

Write a multi-paragraph written response analyzing how the tone and structure of the passages affect the overall message of each speaker. Be sure to use text from both passages in your response.

I Know Why The Caged Bird Sings

As I'd watched Momma put ruffles on the hem and cute little tucks around the waist, I knew that once I put it on I'd look like a movie star. (It was silk and that made up for the awful color.) I was going to look like one of the sweet little white girls who were everybody's dream of what was right with the world. Hanging softly over the black Singer sewing machine, it looked like magic, and when people saw me wearing it they were going to run up to me and say, "Marguerite [sometimes it was 'dear Marguerite'], forgive us, please, we didn't know who you were," and I would answer generously, "No, you couldn't have known. Of course I forgive you."

Just thinking about it made me go around with angel's dust sprinkled over my face for days. But Easter's early morning sun had shown the dress to be a plain ugly cut-down from a white woman's once-was-purple throwaway. It was old-lady-long too, but it didn't hide my skinny legs, which had been greased with Blue Seal Vaseline and powdered with the Arkansas red clay. The age-faded color made my skin look dirty like mud, and everyone in church was looking at my skinny legs.

Wouldn't they be surprised when one day I woke out of my black ugly dream, and my real hair, which was long and blond, would take the place of the kinky mass that Momma wouldn't let me straighten? My light-blue eyes were going to hypnotize them, after all the things they said about "my daddy must of been a Chinaman" (I thought they meant made out of china, like a cup) because my eyes were so small and squinty. Then they would understand why I had never picked up a Southern accent, or spoke the common slang, and why I had to be forced to eat pigs' tails and snouts. Because I was really white and because a cruel fairy stepmother, who was understandably jealous of my beauty, had turned me into a too-big Negro girl, with nappy black hair, broad feet and a space between her teeth that would hold a number-two pencil.

“Still I Rise”

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops,
Weakened by my soulful cries?

Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own backyard.

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.

Does my sexiness upset you?
Does it come as a surprise
That I dance like I've got diamonds
At the meeting of my thighs?

Out of the huts of history's shame
I rise
Up from a past that's rooted in pain
I rise
I'm a black ocean, leaping and wide,
Welling and swelling I bear in the tide.

Leaving behind nights of terror and fear
I rise
Into a daybreak that's wondrously clear
I rise
Bringing the gifts that my ancestors gave,

I am the dream and the hope of the slave.
I rise
I rise
I rise.

Potential Ways to Organize Analytical Essay

PROMPT: Write a multi-paragraph written response analyzing how the tone and structure of the passages affect the overall message of each speaker. Be sure to use text from both passages in your response.

1. Introduction
 2. Passage 1 - identify tone, identify structure; explain how both affect message
 3. Passage 2 - identify tone, identify structure; explain how both affect message
 4. Conclusion
- *If students choose this option, the body paragraphs will need to be very long to include all necessary evidence & analysis*

1. Introduction
 2. Tone - identify for passage 1 & passage 2; explain they affect messages
 3. Structure - identify for passage 1 & passage 2; explain they affect messages
 4. Conclusion
- *If students choose this option, the body paragraphs will need to be very long to include all necessary evidence & analysis*

1. Introduction
2. Tone - identify for passage 1 & passage 2
3. Structure - identify for passage 1 & passage 2
4. Message - explain how tone & structure for both passages affect message
5. Conclusion

1. Introduction
2. Tone - identify for passage 1 & passage 2
3. Message - explain how tone for both passages affect message
4. Structure - identify for passage 1 & passage 2
5. Message - explain how tone for both passages affect message
6. Conclusion