

## **Summer Reading for Rising 11th Graders Einstein High School**

When you return to school in August, we will be examining argument in literature. Written arguments convince a reader to agree with a particular point of view, to make a particular decision, or to pursue a particular course of action. The following six paired articles or essays have been selected for you to analyze. The first two are famous speeches, the second two tackle the issue of success and failure in school, and the third two offer opposing points of view on the value of Affirmative Action. ***Read the essays thoroughly and annotate (highlight and label) the major components of the argument and attach it to a typed SOAPS analysis.*** Directions for a SOAPS analysis are on page two. You will be turning in six separate analysis packets.

1. *Declaration of Independence* by Thomas Jefferson
2. *I Have a Dream* by Martin Luther King Jr.
3. *Diversity is Essential* by Lee C. Bollinger
4. ....*But Not at This Cost* by Armstrong Williams
5. *In Praise of the F Word* by Mary Sherry
6. *The Right to Fail* by William Zinsser

## SOAPS and Argument Analysis

*In order to thoroughly analyze the essays, use the following questions to guide you in answering each category. Set each essay analysis up by answering the following five categories of questions. There is a graphic organizer you may use on the following page. Write in complete, correct sentences and vary the verbs you use for describing the author's attitude. The following link will get you to a page with some great alternatives to "said" and "talked about":*

[http://umanitoba.ca/student/u1/images/Verbs\\_Describ\\_Auth\\_Mood.pdf](http://umanitoba.ca/student/u1/images/Verbs_Describ_Auth_Mood.pdf)

# S

**peaker** Who is the speaker who produced this piece? What is his or her

background and why are they making the points they are making? Is there a bias (a tendency toward one opinion) in what was written? You must be able to cite evidence from the text that supports your answer. No independent research is allowed on the speaker.

# O

**ccasion** What is the occasion? In other words, what is the time and place of

the piece? What prompted the author to write this piece? How do you know from the text? What event led to its publication or development? It is particularly important that you understand the context that encouraged the writing to happen.

# A

**udience** Who is the audience? This refers to the group of readers to whom

this piece is directed. The audience may be one person, a small group or a large group, a specific person or group. What assumptions can you make about the audience? Is it a mixed racial or gender group? What social class? What political party? Who was the document created for and how do you know? Are there any words or phrases that are unusual or different? Does the speaker use language specific for a unique audience?

# P

**urpose** What is the purpose? In other words, what is the reason behind the

text? In what ways does he or she convey this message? How would you perceive the speaker giving this speech? What is the document saying? What is the emotional state of the speaker? How is the speaker trying to spark a reaction in the audience? What words or phrases show the speaker's tone? How is the document supposed to make you feel? This helps you examine the argument or its logic.

# S

**ubject** What is the subject of the document, the general topic, content, and

ideas contained in the text? How do you know this? How has the subject been selected and presented by the author?

# **Soaps Analysis Graphic Organizer**

**If you use this, remember to type.**

**Article Title:**

**Author:**

**1. Speaker:**

**2. Occasion:**

**3. Audience:**

**4. Purpose**

**5. Subject**