Dreams
By Linda Pastan
1979

Linda Pastan (b. 1932) is an American poet of Jewish background and was Poet Laureate of Maryland from 1991-1995. She is known for writing short, relatable poems that address common experiences people share throughout their lives. The following poem is from her collection in Poetry Magazine and meditates on the nature of dreams. As you read, take notes on the figurative language the poet uses to describes dreams.

[1] Dreams are the only afterlife we know;
the place where the children we were
[5] rock in the arms of the children we have become.

They are as many as leaves in their migrations,
as birds whose deaths we learn of
[10] by the single feather left behind: a clue,
a particle of sleep caught in the eye.

They are as irretrievable as sand
[15] when the sea creeps up its long knife glittering in its teeth
to claim its patrimony.¹

Sometimes my father
[20] in knickers and cap waits on that shore
the dream of him a wound
not even morning can heal.

[25] The dog's legs pump in his sleep;
your closed eyelids flicker as the reel unwinds:
watcher and watched,

¹. **Patrimony** (*noun*): property inherited from one's father or male ancestor
Last night I dreamed a lover in my arms
and woke innocent.
The sky was starry to the very rind,
his smile still burning there

[35] like the tail of a comet
that has just blazed by.
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which TWO of the following statements best describe the themes of the poem?
   A. Life is fleeting and so we must strive to live to the fullest.
   B. Our dreams are filled with images of what we have desired and lost.
   C. Dreams are satisfying opportunities to remember the past.
   D. Dreams motivate us to accomplish new things and to have hope for the future.
   E. People seek comfort in dreams and in the past when experiencing grief and loneliness.
   F. Through dreams we experience small but poignant reminders of our lives.

2. PART B: Which TWO of the following quotes best support the answers to Part A?
   A. “the place where the children / we were / rock in the arms of the children / we have become.” (Lines 3-6)
   B. “in their migrations, / as birds whose deaths we learn of / by the single feather” (Lines 8-10)
   C. “left behind: a clue, / a particle of sleep / caught in the eye.” (Lines 11-12)
   D. “The dog’s legs pump / in his sleep;” (Lines 25-26)
   E. “Last night I dreamed a lover in my arms / and woke innocent.” (Lines 31-32)
   F. “The sky was starry to the very rind,” (Line 33)

3. PART A: How does the word choice in stanza 3 develop the tone of the poem?
   A. It creates a peaceful, relaxed tone as the speaker reflects on the sand.
   B. It emphasizes the speaker’s sentimental feelings towards her dreams.
   C. It introduces an ominous tone that accentuates how dreams create anguish.
   D. It extends the gloomy, depressed tone developed in stanza 2.

4. PART B: Which detail from the poem best supports the answer to Part A?
   A. “caught in the eye.” (Line 13)
   B. “They are as irretrievable as sand” (Line 14)
   C. “when the sea creeps up / its long knife glittering” (Lines 15-16)
   D. “in its teeth / to claim its patrimony.” (Lines 17-18)

5. How does stanza 4 contribute to the development of the poem’s meaning?
   A. It conveys how dreams can be painful because they emphasize absence.
   B. It emphasizes that dreams send us messages from the departed.
   C. It illustrates the power of dreams to heal the pains of the past.
   D. It demonstrates the importance of parents in comforting children after nightmares.
The poet uses the images of migrations, sand, and the tail of a comet to describe dreams. How does word choice impact the tone of the poem? Support your answer by citing multiple examples of word choice.
Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. What do you feel after you wake up from a dream? How is it similar or different from the feelings that the speaker of “Dreams” may experience?

2. In your opinion, what is the relationship between our dreams and our lives? How did reading this poem change your opinion or understanding of dreams?

3. In the context of this poem, what does it mean to feel alone? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

4. How might the speaker’s age influence her perspective and reflections on dreams in this poem?
A Dream Within a Dream
By Edgar Allen Poe
1849

Edgar Allen Poe (1809-1849) was an American author, poet, and literary critic whose works are still widely read today. His lyric poem “A Dream Within a Dream” was written in the 1820s, but it was not published until shortly before his death. In this poem, the narrator contemplates his life and his past. As you read, take notes on what the speaker questions.

[1] Take this kiss upon the brow!
And, in parting from you now,
Thus much let me avow¹ —
You are not wrong, who deem² —

[5] That my days have been a dream;
Yet if hope has flown away
In a night, or in a day,
In a vision, or in none,
Is it therefore the less gone?

[10] All that we see or seem
Is but a dream within a dream.

I stand amid the roar
Of a surf-tormented shore,
And I hold within my hand

How few! yet how they creep
Through my fingers to the deep,
While I weep — while I weep!
O God! can I not grasp

[20] Them with a tighter clasp?
O God! can I not save
One from the pitiless wave?
Is all that we see or seem
But a dream within a dream?

¹ Avow (verb): to assert or confess openly
² Deem (verb): to judge or consider in a specific way
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence best describes a theme of the poem? [RL.2]
   A. Our loved ones usually leave us.
   B. Nothing in life is permanent.
   C. It is important to hold on to your dreams.
   D. We cannot slow the passage of time.

2. PART B: Which lines from the poem best support the answer to Part A? [RL.1]
   A. “Thus much let me avow — / You are not wrong, who deem” (Lines 3-4)
   B. “And I hold within my hand / Grains of the golden sand” (Lines 14-15)
   C. “Through my fingers to the deep, / While I weep — while I weep!” (Lines 17-18)
   D. “O God! I cannot save / One from the pitiless wave” (Lines 21-22)

3. PART A: What is the meaning of the word “vision” as used in line 8? [RL.4]
   A. a spirit
   B. a dream
   C. the future
   D. a beautiful person

4. PART B: Which lines from the poem best support the answer to Part A? [RL.1]
   A. “You are not wrong, who deem / That my days have been a dream” (Lines 4-5)
   B. “Yet if hope has flown away / In a night, or in a day” (Lines 6-7)
   C. “Is it therefore the less gone?” (Line 9)
   D. “All that we see or seem / Is but a dream within a dream.” (Lines 10-11)

5. How does the division of the poem into two stanzas contribute to its meaning? [RL.5]
Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the context of this poem, can we control our fate? What does the narrator in the poem think about his fate and life in general? Is this a valid perspective? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

2. Poe is not the first writer to compare life to “a dream within a dream.” What does this phrase mean, and what does this comparison reveal about the nature of existence? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
Shooting for the STAARS!

A STAAR English II Review

Name: __________________
Period: _________________
Teacher: ________________

EOC Raw Score Breakdown

Multiple Choice
Reading
Revising & Editing
(1 point each) ___/52

Persuasive Essay
Two Graders (1-4)
Add scores together
Multiply times two ___/16

Passing Rate 41/68

Materials:

(1) copy of review materials (slides 1-8) for EACH student
(2) pieces of colored paper or cardstock for EACH student
(2) brown paper lunch sacks per student
(1) small (2 mm) hair tie per student
(2) small craft brads per student
--Glue, Scissors, Die-cut (optional)

BONUS: The last TWO pages have a list of theme words/prompts for practicing with the students to generate ideas for persuasive examples. Feel free to use them in class or as a flash card review before the test.
✓ Complete Sentences...
   1. Start with a capital letter.
   2. End with punctuation.
   3. Have a **SUBJECT** and a **PREDICATE**.  

   (EX: The blue car belongs to my brother.)

1. COMPLETE SENTENCES 101

   **Subject:** Doer of the action.  
   (EX: The blue car **belongs to my brother.**)

   **Predicate:** The action.  
   (EX: The blue car **belongs to my brother.**)

2. SUBJECTS VS PREDICATES

   **Independent Clause:** Contains a subject and verb, AND expresses a complete thought.  
   (EX: Jim studied at Starbucks for his writing test.)

   **Dependent Clause:** Contains a subject and verb, but does NOT express a complete thought. It cannot be a sentence by itself.  
   (EX: When Jim studied at Starbucks for his writing test…)

3. TYPES OF CLAUSES

   ☹️ **Run On:**  
   When two or more complete sentences are connected incorrectly.  
   (EX: I love to write papers I would write one every day if I had the time.)

   ☹️ **Fragment:**  
   Incomplete sentence. Missing a subject or verb.  
   (EX: Write one every day if I had time.)

4. AVOID THESE!
<table>
<thead>
<tr>
<th>REVISING – “revisions”</th>
<th>EDITING – “corrections”</th>
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<td><strong>TIPS:</strong></td>
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<tr>
<td>-Read the ENTIRE passage</td>
<td>-Look up spelling answer choices FIRST</td>
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<td>-Do NOT pick make no change unless you’re 110% sure all the other choices are wrong</td>
<td>-Less than 30 minutes left? Don’t read the entire passage.</td>
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<tr>
<th>Testing Materials/Tools</th>
<th>Testing Reminders</th>
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</thead>
<tbody>
<tr>
<td>Dictionary: Put it ON your desk</td>
<td>5 hours – NO SLEEPING</td>
</tr>
<tr>
<td>Highlighter: Key terms, “chunking” the texts</td>
<td>Testing Order: Reading M/C, Essay, R&amp;E M/C</td>
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<tr>
<td>Pencil: Keep it SHARP!</td>
<td>Reading Passages-paragraphs numbered</td>
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<tr>
<td>Scratch Paper: Plan out essays, write down questions you want to go back and check</td>
<td>Essay: Write an essay stating your opinion on...</td>
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<tr>
<td>Thesaurus: Use during essay for improving vocabulary, prevent sounding repetitive</td>
<td>Revising &amp; Editing-sentences numbered</td>
</tr>
<tr>
<td>Essay Prompt: You may ask to have this read to you!</td>
<td>Finished? More than 30 minutes left? Take a bathroom break; reread your essay, fix mistakes, and check answers before handing in test.</td>
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3 Ways to Fix Run-Ons:

1) Separate into two sentences using end mark.
   EX: The weather was beautiful. It was too bad she had homework to do.

2) Use a comma and a conjunction.
   EX: The weather was beautiful, and it was too bad she had homework to do.

3) Use a semi-colon.
   EX: The weather was beautiful; it was too bad she had homework to do.

Semi-Colons:

- Use a semi-colon in place of a period to separate two sentences where the conjunction has been left out.
  (EX: Call me tomorrow; I will give you my answer then.)

- Use a semi-colon to connect two sentences even if they have an introductory phrase.
  (EX: Amy practiced the piano; meanwhile, her brother practiced playing video games.)

- Use semi-colons in a “super list.”
  (EX: I like to eat peanut butter and jelly; pizza with pepperoni, mushrooms, and olives; and chicken noodle soup.)

Tutorial Passport

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Note: Our students are participating in afterschool tutorials, but you may decide to put an inspirational quote on the back instead!

We are SO proud of you!
YOU got this!
–Canuel, Hernandez, Jez, McPhail
**Comma Rules**

**Rule 1:** Use commas before conjunctions (FANBOYS) to separate two independent clauses/sentences.

*Ex:* I cleaned the entire kitchen, and my mom gave me extra money for my allowance.

**Rule 2:** Use commas after introductory words or phrases.

*Ex:* During the pep rally, the principal performed with the drill team!

**Rule 3:** Use commas to signify “grammatically unnecessary or extra” information.

*Ex:* Her brother, who lives in Chicago, came to visit her this Spring Break.

**Rule 4:** Use commas to separate a list. (Serial Comma)

*Ex:* I went to the store for apples, bananas, and oranges.

**Commonly Misused Words**

Too, To, Two:

There, They’re, Their:

Then/Than:

Effect/Affect:

Is/Are:

**Common Grammar Mishaps**

Apostrophes:

Possession/Owneership-

Contractions-

Capitalization NO-NOs:

Titles that take the place of names (my mother vs. Mom,) seasons, grade levels, compass directions (unless it’s a specific region, i.e. the Midwest)!
Persuasive Essay Reminders

**Prompt:** Read the “Write” statement. Reword the prompt as a question. What is it asking you?

**Position:** Pick a side. Start with words from the prompt. Are you answering what it is asking you?

**Examples:** Using the position as a checklist, what details do I need to know about your example to fully prove your “answer” to the prompt? Are your sentences show-not-tell sentences?

**Organization:** Is your essay organized and planned BEFORE writing on the lined paper? Do your ideas make sense in the order you have them written down? Do you have a transition between your examples?

Persuasive Essay INTRO: YES!

**Adage:** Life is ten percent what happens to you and ninety percent how you respond to it. While we may not be able to control what comes our way, happiness is in fact a choice.

**Denotation:** For centuries, researchers worked long and hard to determine the definition of happiness. Ask anyone on the street and they would reply with something along these lines: “Happiness is found within you.” However, this reply may not necessarily prove true. People cannot always choose happiness; external conditions and internal willpower both heavily influence the state of happiness.

**Truism:** Human resilience is often underestimated. Our minds have the power to fix themselves, if we allow them to. The things that people have overcome and the lives that joyful people lead stand to show that we can choose happiness.

Persuasive Outline

**Introduction:** Answer the prompt. State your **POSITION (PICK A SIDE!)**

**Body One:** Concrete/Specific H-E-L-P Example NOT Hypothetical--Use examples with a name. Develop/Elaborate-Give details that help support/prove your position. Use position as a checklist. S-O-S.

**Body Two:** Concrete/Specific H-E-L-P Example NOT Hypothetical--Use examples with a name. Develop/Elaborate-Give details that help support/prove your position. Use position as a checklist. S-O-S.

**Conclusion:** Mention your examples and reword (not repeat) your position.

Persuasive Essay: Body Paragraphs

**S: Summarize**

- Concrete/Real Example
- Give ONLY details that explain the story/situation as it relates to the position statement (use your position statement as a checklist!)

**O: Outcome**

- How did the story/situation turn out?
- Was the conflict resolved?

**S: So, What?**

- Link your example back to the prompt.
- How does the outcome prove your position statement is true?
Instructions:
1. Cut out the circles.
2. Glue on to cardstock or other “sturdy paper”.

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Instructions:

1. Cut out the circles (I used a die-cut machine!)

2. Have students write 1 H-E-L-P example on the line next to each letter. H: Historical E: Events (Current) L: Literature (books, movies, tv) P: Personal Experience

3. Have students cut out 4 small triangles using the dotted lines and the adjacent horizontal or vertical lines (the line directly below where they wrote their topic/example name!) DO NOT cut all the way to the center or it will not work!

4. Place on top of the bottom of the pinwheel (previous page) and fasten with a brad in the center of the circles.

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<table>
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<tr>
<th>UNIQUE VS. CONFORMITY</th>
<th>SELFISH VS. SELFLESS</th>
<th>MONEY VS. LOVE</th>
<th>BOOK SMARTS VS. STREET SMARTS</th>
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<td>LUCK VS. HARD WORK</td>
<td>CENSORSHIP VS. FREEDOM</td>
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<td>MISTAKES</td>
<td>PROMISES</td>
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Sample Booklet Photos

Instructions:
1. Hold both bags by the flaps with the flaps facing upward.
2. Stack them on top of one another.
3. Fold in half.
Sample Booklet Photos

Instructions:
1. Cut the top and bottom of the bags at the folded crease (approximately \( \frac{3}{4} - 1" \)).
2. Feed one end through the small hair tie and slip it through the cuts, so that it becomes a “binding” for the book.
Sample Booklet Photos
Sample Booklet Photos

Subject: Doer of the action.
(EX: The blue car belongs to my brother.)

Predicate: The action.
(EX: The blue car belongs to my brother.)

2. SUBJECTS VS PREDICATES
3. TYPES OF CLAUSES
4. AVOID THESE!
Sample Booklet Photos

3 Ways to Fix Run-Ons:

1) Separate into two sentences using end mark.
   EX: The weather was beautiful. It was too bad she had homework to do.

2) Use a comma and a conjunction.
   EX: The weather was beautiful, and it was too bad she had homework to do.

3) Use a semi-colon.
   EX: The weather was beautiful; it was too bad she had homework to do.

Testing Reminders

- 8 hours-no sleeping
- Testing order: Reading P/V, Essay, R/E, P/V/E
- Reading Passages-paragraphs numbered
- Essay: Write an essay explaining...
- Revising & Editing-sentences numbered
- Finished? More than 30 minutes left? Take a bathroom break, reread your essay, fix mistakes, and check answers before handing in test.
- BUBBLE your scantron after each passage. When time is up, you will only be scored on what is bubbled ON the scantron.
Sample Booklet Photos

**Semi-Colons:**
- Use a semi-colon in place of a period to separate two sentences where the conjunction has been left out.
  (Ex: Call me tomorrow; I will give you my answer then.)
- Use a semi-colon to connect two sentences even if they have an introductory phrase.
  (Ex: Amy practiced the piano; meanwhile, her brother practiced playing video games.)
- Use semi-colons in a "super list.
  (Ex: I like to eat peanut butter and jelly; pizza with pepperoni, mushrooms, and olives; and chicken noodle soup.)

**Common Grammar Mistakes**

**Apostrophes:**
- Possession/Owenship:
- John's - Singular
- Zebras' - Plural
- Contractions:
  - don't - do not
  - won't - will not

**Capitalization NO-NO's:**
- Days of the week, seasons, grade levels, compass directions (unless it’s a specific region, i.e. the Midwest)!
Sample Booklet Photos

Commonly Misused Words
Too, To, Two: To—Toward
Too—Also Two—Number
There, They’re, Their:
There—Direction, They’re—Group ownership
Their—They are
Then/Than:
Then—Next Than—Comparison
Effect/Affect:
Effect—Noun Affect—Verb
Is/Are:
Is—Singular He is Are—Plural We are

Tutorial Passport

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We are SO proud of you!
YOU got this!
-Canel, Hernandez, Jez, McPhail
Sample Booklet Photos

**EDITING - corrections**
C: Capitalization
U: Usage (words)
P: Punctuation (comma,s, apostrophes, semi-colons)
S: Spelling

**TIPS:**
- Look up spelling answer choices FIRST
- Less than 30 minutes left? Don’t read the entire passage.
- Do NOT pick make no change unless you’re 100% sure all the other choices are wrong

**REVISING - revisions**
S: Substitute
T: Take out
A: Add
R: Rearrange

**TIPS:**
- Read the ENTIRE passage
- Do NOT pick make no change unless you’re 100% sure all the other choices are wrong

**Comma Rules**

**Rule 1:** Use commas before conjunctions (FANBOYS) to separate two independent clauses/sentences.

*Ex: I cleaned the entire kitchen, and my mom gave me extra money for my allowance.*

**Rule 2:** Use commas after introductory words or phrases.

*Ex: For example, doing your homework every night helps you remember what you have learned.*

*Ex: During the pep rally, the principal performed with the drill team.*

**Rule 3:** Use commas to signify "grammatically unnecessary or extra" information.

*Ex: Her brother, who lives in Chicago, came to visit her this Spring Break.*

**Rule 4:** Use commas to separate a list. (Serial Comma)

*Ex: I went to the store for apples, bananas, and oranges.*

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Sample Booklet Photos

Persuasive Essay INTRO: YES!
A Judge: Life is ten percent what happens to you and ninety percent how you respond to it. While we may not be able to control what comes our way, happiness is in fact a choice.

Pretend: For centuries, researchers worked long and hard to determine the definition of happiness. Ask anyone on the street and they would reply with something along these lines: “Happiness is found within you.” However, this reply may not necessarily prove true. People cannot always choose happiness; external conditions and internal willpower both heavily influence the state of happiness.

Trudera: Human resilience is often underestimated. Our minds have the power to fix themselves, if we allow them to. The things that people have overcome and the lives that joyful people lead stand to show that we can choose happiness.

Persuasive Essay: Body Paragraphs
S: Summarize
- Concrete/Real Example
- Give ONLY details that explain the story/situation as it relates to the position statement (use your position statement as a checklist)

O: Outcome
- How did the story/situation turn out?
- Was the conflict resolved?

S: So, What?
- Link your example back to the prompt.
- How does the outcome prove your position statement is true?

Persuasive Outline
Introduction: Answer the prompt. State your POSITION (PICK A SIDE)

Body One: Concrete/Specific H-E-L-P Example
- Not Hypothetical—Use examples with a name.
- Develop/Explain—Give details that help support/prove your position. Use position as a checklist: S-O-S.

Body Two: Concrete/Specific H-E-L-P Example
- Not Hypothetical—Use examples with a name.
- Develop/Explain—Give details that help support/prove your position. Use position as a checklist: S-O-S.

Conclusion: Mention your examples and reword (not repeat) your position.

Persuasive Essay Reminders
Prompt: Read the “Write” statement. Reword the prompt as a question. What is it asking you?
Position: Pick a side. Start with words from the prompt. Are you answering what it is asking you?

Examples: Using the position as a checklist; what details do I need to know about your example to fully prove your “answer” to the prompt? Are your sentences show-not-tell sentences?

Organization: Is your essay organized and planned BEFORE writing on the lined paper? Do your ideas make sense in the order you have them written down? Do you have a transition between your examples?

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Sample Booklet Photos

Note: Center Brads Not Pictured