

## **Week of April 20 - 24**

### **This week's focus: Susan B. Anthony**

Move through the different parts, read each set of directions carefully and be sure to abide by the time limits.

Part One: In years' past, the prompt would occasionally give you a list of three rhetorical elements to consider. Now, the standard that the prompt will say, "how the author uses various rhetorical techniques to..." The prompt will not tell you which rhetorical devices and/or strategies to look for, you have to determine which devices and/or strategies are important on your own.

- 1- Logos
- 2- Ethos
- 3- Pathos
- 4- Tone
- 5- Point of view
- 6- Parallelism
- 7- Conflict
- 8- Setting
- 9- Diction
- 10- Imagery
- 11- Symbolism
- 12- Irony
- 13- Paradox
- 14- Juxtaposition
- 15- Syntax

Part Two:

Use the definitions from Part One as a guide for Part Two.

***Set a timer for 10 minutes.*** Read the prompt, annotate and SPACECAT the passage in 10 minutes. Use all those terms from Part One as a guide. Which devices/strategies will support you to develop a complex situation? Take a picture of your annotations and post it as a part of your Turnitin assignment. (Here is a YouTube link for that ability <https://www.youtube.com/watch?v=49UOyBLmtyg> ... if this is not possible for you, take a picture and email it to me at [lavallee@luhsd.net](mailto:lavallee@luhsd.net)).

## AP ENGLISH LANGUAGE AND COMPOSITION FREE RESPONSE QUESTION

(Suggested time— 40 minutes. This question counts for one-third the total essay section score.)

At noted suffragette Susan B. Anthony's funeral, Rochester, New York – March 15, 1906, Anna Howard Shaw delivered the following eulogy. Anthony was an American social reformer and women's rights activist, and Shaw was her close friend, also a physician, fellow-activist, and one of the first ordained female Methodist Ministers. Anthony's funeral was attended by many prominent members of the National American Women's Suffrage Association. Read the following excerpt from the eulogy carefully. Then, in a well-written essay, analyze the rhetorical choices Shaw makes to convey her message that Anthony's cause of women's rights is a universal cause.

Your flags at half-mast tell of a nation's loss, but there are no symbols and no words which can tell the love and sorrow which fill our hearts. And yet out of the depths of our grief arise feelings of truest gratitude for the beauty, the tenderness, the nobility of example, of our peerless leader's life.

There is no death for such as she. There are no last words of love. The ages to come will revere her name. Unnumbered generations of the children of men shall rise up to call her blessed. Her words, her work, and her character will go on to brighten the pathway and bless the lives of all peoples. That which seems death to our unseeing eyes is to her translation. Her work will not be finished, nor will her last word be spoken while there remains a wrong to be righted, or a fettered life to be freed in all the earth.

You do well to strew her bier with palms of victory, and crown her with unfading

laurel, for never did more victorious hero enter into rest.

Her character was well poised; she did not emphasize one characteristic to the exclusion of others; she taught us that the real beauty of a true life is found in the harmonious blending of diverse elements, and her life was the epitome of her teaching. She merged a keen sense of justice with the deepest love; her masterful intellect never for one moment checked the tenderness of her emotions; her splendid self-assertion found its highest realization in perfect self-surrender; she demonstrated the divine principle that the truest self-development must go hand in hand with the greatest and most arduous service for others.

Here was the most harmoniously developed character I have ever known—a living soul whose individuality was blended into oneness with all humanity. She lived, yet not she;

humanity lived in her. Fighting the battle for individual freedom, she was so lost to the consciousness of her own personality that she was unconscious of existence apart from all mankind.

Her quenchless passion for her cause was that it was yours and mine, the cause of the whole world. She knew that where freedom is there is the center of power. In it she saw potentially all that humanity might attain when possessed by its spirit. Hence her cause, perfect equality of rights, of opportunity, of privilege for all, civil and political, was to her the bed-rock upon which all true progress must rest.

Therefore, she was nothing, her cause was everything; she knew no existence apart from it; in it she lived and moved and had her being. It was the first and last thought of each day; it was the last word upon her faltering lips; to it her flitting soul responded when the silenced voice

could no longer obey the will, and she could only answer our heart-broken questions with the clasp of her trembling hand.

She was in the truest sense a reformer, unhindered in her service by the narrowness and negative destructiveness which often so sadly hampers the work of true reform.[. . .]

To such ends the causes which such souls espouse "Failure is impossible." Truly did Dean Thomas say in her address at our National Convention: "Of such as you were the lines of the poet Keats written—

They shall be remembered forever,

They shall be alive forever,  
They shall be speaking forever,  
The people shall hear them forever.

### Part Three:

This week we have focused on the Susan B. Anthony Eulogy prompt, which asks students to analyze the complex interplay of propriety and emotions.

Contemplate your reading process. Since this prompt focuses primarily on Susan B. Anthony and her impact upon society, ***focus on metacognition -- thinking about how you think.*** When you begin reading a speech, essay, excerpt, passage or novel, individuals (for non-fiction) or characters (for fiction) start off as two-dimensional entities -- they are just names on a page. Close readers pay attention to a lot of small things and ask questions while they are reading to turn those individuals/characters into three-dimensional, complex beings.

How does that happen?

For Part Four make a list of the things you pay attention to and the questions you ask while reading. How do you turn two-dimensional individuals/characters into three dimensional ones?