

Hello ERWC students! Attached is the work for the third week (May 4-May 8) of Distance Learning. It includes activities from a module titled *Language, Gender, and Culture*. Please contact me through email mwilliams@tusd.net or a text on Remind if you have any questions during my daily office hours listed below.

Monday-Friday 12 pm- 2 pm

Getting Started: Please fill out the following:

Step 1: Circle your Class Period

ERWC

ERWC

Period 1

Period 2

Assignment 1

Assignment 1

Step 2: Identify Yourself (Please print clearly)

Your Name:

Week 3 Instructions

******Please read the assignments carefully BEFORE beginning each one. The entire packet is for the remainder of the year, not just for Week 3, so do not lose it.**

How to turn in:

You may turn in this packet by either taking a picture of this cover page and completed assignments and emailing it to your teacher any time on or before May 16th, or by dropping it off completed at school on May 16th.

Activity 15: Annotating and Questioning the Text – Understanding Young

Read Young's "Prelude: The Barbershop," annotating as you read. Make notes in the margin marking points you find especially moving or important, sections you need to revisit to resolve confusions, questions that arose for you, and sections you disagree with or want to discuss further. Once you have finished your reading and annotation, turn to a neighbor and discuss your reactions, questions, and confusions.

Activity 16: Synthesizing Multiple Perspectives – Creating a Conversation Among Authors

Composing using another writer's voice and perspective helps us attend to the unique way each writer puts words, sentences, and paragraphs together. It encourages us to develop greater awareness of how each writer uses language stylistically to convey his or her ideas and persuade others. Choose two of the authors whose texts you have read in this module so far and imagine a conversation that these authors might have together about the relationships between language, gender, identity, and/or culture. You can write this piece in one of three ways:

- As a conversation between the authors
- As if you are the host of a radio or TV talk show interviewing these writers as your guests
- As a journalist meeting these authors in a coffee shop or restaurant for an interview

Given what you know about their concerns based on your reading of their texts, try to stay true to their authorial voices and stylistic choices as you write, imagining what they might really want to talk about together.

Activity 17: Annotating and Questioning the Text – Understanding Lorde

Read Audre Lorde's chapter, "The Transformation of Silence into Language and Action," silently, adding symbols in the margins:

- ! When you agree with Lorde's point
- When you disagree or resist her point
- ? When are you confused or stopped because of difficulty of any kind

Then, write a single sentence in your own words summarizing Lorde's argument as you understand it at this time.

Activity 18: Negotiating Meaning

Return to the places in the text that you marked with one of the symbols: ! → ?

- Where you marked agreement (!), write why you agree.
- Where you marked resistance or disagreement (→), write why you disagree or resist and how you understand Lorde's reasoning.
- Where you marked confusion or difficulty, if you are no longer confused, write what you did or what happened in the text to clear up your confusion and help you understand better.

If you are still confused at any points, talk to the text (annotate), making notes in the margin by explicitly trying out one or more of these strategies:

- Asking questions and looking for places in the text that might answer them
- Making connections between the words in the text and your own experience or prior knowledge
- Breaking sentences into smaller chunks and then reassembling them in your own words
- Drawing lines connecting pronouns to their antecedents, or verbs to their subjects or objects

Then revisit your one-sentence summary and revise it if necessary.

Activity 19: Examining the Structure of the Text – Descriptive Outline of Lorde

Reread Audre Lorde’s speech, “The Transformation of Silence into Language and Action.” As you examine it more closely, mark up the text in the following ways to help you understand how Lorde organized her speech. The following guidelines for annotation will help you to create a descriptive outline of Lorde’s text.

- Draw a line across the page where the introduction ends. Is it after the first paragraph, or are there several introductory paragraphs? Is it in the middle of a paragraph? How do you know that the text has moved on from the introduction?
- Draw a line across the page where you think the conclusion begins. Is it the last paragraph, or are there several concluding paragraphs? How does the author use language, punctuation and other features of text structure to indicate that the text has reached the conclusion?
- Divide the body of the essay into sections on the basis of the topics addressed.
- At the end of each section, specify what the section **says** (content) and, then, what it **does** (rhetorical purpose).
- At the end of the text, describe the overall content and purpose of the text.
- **Activity 20: Considering the Rhetorical Situation**
- Although texts often reach beyond the original occasion for which they were composed, the traces of that original audience and occasion linger in the texts. In small groups, read through Lorde’s text and look for the hints she left behind about her intended audience. Try to draw your inferences about the elements below from the specific choices that appear in the chapter.

Details	Your analysis of Lorde’s audience, with evidence from the chapter that supports that analysis
Demographics	
Age	
Gender	
Socio-economic status	
Race/ethnicity	
Knowledge	
How much background knowledge does the audience have about her topic?	

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Details	Your analysis of Lorde’s audience, with evidence from the chapter that supports that analysis
How much does the audience know about the situations she discusses?	
How much is the audience likely to know	

about the people or groups she discusses?	
Beliefs	
What do members of Lorde's audience believe about her topic?	
What are members of Lorde's audience likely to believe about the people or groups she describes?	
Is her audience likely to agree or disagree with her about the issue?	
Values	
With respect to her issue, what does her audience consider important?	
What do members of Lorde's audience value that she connects to her issue?	
What abstract values (freedom, equality, etc.) do members of her audience consider more important than other values?	