Journal #1

from “Good Readers and Good Writers”

What, according to Nabokov, is a good reader? A good writer?

What is your reaction to this essay? Is it an emotional one or a logical one? Are his ideas capable of helping you with this class? With other classes? Explain…thoroughly…

Journal #2

Create a graphic organizer, your choice, where you describe the differences (or similarities?) that exist among the journals of Didion (90-95), Emerson and Thoreau (99-104), and Allen (113-115).

Reflect on the events of your day and create your own personal journal entry. You may choose to mimic the style of Didion, Emerson and Throeau, or Allen, or you may write in your own style.

Journal #3

from *One Writer’s Beginnings* (pp. 1019-1025)

Do a quick analysis of the first paragraph of the essay. Cite, explain, and provide examples of two different literary techniques. Determine the rhetorical purpose.

What does Welty mean when she writes, “there has never been a line read that I didn’t *hear*”? What activity is Welty advocating here? Do you already do this or will you attempt to do it in the future?

“Graduation” from *I Know Why the Caged Bird Sings* (pp. 32-41)

Using explanations and examples from the beginning, middle, and end, cite three different tonal shifts that occur in the essay.

Explain this line from paragraph 50: “I could have cried at the impertinence of ‘I am the master of my fate, I am the captain of my soul.’”

Journal #4

**“Guardian Angel” (pp. 80-81)**

Use the organizer to complete a quick rhetorical analysis. Complete the charts with any information that you feel is important to the rhetorical development of the narrative.

RHETORICAL PURPOSE?

| SPEAKER | LITTLE BROTHER |
| --- | --- |
|  |  |

| YOUNGER SPEAKER (past) | OLDER SPEAKER (present) |
| --- | --- |
|  |  |

OVERALL EFFECT?

**“Once More to the Lake” (1941)**

* chronicles the speaker’s return to the vacation spot of his childhood
* remembers his childhood encounters with the lake and compares them with his experience as an adult
* considers the truth that, over time, while some things endure, others change

**Items for Analysis**

What “illusion” does White experience in the 4th paragraph? Why might this illusion have given him a “creepy sensation”?

|  |  |
| --- | --- |
| What is the  “illusion”? |  |
| Why might it be  “creepy”? |  |

Throughout the essay, White fixates on how, despite the passage of time, so many things about the lake have remained the same. In the 10th paragraph, however, White concedes that something “was wrong now.” What is wrong? Demonstrate the ways in which White differentiates between “then” and “now” in paragraph 10.

| What “was wrong now”? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- |
| THEN |
| NOW |

Journal #5

Read “How to Write a Letter” by Garrison Keillor. Then, follow Keillor’s advice and actually write a letter to someone. You may write your letter on this paper or you may write your letter on stationery of your choice. I want your letter to be something that you would actually mail (but it should also be something that I can actually read). Follow proper letter format (date, salutation, closing).

Journal #6

Our backyard bird feeders predate our cat, who has turned into quite a hunter. Once in a while he will kill or trap a bird; he often brings them alive into the house, and we've rescued quite a few. Is it inhumane to fill a bird feeder when the possibility of attack exists?

Journal #7

“Letter from Birmingham Jail” -- pp. 889-902

You will work with a partner to THOROUGHLY analyze one of the following sections from King’s letter. (Don’t be deceived by the number of paragraphs – I’ve tried to make each section approximately the same length.) Re-read the section you are assigned; then, continue reading and re-reading until you are certain that you are able to identify the rhetorical purpose of the section and clearly identify and explain any and all rhetorical techniques King uses to achieve his purpose. You will share your findings with the class, but you should also keep a written record of your efforts.

“Letter from Birmingham Jail,” pp. 889-902

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2nd** | **4th** | **7th** |
| A -- paragraphs 1, 3, 4 | Nich, Rebecca | Tanner, Mary Anna | Olivia, Ansley |
| B -- paragraphs 10, 11, 12 | Rachel, Jada | Aubrey, Leah | Makayla, Sarah |
| C -- paragraph 14 | Hannah, Dulce | Daniel, Lutch | Nick, Nicole |
| D -- paragraphs 16, 17, 18 | Claudia, Alina, London | Isabella, Jamie | Mack, Ethan |
| E -- paragraphs 21, 22 | Hach, Zech | Sahil, Jack | Grace, Boaz |
| F -- paragraphs 23, 24, 25 | Andrew, Lyndzi, Meagan | Kirsten, Arianna | Morgan, AJ |
| G -- paragraphs 26, 27 | Justin, Harrison | Salina, Madison | Kimberly, Dawson |
| H -- paragraph 31 | Caleigh, Frank | Sarah, Maddie | Alayna, Megan |
| I – paragraphs 36, 37, 38 | Ashley, Kaelin | Vickis, Kaylyn | ALL |
| J -- paragraphs 48, 49, 50 | Hank, Leila | ALL | ALL |

* “Close” read each of the paragraphs you have been assigned.
* The paragraphs function as a group – so paragraphs 1, 3, 4 (Group A) – have some common purpose.
* Be prepared to identify such things as rhetorical purpose and techniques used by King.