

Name: Ms. Atwill~English~EES81/EES83
Date: Text-Analysis Response: Breaking it Down
Class:

Your Task: Closely read the text provided and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author's use of one writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do not simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response.

Guidelines: Be sure to:

- **Identify a central idea in the text**
- **Analyze how the author's use of one writing strategy (literary element or literary technique or rhetorical device) develops this central idea.** Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

In her memoir about growing up poor in South Carolina in the 1960s, Dorothy Allison offers this reflection on the women in her family:

Let me tell you about what I have never been allowed to be. Beautiful and female . . . I was born trash in a land where the people all believe themselves natural aristocrats. Ask any white southerner. They'll take you back two generations, say, "Yeah, we had a plantation." The hell we did.

I have no memories that can be bent so easily. I know where I come from, and it is not that part of the world. My family has a history of death and murder, grief and denial, rage and ugliness—the women of my family most of all.

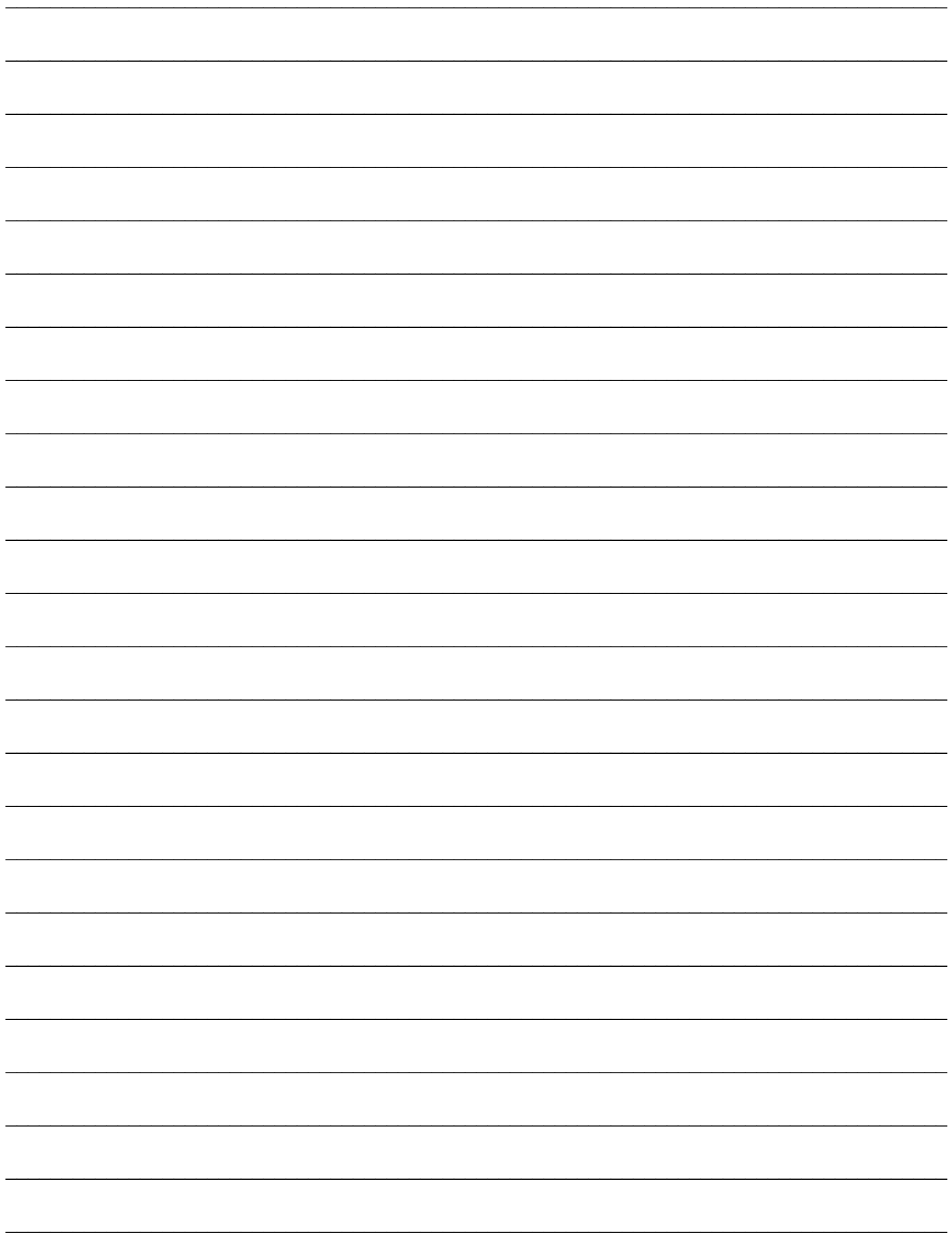
The women of my family were measured, manlike, sexless, bearers of babies, burdens, and contempt. My family? The women of my family? We are the ones in all those photos taken at mining disasters, floods, fires. We are the ones in the background with our mouths open, in print dresses or drawstring pants and collarless smocks, ugly and old and exhausted. Solid, stolid, wide-hipped baby machines. We were all wide-hipped and predestined. Wide-faced meant stupid. Wide hands marked workhorses with dull hair and tired eyes, thumbing through magazines full of women so different from us they could have been another species.

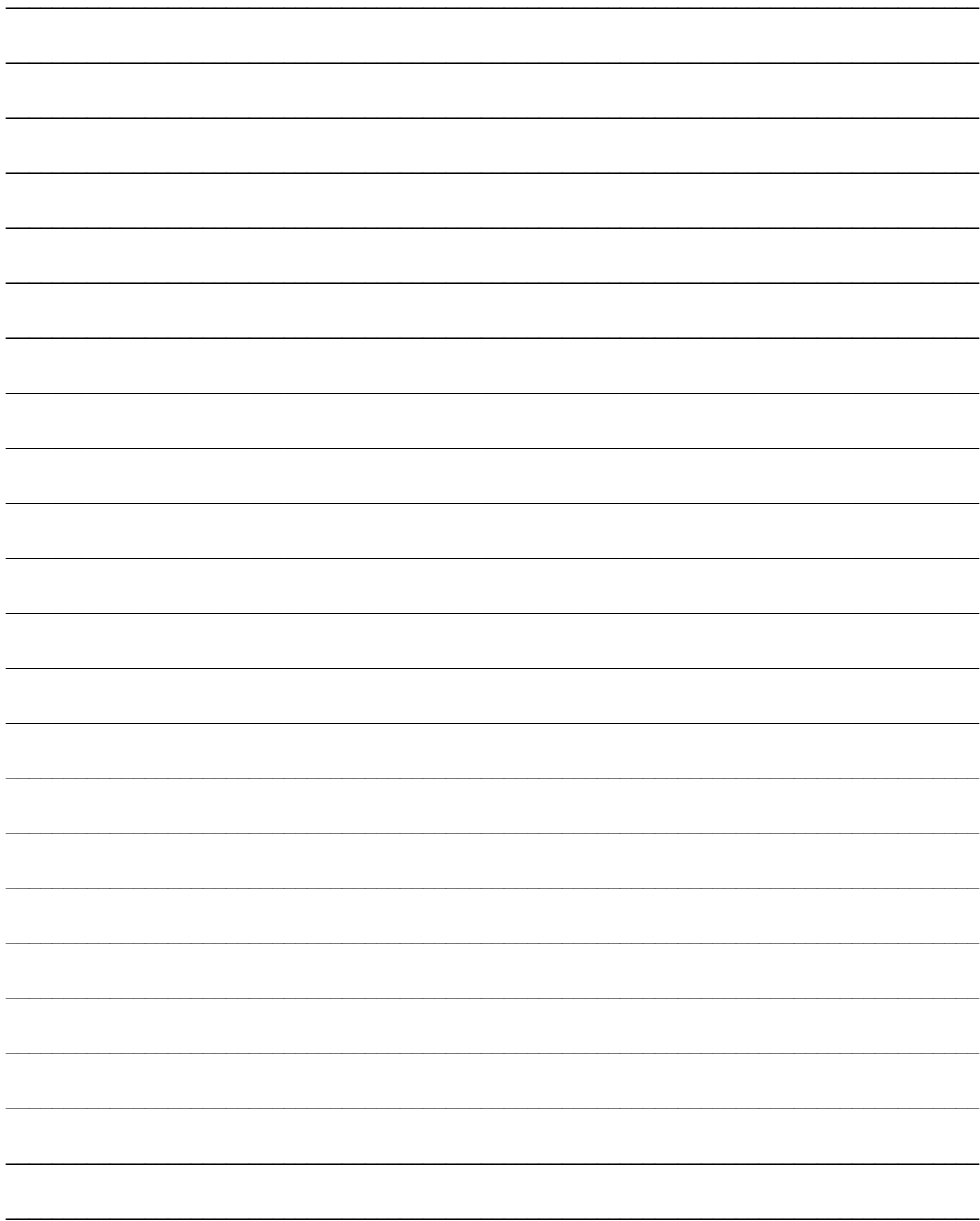
-Dorothy Allison, Two or Three Things I Know for Sure (New York: Dutton, 1995), p. 32–33.

Central Ideas you found: (**Topic** + Author’s Opinion)

Thesis: The author uses _____(writing strategy) to develop the central idea that _____.

Examples from the text of the writing strategy revealing the central idea: (At LEAST two!)	Analysis (HOW the example shows the central idea)
1.	1.
2.	2.
3.	3.





Evidence	Presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis	Presents ideas sufficiently, making adequate use of relevant evidence to support analysis	Presents ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant	Presents little or no evidence from the text
Analysis	A thoughtful analysis of the author's use of the writing strategy to develop the central idea	An appropriate analysis of the author's use of the writing strategy to develop the central idea	A superficial analysis of the author's use of the writing strategy to develop the central idea	Minimal analysis of the author's use of the writing strategy to develop the central idea
Coherence, Organization and Formal Style	-Logical organization of ideas and information to create a cohesive and coherent response -Uses a formal style, using precise language and sound structure	-Acceptable organization of ideas and information to create a coherent response -Uses a formal style, with appropriate language and structure	-Inconsistent organization of ideas and information, failing to create a coherent response -Lacks a formal style, using language that is inappropriate or imprecise	-Little organization of ideas and information -Uses language that is incoherent, inappropriate, or copied directly from the task or text
Control of Conventions	Control of the conventions with infrequent errors	Partial control of conventions with occasional errors that do not hinder comprehension	Emerging control of conventions with some errors that hinder comprehension	Lack of control of conventions with frequent errors that make comprehension difficult

Final grade: ____ / 100, ____%