE 132

1. lived – 3rd plural past, 5. signed – 3rd singular past; 7. will do – 3rd singular future; 9. are – 2nd singular present; 14. saw – 1st singular past, left – 3rd singular past; 15. will be – 1st singular future; 16. have seen – 1st singular present perfect, returned – 1st singular past; 17. are – 2nd plural present; 18. shall go – 1st singular future

### SENTENCE DIAGRAMMING

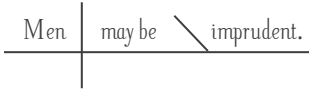
**Nota Bene:** *Tense is omitted on #1 and #2 because these are subjunctive verbs, and the tense is determined in light of that. Students will learn about subjunctive verbs in Poetics & Progym.*

1. You should be [PA] diligent. (2nd singular or plural)

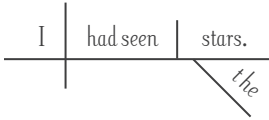




2. Men may be [PA] imprudent. (3rd plural)

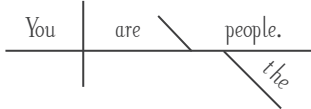


3. I had seen the [DO] stars. (1st singular past perfect)

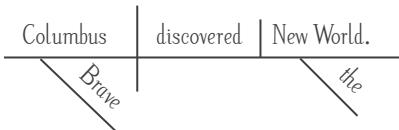


4. You are the [PN] people. (2nd plural present)

S



5. Brave Columbus discovered the [DO] New World. (3rd singular past)



Lesson 6.5

## Eloquent Expression

### RHYMING WORDS

Spelled the same: Azores, shores; pray, say, day, spray, say, way; blow,

know; word, sword; deck, speck; night, light

Spelled differently: Hercules, seas; gone, on, dawn; weak, cheek; said, dead; mate, wait; tonight, bite; unfurled, world

Words that rhyme with *dawn* (*answers may vary*): yawn, lawn, pawn, anon