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Will be an important addition to public and high school libraries.

– Booklist/Reference Books Bulletin

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The “For Students” line - student friendly and easy to use

The “For Students” line – student friendly and easy to use

Lines 9-10: Lines 9-10 form the only sentence that is not a question. Hughes implies that although neglecting dreams may yield varied and unpredictable harms, one thing is certain: deferred dreams weigh one down physically and emotionally as heavily as a load of bricks.

Line 11: Hughes sets off and initiates this line to emphasize the larger consequences of mass dissatisfaction. Though this line is a question like those above, here the poet implies that an explosion may occur, baring in killing those in the vicinity of the explosion as well as the inflamed individual. Hughes is implying that whereas the dream deferred primarily weighs on, adores, batters, and saddens the formal dreamer, eventually the epidemic of frustration will hurt everyone.

Themes

American Dream

Since 1955 has a capitalist economic system, the “American dream” often refers to acquiring wealth and to the joys that wealth can provide: houses, cars, luxury foods, and so on. The poet wants to reflect on one of the most important themes of life: the notion of America as a country with abundant individuals and a people who live in harmony. People often suggest to Americans something about themselves that is unique or distinctive, and the American dream is often the realization of a unique or distinctive dream.

Through the poem “Dream Deferred”, he explores the theme of deferred dreams and the consequences that result from not pursuing them. He emphasizes the idea that dreams are important to an individual’s well-being and that society should support their pursuit.

GIVES STUDENTS ACCESS TO IN-DEPTH INFORMATION ON SOME OF THE GREATEST NOVELS OF OUR TIME

Categories

Themes

RESEARCH SUGGESTIONS

HELP STUDENTS DEVELOP TOPICS FOR PAPERS

Research Suggestion 1: Explore the ways in which the characters in the novel are affected by the social and political context of the time. How do these factors shape their actions and decisions?

Research Suggestion 2: Analyze the use of symbolism in the novel. How do these symbols contribute to the themes of the story?

Research Suggestion 3: Investigate the role of technology in the story. How do these changes impact the characters and their relationships?

Historical Context

Harlem, of this poem’s title, is a famous area of New York City. It has been one of the country’s largest African-American populations since the first World War. In 1920s it was the setting of a gathering of artists and intellectuals, now known as the Harlem Renaissance because it witnessed American’s surge in active productions, in music, dance, film, literature, and art. Harlem had been a final goal for many African Americans who had been either born free or had claimed freedom after the American Civil War. The 1920s was a decade of great cultural and economic growth for African Americans. However, this growth was not without its challenges, as racism and discrimination continued to exist.

During World War II, from 1941 to 1945, African Americans became the most integrated nation in the United States. This change was significant, as it marked the beginning of the end of legal segregation and the beginning of the Civil Rights Movement.

As the call for a new racial order United States grew, however, another voice was also growing, that of the threat of fascism. World War II saw an increase in the number of African Americans who were working in the factories and skilled trades, as well as in the military, which provided a sense of identity and pride.

Thus, the World War II was instrumental in creating a sense of African American pride, which led to the Civil Rights Movement and the eventual end of segregation and discrimination.

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