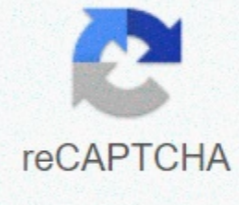




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## Langston hughes dreams theme

Dreams by Langston Hughes are a two-stanza poem with an ABCB rhyme scheme that highlights the value of dreams by presenting two situations that revolve around the loss of those dreams. The first stanza reflects on the possible death of dreams in an ash scenario, indicating dreams do not have to die as they can be nurtured. In fact, for Hughes, they should be nurtured if a person desires to fly above the common aspects of life to something more adventurous and breathtaking. However, the second stanza references a more certain turn that dreams will take, regarding when dreams go. In this wording there is no choice in the matter, since dreams will go no matter what a person does, but the hardness of life once that departure occurs, [h]ou[ing] makes quick to advise them. This great importance of dreams is the focal point of the poem, as Hughes advises the reader never to let them go willingly. The complete poem can be found here. Dream Analysis Lines 1-2 Keep On Dreams Quickly (...) The first half of the first stanza wastes no time in setting the concept of dreams in a front-and-center position so that the reader has no doubt what the primary aspect of the poem is. This concept is given that focal interest in a manner that also allows the reader to quickly grasp what the point of this poem is. Hughes does not provide a reflection of dreams, but instead offers his audience advice regarding those dreams. While interacting with the reader in this fashion can be seen as informal, it's effective in showcasing what Hughes believes is the importance of dreams. They are so important to him, it seems their chastening that their meaning would be lost in reflection is not worth the delay or formality. Instead, Hughes clearly states his meaning in the very first line by telling the reader about [h]ou quickly to dreams. The second line of this stanza, once again, does not waste time in fancy language or subtle meanings. Hughes instead goes into the reasoning for his advice by starting his as dreams die explanation. Two things are worth noting in that as dreams die idea. For one, dreams are still revealed of utmost importance, as Hughes does not replace them for a pronoun, although grammar rules will allow them to be used in place of dreams with no confusion as to what they refer to. Choosing to use dreams as a repeat noun speaks of their meaning as if they are too relevant to the subject and wise to be downgraded into a pronoun. The other aspect worth noting is the if dreams die line is that Hughes doesn't say when dreams die, but if, indicating that such a fate is just a possibility. This creates a rationale for delivering advice as an Hughes, Hughes, such a fate. Lines 3-4 Life is a broken bird (...) Again, the directness of the language is key for these few lines, since Hughes doesn't mince words as he ventures into his faith of what's happening at the demise of dreams. Instead, he focuses directly on one of the greatest concepts that can be referenced, which is [l]ife. By labelling such a big idea as [l]ife as influenced by losing dreams, Hughes demands the reader's attention in a clear, unordered manner as each reader should have a real interest in the topic. Only once great concept is in focus and the reader's concentration is grounded, Hughes directs his attention to a metaphor by claiming that [l]ife a broken bird [t]hat can't fly. Again, two things can be exposed within these few lines. The first is that once dreams are lost, pronouns are viable options to use in replacing nouns as [t]hat replace bird. Since this variation occurs only once dreams die and [l]ife is broken-winged and damaged, it can represent the reduced quality of [l]ife due to dreams fading. The other detail at stake within Lines 3 and 4 is that the bird representing [l]ife after dreams die cannot fly. Hughes does not say that the bird will not fly or have problems with the prospect. That bird has lost the ability to fly, indicating that to Hughes, the only way to elevate yourself into higher and more adventurous aspects of [l]ife is through dreams. Without them, [l]ife is more two-dimensional, as if a person cannot move beyond an ordinary subsistence level. Lines 5-6 Hold on to dreams (...) The second stanza uses repetition to once again draw the reader back to the advice of [h]old[ing] quickly after dreams, and to repeat the same line twice in an eight-line poem, speaks to how important Hughes believes the advice is. Stating that guidance in such a manner means that 25% of this poem is represented in those combined four words, and only something of great value will earn such a high percentage of the literary work. It is also worth noting that the word, dreams, is once again irreplaceable in relation to pronouns, which reinforces the value of dreams to Hughes. Repeating this [h]old quick concept also manages to push the reader back into the same fundamental idea. The design makes the stanza feel like a recovery with the same baseline concept of clinging to dreams. This time, however, Hughes steps away from the precarious phrasing of ashes in connection with that baseline advice, but rather the certainty of when dreams go. The irony is that while when is a more solid concept than if, Line 6's verb, goes, is softer than first stanza's The softer tone of going for when dreams disappear indicate a more gradual and easy process, something that can simply happen over time to allow for acceptance or expectation of the departure. For dreams to die, by contrast, the event would be louder and more aggressive, potentially with less time to adapt to the change. That kind of hardness is only an ashes situation for Hughes, who hints that such a terrible end to dreams could be the product of a more deliberate action than time goes by. Rather, it could give up one's dreams or decide to let them go as a voluntary choice. When that happens, the divide is much louder than the person chasing those dreams as long as they can - until they go into their own time. Regardless of how they leave, Hughes is certain that dreams disappear, as is indicated in his choice of when for Line 6. For Hughes then, even if the reader [h]old[s] is quick to dreams, the battle will eventually be lost, although Hughes suggests the reader clings to those dreams just the same. Lines 7-8 Life is a barren field frozen with snow. At the end of the first stanza, Hughes labels [l]ife [as] a broken bird [t]hat cannot fly in connection with if dreams die. When dreams go, though, [l]ife becomes something much more dramatic. The concept of flying[ing] is no longer the main issue with the lost dreams, because the entirety of the world around the person who lost the dreams has changed in a horrific way. The complications come not only in personal inconvenience or lowered perspectives, but a scenario where things have become cold and degraded. Specifically, when dreams go, the person to lose those dreams will endure a living that's as bleak and hopeless as a barren field [i]t's [f]rozen with snow. It destroys the concepts of growth, warmth and brightness that come with a thriving lifestyle, and it suggests that when dreams escape, [l]ife loses meaning and potential. Overall, Hughes built two stanzas both grounded in the advice that the reader [h]ou quickly told dreams, and the results of the ashes and when concepts explored separately lead to horrific circumstances of reduced lifestyles. For Hughes, dreams will one day disappear, meaning that [l]ife will eventually diminish in quality, but the impact dreams still made them worth nurturing. About Langston Hughes Langston Hughes was one of the most famous American poets of all time. In addition to his poems, this Missouri-born author also wrote numerous plays and books, becoming an outstanding name among 20th-century writers. Even though he died of cancer in the 1960s, he remained a relevant name in the literary world through works that embraced themes and of the time in which he wrote. This situation allowed him to be not only relevant as a writer after his passing, but as a piece of history. James Mercer Langston Hughes was a poet and a novelist from the mid-1900s who began writing poems throughout his high school career. His poems are primarily affiliated with the difficult life he went through when racism reached its peak. In his poems, Langston Hughes discusses his hardships dealing with all the racist people in his schools and those around him. And what the experience of life was like for someone who was black. He was known as the most versatile author of the Harlem Renaissance, a time in American history when African-Americans became part of the mainstream in both politics and music. In Langston Hughes' poem, Dreams Langston Hughes illustrates the value of dreams. He believes that dreams serve as the purpose of life and if there are no dreams to achieve, then life is not worth living. The rhyming scheme of the poem is A-B-C-B-D-F-E-F. In line 1 and 2 Langston Hughes use impersonation describing how dreams die, giving dreamy qualities of living things. By this, he means that if people don't follow their goals/dreams, they can never taste freedom and they are unable to do anything with their life. From lines 3-4, a metaphor is used to compare life to a broken bird that cannot fly if dreams die. This is the same concept where if there aren't dreams of pursuing in life, there's nothing to be done in life. From lines 6-8, Langston Hughes uses impersonation again, saying, if dreams go, or in other words disappear, life becomes a barren field with frozen snow. It's a metaphor. With this said, a barren field is used to describe an empty life, still, and alone where there is nothing to be done and where nothing can be done, everything is stable. This barren field is frozen with snow sh... means of paper .... .. treated as the white children are treated. From lines 3 to 6, Langston Hughes explains how the injustice in his life doesn't matter to white children. For white children, injustice is as unnoticed, but it does exist. Throughout the rest of the poem, Hughes questions the promises made by the Pledge of Allegiance. The promise made was, Freedom and Justice for all! It was only for the white kids where it came to African-Americans, they were ignored. Langston Hughes points out the part in the Promise where it's said, for everyone, and it really just stands for white people. He says the Pledge of Faithfulness has written lies in it. Like a children's nursery rhyme, insignificantly treated. Langston Hughes discusses how the promises made in the Pledge are only promised but not on given. The rhyming scheme for this poem is A-B-C-D-C-E-F-G-H-G-I-J-K-L-K. A-B-C-D-C-E-F-G-H-G-I-J-K-L-K. A-B-C-D-C-E-F-G-H-G-I-J-K-L-K.

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