Academic Vocabulary and Literary Terms

Directions – Write out the definition of each word.

1. Aphorism –
2. Perception –
3. Scenario –
4. Marginalize –
5. Dominant –
6. Subordinate –
7. Imperialism –
8. Literary theory –
9. Reader Response Criticism –
10. Mise en scene –
11. Visual rhetoric –
12. Imagery –
13. Prologue –
14. Cultural Criticism -
English IV

Spring Board Unit 1

Academic Vocabulary and Literary Terms

Directions – Use each of the following words in a sentence that clearly shows understanding of the meaning of the word. Make sure to spell each word correctly in your sentences.

1. Aphorism –
2. Perception –
3. Scenario –
4. Marginalize –
5. Dominant –
6. Subordinate –
7. Imperialism –
8. Literary theory –
9. Reader Response Criticism –
10. Mise en scene –
11. Visual rhetoric –
12. Imagery –
13. Prologue –
14. Cultural Criticism –
Directions: The teacher will read the definitions, and the student will say the corresponding word and spell it correctly.

1. Aphorism – a short statement expressing an opinion or general truth.
2. Perception – one person’s interpretation or sensory or conceptual information.
3. Scenario – an outline, a brief account, a script, or a synopsis of a proposed series of events.
4. Marginalize – to relegate or confine a person to a lower or outer limit.
5. Dominant – more powerful
6. Subordinate – a person or group that is perceived as having a lower social or economic status.
7. Imperialism – a policy of extending the rule or influence of a country over other countries or colonies.
8. Literary theory – attempts to establish principles for interpreting and evaluating literary texts.
9. Reader Response Criticism – analyzing a text based on the reader’s own experience, social ethics, moral values, and general views of the world.
10. Mise en scene – the composition, or setting, of a stage.
11. Visual rhetoric – an argument or points made by visuals such as photographs or by other visual features of a text.
12. Imagery – the verbal expression of sensory experience; descriptive or figurative language used to create word pictures; imagery is created by details that appeal to one or more of the five senses.

13. Prologue – the introduction or preface to a literary work.

14. Cultural Criticism – analyzing a text based on elements of culture and how they affect one’s perceptions and understanding of text.
Spring Board Unit 1

Academic Vocabulary and Literary Terms

Quiz

Directions – Write the correct word on each line. Make sure each word is spelled correctly.

1. __________ _____________ – an argument or points made by visuals such as photographs or by other visual features of a text.

2. __________ _____________ _____________ – analyzing a text based on the reader’s own experience, social ethics, moral values, and general views of the world.

3. __________ – the verbal expression of sensory experience; descriptive or figurative language used to create word pictures

4. __________ – a short statement expressing an opinion or general truth.

5. Mise en scene – the composition, or setting, of a stage.

6. __________ – an outline, a brief account, a script, or a synopsis of a proposed series of events.

7. __________ – more powerful

8. __________ – the introduction or preface to a literary work.

9. __________ _____________ – attempts to establish principles for interpreting and evaluating literary texts.

10. __________ _____________ – analyzing a text based on elements of culture and how they affect one’s perceptions and understanding of text.

11. _____________ – one person’s interpretation or sensory or conceptual information.
12. ____________________ – a person or group that is perceived as having a lower social or economic status.

13. ____________________ – a policy of extending the rule or influence of a country over other countries or colonies.

14. ____________________ – to relegate or confine a person to a lower or outer limit.
1. Read “Literary Theory” on Spring Board page 5. Examine the perception puzzle above.
   How can this one image be perceived in two ways?

2. What makes your perception change as you look at the picture?
3. Read the aphorisms on Spring Board pages 5-6. Choose five of them and explain what they mean.
   a.
   b.
   c.
   d.
   e.

4. Choose one of the five aphorisms you explained and reflect on whether it conveys truth that is applicable to your life.
Activity 1.4 Introducing Reader Response Criticism

Learning Target: Understand Reader Response Criticism.

1. Read Spring Board pages 9-11. What are the three elements of Reader Response Theory?

2. Write a summary statement that briefly, but completely summarizes Reader Response Theory.

3. Read “My Papa’s Waltz” on Spring Board page 12. What is your initial reaction to or interpretation of the poem?

4. What specific words or phrases from the text support your interpretation?

5. Is there more than one way to interpret the poem? What might make one reader interpret the poem differently from the way another person interprets it?

6. W.H. Auden once said, “What a poem means is the outcome of a dialogue between the words on the page and the person who happens to be reading it; that is to say, its meaning varies from person to person.” What do you think he meant by this?
Activity 1.5 Applying Reader Response Criticism

Learning Target: Apply a literary theory to the analysis of a text.

1. Read “The Last Word” on Spring Board page 16. Quote a line from the poem that you find interesting, and explain why it interests you.

2. Quote a line that you think is weak or boring, and explain why it is weak or boring.

3. What is one question that you would like to ask the poet about the poem?

4. In what way do you connect with the poem as a reader? (What do you think you and the poet may have in common?)

5. Write out your own, personal interpretive response to the poem. As a pre-write, you may use the TP-CASTT (Title, paraphrase, connotation, attitude, shift, title, theme) strategy. Make sure to include specific lines from the poem that support your interpretation.
Activity 1.6 Different Ways of Seeing the World

Learning Target: Analyze and interpret an image.

1. Write down the definitions of the following terms (provided by teacher) as they are used in photography:
   a. Frame
   b. Subject
   c. Cropping
   d. Lighting
   e. Image
   f. Composition
   g. Space

2. The term “mise en scene” (“placing on stage”) refers to the composition, or setting, of an image. It can also be seen as a visual theme. It is created by using the set design, lighting, space, composition, costumes, makeup and hairstyles, acting, filmstock (choice of black-and-white or color, fine grain or grainy, etc.). Study the following photograph, and write a brief description of the mise en scene, or composition, of the image.

3. Literary Theory attempts to establish principles for interpreting and evaluating literary texts. In this unit, you will learn about Reader Response Criticism, which comes from the idea that people read and interpret literature differently because they bring different personal experiences to the text. What personal connections or experiences might you have made that influenced your perceptions of the photograph?
4. As a class, complete the OPTIC chart for analyzing the photograph on Spring Board page 20.
Activity 1.7 The Visual Argument

Learning Target: Identify rhetorical appeals in visual images.

1. Define the following terms and give examples for each.
   a. Ethos
   b. Pathos
   c. Logos

2. Authors can influence audiences by using images or visual elements as powerful support for their arguments. Visual rhetoric is a term used to describe images that make an argument or images that support an argument. Visual rhetoric may also include the use of text features such as fonts and white space or graphics such as illustrations, charts, and cartoons. Reflect on the image above. What rhetorical appeal does it make? Use details from the image to explain your answer.
3. A photo essay is a collection of photographic images that work together to reveal the author’s perspective on a subject. Just as the words and sentences in a written essay are placed in a specific order, the images in a photo essay are placed in a specific order to express ideas, convey emotions, and show a progression of thoughts or events. Watch the photo essay provided by the teacher. What is the title of the photo essay?

4. What do you notice about the sequence of images?

5. What do you notice about the content of the photographs?

6. What is the purpose of the captions? Would the photo essay be possible without captions?

7. What is the purpose of this photo essay? How do you know?

8. Who is the target audience for this photo essay? How do you know?

9. What issue is addressed by this photo essay, and what is the author’s position on the issue?

10. Explain how the photo essay uses each of the logical appeals:
    
    a. Logos
    
    b. Pathos
    
    c. Ethos

11. Do you think the photo essay is convincing? Why or why not?

12. What information is included in the citation when the photograph was taken by the creator of the photo essay?

13. What was the source of the photos that were not taken by the creator of the photo essay? How do you know?
Activity 1.7b (Supplemental) *Extremely Loud and Incredibly Close*

Learning Target: Identify and evaluate screen techniques in a film.

Section One: Shots and Framing (Class Activity)
Directions: As you watch the film, stop when you identify an example of each of the following:

1. Establishing shot: often a long shot or a series of shots that sets the scene. It establishes setting and shows transitions between locations.

2. Long shot: a shot from a distance (full body shot of a character).

3. Medium shot: (most common) shows a person from the waist up.

4. Close Up: images takes up 80% of the frame.

5. Extreme Close Up: the image is part of a whole, such as an eye.

6. Two shot: a shot that shows two people, usually interacting with each other.

Section Two: Camera Angles (Class Activity)
Directions: As you watch the film, stop when you identify an example of each of the following and discuss its impact on the subject.

7. High angle: a shot that looks down on the subject.

8. Low angle: a shot that looks up at the subject.

9. Eye level: when the shot is even with the character.

Section Three: Study Questions

10. Describe an example from the film in which the lighting makes an impact on the scene, and discuss the impact.

11. The film opens with a man falling through the air and Oskar’s thoughts about death and funerals. How do Oskar’s ideas of an underground skyscraper for the dead make you feel? Explain your answer.

12. Why does Oskar hide the answering machine with his father’s final messages?

13. What impact does Oskar’s decision to hide the messages have on the plot?
14. Based on the previous two answers, what does the writer have to say on the issue of keeping painful memories and experiences inside?

15. Why does Oskar need to ask forgiveness from William Black, and why does he feel better after William forgives him?

16. What do you think the sixth borough represents in the film? What does it represent to Oskar?

17. What is Thomas’ view of “belief?” How does his view compare to your own view?

18. How is Oskar’s approach to searching for truth different from his father’s approach?

19. Oskar talks about the way the sun would continue to provide light and warmth for Earth for eight minutes after its destruction, using the image to describe his relationship with his father after his death. Why does he seek to “stretch my eight minutes with him?” In what ways is this aspect of his grieving process either helpful or harmful to him?

20. Oskar describes his hunt for the missing lock as bringing him closer to his father, but taking him further away from his mother. How does her revelation towards the end of the film change Oskar’s understanding of this?

21. Explain, using details from the film, how Oskar is isolated from the other characters in the film.
Activity 1.8 Seeing the World through My Perspective

Learning Target: Compose a poem using imagery, diction, and detail to convey a memory.

1. Read the poem “I Remember” on page 24. Give an example of how the speaker appeals to each of the five senses: sight, taste, hearing, smell, touch.

2. What is the subject of the poem?

3. What is the setting of the poem?

4. What do we learn about the speaker of the poem?

5. What seems to be the author’s purpose or message in the poem?

6. How does point of view, the lens through which the speaker is presenting the information, affect the reader’s interpretation of the events?

7. What is the writer’s tone? Give an example of diction that supports your answer.

8. Identify an image that complicates the tone and identify a possible contrast between the speaker’s perspective and the reader’s perspective.

9. Select a memory of a place, event, or time in your life of significance to you, and brainstorm a list of images that this memory generates for you. Try to evoke all five senses in your list.

10. Circle words or phrases from your list that you think may be effective if used in a memory poem of your own. Then freewrite about the memory.

11. Organize the freewrite into the structure of a free verse poem and edit until you are satisfied with it.
Activity 1.10 A Symbolic Perception of Self

Learning Target: Analyze a literary passage for diction and imagery.

1. Read “Four Skinny Trees” pp. 32-33. List three words, phrases, and/or images that indicate the speaker’s self-perception.

2. What do you think the trees in this poem symbolize? Explain your answer.

3. What is the tone of the poem? Give an example of diction that supports your answer.

4. What do you think the concrete symbolizes in the final stanza? Explain your answer.

5. Give an example of figurative language from the poem.
Activity 1.11 Exploring Visual Rhetoric

Learning Target: Examine perspective and symbolic images in a print advertisement.

1. Review the terms for cinematic techniques listed on page 34. Look at the print advertisement provided by the teacher. What does the visual appear to be about at first glance?

2. List two elements or details that seem to be important in the advertisement.

3. What words in the advertisement are most significant? How do you know?

4. List two important parts of the advertisement and explain how they are related.

5. What is the message of the advertisement?

6. Use the chart on page 36 to analyze the cinematic choices made by the artistic director and the effect of each choice on the viewer.

7. What is the slogan for this advertisement, and how effective is it? Explain your answer.

8. List three examples of advertising slogans that you remember without looking at any advertisements.
Spring Board Unit 1

Activity 1.12 Supporting Argument

Learning Target: Analyze print and non-print text closely.

1. Define the five elements usually found in a good argument:
   a. Hook
   b. Claim
   c. Concessions and Refutations
   d. Support
   e. Call to Action


3. What is Cohen’s claim?

4. Identify one concession in Cohen’s article and explain how he refutes it.

5. Identify one supporting detail or piece of evidence from Cohen’s essay.

6. Identify Cohen’s Call to Action.

7. Give one example of biased language from the article.
Activity 1.12b (Supplemental) Supporting Argument

Learning Target: Analyze print and non-print text closely.

1. Read “Hardly Working” by Stephen Moore. Identify the hook in this article.

2. What is Moore’s claim?

3. Identify one concession and explain how Moore refutes it.

4. Identify one supporting detail from Moore’s article.

5. Does Moore’s article mostly appeal to logos, ethos, or pathos? Support your answer with the text.

6. Identify one example of biased language from Moore’s article.

7. Which article on changing child labor laws do you find more convincing, and why?
Hardly Working

By Stephen Moore

Everyone knows that under Barack Obama, fewer Americans are working or even getting off the couch to look for work. This is the story of the disappearing American worker. The percentage of Americans over the age of 16 who are in the labor force has fallen to its lowest level since the late 1970s. That was before the huge influx of women into the workforce over the past three decades.

Obama apologists have tried to blame this worker shortage on the retirement of the baby-boom generation. There’s a morsel of truth in that: There are seven million more Americans above the age of 65 today than there were in 2009.

Amazingly, though, the labor-force-participation rate of these senior citizens has actually increased since 2009. The over-65 crowd is more likely to be working today — in part because they are healthier than ever. But this means that almost all of the decline in workforce participation has been among younger workers. That’s not good.

The group with the biggest fall in work has been those in their fifties. I suspect that those who lost their jobs during the recession and were out of work for two or three years just threw in the towel and stopped looking for a new job. That’s a big hit to our national income and to family incomes, because workers usually hit their earnings high-water mark between 45 and 60.

Much more disturbing is the big dip in workforce participation of those between 16 and 25. Their participation rate has declined by 5.3 percent for 16- to 19-year-olds and by 3.0 percent for 20- to 24-year olds. And we want Americans to be working in their teens and early twenties. Studies show consistently that those who start working at a job at a young age have higher earnings later in life. For example, one study found that those who work as teenagers have earnings about 10 percent higher at age 27 than those who did not work.

So why are the young not working? One reason is the minimum wage. In a supreme act of stupidity, starting in 2007, the federal minimum wage was raised three times during one of the worst job recessions since the Great Depression. The teen-unemployment rate skyrocketed; for black males it exceeded 40 percent. The teen-unemployment rate still remains very high, so it would be hard to imagine a worse time to raise the minimum wage again.

But a bigger problem is cultural. There is an attitude these days that when young people work, it is a bad thing — because it pulls them away from school and studying. I can say as a parent that a job is more likely to pull the little darlings away from texting and computer games.

A few years ago, legislators in Maine tried to relax some of the work rules against teen employment, such as hours worked, the age at which they could start working, and how late they could work at night. These were reasonable new rules, but the Left went into hysterics and acted as if the Republicans were trying to repeal all child-labor laws.
Because of these attitudes, we now have kids in their twenties who have never worked a full day’s work in their life. And the longer they stay in school, the more they delay actually contributing to society by working. One of the biggest increases in food-stamp participation has been by college students. I would go in the opposite direction. If a 21-year-old isn’t smart enough to get a job to feed himself, he probably doesn’t belong in college.

One negative aspect of the student-loan programs is that the loans substitute for work. I recently wrote about the College of the Ozarks, where kids work 15 hours a week to cover their tuition. They come out of college work-tested and employable.

We do no favors to the young by teaching them that we are such a rich and advanced society that they shouldn’t have to work. We are actually teaching them to be idle and dependent. Show me someone who is successful in life and I will show you someone who entered the workforce at a young age. Some of the most impressive people I’ve met grew up on farms or worked for the family business (think Asians) and started working every day at 12, 10, or even 8 years old.

It might be that the labor-force-participation rate is falling among the young because they’ve never been expected to work. No one has told them they should. So this is a plea to parents: If you really want to help your kids succeed in life, instead of driving them to soccer or band practice this summer, tell them to get a job — any job. Menial labor is actually a good thing. Don’t worry if the job pays minimum wage, because the first job in life is about learning the dignity of work and taking the first step toward being responsible and independent and carrying your own weight.

- Stephen Moore is chief economist at the Heritage Foundation.
Activity 1.13 Digging for Deeper Meaning

Learning Target: Analyze how an author uses rhetorical strategies.

“Margaret Thatcher Reflects on Working Toward Peace”

1. What is Thatcher’s tone toward Capitalism? Give an example of diction that supports your claim.

2. Toward the end of the essay, Thatcher alludes to Hitler and Stalin. What point does she make by comparing these dictators with the Western governments of today?

3. Thatcher repeats the claim that Capitalism is “a moral system based on a biblical ethic.” What is her purpose for doing this? What is the intended effect on the reader?

4. List one claim about Capitalism is Thatcher responding to in this essay.

5. Give an example of a rhetorical question from Thatcher’s essay. Evaluate the effectiveness of this rhetorical question.

6. Write a thesis statement that reveals Thatcher’s attitude toward Capitalism.

7. List three quotes from the essay and explain how each supports your thesis statement.

8. For each of the quotes you chose, describe an image that you might use in a photo essay to illustrate how each quote supports your thesis statement.

9. Describe an image you might use to illustrate your thesis statement, and an image you might use to illustrate the conclusion to your photo essay.
It is important to understand that the moral foundations of a society do not extend only to its political system; they must extend to its economic system as well. America's commitment to capitalism is unquestionably the best example of this principle.

Capitalism is not, contrary to what those on the left have tried to argue, an amoral system based on selfishness, greed, and exploitation. It is a moral system based on a biblical ethic. There is no other comparable system that has raised the standard of living of millions of people, created vast new wealth and resources, or inspired so many beneficial innovations and technologies. The wonderful thing about capitalism is that it does not discriminate against the poor, as so often has been charged; indeed, it is the only economic system that raises the poor out of poverty. Capitalism also allows nations that are not rich in natural resources to prosper. If resources were the key to wealth, the richest country in the world would be Russia, because it has abundant supplies of everything from oil, gas, platinum, gold, silver, aluminum, and copper to timber, water, wildlife, and fertile soil.

Why isn't Russia the wealthiest country in the world? Why aren't other resource-rich nations in the Third World at the top of the list? It is because their governments deny citizens the liberty to use their God-given talents. Man's greatest resource is himself, but he must be free to use that resource.
In his encyclical, Centesimus Annus, Pope John Paul II wrote that the collapse of communism is not merely to be considered as just a "technical problem." It is a consequence of the violation of human rights. He specifically referred to the rights to private initiative, to own property, and to act in the marketplace.

The pope also acknowledged that capitalism encourages important virtues, such as diligence, industriousness, prudence, reliability, fidelity, conscientiousness, and a tendency to save in order to invest in the future. It is not material goods, but all of these great virtues, exhibited by individuals working together, that constitute what is called the "marketplace."

Freedom, whether of the marketplace or any other kind, must exist within the framework of law. Otherwise, it means only freedom for the strong to oppress the weak. Whenever I visit the former Soviet Union, I stress this point with students, scholars, politicians, and businessmen—in short, with everyone I meet. Over and over again, I repeat: Freedom must be informed by the principle of justice in order to make it work between people. A system of laws based on solid moral foundations must regulate the entire life of a nation.

This is an extremely difficult point to get across to people with little or no experience with laws except those based on force. The concept of justice is entirely foreign to communism. So, too, is the concept of equality. For more than seventy years, Eastern Europe and the Soviet Union had no system of common law. There were only the arbitrary and often contradictory dictates of the Communist Party. There was no independent judiciary. There was no such thing as truth in the communist system.
What is freedom without truth? I have been a scientist, lawyer, and politician, and from my own experience I can testify that it is nothing. The third-century Roman jurist Julius Paulus said, "What is right is not derived from the rule, but the rule arises from our knowledge of what is right." In other words, the law is founded on what we believe to be true and just. It has moral foundations. Once again, it is important to note that the free societies of America and Great Britain derive such foundations from a biblical ethic.

Democracy never is mentioned in the Bible. When people are gathered together—whether as families, communities, or nations—their purpose is not to ascertain the will of the majority, but the will of the Holy Spirit. Nevertheless, I am an enthusiast of democracy because it is about more than the will of the majority. If this were not so, it would be the right of the majority to oppress the minority. The Declaration of Independence and Constitution make it clear that this is not the case. There are certain rights that are human rights and which no government can displace. When it comes to how Americans exercise their rights under democracy, their hearts seem to be touched by something greater than themselves. Their role in democracy does not end when they cast their votes in an election. It applies daily. The standards and values that are the moral foundations of society are also the foundations of their lives.

Democracy is essential to preserving freedom. As British historian Lord Acton stated, "Power tends to corrupt, and absolute power corrupts absolutely." If no individual can be trusted with power indefinitely, it is even more true that no government can be. It has to be checked, and the best way of doing so is through the will of the majority, bearing in mind that this will never can be a substitute for individual human rights.
I often am asked whether I think there will be a single international democracy, known as a "new world order." Though many may yearn for one, I do not believe it ever will arrive. We are misleading ourselves about human nature when we say, "Surely we're too civilized, too reasonable, ever to go to war again," or "We can rely on our governments to get together and reconcile our differences." Tyrants are not moved by idealism. They are driven by naked ambition. Idealism did not stop Adolf Hitler or Joseph Stalin. Sovereign nations' best hope is to maintain strong defenses. Indeed, that has been one of the most important moral as well as geopolitical lessons of the twentieth century. Dictators are encouraged by weakness; they are stopped by strength. By strength, I do not merely mean military might, but the resolve to use that power against evil.

The West did show sufficient resolve against Iraq during the Persian Gulf War, but failed bitterly in Bosnia. In this case, instead of showing resolve, it preferred "diplomacy" and "consensus." As a result, more than 250,000 people were massacred. This was a horror that I, for one, never expected to see again in my lifetime, but it happened. Who knows what tragedies the future holds if we do not learn from the repeated lessons of history? The price of freedom still is-and always will be- eternal vigilance.

Free societies demand more care and devotion than any others. They are, moreover, the only ones with moral foundations, and those are evident in their political, economic, legal, cultural, and, most importantly, spiritual life.

We who are living in the West today are fortunate. Freedom has been bequeathed to us. We have not had to carve it out of nothing; we have not had to pay for it with our lives. Others before us have done so. Yet, it would be a grave mistake to think that freedom requires nothing of us. Each
of us has to earn freedom anew in order to possess it. We do so not just for our own sake, but for that of our children, so they may build a better future that will sustain the responsibilities and blessings of freedom over the wider world.
English IV

Name _____________________

Spring Board Unit 1

Embedded Assessment 1.1 Creating an Argumentative Photo Essay

**Assignment:** Your assignment is to create and present a photo essay expressing your perspective on an issue or topic of importance to you. Your photo essay must include at least ten clear, high-quality photographic images that support a visual argument. You may use your own original photographs, photographs found on the Internet, or a mixture of these. Each photo must include citation information in MLA style. You may include captions with the photos. You must also write a one-paragraph rationale that explains what your intended thesis is, and explains how the images convey this thesis.

**Planning**

1. Look at the list of contemporary issues that has been distributed to you, and pick four or five statements that you feel strongly about, either because you agree or disagree with them.
2. As your classmates choose topics, mark them off of your list. No two students may argue the same position on the same topic. When your turn comes, I strongly suggest that you choose a topic, and not “pass.” Passing will result in fewer choices next time around.
3. Once you have decided on your topic, compose your thesis statement. You may use the suggested topic statement as is, or you may revise it.
4. Make a list of three points you will make in your argument.
5. Think of 4-5 types of images that could represent each of your points.

**Researching**

6. You will have one day in the computer lab or library to search for any photos you will need from the Internet. If you bring a camera on these days, you may also be released during this time to take your own photographs. As you gather your photos, insert them into a Power Point presentation, Prezi, etc. Don’t worry about the order of the photos at this point, but **make sure to document each photo in MLA style on each slide.**

**Documentation**

7. Document your source in parentheses at the bottom of each image directly after the caption (if used).

**Original photograph taken by you:** (Last Name, First Name. "Photograph Title/Description." Year Created. Digital File Type.)

**Photograph found online:** (Last Name, First Name. *Photograph Title*. Year Created. Museum/Collection Name, City. *Website Title*. Medium. Date Accessed. Hyperlink/url)
**Drafting**

8. Write a caption for each image if you choose to use captions. You should either use a caption for each photo or no captions at all.
9. Organize your slides by order of importance. Your weakest argument/support should come first, and your best argument/support should come last.
10. Write a one-paragraph rationale that includes your thesis statement and an explanation of how each slide supports your argument. Either type the rationale directly onto a slide at the end of your presentation, or submit a typed copy.

**Checking and Editing**

11. Proofread your captions and your rationale for spelling and grammar errors.
12. Check to make sure all photos are documented correctly, and that there are at least ten images.
13. Look over the grading rubric and make sure you have met all the requirements before submitting.
Grading Rubric for Photo Essays

Student Name ___________________________

Photo Essay includes at least 10 photos (10 points possible) ..................

Photographs demonstrate a variety of images (20 points possible) ......

Photos are clear and aesthetically effective (10 points) ..................

Photos include captions or photos tell a clear story without captions (10 points) ..............................................................

Order of photographs is logical and effective (10 points) ............... 

Photographs follow a central theme (10 points) ............................

Rationale is logical and clear (20 points) .................................

Grammar and Spelling (10 points) ...........................................

Total .....................................................................................
Activity 1.16 What is Cultural Criticism?

Learning Target: Analyze an image to apply the elements of Cultural Criticism.

1. Read “Cultural Criticism” Spring Board page 49. Write a brief definition of “culture” and give two examples of the elements of culture.

2. Read “Speaking with Hands” p. 51. Explain the purpose of the allusion to Moses and the Burning Bush.

3. Why do you think Mama made the children stand around while she argued with the store owner?

4. What do you think the speaker means by describing Mama as “tired of being tired?”

5. Does speaking broken English marginalize people? Explain your answer.

6. Do you sympathize with Mama and the speaker, or do you find her actions inappropriate? Explain your answer.

7. Use the elements listed as part of the definition of Cultural Criticism to write a paragraph about how this lens or perspective might help you interpret this text.
Activity 1.17 Imperialism: A Poetic Conversation

Learning Target: Compare and contrast two different poets’ perspectives.

1. Cultural Criticism suggests that being a part of – or excluded from – a specific group or culture contributes to and affects our understanding of texts. Read “The White Man’s Burden” by Rudyard Kipling on Spring Board pages 54-55. How does Kipling’s poem affirm or refute colonialism and imperialism?

2. Read “The Poor Man’s Burden” by George McNeill on Spring Board pages 56-57. How is the speaker’s attitude in McNeill’s poem different from the speaker’s attitude in Kipling’s poem?

3. Why do you think the speaker in McNeil’s poem feels so differently about imperialism?

4. In what way does McNeill’s poem respond to Kipling’s poem?

5. To what extent do these poems reflect different cultural perspectives?

6. Do you think McNeill’s poem is relevant today? Explain your answer.

7. Examine the 1890s advertisement for Pear’s Soap on page 58. What details in the advertisement reveal a particular cultural position?

8. Colonialism is often associated with racism and ethnocentrism (the belief in the inherent superiority of one’s own ethnic group or culture). Can colonialism or imperialism ever be a positive thing? Explain your answer.
The first step towards lightening
The White Man’s Burden
is through teaching the virtues of cleanliness.
Pears’ Soap
is a potent factor in brightening the dark corners of the earth as
civilization advances, while amongst the cultured of all nations
it holds the highest place—it is the ideal toilet soap.
Activity 1.18 Reading with a Cultural Criticism Lens

Learning Target: Analyze the organizational structure of a reflective essay.

1. Life experiences often have a significant influence on a writer’s ideas and perception of events. You will examine George Orwell’s essay “Shooting an Elephant” pp.62-66 from a Cultural Criticism lens in relation to the topic of imperialism. George Orwell (1903-1950) was born in colonial India but was educated in England. He served with the Imperial Police in Burma, and later became a journalist. He was admired for conveying the “truth” about political events around the world. “Shooting an Elephant” is a reflective essay. According to p. 60, what are the three parts of a reflective essay?

2. The first two paragraphs establish the mood and provide a context for the upcoming event. What can the reader infer about the narrator based on his commentary in just these two paragraphs?

3. Identify one negative image in the first two paragraphs. How does Orwell use diction and imagery to create a contrast between the people of Burma and the narrator?

4. Paragraph 3 begins with an event, or incident. How does this “tiny incident” enlighten the narrator about the “real power of imperialism?”

5. Read paragraphs 5-6 and identify the narrator’s feelings and thoughts in response to the event. What cultural conflict does the narrator represent?

6. Read paragraph 7 and identify the narrator’s response and reflection in the midst of his circumstances.

7. In paragraph 12, what do the details of the elephant’s collapse reveal about the narrator’s attitude toward life?

8. What is the narrator’s initial response to the killing of the elephant?

9. What are the narrator’s thoughts after he has had time to reflect, to contemplate or think seriously, on the killing of the elephant?

10. How is the narrator an example of situational irony?

11. List one example of the narrator’s reflection on the events and discuss its significance to the work as a whole.

12. What is the narrator’s position regarding the shooting of the elephant?
13. What does the shooting of the elephant suggest about the nature of power in relationship to imperialism?

14. How would you state the theme of this essay? How does the last sentence of the essay relate to your assertion of the theme?

15. Recall an event in your life that taught you something valuable. Note the event, your response, and your reflection on the lesson(s) learned.
Activity 1.19 Being a Stranger

Learning Target: Analyze a text to apply the thematic concept of “being a stranger in the village.”

1. Watch the “Blood in the Water” scene from *Jaws*. How is Chief Brody symbolic of the “stranger in the village?” In what ways is he set apart from the other characters in this scene?

2. Name another character from a movie, book, or story that fits the stereotype of the “stranger in the village.”

3. Name a person in real life who fits the “stranger in the village” stereotype.

4. In most cases, the “stranger in the village” is depicted as a positive character who is shunned as an outsider because of his or her beliefs or characteristics. Is shunning someone because of his or her beliefs ever justifiable? Explain your answer.

5. Have you ever felt like the “stranger in the village?” If so, how did you feel about being shunned, and what did you do about it? In what ways did the experience change you as a person?

6. Read “Double Face” p. 69-70. Give one example of the stranger in the village thematic concept in this work.

7. What is the nature of the conflict between the narrator and her daughter?
Spring Board Unit 1

Activity 1.20

Learning Target: Analyze an essay for content, style, and craft.

1. Read “Stranger in the Village” page 71, paragraph 1. Identify the event and its significance.

2. Read paragraphs 2-3. What is the function of the details about the village and its people? How does Baldwin use these details to impact the reader?

3. Read paragraphs 4-5. What is Baldwin’s response (his feelings and thoughts) in paragraph 4?

4. Identify Baldwin’s reflection (insights and learning) in paragraph 5.

5. What is the significance of the last sentence in paragraph 4?

6. What is the significance of James Joyce’s quote at the end of paragraph 5? What does it contribute to Baldwin’s reflection?

7. Identify Baldwin’s tone or attitude as he writes about the village. Identify one example of diction that contributes to this tone.

8. Read paragraphs 6-9. Discuss the irony of the village’s “custom” as it resonates with Baldwin’s in his reflection.

9. Discuss the analogy Baldwin makes in paragraph 7.

10. Read paragraphs 10-13. How is the stranger in the village theme conveyed in these paragraphs?

11. What words are repeated in paragraph 10? Why do you think Baldwin does this?

12. How does the tone become more emotional in paragraph 10?

13. Read paragraphs 14-15. Discuss the new description of the village in which Baldwin is a stranger.

15. Read the rest of the essay. Is Baldwin’s conclusion positive or negative? Explain your answer.

16. Baldwin’s essay was written almost 60 years ago. Consider the world we live in today. Would Baldwin feel the same strangeness today? Would he have the same reactions? Explain.
Embedded Assessment 1.2 Writing a College Application Essay

Assignment: Your assignment is to write a 400-500 word essay in response to a college application writing prompt. The best way to approach this assignment is to obtain the writing prompt from an actual college application that you are going to fill out. If you are not planning to attend college, or your college application has no essay requirement, then choose one of the prompts provided.

Planning

The most important part of your essay is the subject matter. You should expect to devote at least a few days simply to brainstorming ideas for your essay. To begin brainstorming a subject idea, consider the following points. From this brainstorming session, you may find a subject you had not considered at first. Finally, remember that the goal of brainstorming is the development of ideas -- so don't rule anything out at this stage. See if any of these questions help you with developing several ideas for your college essay.

1. What are your major accomplishments, and why do you consider them accomplishments? Do not limit yourself to accomplishments you have been formally recognized for since the most interesting essays often are based on accomplishments that may have been trite at the time but become crucial when placed in the context of your life.
2. Does any attribute, quality, or skill distinguish you from everyone else? How did you develop this attribute?
3. Consider your favorite books, movies, works of art, etc. Have these influenced your life in a meaningful way? Why are they your favorites?
4. What was the most difficult time in your life, and why? How did your perspective on life change as a result of the difficulty?
5. Have you ever struggled mightily for something and succeeded? What made you successful?
6. Have you ever struggled mightily for something and failed? How did you respond?
7. Of everything in the world, what would you most like to be doing right now? Where would you most like to be?
8. Who, of everyone living and dead, would you most like to be with? These questions should help you realize what you love most.
9. Have you experienced a moment of epiphany, as if your eyes were opened to something you were previously blind to?
10. What is your strongest, most unwavering personality trait? Do you maintain strong beliefs or adhere to a philosophy? How would your friends characterize you? What would they write about if they were writing your admissions essay for you?
11. What have you done outside of the classroom that demonstrates qualities sought after by universities? Of these, which means the most to you?
12. What are your most important extracurricular or community activities? What made you join these activities? What made you continue to contribute to them?

13. What are your dreams of the future? When you look back on your life in thirty years, what would it take for you to consider your life successful? What people, things, and accomplishments do you need? How does this particular university fit into your plans for the future?

**Getting Help** - If the previous questions did not generate enough ideas for your essay, consider the following exercises:

1. Ask for Help from Parents, Friends, Colleagues, etc. If you cannot characterize yourself and your personality traits do not automatically leap to mind, ask your friends to write a list of your five most salient personality traits. Ask your friends why they chose the ones they did. If an image of your personality begins to emerge, consider life experiences that could illustrate the particular traits.

2. Consider your Childhood - While admissions officers are not interested in reading about your childhood and are more interested in the last 2-4 years of your life, you might consider events of your childhood that inspired the interests you have today. Interests that began in childhood may be the most defining parts of your life, even if you recently lost interest. For instance, if you were interested in math since an early age and now want to study medicine, you might incorporate this into your medical school admissions essay. Analyze the reasons for your interests and how they were shaped from your upbringing.

3. Consider your Role Models - Many applicants do not have role models and were never greatly influenced by just one or two people. However, for those of you who have role models and actually aspire to become like certain people, you may want to incorporate a discussion of that person and the traits you admired into your application essay.

4. Read Sample Admissions Essays - Before you sat down to write a poem, you would certainly read past poets. Before writing a book of philosophy, you would consider past philosophers. In the same way, we recommend reading sample admissions essays to understand what topics other applicants chose. In addition to the sample I provide, there are many sample admissions essays available online.

5. Goal Determination - Life is short. Why do you want spend 2-6 years of your life at a particular college, graduate school, or professional school? How is the degree necessary to the fulfillment of your goals? When considering goals, think broadly. Few people would be satisfied with just a career. How else will your education fit your needs and lead you to a fulfilling life?
Selecting a Topic for Your College Application Essay

Having completed brainstorming essay ideas in step one, you should now have a rough idea of the elements you wish to include in your college application essay, including your goals, important life experiences, research experience, diversifying features, spectacular nonacademic accomplishments, etc. You should also now have an idea of what impression you want to make on the admissions officers. Questions to ask yourself:

1. Will your topic only repeat information listed elsewhere on your application? If so, pick a new topic. Don't mention GPAs or standardized test scores in your essay.
2. Can you offer vivid supporting paragraphs to your essay topic? If you cannot easily think of supporting paragraphs with concrete examples, you should probably choose a different essay topic.
3. Can you fully answer the question asked of you? Can you address and elaborate on all points within the specified word limit, or will you end up writing a poor summary of something that might be interesting as a report or research paper?
4. Can you keep the reader’s interest from the first word? The entire essay must be interesting, considering admissions officers will probably only spend a few minutes reading each essay.
5. Will your topic turn off a large number of people? If you write on how everyone should worship your God, how wrong or right abortion is, or how you think the Republican or Democratic Party is evil, you will lesson your chances of admission, unless you have intentionally chosen a college that embraces your views.
6. In this vein, if you are presenting a topic that is controversial, you must acknowledge counter arguments without sounding arrogant.
7. Will an admissions officer remember your topic after a day of reading hundreds of essays? What will the officer remember about your topic? What will the officer remember about you? What will your lasting impression be?

Drafting Your Essay

1. Focus on Personal Qualities. If you are planning on writing an essay on how you survived poverty in Russia, your mother's suicide, your father's kidnapping, or your immigration to America from Asia, you should be careful that your main goal is to address your own personal qualities. Just because something sad or horrible has happened to you does not mean that you will be a good college or graduate school student. You don't want to be remembered as the pathetic applicant. You want to be remembered as the applicant who showed impressive qualities under difficult circumstances.

2. Addressing Diversity. Fifty years ago, colleges and universities bragged about their academic excellence. Today they brag about their diversity. Diversity is the biggest buzzword of our times. Every college, professional school, or graduate school wants to increase diversity. For this reason, so many applicants are tempted to declare what makes them diverse. However, simply saying you are a black, lesbian female will not impress admissions officers in the least. While an essay incorporating this information would probably be your best topic idea, you must finesse the issue by addressing your own
personal qualities and how you overcame stigma, dealt with social ostracism, etc. If you are a rich student from Beverly Hills whose father is an engineer and whose mother is a lawyer, but you happen to be a minority, an essay about how you dealt with adversity would be unwise. You must demonstrate vividly your personal qualities, interests, motivations, etc. Address specifically how your diversity will contribute to the realm of campus opinion, the academic environment, and social life.

3. First Impressions. Don't mention weaknesses unless you absolutely need to explain them. You want to make a positive first impression, and telling an admissions officer anything about drinking, drugs, partying, etc. undermines your goal. Admissions counselors have read more essays on ADD (Attention Deficit Disorder) than you would ever imagine. Why admit to weakness when you can instead showcase your strengths?

4. Honesty Matters. Be honest, but not for honesty's sake. Unless you are a truly excellent writer, your best, most passionate writing will be about events that actually occurred. While you might be tempted to invent hardship, it is completely unnecessary. Write an essay about your life that demonstrates your personality.

5. Even seemingly boring topics can be made into exceptional college admissions essays with an innovative approach. In writing the essay you must bear in mind your two goals: to persuade the admissions officer that you are worthy of admission and to make the admissions officer aware that you are more than a GPA and a standardized score, that you are a real-life, intriguing personality.

6. Answer the Question - You can follow all of the other steps, but if you miss the question, you will not be admitted to any institution.

7. Be Yourself - Admissions officers want to learn about you and your writing ability. Write about something meaningful and describe your feelings, not necessarily your actions. If you do this, your essay will be unique. Many people travel to foreign countries or win competitions, but your feelings during these events are unique to you. Unless a philosophy or societal problem has interested you intensely for years, stay away from grand themes that you have little personal experience with.

8. Don't "Thesaurize" your Composition. For some reason, students continue to think big words make good essays. Big words are fine, but only if they are used in the appropriate contexts with complex styles.

9. Use Imagery and Clear, Vivid Prose. If you are not adept with imagery, you can write an excellent essay without it, but it's not easy. The application essay lends itself to imagery since the entire essay requires your experiences as supporting details. Appeal to the five senses of the admissions officers. The easiest way to make sure your writing is sensory enough is to complete a prewrite activity where you list all the details that appeal to each sense before writing your essay.
10. Spend the Most Time on your Introduction. Expect admissions officers to spend 1-2 minutes reading your essay. You must use your introduction to grab their interest from the beginning. You might even consider completely changing your introduction after writing your body paragraphs. Remember these rules: Don't summarize in your Introduction. Ask yourself why a reader would want to read your entire essay after reading your introduction. If you summarize, the admissions officer need not read the rest of your essay.

11. Create Mystery or Intrigue in your Introduction. It is not necessary or recommended that your first sentence give away the subject matter. Raise questions in the minds of the admissions officers to force them to read on. Appeal to their emotions to make them relate to your subject matter.

12. Body Paragraphs Must Relate to Introduction. Your introduction can be original, but cannot be silly. The paragraphs that follow must relate to your introduction.

13. Use Transitions Wisely. Applicants continue to ignore transition to their own detriment. You must use transition within paragraphs and especially between paragraphs to preserve the logical flow of your essay.

14. Conclusions are Crucial. The conclusion is your last chance to persuade the reader or impress upon them your qualifications. In the conclusion, avoid summary since the essay is rather short to begin with; the reader should not need to be reminded of what you wrote 300 words before. Also do not use stock phrases like in conclusion, in summary, to conclude, etc.

15. Take a Break from Writing. Do Something Else. Spend a day or so away from your draft to decide if you still consider your topic and approach worthwhile.

16. Give your Draft to Others. Ask your editors -- the people you ask to read your essay draft -- to read with these questions in mind: What is the essay about?
   a. Have I used active voice verbs wherever possible?
   b. Is my sentence structure varied or do I use all long or all short sentences?
   c. Do you detect any cliches?
   d. Do I use transition appropriately?
   e. Do I use imagery often and does this make the essay clearer and more vivid?
   f. What's the best part of the essay?
   g. What about the essay is memorable?
   h. What's the worst part of the essay?
   i. What parts of the essay need elaboration or are unclear?
   j. What parts of the essay do not support your main argument or are immaterial to your case?
   k. Is every single sentence crucial to the essay? This MUST be the case.
   l. What does the essay reveal about your personality?
   m. Could anyone else have written this essay?
n. How would you fill in the following blank based on the essay: "I want to accept you to this college because our college needs more ____________."
Of all the characters that I've "met" through books and movies, two stand out as people that I most want to emulate. They are Attacus Finch from To Kill A Mockingbird and Dr. Archibald "Moonlight" Graham from Field of Dreams. They appeal to me because they embody what I strive to be. They are influential people in small towns who have a direct positive effect on those around them. I, too, plan to live in a small town after graduating from college, and that positive effect is something I must give in order to be satisfied with my life.

Both Mr. Finch and Dr. Graham are strong supporting characters in wonderful stories. They symbolize good, honesty, and wisdom. When the story of my town is written I want to symbolize those things. The base has been formed for me to live a productive, helpful life. As an Eagle Scout, I represent those things that Mr. Finch and Dr. Graham represent. In the child/adolescent world I am Mr. Finch and Dr. Graham, but soon I'll be entering the adult world, a world in which I'm not yet prepared to lead.

I'm quite sure that as teenagers Attacus Finch and Moonlight Graham often wondered what they could do to help others. They probably emulated someone who they had seen live a successful life. They saw someone like my grandfather, 40-year president of our hometown bank, enjoy a lifetime of leading, sharing, and giving. I have seen him spend his Christmas Eves taking gifts of food and joy to indigent families. Often when his bank could not justify a loan to someone in need, my grandfather made the loan from his own pocket. He is a real-life Moonlight Graham, a man who has shown me that characters like Dr. Graham and Mr. Finch do much much more than elicit tears and smiles from readers and movie watchers. Through him and others in my family I feel I have acquired the values and the burning desire to benefit others that will form the foundation for a great life. I also feel that that foundation is not enough. I do not yet have the sophistication, knowledge, and wisdom necessary to succeed as I want to in the adult world. I feel that Harvard, above all others, can guide me toward the life of greatness that will make me the Attacus Finch of my town.

ACTUAL ADMISSIONS COMMITTEE COMMENTS:
“This essay is a great example of how to answer this question well. This applicant chose characters who demonstrated specific traits that reflect on his own personality. We believe that he is sincere about his choices because his reasons are personal (being from a small town, and so forth). He managed to tell us a good deal about himself, his values, and his goals while maintaining a strong focus throughout.”