

English 11 Summer Assignment 2017-2018

Task 1 of 4: Rhetorical device chart. Review the devices in the chart, annotating the examples and explanations to ensure clarity. Then, in the column on the right, create two of your own examples.

Top Level Devices	Definition	Example/Further Explanation	Create two of your own examples. If you are having a hard time, do some Google searching for examples first before creating your own.
Tone	How the author feels towards the subject matter.	Adjectives used by author will demonstrate an emotion. Punctuation can also suggest emotion such as an exclamation mark which would build more extreme emotions.	
Ethos	When the author builds credibility	This can be done by the use of point of views of "I" and "We", discussion of credentials or expertise, use of diction which would appeal to the audience, or the use of expert witness.	
Pathos	Appeals to emotion	This is built by figurative and metaphoric language, connotation, and loaded language	
Logos	Appeal to logic	Use of facts, statistics,	

		logical reasoning, and research	
Satire	Ridicules the shortcomings of people or institutions in an attempt to bring about a change. Often uses humor and sarcasm.	Most of America's comedic TV shows and movies	
Mid Level Devices			
Irony	A discrepancy between appearances and reality. Situational Irony: Takes place when there is a discrepancy between what is expected to happen, or what would be appropriate to happen, and what really does happen. Dramatic Irony: A character in the play or story thinks one thing is true, but the audience or reader	Ex. The fire truck lights on fire. (Situational) Ex: Scary movies where the audience knows where the villain is but the characters do not.	

	<p>knows better. Verbal Irony: Occurs when someone says one thing but really means something else. Also associated with sarcasm.</p>		
Allusion	<p>An indirect reference to a person, place, or event that the author believes the reader will be familiar with.</p>	<p>Using the twin towers to reference 9/11</p>	
Anaphora	<p>The repetition of word or words at the beginning of successful lines, clauses, or phrases.</p>	<p>“I have a dream....” repeated in MLK speech</p>	
Alliteration	<p>The repetition of sounds at the beginning of words. Words just need to be around each other versus right next to each other.</p>	<p>Peter picked pickles EXAMPLE: “When the two youths turned with the flag they saw that much of the regiment had crumbled away, and the dejected remnant was coming slowly back.” –Stephen Crane (Note how regiment and</p>	

		remnant are being used; the regiment is gone, a remnant remains...	
Aposiopesis	A figure of speech wherein a sentence is deliberately broken off and left unfinished, the ending to be supplied by the imagination, giving an impression of unwillingness or inability to continue.	I'll give you a minute to think about your thoughts on this... now let's us begin.	
Pun	A "play on words" based on the multiple meanings of a single word or on words that sound alike but mean different things.	Did you hear about the optometrist who fell into a lens grinder and made a spectacle of himself?	
Juxtaposition	A form of contrast by which writers call attention to dissimilar ideas	"Injustice anywhere is a threat to justice everywhere."	
Absolute	Words without limitations which create an automatic logical fallacy since the word does not	Words such as "all, every, never, none"	

	allow for exceptions.		
Metaphor	A figure of speech that makes a comparison between two unlike things without the use of such specific words of comparison as like, as, than, or resembles.	The detective listened to her tales with a wooden face. The metaphor compare a face to a piece of wood.	
Euphony	The quality of being pleasing to the ear, especially through a harmonious combination of words.	For example, euphonic words leave little breath on your hand as you say them with your hand almost covering your mouth.	
Understatement	A statement that says less than what is meant.	Example: During the second war with Iraq, American troops complained of a fierce sand- storm that made even the night-vision equipment useless. A British commando commented about the storm: "It's a bit breezy."	
Apostrophe	Calling out to an imaginative, dead,	Calling out to God	

	or absent person or to a place, thing, or personified abstraction. If you are calling out to a spiritual being, it is also called an invocation .		
Simile	A figure of speech that makes an explicitly comparison between two unlike things, using words such as like, as , than, or resembles.	Her eyes were as bright as the stars in the darkened sky. The comparison here is between her eyes and the stars.	
Oxymoron	A figure of speech that combines opposite or contradictory terms in a brief phrase.	Examples: horrific laughter, jumbo shrimp	
Kenning	Two worded (sometimes hyphenated in archaic language) nickname	Wound-hoe for a sword or a wave traveler for a surfer	
Paradox	A statement that appears self-contradictory, but that reveals a	Examples: "The best government is the least government." Thoreau	

	kind of truth.	KOAN is a paradox used in Zen Buddhism to gain intuitive knowledge: “What is the sound of one hand clapping?”	
Euphemism	A mild or indirect word or expression substituted for one considered to be too harsh or blunt when referring to something unpleasant or embarrassing.	Example: Saying a person “went to a better place” versus that he/she died.	
Imagery	The use of language to evoke a picture or a concrete sensation of a person , a thing, a place, or an experience. Using your five senses.	The dark green forest caved in on me with its smell of earth and decay.	
Cacophony	Repetition of harsh, discordant sounds	When you say the words with your hand near your mouth, you will feel a lot of air. “K” sounds for example.	
Appositive	Using a noun or noun phrase to rename another	The student, a hard-working individual with grit and	

	noun.	determination , scored high marks on the recent exam. (The appositive is highlighted in bold).	
Epistrophe	Device of repetition in which the same expression (single word or phrase) is repeated at the end of two or more lines, clauses, or sentences (it is the opposite of anaphora).	I went to bed , slept in my bed , and at 6AM, got out of bed .	
Metonymy	A figure of speech in which a person, place, or thing, is referred to by something closely associated with it.	“We requested from the crown support for our petition.” The crown is used to represent the monarch.	
Synecdoche	A figure of speech in which a part represents the whole.	“If you don’t drive properly, you will lose your wheels.” The wheels represent the entire car.”	
Assonance	The repetition of vowel sounds within words. Might be next to each other or just around each other.	The nice mice scattered about the house as they tried to flee from the hungry cat.	

Consonance	Repetition of consonant (any letter that is not a vowel) sounds within or at the end of words. If it comes at the beginning of words, the device is called alliteration.	Example: Pitter Patter with the repetition of the “t” and “r” sound. Words can be around each other, not just next to each other.	
Antimetabole/Chiasmus	Parallel structure where words are inverted on each side. Repetition of words in successive clauses in reverse grammatical order. In poetry, this is called chiasmus.	“Ask not what your country can do for you but what you can do for your country.” Moliere: “One should eat to live, not live to eat.”	
Antithesis	Combination of contrasting/opposing words and parallel structure	“One small step for man; one giant leap for mankind.”	
Connotation	The associations and emotional overtones that have become attached to a word or phrase, in addition to its strict dictionary definition.	Home vs house vs shack vs mansion	

Denotation	Literal definition of a word.	Friendship can be defined as a relationship between two people based upon respect and understanding.	
Loaded Language	Wording that attempts to influence an audience by using appeal to emotion or stereotypes	Patriotic language such as “freedom” and “liberty”	
Hyperbole	A figure of speech that uses an incredible exaggeration or overstatement, for effect.	“If I told you once, I’ve told you a million times....”	
Personification	Attributing human characteristics to an animal or inanimate object. Also called anthropomorphism.	The table laughed as the dog stole the food while the family was distracted.	
Point of View	The vantage point from which the writer tells the story.	Examples: First person, second person, third person	
Extended Metaphor	Metaphor that is extended or developed as far as the writer wants to	“All the world’s a stage, and all the men and women merely players; They have their exits and	

	take it. Metaphor goes beyond one sentence.	their entrances; And one man in his time plays many parts.” -Shakespeare	
Conceit	An elaborate metaphor that compares two things that are startlingly different.	Example: Alice in Wonderland	
Analogy	A point by point comparison between two things for the purpose of clarifying the less familiar of the two subjects	Metaphors and Similies but also could be built over the course of a paragraph	
Figurative Language	Words which are inaccurate if interpreted literally, but are used to describe. Similes and metaphors are common forms.	Her smile was as big as the sun.	
Induction	When one gathers/states facts first and then provides the conclusion	“This marble from the bag is black. That marble from the bag is black. A third marble from the bag is black. Therefore all the marbles in the bag black.”	

Deduction	When one provides the conclusion or hypothesis first and then provides facts/evidence second.	Examples: When you open an essay with a thesis and then prove the thesis using the body paragraphs.	
Concession	An acknowledgement that an opposing argument may be true or reasonable. In a strong argument, a concession is usually accompanied by a refutation challenging the validity of the opposing argument.	“I may not know everything and I think that the scientists have a good point, but I still believe....”	
Repetition	Repeating words or phrases for effect.	Example: I really love pizza. This food is my greatest love because it reminds me of a cheesy romantic comedy.	
Fallacy	Error in logic.	Someone asks you a question and you respond but not in a way that directly addresses what was asked.	

Aphorism	Brief, cleverly worded statement that makes a wise observation about life, or of a principle or accepted general truth. Also called maxim, epigram . If done at the beginning of a text or a chapter, often called an epigraph .	“A penny saved is a penny earned.”	
Archetype	Universally understood symbol, character type, or plot event	colors, elements of nature, good vs evil, the villain	
Polysyndeton	Sentence which uses a conjunction with NO commas to separate the items in a series. Instead of X, Y, and Z... Polysyndeton results in X and Y and Z...	I like cookies and cake and pie and pretty much anything sweet.	
Asyndeton	Commas used without conjunction to separate a series of words, thus emphasizing the parts equally:	I love oranges, lemons, limes....	

	instead of X, Y, and Z... the writer uses X,Y,Z.... Removal of conjunctions.		
Bombast	Using lots of high diction and big words in order to sound more intelligent or knowledgeable.	People in politics do this a lot. They use a lot of big words and then we trust them more. Meanwhile, they may not truly know what they are talking about.	
Diction	A speaker or writer's choice of words chosen specifically with the audience in mind.	Ex: High diction has more formal language vs low diction uses more slang and conversational words.	
Symbol	A person, place, thing, or event that has meaning in itself and that also stands for something more than itself.	Wind is symbolic for change when used in poetry and prose.	
Sentence Structures			
Complex Sentence	A sentence with an independent and dependent clause.	If I study hard, I believe I can pass the AP Language Exam.	

Parallel Structure	Repetition of patterns of parts of speech. The repetition of words or phrases that have similar grammatical structures.	Any sentence with a list should be in parallel structure because each part of the list should be the same part of speech or pattern of parts of speech(noun, verb, adjective) Ex: I like swimming in the ocean, playing volleyball in the sand, and looking for sandcrabs.	
Declarative Sentence	A sentences that provides a claim.	Students should read more in order to become better writers.	
Simple Sentence	A sentence with one independent clause. A telegraphic sentence is a simple sentence with five words or less.	Please go to the office!	
Syntax	Sentence Structure	For examples, think about the effect of certain types of sentences. Long sentences make one feel calmer. What would short sentences do?	

Compound Sentence	A sentence with two independent clauses	Summer is a great time to travel; however, one must also allow time to rest and prepare for the next school year.	
Interrogative Sentence	A sentence that asks a question. A rhetorical question asked for an effect, and not actually requiring an answer.	Example: An author asks: do you know what I am talking about?	
Imperative Sentence	A sentence which gives a command.	Clean your room and wash the dishes right away!	
Cumulative/Loose Sentence	One in which the main clause comes first, followed by further dependent grammatical units.	Hawthorne: "Hester gazed after him a little while, looking with a half-fantastic curiosity to see whether the tender grass of early spring would not be blighted beneath him, and show the wavering track of this footsteps, sere and brown, across its cheerful verdure."	
Periodic Sentence	Sentence that places the main idea or central	In spite of heavy snow and cold temperatures, the game continued.	

	complete thought at the end of the sentence, after all introductory elements.		
Zeugma	The distribution property in English. When you form a list and apply a word or set of words to each part of the list in your mind versus doing it for real on paper. It reduces redundancy.	I walked to the store, gym, and restaurant. In our heads, we apply “walked to the” to each element versus really writing: I walked to the store, walked to the gym, and walked to the restaurant.	
Syllepsis	A type of zeugma where there are literal and abstract applications of the word or phrase being distributed.	I rend my heart and my clothes. “rend my heart” is abstract and “rend my clothes” is literal.	
Inverted Syntax	Inversion of the usual, normal, or logical order of the parts of a sentence. Purpose is rhythm or emphasis or euphony. Also called anastrophe.	Yoda speak. Ex. To the store I go.	

Syllogism	Use of cause and effect language. Can be either inductive or deductive depending on how it is used.	Inductive: I see farms and cows (FACTS), therefore; I must be in the countryside (CONCLUSION/PREMISE). Deductive: If you are organized and gritty (CONCLUSION/PREMISE), you will be successful in college (FACT) .	
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Task 2 of 4: Synthesis essay planning

Directions: Read each source, then select **four**, three of which must be texts, annotating with Cornell Notes, Post-Its, or another format as you read.

Annotation Checklist:

- Summarize each paragraph in a phrase identifying the main point
- Identify author's main claims (they might be stated outright or you might need to infer them from your reading/observation)
- Identify evidence which support those claims.

Then, summarize each source in 2-4 sentences; then identify at least three claims related to the essential question from each source. Include a piece of evidence for each claim which may be **either** a direct quotation or paraphrase. Use the quote embedding strategies you learned in 10th grade such as context, quote, and reasoning.

Example: When _____ brings up _____ it can be inferred that _____.

Say Verbs: Assert, suggest, add, argue, convey, displays, illustrates, portrays, implies, indicates

Transitions to reasoning: revealing, showing, supporting the idea that, which reveals

Essential Question: What basic freedoms are required by a just society?

Source	Source Summary	Claim 1 (with quote embedment):	Claim 2 (with quote embedment):	Claim 3 (with quote embedment):
<i>(Historical document)</i> Declaration of Sentiments, Seneca Falls Conference, 1848 Elizabeth Cady Stanton				
<i>(Historical document)</i> An Excerpt from the United States Declaration of Independence Thomas Jefferson				
<i>(Graph)</i> Annual Household Income				
<i>(Poem)</i> An Angry Black Woman on the Subject of the Angry White Man				

June Jordan				
<i>(Excerpt from autobiography)</i> Always Running Luis J. Rodriguez				
<i>(Comic)</i> "Crazy" versus "Eccentric"				
<i>(Article)</i> Gender Trouble Patricia Williams				

Source 1

Declaration of Sentiments, Seneca Falls Conference, 1848

Elizabeth Cady Stanton

Abolitionists Elizabeth Cady Stanton and Lucretia Mott convened the first women's rights convention in 1848 in Seneca Falls, N.Y. The Declaration of Sentiments was modeled after the U.S. Declaration of Independence and borrowed language from the antislavery movement, demanding that women be given full rights of citizenship. Sixty-eight women and 32 men signed the document.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness...

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men—both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master—the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes of divorce; in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women—the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration.

He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

He allows her in Church, as well as State, but a subordinate position, claiming Apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the Church.

He has created a false public sentiment, by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated, but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation—in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the State and national [sic] Legislatures, and endeavor to enlist the pulpit and the press in our behalf. We hope this Convention will be followed by a series of Conventions embracing every part of the country.

Source 2

An Excerpt from the United States Declaration of Independence

Thomas Jefferson

Ratified on July 4, 1776, the Declaration of Independence announced the thirteen colonies' separation from Great Britain and set the

nation's civic standard that "all Men are created equal."

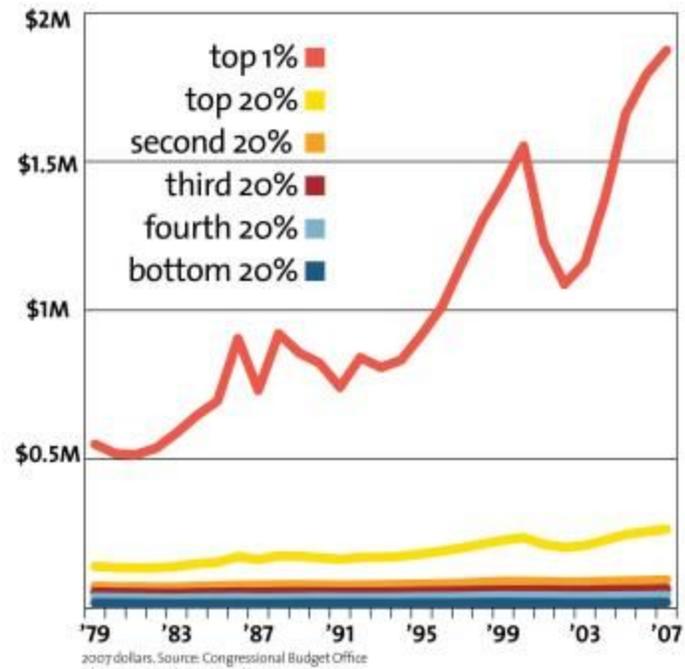
IN CONGRESS, JULY 4, 1776. □THE UNANIMOUS □DECLARATION □OF THE □THIRTEEN UNITED STATES OF AMERICA.

WHEN, in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume, among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's GOD entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the Causes which impel them to the Separation.

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed, by their CREATOR, with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate, that Governments long established, should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former Systems of Government. The History of the present King of Great-Britain is a History of repeated Injuries and Usurpations, all having in direct Object the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World.

Source 3

AVERAGE HOUSEHOLD INCOME before taxes



Mother Jones

Source 4

An Angry Black Woman on the Subject of the Angry White Man

June Jordan

“An Angry Black Woman on the Subject of the Angry White Man” is a poem written by June Jordan and published in 1995.

We didn't always need affirmative action
when we broke this crazy land into farms
when we planted and harvested the crops
when we dug into the earth for water
when we carried that water into the big house kitchens and bedrooms
when we built that big house
when we fed and clothed other people's children with food we cooked and
served to
other people's children, wearing the garments that we fitted and we sewed together,
when we hacked and hauled huge trees for lumber and fuel, when we washed and
polished the chandeliers
when we bleached and pressed the linens purchased by blood profits from our
daily forced laborings,
when we lived under the whip and in between the coffer and chains,
when we watched our babies sold away from us
when we lost our men to anybody's highest bidder
when slavery defined our days and our prayers and our nighttimes of no rest
—then we did not need affirmative action.
Like two-legged livestock we cost the bossman three hundred and fifteen dollars
or six
hundred and seventy-five dollars and so he provided for our keep
like two-legged livestock
penned into the parched periphery of very grand plantation life
we did not need affirmative action. No! We needed overthrow and a holy fire to purify
the air .
But for two hundred years in this crazy land the law and the bullets behind the law
continued to affirm
the gospel of God-given white supremacy.

For two hundred years the law and the bullets
behind the law, and the money and the politics behind that
money behind the bullets
behind the law affirmed the gospel of God-given white
supremacy God-given male
white supremacy.

And neither the Emancipation Proclamation nor the Civil War nor one constitutional
amendment after another nor one civil rights legislation after another could bring about a
yielding of the followers of that gospel to the beauty of our human face. Justice don't mean nothin' to a hateful heart!

And so we needed affirmative action. We needed a way into the big house
besides the back door. We needed a chance at the classroom and jobs and open
housing
in okay neighborhoods.

We need a way around the hateful hearts of America
We needed more than "freedom" because a piece of paper
ain't the same as opportunity or
education.

And so thirty years ago we agitated
and we agitated until the President declared,
"I now decree our federal commitment
to equality not
just as a right
but to equality
in fact"

And a great rejoicing rose like a spirit
dancing
fresh and happy on the soon-to-be-integrated-
and-most-uppity ballroom floor
of these United States.

And Blackfolks everywhere dressed up in African-
American pride

and optimism

From the littlest to the elders

we shined our shoes and brushed our hair

and got good and ready

for “equality in fact. ”

But (three decades later) and come to find out

we never got invited to the party

we never got included in “the people”

we never got no kind of affirmative action worth
more than spit in the wind.

(...)

and yesterday

the new man in the White House

the new President

he said, “What we have done for women and minorities is a good
thing, but we

must respond to those who feel discriminated against. ...

This is a psychologically difficult

time for the so-called angry white man.”

Well I am here to tell the world that 46 percent of my children living in poverty

does not feel good to me

and more Black men in prison cells than college

does not feel good to me

psychologically

or otherwise!

Tell that angry white man “Get a grip!”

White men constitute 44 percent of the American labor force but white

men occupy 95 percent
of all senior management positions!

And 80 percent of the congress, four fifths of tenured university faculty, nine tenths of the Senate – and 92 percent of the Forbes 400!

Hey guys, get a grip!
You say you're angry?

Who's angry?!!!

I say the problem with affirmative action seems to me like
way too much affirmative talk
but way too little action!

Source 5

Always Running

Luis J. Rodriguez

This is an excerpt from the memoir Always Running, written by Luis J. Rodriguez and published in 1993.

Our first exposure in America stays with me like a foul odor. It seemed a strange world, most of it spiteful to us, spitting and stepping on us, coughing us up, us immigrants, as if we were phlegm stuck in the collective throat of this country. My father was mostly out of work. When he did have a job it was in construction, in factories such as Sinclair Paints or Standard Brands Dog Food, or pushing door-bells selling insurance, Bibles or pots and pans. My mother found work cleaning homes or in the garment industry. She knew the corner markets were ripping her off but she could only speak with her hands and in a choppy English.

Once my mother gathered up the children and we walked to Will Rogers Park. There were people everywhere. Mama looked around for a place we could rest. She spotted an empty spot on a park bench. But as soon as she sat down an American woman, with three kids of her own, came by.

“Hey, get out of there—that’s our seat.”

My mother understood but didn’t know how to answer back in English. So she tried in Spanish.

“Look spic, you can’t sit there!” the American woman yelled. “You don’t belong here! Understand? This is not your country!”

Mama quietly got our things and walked away, but I knew frustration and anger bristled within her because she was unable to talk, and when she did, no one would listen.

We never stopped crossing borders. The Río Grande (or Río Bravo, which is what the Mexicans call it, giving the name a power “Río Grande” just doesn’t have) was only the first of countless barriers set in our path.

We kept jumping hurdles, kept breaking from the constraints, kept evading the border guards of every new trek. It was a metaphor to fill our lives—that river, that first crossing, the mother of all crossings. The L.A. River, for example, became a new barrier, keeping the Mexicans in their neighborhoods over on the vast east side of the city for years, except for forays downtown. Schools provided other restrictions: Don’t speak Spanish, don’t be Mexican—you don’t belong. Railroad tracks divided us from communities where white people lived, such as South Gate and Lynwood across from Watts. We were invisible people in a city which thrived on glitter, big screens and big names, but this glamour contained none of our names, none of our faces.

The refrain “this is not your country” echoed for a lifetime.

Source 6

"Crazy Versus Eccentric" is a cartoon created by Andy Singer and published in 2011 at Politicalcartoons.com.



Source 7

Gender Trouble
Patricia Williams

“Gender Trouble” is an article written by Patricia Williams and published in The Nation on May 23, 2011.

Over the past few years, attacks on transgendered people in public places have been on the rise. In 2009 a transwoman in Queens was pelted with rocks, beer bottles and misogynistic slurs. Just weeks before in the same borough, two men used a belt buckle to beat a transwoman named Leslie Mora. In late April a widely disseminated video captured two teenage girls punching and dragging Chrissy Lee Polis from a women’s room to the front door of a Baltimore-area McDonald’s. That video, made by an employee, shows bystanders just watching, with little move to aid her.

Crimes like these often stem from simple homophobia; but they reveal a more specific discomfort with the ambiguity that transgendered people embody. The intensity of that discomfort extends to many situations that fall short of violence. Insults and isolation in housing, the workplace, gyms, schools and always, always in public bathrooms — premised on resolute gender binarism— leave transgendered people forever making the “wrong” choice. There are, for example, queasy debates at Smith and other women’s colleges about how to negotiate the presence of students who are admitted as women but graduate as men.

Transgender identities challenge us to think about the morphisms of “sex” and “gender,” “woman” and “man,” “real” and “not real.” This is a hot topic in academic circles: for example, attempting to disambiguate the notion of “identity” as a matter of legal subjectivity, when, say, a man with a heap of warrants is finally arrested—but by the time the police catch up, he has become a she, and in the name of that transformation asserts as a defense that “he” was a different person. It’s easy to dismiss this sort of discussion as funny or unimportant, but I think it’s necessary, not merely because it directly affects the lives of the transgendered but because it tests and expands the thinking of those of us who are not transgendered yet whose collective responses shape the social environment.

Take Smith. Its administration has said it welcomes trans students as part of a diverse community, but apparently not all students and alumnae agree. For some, a commitment to remaining a women’s college rests on assumptions about what a woman is as a biological matter, what gender is as a social construction and why a woman’s experience is, or is deemed to be, different from that of a man. Trans students evoke squeamishness particularly among older alums, as well as among those who come to a “single sex” school for its white-glove, ladylike connotations, or perhaps out of commitment to women’s education as a form of empowerment (Gloria Steinem went to Smith, after all). This contentious conversation scrutinizes not just the gender of individual students but

overall institutional identity. The debate at Smith brought to the fore, for example, those who were unhappy to see their school's feminine image newly shared with transmen.

The debate is difficult precisely because it feels so new—and in some ways it is. Sex reassignment technologies are so novel that the accompanying medical discourse still conflates those who have ambiguous genitalia; those whose endocrine systems are ambiguously skewed; and those whose psychology is felt to be at odds with their biology. And what about the culture of elective cosmetic surgery, or the cult of physical perfection that drives even normatively gendered people to feel “not normative enough” and so seek to become “more feminine” or “more masculine” through the wizardry of nose jobs, labial stitching, liposuction, pectoral implants and breast enhancement?

So what do we mean when we ask a pregnant person if “it” is a boy or a girl? The inquiry seems permissible only in utero. We get edgy when we don't already know the answer when encountering a full-grown adult. Do we expand our meaning so that “woman” includes those who may have been born with uncertain genitalia but who grew up being dressed, viewed, identified as female from birth? Do we include that category of people who regarded themselves as men from the very beginning of childhood consciousness yet who, in asserting that sense of self, are not privileged with the perquisites of (white, straight) masculinity but are instead branded as freaks or frauds?

Most difficult of all, what might it mean to explode the entire category of “woman” as anything like a stable designation? What does that mean for the status of women's colleges, women's sports, to say nothing of the proverbial ladies' room? After all, it's not as though men have never been on the campuses of women's colleges. I went to a women's college, and “gentlemen callers” were everywhere—at meals, in seminars, in bedrooms and bathrooms, all but climbing in the windows on weekends. But those were “men” defined in a clear, binary and thoroughly heterosexual context.

To engage in gender-bending means that we are thrown into confusion with regard to everything from Title IX to the college rankings of U.S. News & World Report. , Rightly or wrongly, women's and men's identities are still largely linked to the preservation of images of good wives in pearls and husbands in spats or, as one of the teenagers in the McDonald's assault put it, to literally beating back competition for the affections of “my man” (or “woman,” as the case may be)

There are lessons to be mastered in all this, about principles of antidiscrimination and freedom of expression; about the complexities of perceived reputation (“I don't want to be sneered at for still having a woman's body,” said a Bryn Mawr student in the process of changing genders); and about institutional investments, dependent as they are on assessments of risk (Smith's endowment

managers are no doubt sweating bullets, given the power of alums as donors). Resolving these conflicts with dignity and thoughtfulness is no less important than educating and prosecuting those who use sticks and stones to beat away their terror of humanity's infinite variability.

Task 3 of 4: Rhetorical analysis passage annotation

Robert F. Kennedy remarks on the Assassination of Martin Luther King, Jr.

Delivered April 4, 1968

Directions: Annotate the Kennedy's speech using **multiple reads**:

FIRST READ: Interpret what the author is literally saying and summarize each paragraph in the left column.

SECOND READ: "Chunk" text (into thirds - beginning, middle, end) and describe purpose of each chunk in right column. Make sure to use . as the text color. Descriptions should include identifications such as:

→ Introduce, develop, or conclude _____ in order to _____

THIRD READ: Identify overall purpose of text at the end of the passage and make sure to use **BLUE** as text color. using the following language pattern:

In [title of text], [author] ["says" verb] [purpose] .

FOURTH READ: Make notes in the margin using **GREEN** as text color about how each third develops ethos, pathos, and/or logos using language patterns such as:

→ Appeal to [ethos/pathos/logos] by/when _____

FIFTH READ: Identify and label the following devices in the margin within the text using **PURPLE** as text color:

Allusion, absolute, anaphora, aposiopesis, polysyndeton, loaded language, juxtaposition, zeugma, personification, oxymoron, simple sentence, compound-complex sentence

Example:

Ladies and Gentlemen,

I'm only going to talk to you just for a minute or so this evening, because I have some -- some very sad news for all of you -- Could you lower those signs, please? -- I have some very sad news for all of you, and, I think, sad news for all of our fellow citizens, and people who love peace all over the world; and that is that Martin Luther King was shot and was killed tonight in Memphis, Tennessee.

Martin Luther King dedicated his life to love and to justice between fellow human beings. He died in the cause of that effort. In this difficult day, in this difficult time for the United States, it's perhaps well to ask what kind of a nation we are and what direction we want to move in. For those of you who are black -- considering the evidence evidently is that there were white people who were responsible -- you can be filled with bitterness, and with hatred, and a desire for revenge. We can move in that direction as a country, in greater polarization -- black people amongst blacks, and white amongst whites, filled with hatred toward one another. Or we can make an effort, as Martin Luther King did, to understand, and to comprehend, and replace that violence, that stain of bloodshed that has spread across our land, with an effort to understand, compassion, and love. For those of you who are black and are tempted to fill with -- be filled with hatred and mistrust of the injustice of such an act, against all white people, I would only say that I can also feel in my own heart the same kind of feeling. I had a member of my family killed, but he was killed by a white man.

But we have to make an effort in the United States. We have to make an effort to understand, to get beyond, or go beyond these rather difficult times.

My favorite poem, my -- my favorite poet was Aeschylus. And he once wrote:

*Even in our sleep, pain which cannot forget
falls drop by drop upon the heart,
until, in our own despair,
against our will,
comes wisdom
through the awful grace of God.*

What we need in the United States is not division; what we need in the United States is not hatred; what we need in the United States is not violence and lawlessness, but is love, and wisdom, and compassion toward one another, and a feeling of justice toward those who still suffer within our country, whether they be white or whether they be black.

So I ask you tonight to return home, to say a prayer for the family of Martin Luther King -- yeah, it's true -- but more importantly to say a prayer for our own country, which all of us love -- a prayer for understanding and that compassion of which I spoke.

We can do well in this country. We will have difficult times. We've had difficult times in the past, but we -- and we will have difficult times in the future. It is not the end of violence; it is not the end of lawlessness; and it's not the end of disorder.

But the vast majority of white people and the vast majority of black people in this country want to live together, want to improve the quality of our life, and want justice for all human beings that abide in our land.

And let's dedicate ourselves to what the Greeks wrote so many years ago: to tame the savageness of man and make gentle the life of this world. Let us dedicate ourselves to that, and say a prayer for our country and for our people.

Thank you very much.

***Aeschylus-Aeschylus was an ancient Greek tragedian. He is often described as the father of tragedy. Academics' knowledge of the genre begins with his work, and understanding of earlier tragedies is largely based on inferences from his surviving plays.**

Task 4 of 4: Planning an argumentative essay

The following passage is from Rights of Man, a book written by the pamphleteer Thomas Paine in 1791. Born in England, Paine was an intellectual, a revolutionary, and a supporter of American independence from England.

Directions: Read the passage carefully. Then, in the graphic organizer on the following page, plan an essay that examines the extent to which Paine’s characterization of America holds true today. Use appropriate evidence to support your argument.

If there is a country in the world, where concord, according to common calculation, would be least expected, it is America. Made up, as it is, of people from different nations, accustomed to different forms and habits of government, speaking different languages, and more different in their modes of worship, it would appear that the union of such a people was impracticable; but by the simple operation of constructing government on the principles of society and the rights of man, every difficulty retires, and all the parts are brought into cordial unison. There, the poor are not oppressed, the rich are not privileged. . . . Their taxes are few, because their government is just; and as there is nothing to render them wretched, there is nothing to engender riots and tumults.

Use this graphic organizer or create your own:

Thesis/Central Claim:		
Supporting/Sub Claim <i>Specific reasons why the thesis statement is true.</i>	Evidence <i>Observations, experiences, or facts that help prove the claim.</i>	Reasoning <i>The logical connection (connotations and denotations) between the evidence and supporting claim. Why and how does the selected evidence support the sub-claim?</i>
