



Kimberly Cruz
May 5, 2009
Englo

Dear Karen,

I'd rather have a diploma. You're right it doesn't matter but I'd rather get a diploma on time to be honest with you I don't like to fight but if I have to I will. Yes, I am an angry person I ^{have} got so much anger inside of me that's why when someone does something to me I go crazy. I went talking about my real mom. I was talking about my Aunt. I call her mom. I want to prove to my mom (Aunt) that I could do it because she says I'm not going to make it. All her kids didn't make it the way I'm going right now she thinks I'm not going to make it so I feel like I need to prove to her I can do it. I want to show myself I can do it and I know I can do it. Just need to put my hand in it and I'm going to make what you said. I'm really going to make it. Thank you (Aunt)

Oh! Your aunt is called mom. Got it. Where is your biological mom? Do you work with fagina on anger management techniques? Why do you love Anne Frank so much?

Nadège Laporte

03/26/2009

Lauren Davenport

Emotion isn't a literary device.

How does the author get the reader to feel emotions from the words on the page?

Rained

The answer to that question is your literary device.

Revision

1

Rained is a play written by Lynn Nottage based on a true story. It is set in a small

town in the Democratic Republic of Congo. This play shows the role of women during the African civil war and how the women's vaginas are mutilated and damaged as a result of war tactic. Mama Nadi, ^{the protagonist} a character in the play, is a woman in her early 40's who runs

a whorehouse where soldiers come to drink and seek the company of women. These women, who mama Nadi take in have been raped, used, and in some cases kicked out of their homes by their families. For these women, the brothel is a safe place to be. Mama is in control and the alternatives for these girls would be to be back out on the street ^{thrown} through use of soldiers. Nottage tries to show the readers the significance of rape and how ruin is it is to everyone involved (?).

used in the play. Lynn uses imagery, symbol and emotions to demonstrate how the bird is a mirror of mama Nadi. ^{despite their ~~the~~ dangers involved, prostitution,} you haven't mentioned the bird yet so this sentence comes out of no where.

Lynn uses imagery to establish the relationship that the bird and mama share ^{as when}

Mama is in the brothel cleaning and arranging things, Christian, a cheerful traveling salesman in his early 40's comes in the bar. He asks mama for a cold Fanta and then begins to chat. Christian sees something covered and can not help but ask what it is. "What's there? In the cage," (Nottage, 4). Mama Nadi replies and said "oh, that, a grey parrot" Christian, who is so curious "walks to the birdcage, and peers under the coverings." (Nottage, 5)

what is the image you'd like to focus on? The imagery in the stage directions? This isn't a poem - it's a play. The bird is a symbol. (?)

In the play, she shows the readers that the brothel is a safe place to be, however it's not because these women are still being used by men. That bird that was covered represented Mamas past for no one knew about the struggles she went through. Since Mama Nadi revealed to Christian that she is ruined, the parrot also speaks and is seen. That parrot speaking and is uncovered is an important imagery, symbol and a mirror of Mama, Nadi.

The author uses the bird as a symbol to represent mama's past. "When the bird dies this place is going to lose part of its story," (Nottage, 5). Everybody in the bar knows Mama Nadi as an attractive woman, but none knows of Mama Nadi's past. If the bird dies then Mama's past dies, for that part of mama's past will stay hidden. Mama's past ^{is} very secretive and that bird is a reflection of mama's past. *has? you must explain.*

Emotion is used in this play to uncover the truth behind mama's past. Throughout the play, Lynn shows you how passionate Christian is for Mama Nadi. Christian and mama Nadi gets into an argument and Christian leaves. Christian eventually returns because he says "we have unfinished business," (Ruined, 122). He wants to know why Mama does not want to be with him. He ^{is} hungry and hurt because mama ignores the fact that he wants to be with her. Mama Nadi ^{is} response to Christian is "look around, there's no business," (Nottage, 122). [^] *dismissing Christian but he* Mama tries to ~~shove~~ ^{her} ~~it off~~ but ~~Christian~~ ^{then} ~~tries~~ ^{again} ~~blurt~~ ^{ing} out to ~~mama~~ ^{her} *to* "then come settle down with me," Mama, as always, refuses Christian and tries to change the subject ~~but~~ Christian is determined to find the truth. "...If you don't know what I am talking about then I'll go. But, please, I'd like to know the truth...why not ~~us~~?" (Nottage, 125) As Christian starts to leave, mama says in a loud voice "I'm ruined, I'm ruined," (Nottage, 125) Mama's past is finally revealed, Christian holds her tight and kisses her. She tries to resist but then gives in. Lynn uses emotion to uncover mama's troubled, hurtful past and how it is no longer hidden.

Nottage manages to inform readers about the Dominican Republic of Congo through her plays. She sends message to the world on how "You will no longer continue to fight your wars on my body" and the violence against women is still happening. Also in the mix of all this chaos there are still good man like Christian who are willing to help.

03/26/2009

Lauren Davenport

Revue

Revised #2
due Thursday
with all legs applied.

Ruined

Ruined is a play written by Lynn Nottage based on a true story in a small town in the

Democratic Republic of Congo. This play shows the role of women during the African civil war and how the women's vaginas are raped and damaged. ^{It is a result of war taking} Mama Nadi in her early 40's runs a whorehouse where soldiers come to drink and get pleasure of her women's.

These women that mama Nadi takes in were raped, used and kicked out of their homes by

their family. The whorehouse is rather a safe place to be where mama is in control than

for these girls to be back outside in the street. The author Lynn Nottage tries to show the

readers the significance of rape and how ruin is used in the play. Lynn uses imagery,

language and colloquial diction to demonstrate how the bird is a mirror of mama Nadi.

Lynn uses diction to introduce the bird and as well as mama and their connection.

As mama is in the store cleaning and arranging things, Christian, a cheerful traveling

salesman in his early 40's comes in the bar. He asks mama for a cold Fanta and then

begins to chat. Christian sees something covered and could not help but to ask what that

was. "What's there? In the cage?" (Ruined, 4) Mama Nadi answers and said "oh, that, a

grey parrot" Christian, who is so curious "walks to the birdcage, and peers under the

coverings." (Ruined, 5)

The author uses the bird as a symbol to represent mama's past. Mama Nadi and

Christian are still talking and mama describes to Christian "When the bird dies this place

is going to lose part of its story." (Ruined, 5) Everybody in the bar knows mama Nadi as

It is more to write about diction via focus on the choice of the term "ruined" to require "raped," or "beaten" or "mutilated."

nothing in this paragraph is about diction? How/for is not really important.

Great topic sentence but not related to your thesis

an attractive woman, but none knows ~~about~~ ^{of} ~~mama Nadi's~~ ^{past} past. If the bird dies, then ~~mama's~~ ^{past} past dies, for that part of mama's past will stay hidden. When Christian brings ~~to the~~ ^{to the} ~~mama Nadi~~ ^{to the} two new girls Sophie and Salma, for her to take care of, mama finds out that Sophie, Christian niece is ruined ~~but is~~ ^{is} ~~ruined~~ ^{ruined}. "You brought me a girl that's ruined? A girl like her is bad luck. Take her to the sisters in Bunia, let her weave baskets for them."

(Ruined: 11-13) The fact that Christian brings ~~the~~ ^{the} ~~ruined girl~~ ^{ruined girl} to mama that makes her angry and upset says something about mama's past being trigger and ~~hidden~~ ^{hidden}. There something about mama's past that is very ~~important~~ ^{important} and if that bird ~~is~~ ^{is} ~~ruined~~ ^{ruined} then her past dies, for that bird is a reflection of mama's past. ^{How is this the reason to the 1st 1/2 of the paragraph?}

Imagery is used in this play to uncover the truth behind mama's past. Through out the play, Lynn shows you how passionate Christian is for ~~mama Nadi~~ ^{mama Nadi}, and him trying to take her home with him. Christian and mama Nadi gets into an argument and Christian ~~eventually~~ ^{eventually} ~~returns~~ ^{returns} because he says, leaves. Christian ~~then comes back~~ ^{then comes back} and says "we have unfinished business" (Ruined: 122) Is this an important quote to cite? Why? ^{Yes, because} mama Nadi respond by saying "look around, there's no business." (Ruined: 122) Christian

hurts out to mama "then come settle down with me" Mama, as always, refuses Christian and tries to change the subject but Christian is determined to find the truth. "If you don't know what I am talking about then I'll go. But, please, I'd like to know the truth...why not us?" (Ruined: 125) As Christian starts to leave, mama said with a loud voice "I'm ruined, I'm ruined," (Ruined: 125) Mama's past is finally revealed, Christian holds her

and kisses her. "Mama! Primus! Mama! Primus," says the parrot. Since mama's past is revealed, "They look at the bird cage, laugh," (Ruined: 127) The bird is seen and is uncovered. Lynn uses imagery to demonstrate that the bird is an image of mama and that mama's past is no longer hidden.

You could paraphrase the fact that the parrot speaks and its importance to the imagery or symbolism.

rephrasing

Christian's harsh words to her

then came settle down

The author types Notings manages to let the readers know ^{info} what is going on ^{about} in the

Dominican Republic of Congo through her plays. She often send a message to the

world about the Congo and how it is still happening now and how women are still being

rape and ruin. In the play she shows the readers that the whorehouse is a safe place to be

but ^{however} it's not because these women are still being used by these men, ^{it's because} but at least the

have a right to vote. ^{on} ~~the~~ ^{the} other hand is strong and consistent. It is

How is this related to previous?

has sort of control in the bar but not the T&E for her life because she is married. Her name is Sandra.

violated in which she is no longer use to any man. That bird is this cage that will serve

represented her pain for no one knew about the struggles she went through. That is,

she took in Charlie and most of ~~the~~ the ~~others~~ it is safer in the warehouse than out

she took in Sophie and most of these women. It is hard to see

That covered bird is here for a reason and Lynn is able to use imagery, sym-

colloquial diction to show the bird was a mirror of mama and what it means to be real

① This is a premise ② a conclusion — you are not

③ This is getting @ a critical point. the illness will not longer continue

ward big ideas: "You will not
... on my body." — That

fight your war on my bang.

Big idea.

013 11/11/11

14. Day She

In the place of you

150 Shouts

AP Scoring Model

Rumel

Noob3a

Top Scores	These are well-written papers which respond fully to the question asked. The best papers show a full understanding of the issues and support their points with appropriate textual evidence and examples. Writers of these essays demonstrate stylistic maturity by an effective command of sentence structure, diction, and organization. The writing need not be without flaws, but it should reveal the writer's ability to choose from and control a wide range of elements of effective writing.
Upper Scores	These essays also respond correctly to the questions asked but do so less fully or less effectively than the essays in the top range. Their discussion may be less thorough and less specific. These essays are well-written in an appropriate style but reveal less maturity than the top papers. They do make use of textual evidence to support their points. Some lapses in diction or syntax may appear, but the writing demonstrates sufficient control over the elements of composition to present the writer's ideas clearly.
Middle Score	These essays respond to the question, but the comments may be simplistic or imprecise; they may be overly generalized, vague, or inadequately supported. These essays are adequately written, but may demonstrate inconsistent control over the elements of composition. Organization is attempted, but may not be fully realized or particularly effective.
Lower Scores	These essays attempt to deal with the question, but do so either inaccurately or without support or specific evidence. They may show some misunderstanding or omit pertinent analysis. The writing can convey the writer's ideas, but it reveals weak control over diction, syntax, organization. These essays may contain excessive and distracting spelling and grammatical errors. Statements are seldom supported with specific persuasive evidence, or inappropriately lengthy quotations may replace discussion and analysis.
Lowest Scores	These essays fail to respond adequately to the question. They may reveal misunderstanding or may distort the issue or interpretation. They compound the problems of the Lower Score papers. Generally these essays are unacceptably brief or poorly written. Although some attempts to answer the question may be indicated, the writer's view has little clarity and only slight, if any, evidence in its support.

37

My goal for your revision is to get an essay which contains fewer than 20 grammatical errors. Typing and using spell check will help. I'd like to see it in the present tense too.

	1	2	3	4
Ideas & Content	- The writing conveys ideas in a controlled and meaningful manner - The focus is stated clearly and meets requirements - Clear, relevant details, directions, examples, and/or anecdotes develop and enhance central focus - Primary and secondary ideas are developed in proportion to their significance; the writing is balanced	- The writing presents a general statement or viewpoint about a specific topic in broad, but not too general, terms - Thesis is stated clearly and meets requirements - Primary and secondary ideas are developed in proportion to their significance; the writing has a sense of balance	- The writing presents information about a specific topic by listing facts or details, explaining ideas, or explaining ideas - The focus is clear - An attempt is made to develop primary and secondary ideas - The writing has some sense of balance	- The writing presents information about a topic in broad, but not too general, terms - The focus is unclear - Specific requirements have been ignored or misunderstood - Primary and secondary ideas lack a sense of development and/or balance
Organization	- The writing is organized in a way that enhances meaning or helps to develop the central idea - Each developmental paragraph addresses a specific aspect of the topic - The sequence is effective and moves the reader through the paper—the order may or may not be conventional - Transitions work well	- The writing is clearly organized in a way that enhances meaning or helps to develop the central idea - Each developmental paragraph addresses a specific aspect of the topic - Transitions work well	- The writing is fairly organized - Each developmental paragraph attempts to address a specific aspect of the topic - Transitions are used	- The writing lacks most structure - Developmental paragraphs are limited in focus and may be confusing - Transitions need improvement
Word Choice	- Well-chosen words convey the intended message in an interesting, precise, and satisfying way - Users' powerful verbs provide energy (the words are limited) - Specific nouns add color and clarity - Modifiers work to provide strong images - Figures of speech and/or unusual strong adjectives to enhance figurative language, if used, is effective - Technical terms and notations are effective	- Well-chosen words convey the intended message in an interesting, precise, and satisfying way - Powerful verbs, specific nouns, and descriptive modifiers enhance meaning - Figures of speech are to be used and appealing - Figures of speech add to the meaning - Figures of speech, if used, is generally effective - Technical terms and notations are effective	- Words are mostly accurate and provide the intended message - Some verbs provide energy, and some nouns are powerful - Some nouns are specific, which often makes the writing more general - Modifiers, adjectives, and adverbs are used - Figures of speech are used - Figures of speech, if used, may be effective - Technical terms and notations are used - Technical terms and notations are used	- Word choice lacks the clarity of the intended message - Verbs, nouns, and/or modifiers lack the ability to convey an image - Figures of speech are lacking - Technical terms and notations are used
Sentence Fluency	- Sentences are varied in length and structure - Sentences are appropriately precise - The writing has a natural flow and rhythm when read aloud	- Sentences are varied in length and structure - Sentences are appropriately precise - The writing sounds smooth and rhythmic when read aloud	- Sentences are varied in length and structure - Sentences are appropriately precise - The writing sounds smooth and rhythmic when read aloud	- Sentences are varied in length and structure - Sentences are appropriately precise - The writing sounds smooth and rhythmic when read aloud

[illegible]

Prompt - What is the significance of the word bird the author used directly, symbolically, and metaphorically?

The bird is a mirror of Maria and Salma. The author describes how ~~Salma was used during the war~~ ~~the bird symbolize the role of a woman~~ ~~Salma being riding~~ ~~The role of a woman~~ during the Civil War, and

AP Essay Planning Guide

Steps:

1. Answer this question: What does this prompt want me to do?
 - a. What parts of the passage/text will help me to do it?
 - b. What literary elements do I need to consider?
2. Answer this question: So what?
 - a. What is the insight you gain from this text? What truths can you reveal about this passage to your reader?
3. Fill out the guide that follows.
4. Write the first draft from the notes on the guide. Fill in the missing links. Make the essay read fluently. Organize the information carefully. Just because a paragraph is planned as #1 below, it does not have to remain in the first paragraph in the essay. Think about a logical strategy.
5. Review your thesis and make sure it is worded precisely. Does it say what you want it to say?
6. Review the six trait rubric and "grade" your essay.
7. Check to make sure you have used the literary present tense.
8. Make necessary revisions.
9. Hand in your best work, typed according to format specifications.

Introduction

A good introduction invites reading. It will give the author and the title of the work (even if you only have a passage) and lead the reader into a clear, concise thesis statement that accurately reflects the given prompt. The introduction will also begin to address your "answer" to the "so what?" question.

Author: Lynne Nottage (HANA)

Work: _____

Paraphrase the prompt:

What is the significance of the word bird as it is used directly, symbolically, and metaphorically?

Literary Elements to consider:

Working Thesis:

The author used bird as a mirror of Maria and Salma. The author describes the role of a woman during the Civil War, and the bird symbolize the role of a woman during the Civil War, and Salma being riding.

Body (develop 3-4 supporting paragraphs that remain focused on your thesis)

Paragraph #1

Topic Sentence (your claim):

The author uses words to help the bird and the role of a woman during the Civil War.

(from the text):
"Sure! There in the cage? (pg 4) "

"Greyhound" "

Explanatory sentence(s): (your "how" and/or "why")

~~The entrance of the bird and Salome~~

The author uses the end as an introduction of Salome and Mama. In which Salome is Christian, nice and outgoing girl whose family were disowned her.

Transitions that would help make logical connections:

~~The bird and Salome - the connection of Salome~~
The bird was there, but she "made" was done

Paragraph #2

Topic Sentence (your claim):

~~The connection of the bird and to mama~~
and Salome

Support (from the text):

"When the bird dies in a place
is your take for a victory

Explanatory sentence(s): (your "how" and/or "why")

~~The bird and Salome is a connection that~~
~~the author uses to show the connection of Salome~~
~~and Salome is changed. The bird was there~~

~~The other bird is a hidden source of~~
~~the bird and Salome is a connection that~~

Transitions that would help make logical connections:

~~The bird and Salome is a connection that~~
~~the bird and Salome is a connection that~~

Paragraph #3

Topic Sentence (your claim):

Support: (from the text):

"Leave now"

"The parrot came to tell"

Explanatory sentence(s): (your "how" and/or "why")

As the husband came in destroying the bar. Mama got mad and as mrs was placed the bird that it was placed

Transitions that would help make logical connections:

the parrot knows the bird is mama

Paragraph #4

Topic Sentence (your claim):

The author uses christian to reveal the truth of mama's past.

Support: (from the text):

"I am ruined"

do not touch me

Explanatory sentence(s): (your "how" and/or "why")

The bird represented mama and since mama was able to open up to christian, the bird is now well loved.

Transitions that would help make logical connections:

Mama was able to open up and the bird

Conclusion

The purpose of the conclusion is to bring the essay to a satisfactory ending. You don't want to introduce new ideas in the conclusion, but you can extend the thinking into the realm of personal

Well, at least
someone read



A. English
Lauren

Elizabeth Florence

2006.

In many works of literature,
a physical journey plays a central role. In the
novel, One eye was watching God ^{by Zora Neale Hurston} the
main character ^{named Janie} undergoes a literal movement
from one place to another ~~and~~ which changes her
life drastically. ^{a little specificity would help though} her physical journey turns
out to be a lot more significant and becomes
a journey of a lifetime. ✓ ^{background} ^{frus}
As a young girl ^(her) grandma
would always tell her that she needed a good
black man that can support her. This is exactly
what ^{Janie} ~~she~~ found, a man who ~~was~~ ~~also~~ ~~older~~ gave
her what she needed ~~except for love~~. She didn't

~~But happy so one day she decided to run~~
~~away~~ He became a wealthy and very
well known man, owned a house and a
store but she didn't care about any of that.
Her husband died and left everything to her
name. She ~~was~~ ^{purpose} was a wealthy woman with no ~~purpose~~

Little by little a man
named Teacake won her heart with laughter
and charm. He took her away from there
and took her to a small town where they
enjoyed the rest of their lives together. Teacake
taught her many things, she felt free
~~for~~ for once in her life and didn't care what
anybody said about her. She ~~worked in the~~ ^{and Teacake}
~~were inseparable~~ ^{fields with Teacake}, their love ^{grew} ~~shone brightly~~
~~through~~ day by day.

Elizabeth Forester

~~Her love~~ ~~was soon~~

Her love ~~was soon~~ soon

ended when Tea cake was found to have rabies. She was forced to shoot him in the head before anyone else got hurt. After her husband's death she had nothing left to do but move back to her old home. She was ^{criticized} ~~embarrassed~~ by her old neighbors for having forgotten so quickly of her first husband's death and running off to a ~~some~~ young guy.

Her journey helped her change her life, from a person who took orders from everyone, ~~taking care of~~ worrying of what others might say to a woman who despite ~~the~~ criticism followed her heart and felt happy

For doing so. Even though her happiness
with Tea cake did not last forever, her
memories of him helped her survive
on her own. He gave her the strength
and courage that she needed to break
loose of everyone's reins. From sitting
down on the porch with a nice girly
dress to sitting with the guys watching
drunk guys argue wearing a muddy apron.
Her journey helped her find happiness and
Tea cake was just ^{not} ~~the~~ ^{the} low of her life
but he was her guidance to freedom.

Type Assessment Paper

Typos have become very prominent for one main reason in my opinion: sheer laziness. I think that typos are the direct result of people thinking too much in terms of shorthand or slang. Slang and shorthand were both developed to minimize the length of certain words and/or phrases. For example, "LOL" for laugh out loud and "bread" for money is examples of today's English language at work.

Typos are not exclusive to any particular age set. Adults and children (particularly teenagers) are both heavy users of either slang, shorthand or both. Since slang and shorthand can make words short by removing certain letters (like srry for sorry), these patterns become regular, and thus we can incorporate them into the formal spelling of the word.

One main thing that attributes to the creation of typos is this idiosyncrasy of "vocal over visual." Many people who do not know to spell a word will attempt to sound it out. Afterwards, they will automatically spell it as they sounded it out. Then, they would not bother to look at their spelling to see if any red flags go off instantaneously. In a similar case, if you present many people with a misspelled word intentionally, they might rely on how the word is sounded out instead of how it spelled. This exact principle is what most common lingo is built upon. For example, "thanx" still sounds like "thanks" but is shortened by a pair of letters and spelled differently.

I think this trend of slang and shorthand is slowly but steadily devolving the English language. Typos are mutually accepted by a majority of people in society, since many do not have the patience to be hyper technical and point out misspellings that do not affect clarity. That being said, typos that do not affect clarity of words can possibly be used as substitutes for the correct spelling of certain words. When this happens on a large scale, the English language shows processes of reverting to infertile roots.

To conclude, I believe that the laziness within many members of society leads to many of the typos presented in the world before us. I am aware that some typos are harder to spot without a keen eye, and some people may not be extremely adept at seeking them out. In retrospect, I guess it could be said that as long as clarity is preserved, typos can be accepted by society without any cataclysmic changes coming about.

What Is Easy To Eat Well?

The Easy to Eat Well program was created to save you time, providing you with quick & simple wellness information when and where you need it, to help you make healthier choices.

Come browse through our store to find ideas, answers and, best of all, great tasting products that prove you won't sacrifice succulence for health.

Now you just need to figure out what to do with all that free time!

EASY TO

EAT WELL



Turn the page for shelf label definitions



PRICE: \$550.00 Per Person (based on 4 in a room)

(\$595.00 per person for 2 in a room)

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Tues. 2/17	Breakfast @ Denny's/ Universal Studio/Dinner (Golden Corral)
Weds. 2/18	Breakfast @ Denny's/Universal Studio/Dinner (Golden Corral)
Thurs. 2/19	Breakfast @ Denny's/Magic Kingdom/Dinner (Golden Corral)
Fri. 2/20	Breakfast @ Denny's/FREE DAY/Dinner (Golden Corral/Santa Fe)
Sat. 2/21	Breakfast/Depart Orlando, FL
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MTA New York City Transit

RTO Customer Communications
Train Announcements for G. O. 5210-08

From 0001 hours Saturday to 0500 hours Monday, Nov 29 to Dec 1, 2008

R Trains via 6th Avenue to Queens Plaza

Make this announcement at Dekalb Avenue

Ladies and Gentlemen

Because of construction, Manhattan-bound (R) Trains are running on the Manhattan Bridge. The next stop is Grand Street. (R) Trains are making all stops on the (V) Line to Queens Plaza. For service to Queensboro Plaza, transfer at 42nd Street to the (7) Line.

Make this announcement at stations from Broadway-Lafayette to 34th St/6th Ave:

Ladies and Gentlemen

Because of construction, Queens-bound (R) Trains are running on 6th Avenue making all stops on the (V) Line to Queens Plaza. For service to Queensboro Plaza, transfer at 42nd Street to the (7) Train.

*The next stop is _____. Stand clear of the closing doors, Please.

Make this announcement at 42nd Street/6th Ave:

Ladies and Gentlemen

For service to Queensboro Plaza, transfer here for the (7) Train.

Make this announcement at stations from 47th /59th Street to Queens Plaza:

Ladies and Gentlemen

Because of construction, Queens-bound (R) are making all stops on the (V) Line to Queens Plaza. There is no service on the Broadway, at 5th Ave /59th Street or Lexington Ave /59th Street. * The next stop is _____. Stand clear of the closing doors, Please.

**& NATURAL FOODS. IF YOU HAVE
ANY SUGGESTIONS OR REQUEST WE
WILL BE MORE THAN HAPPY TO
HAVE IT AVAILABLE FOR YOU. PLEASE
SEE JANICIA, KATHY, OR TONY**

**THANK YOU FOR SHOPPIN AT
FOODTOWN**

NY185

January 10, 2009

Chris Rampersad

English 10

Saki's, "The Interlopers," is a story about two men whose reconciliation never a better hand dispute comes too late. In the story, the author uses foreshadowing to increase suspense. Using foreshadowing in certain parts in the story is ~~highlighting~~ the drama in the scene. "The two enemies stood glaring at one another for a silent moment. Each had a rifle in his hand, each in his heart and murder apparent in his mind." (Saki's "The Interlopers") This scene with foreshadowing being used a person with a state of mind of killing would naturally think that the two enemies are going to shoot each other, and killing one another, but the man that was brought up under a code of restraining civilization he will not shoot his enemy without exchanging words with one another. As they do exchange words, a tree branch falls on top of them. So no one was there with the rifle.

Another way Saki uses foreshadowing in the story to highlight the drama in the scene is when the two men are waiting after they cried out for help. One man notices figures coming through the woods. One of the men says, "They are ~~coming~~ in the way I came down the hillside." Here in this scene a person would think Ulrich's men are here to save him. But as the story goes into more details the men are crying out because in that crowd could hear them they see the figures. As the men closer they strain their eyes just so they could tell what the figures shape and to be sure as they do so they notice that those figures weren't their men but that were something they weren't expecting what they saw was wolves.

In "The Interlopers" Saki uses foreshadowing as a act of suspense, which could make ones story a lot more interesting than it was without the deep suspense of foreshadowing.

Melancholy, Madness and Sanity

Throughout the play *Hamlet* by William Shakespeare the main character, Hamlet, has his sanity questioned by many readers. With the death of his father occurring as soon as the play begins it may seem understandable for a young man to act in an insane fashion. Though, with the defiance of the Catholic church it is almost certain that Hamlet has lost his mind.

There are numerous points throughout the play in which Hamlet "crosses the line between sanity and insanity." One of the first occurrences of this cross over is right after Hamlet speaks to the ghost of his dead father. Hamlet travels to see Ophelia- the woman that he is in love with- speechless, and wearing little clothing. He begins to touch the young woman's face and then runs off. This is an example of Hamlets "madness in craft" because the actions that he committed were seemingly crazy. In society today that act can be looked at as strange and even perverted. The perspective of this same action in Shakespearean times would have been substantially worse. If Hamlet was not of royal descent he probably would have been executed for disrespecting and violating a young lady of her standing in that manner.

Another example of insanity in *Hamlet* is in Act II. Polonius- the father of Ophelia and close friend of Hamlets parents- and Hamlet are having a conversation and Hamlet reveals his

acceptance of death. Hamlet states "You cannot, sit, take from me anything that I will more willingly part without- except my life, except my life, except my life." (2.2.233-35)

It can be assumed that Hamlet is saying he would willingly die which is a definite sign of insanity. Hamlet lives in a time period in which religion is governing rule along side of the king. In the Catholic religion committing suicide was believed to send a person to hell. This was the most feared consequence during the time because not only were you dead, but your after life would be miserable and filled with suffering forever. So, to willingly accept that consequence is risky.

However, this is only the first incident where Hamlet talks of killing himself. Perhaps the most robust and famous evidence of his insanity is in his "to be or not to be" soliloquy. When interpreted in modern English, Hamlet is saying "to live or not to live," though things were much different during Shakespearean times, the subject of religion comes back into play. Contemplating suicide is an extremely serious act and should not go unattended, and, when the consequences of this action were being sent to hell, this can be argued as the most insane decision one can ever make.

Towards the end of *Hamlet*, Hamlet's sanity is pushed to his limits. Some have argued that he may have felt his death was coming and acted accordingly. During a conversation with his mother, Hamlet finds a spying Polonius and kills him. He then drags the body off to never be seen again. When the King asks Hamlet where he has hid the body Hamlet responds with "In heaven. Send thither to see. If your messenger find him not there, seek him I' th' other place yourself. But if, indeed, you find him not within this month, you shall nose him as you go up the

lobby," (4.3.37-41). Hamlet is admitting to the murder of Polonius and saying that he put the body in heaven. When they ask of the physical body Hamlet says he is eating with the worms. Or the worms are eating him. This can be viewed as insanity because Hamlet is making a joke about the body of a man he has just killed in cold blood. This also can tie in to the Catholic religion of the time. Killing a man for no reason is a sin and would send a man to hell. Hamlet either does not think of the consequence or just doesn't care of the consequence which is an insane act.

After encountering the ghost of his dead father, Hamlet explains it to his friends. He uses an interesting term to describe the authenticity of this ghost. "I know my course. The spirit that I have seen May be a devil, and the devil hath power t' assume a pleasing shape; yea and perhaps, out of my weakness and my melancholy, as he is very potent with such spirits, abuses me to damn me." (2.2.627-635) Hamlets acceptance of the devil seems insane at first look. The line: "the devil hath power t' assume a pleasing shape;" accepting the devil and enjoying his practices and forms are extremely serious offenses in Catholicism and will defiantly make you end up in hell for the after-life. All of Hamlets cases of sanity verses his insanity can all come back to the religion of the time. Hamlet questions the authenticity of the ghost and would accept it even if it was the devil, which is an offense in Catholicism.

Hamlet doesn't conform to religious views of his time, so it is possible for one to believe that Hamlet is sane from a modern standpoint, however, in a Catholic lense Hamlet is seen as a madman and is isolated for it. Though, with the defiance of the status quo Hamlet could just be a normal teenager rebelling to find his place in the world.

Obama Reflection Paper

When I went to see the inauguration of President Barack Obama, three things happened to me. First, I was instilled with a fair degree of hope for our country's future. Second, I was proud that our country made a historical turning point by fanning away the flames of prejudice. Finally, I was skeptical because now someone else would be running the country that may or may not become power hungry.

After witnessing Barack Obama being sworn into office and having heard him read his speech, I began to have a sense of hope that the country can reverse most of the irreparable harm it has done to itself over the last decade. Obama's view on politics and his policies give me a "piece" of the government. That being said, this makes me feel hopeful that I still have a say in the government's actions, and I'm not being railroaded into decisions to live under. Obama agrees that people make the government, not the other way around.

When Barack Obama was sworn in, I noticed how much of a turning point we've made in our country's history. We have now broken our racial chain of prominently white presidents. People from outside of the United States even came to see Obama sworn into presidency. After a prior decade of reckless war and spending, other nations of the world actually

recognize America's willingness to change. I think that slowly but steadily, we as a nation can repair our country's reputation in the eyes of the world. Moreover, we can hopefully reverse all the damage we did to foreign nations in the recent past.

Well after Barack Obama officially was President of the U.S., I was still skeptic towards being under "new rule." I couldn't just have 100% devotion to him because of his race or his words. I need to see action. Words, words, words, words, words don't mean a thing without actual action and implements. I thought of the possibility of the country getting worse because of Obama. As much power he is granted under his one branch of government, he can become corrupt and drive this country further into a fault. I need to see results before trusting Obama. I would like an assurance that my trust isn't misplaced like it has in the past with previous presidents.

To conclude, attending the inauguration has done a lot for my mind, body, and political viewpoint. Now that Barack Obama is at the helm, I'm interested to see where he sails the country; hopefully to peace, prosperity, and solace. However, until I see actual change, Obama still doesn't have my 100% trust or drive to help make this country better for the greater good.

I think you are smart. Let's see what you wait-and-see judgement will bring.

B- content B structure

Elizabeth Florencio
9-16-08

✓ Keats and by Wordsworth both show the importance of having structure in poetry. These two poets have two different ways of expressing their opinions about a poem's lack of freedom. Keats ^{beginning} by describing the disadvantages of a constrained poem. Wordsworth begins by describing this same situation but in a more optimistic way of these same disadvantages.

In "On the Sonnet" by Keats, a poem is ^{130, huh?} constrained and the poet cannot write as freely as he'd like. Keats chooses words such as chained, spite, pained, and constrained. At the beginning of his poem Keats points out that poetry is chained because of "dull rhymes." This suggests that the reason poetry is being chained is because it needed to become better and needed improvement. This quote also shows that even though Keats doesn't believe in chaining sonnets, it ^{what is it? sonnets?} will open up a new door full of different and more creative rhymes or ideas. ^{huh? Not a clear analysis.} Other than using figures of speech such as "chained," Keats also uses imagery to illustrate even ^{further} how sonnets are taken away its freedom. In lines 5-6, "Sandals more interwoven and complete to fit the naked foot of poetry." Keats demonstrates the lack of freedom by describing the foot, ^{normally} as being free and comfortable, ^{the foot is} being covered over by a sandal which in this case represents the strictness and ^{from air, light and contains it} disadvantages of a sonnet. ^{much as the sonnet does to the word.}

In "On the Sonnet" by Wordsworth, the author is trying to illustrate the highlights ^{the} of a sonnet that ^{he believes} has rules to be followed. Wordsworth knows that with rules and ^{fewer} choices a sonnet can bring out the best in poets. He gives the many different examples to convey his ^{the principle} meaning of a sonnet. In lines 1-3, one example is in line 1, "Nuns fret not at their convents narrow room;" Nuns are

These statements needed

Are you saying the form of the sonnet will inspire new ideas?

Eite using MLA

always being constrained and always have to follow certain rules and be stuck in 'Convents'. This is why this quote is useful when conveying the idea of a sonnet because both sonnets and nuns are kept under strict rules but just like a nun who receives something useful a sonnet receives more creativity and meaning as well.

too vague
what is
your point?

Both poets, Keats and Wordsworth, have their sonnet on the same idea but with a different theme to it. This similarity is found in line 1 from Keats poem, "If by dull rhymes our English must be chained," and in line 3 from Wordsworth, "And students with their pensive citadels." These two poems are talking about some type of constraintment even though each poet uses it for a different meaning or theme. Keats is saying that sonnets that are chained will be full of boring rhymes, while Wordsworth is comparing constraintment to students stuck in a fortress. One example of a difference between these two poems is in line 3 from Keats, "Fettered, in spite of pained loveliness", and in lines 3-4 from Wordsworth, "Who have felt the weight of too much liberty, should find brief solace their, as I have found". In the first quote Keats is showing how a poet feels shackled from something that he loves to do and feels pain for it. On the other hand, Wordsworth is using this quote to show that too much liberty when writing a poem can also be frustrating and those that could can find relief in sonnets that are more challenging to write. ✓ yes

This
paragraph
is unclear.
The poets
disagree on
the use of
sonnet.

More than
just relief,
comfort,
solace,
peace

Both sonnets show the different views of a constrained poem and both use many different figurative languages to help the reader understand better. These two poets showed their opinion in a creative way and grabbed my attention and made it easier for me to comprehend the theme.

No 1st person, POV!

understand what better

The theme are what?
They both use the form/structure
of a sonnet to make a point.

Sonnets have specific rules for writing. Both Keats and Wordsworth agree that a Sonnet is restrictive, but have different views on how the restraints are applied. ✓

one tense/pick, past or present

you need to state his view.

Don't assume the reader knows the poem. Summarize it first or in intro.

here, you're jumped to a new idea. stick to 1 idea per para.

which is what I grasp

Keats conveys his point to other poets as evident in Line 1: "If by dull rhymes our English must be chained." The our signifies people in the same group as he is. ✓ Keats alluded to a lot of different ideals in this poem. An Example would be in line 2 where he alludes to Andromeda; a woman who was from Greek mythology chained to a rock ready for demise. He (Keats) primarily believes that the Sonnet itself is too restricting. ✓ well said.

✓ good expansion

you focused on imagery then

Wordsworth shows his poetic view with loads of images. His point is more so directed at readers of poetry than writers / fellow poets. In line 5 when he says "bees that soar for bloom," and in line 8 when he mentioned prison, I think that the author is

✓ great t.s.

praise this if you say it

Avoid 1st person in your essay

don't switch
to 2nd
pers. pov.

making a ~~reference~~ reference to ingenuity.
His reference is expressing the fact that
you are constrained, has no bearing or limit
on how creative you can be. ✓ excellent

Between Keats and Wordsworth, ^{maybe you} should move
one clear fact remains: That both feel ^{this to}
that the ~~author~~ author of restrictions on a Sonnet, ^{your} conclusion

really?

Excellent
point

rack on
Kyle's
rack on

are not particularly favorable. A main difference
between the two authors is that Keats
thought that the Sonnet itself was the direct
restriction, ^{while} ~~compared~~ to Wordsworth ^{within}
~~who~~ believed that the restraints ^{come from} ~~are~~ ^{on} ~~oneselves~~ ^{you}.
humans themselves. He believes that despite
restraints on your creativity, you can still
do well, and use ingenuity and cleverness
to come up with something astounding.

don't
switch
to 2nd
pov

lately

To Conclude, Keats and Wordsworth
both agree that there are restrictions on
Sonnets, but tend to differ on how the
restraints are applied. I actually agree with
Wordsworth because I feel that the Restriction
challenge us to find the right words to
express our thoughts and feelings. Moreover,
by restricting our choices, it does ensure
you work ~~some~~ somewhat hard on it. I
~~guess restrictions can be perceived as good, bad, or maybe~~
both.

here is
show you
get your
conclusion
in what
using I.

avgd
2nd
pov

remember, they are talking about the
godd and person pov. Writing of Samuels,
not the writing of
Chris just anything.

Christopher Tardio
- writer

B-content
C structure

9/16/08
A.P

Still redundant.
how could you fix

"On The Sonnet," A little belonging
to two sonnets ^{written} by Keats and one
by Wordsworth, from the time we can
tell that both poems are about freedom.
Each author talks about the constraints and
freedoms of writing these types of poems.
These sonnets have many similarities
and differences in how, style and meaning.
For example, both passages have a different
meaning. Keats believes when writing a person
is constrained ^{to} the rules of writing, while
Wordsworth believes ^{that} we are free when writing.

✓ nice

The similarities between Heaven and Hell and Macbeth is allusion, structure division and how shade a person for his/her is a secret. The way that both poems are similar is that both poets use imagery to describe their

Both pets allude to other diagnoses here, they stones to emphasize their views

metaphors about the topic more clear. In
 Possessive one, Keats alludes to Andromeda,
~~which is a girl who is chained down~~
~~His exact words are "High as the Caucasus~~
~~And the Caucasus is where And the~~
 Andromeda, the "Caucasus". One would
 have to have some prior knowledge of
 who is Andromeda. Also by reading
 the sentence because of the simile. Wordsworth
 alludes to but to a peak in Caucasus.
 The exact words are "High as the Caucasus".
 So, how do the allusions work to illustrate Keats's views on

Greek
allusion

4 you can
get the
idea
she
is a
banned girl
in the

dye not
 do
 with leads
 and
 needworth
 use.
 allusions
 of natural
 history
 and
 in their
 sonnets.

bk, I see the thinking here. This is the analysis it needs to follow the support.

much of interest. Also very similar -? huh
near in formal cells. The structural diagrams are also
similar. They both use semicolon to show
the signal of what? This is not clear

The differences are at least two
differences in the work. Keats is a poet
who believes when was he written these
concerns to the work. So do in this a poet 2 par
is never really free to write what he
wants.

While Wordsworth believes
you are free when writing because the
it is the writer, so even if (not all of it).
A true writer has no problem to the work.

Another difference between Keats and Wordsworth
is the diction. Keats's diction is apprehensive,
which really describes the tone of his sonnet.
While Wordsworth's diction is more
sure and confident. This is the difference
between the two sonnets.

In my opinion both passages present some
great ideas. But there is a main theme
in each that I really find hard to
agree with one. He personally, I feel
that if a person is under pressure he is the
best with better. But I am going to write
the whole thing to him. He is free
to their full potential. But then again
he is free of things and
concerns. One may be able to
find inspiration in the case. There is
the given. Contrary to what the
other says.

avoid 1st par/opinions

AP English

Kyle Willard
1/12/09

Essay - Draft

In the course of life, we can come across many objects which symbolize just one different idea to us. In Rosencrantz and Guildenstern are dead, the coin being flipped a myriad of times symbolizes three things:

The passage of time, the lack of a purpose, and attempting to understand the ^{the absurdity of} ~~clear lack of~~ logic.

within the confines of a play.

During the majority of the first act, Rosencrantz and Guildenstern were seen flipping a coin numerous times with the ^{outcome resulting in heads.} result always being the same. Gail (Guildenstern) notices this, and begins to question why one result has happened so often. In doing so, he cites various laws of probability which

support the "logical" outcome of a fifty-fifty. In this part of the play, the coin symbolizes a lack of logic. Furthermore, we as readers, are given a clear insight into the qualities of an Absurdist play.

In the same coin flipping scene, Ros (Rosencratz) and Guild are still aimlessly tossing coins between themselves with abandon. They continue to do this until the player and his "actors" come along. Meanwhile, during the coin flips, Guild asked Ros ~~to~~ "What's the first thing you remember?" Ros responds with dismay as he can't even ~~rem~~ remember the first thing. Here, the coin symbolizes a lack of purpose. The reason why is because they don't stop flipping

purposeless
ness in
absurdity

... themselves until another known presence
... present presence known. struggle?

A way back to the coin-flipping
... the two of Ros & Gail can
... just 'regular joes' passing killing
... just as the coin represents a lack
... purpose, it represents the passage of
... time. Since the two are waiting in line for
... to speak, they've got nothing
... but pass time mundanely and mentally.
The coin symbolizes a passage of time in a
... sense, as the seconds pass by for
... flip.

To conclude, in the play Rosencrantz
and Guildenstern are dead, the coin symbolizes
... different ideals. To Ros and Gail, in

this play, they are waiting for the time to be right and for them to appear in Hamlet. By simply flipping a coin, they attempt to find their purpose and explore the discrepancies that lie within the logic present in this realm.

English Grade 10 Course Evaluation 2008-9

Teachers: Lauren Davenport, Moira Potter, Liv Dillon, Daniela Perez

Please rank the following units in order of preference. 1 = your favorite, 5 = your least favorite.

COURSE UNITS:

2 The Odyssey

5 Short Story Unit

1 Macbeth

4 Critical Lens Essay Skills

3 Poetry

Please take a moment to elaborate on WHY you preferred a particular unit. What did you learn and how do you know that you learned it?

With Macbeth there was more of an interaction
with our readings than with any other unit

Please use the following scale when answering these questions:
5= Completely Agree, 4= Somewhat Agree, 3= Neutral or No Opinion, 2= Somewhat Disagree, 1= Strongly Disagree

1. My teachers had high expectations of me.
X 4 3 2 1

2. The grading system was explained clearly to me.
X 4 3 2 1

3. I had multiple opportunities to come after school and receive help if I did not understand an assignment.

X 4 3 2 1

4. My teachers encouraged me to pay attention to my words both in writing and in speech.

X 4 3 2 1

5. My teachers returned my writing with comments and suggestions.

X 4 3 2 1

6. My teachers praised me in writing or out loud when I did good work.

X 4 3 2 1

7. I was given a variety of assessments including projects, and/or formal tests to evaluate how well I learned a skill.

X 4 3 2 1

8. I feel that I am a better writer than I was a year ago.

X 4 3 2 1

9. I feel that I have more confidence in public speaking than I did a year ago.

5 4 X 2 1

10. I feel that I am a better reader than I was a year ago.

5 4 ~~3~~ 2 1

11. I feel that I am a better listener than I was a year ago.

5 4 ~~3~~ 2 1

12. My teachers encouraged me to think about the consequences of my actions.

~~5~~ 4 3 2 1

13. My teachers gave me the right amount of homework.

5 4 ~~3~~ 2 1

14. My teachers were positive and encouraging.

~~5~~ 4 3 2 1

15. I felt like an active participant in my learning.

~~5~~ 4 3 2 1

16. I felt safe in the classroom.

5 4 ~~3~~ 2 1

17. I felt that I was part of a community in the classroom.

~~5~~ 4 3 2 1

Is there anything else that you'd like to say about Grade 10 English or your experiences in this class this year? Please take this space to write your comments here.

When I first came in I thought "I'm only coming to this class once in a while" but Lauren took constantly on my work on my assignments and things were critical for me. After a while I started to think this class was always comfortable with literature and writing papers. I did ~~some~~ improve in things like math and tests and I no more think like a student. I really enjoy this class and I don't appreciate Lauren/Teacher's (L.A.)

Thank you.

Have a safe and productive summer. Read a book! Read six!

The English Department

Is there anything else that you'd like to say about Grade 10 English or your experiences in this class this year? Please take this space to write your comments here.

Well, I must say that I really ~~enjoyed~~ enjoyed making class with Lauren and Daniel. I never really found a moment in this class where I felt extremely bored or yawned. I felt like sleeping in class. So Lauren and Daniela I tip my hat to you and say thanks for everything. I will truly miss ~~these~~ our times together. ps. Lauren your silly goofy personality always had me going. I love when you try to be "down".

Sincerely
Alecianne Benjamin

Thank you.

Have a safe and productive summer. Read a book! Read six!

The English Department

Is there anything else that you'd like to say about Grade 10 English or your experiences in this class this year? Please take this space to write your comments here.

Next year could find I will use what Lauren
keep stressing me to fix my capitals in the
middle of a sentence and she pushes me to
read more, Also she is like one of my
funnest English teachers I have ever had...

Thank you.

Is there anything else that you'd like to say about Grade 10 English or your experiences in this class this year? Please take this space to write your comments here

My experience in Ms. Lauren Desjardins' CLASS ROOM WAS
really easy. It was the best I've ever had in a room. Lauren
has pushed me to my down limit and pushed me to the
point where I would quit, but you wouldn't let me go. Have
you the best teacher, which I shall be honor to be reached by
the best wife for come back

The Storm

The Storm is a dramatic short story written by Kate Chopin about two old flames Calixta and Alcee who are married to ^{others} someone else but reunites ^{✓ nice Nadège} together during a thunder storm ^{and find themselves reminding} expressing their love and passion they once shared. Chopin describes the storm by using imagery, setting and metaphor in order to explain the sexual tension that builds through ^{very good.} out the story ~~and the sexual needs of women~~.

Chopin first introduced the setting of the ~~storm~~ ^{story?} in the beginning ^{at} in a store, where Babinot Calixta's husband and her son are, when the storm begins to approach ^{Is this a end?} ~~called~~ child's attention to certain somber clouds that are rolling with sinister intention from the west accompanied by a sullen, threatening war." (I, 1) While the storm ^{is} ~~was~~ approaching ^{Enough} causing Babinot and his son to be stuck in the store, Calixta is at home "She sat at a side window sewing furiously on a sewing machine." (II, 1) The author separates Calixta and Babinot by placing them ⁱⁿ different settings during the storm in order to show the readers the emotional storm which will occur ^{excellent explanation} at Calixta's house while her husband is away.

The author speaks of the storm as literally ^{great} and metaphorically. In the beginning, The Storm is describe ^{as} as ~~uneasiness, trouble and anxiety~~ "The rain beat upon the low shingled roof with a force and clatter that threatened to break an entrance." (II, 7) but further on the storm is being portrayed ^{sexually?} as a sexual way. While Calixta step outside to

gather Babinot's Sunday clothing's Alceé Laballière was ^{near} the gate. Alceé asks to come in and

^{Calixtas did Home}
^{2 how can you start a paragraph like this?}
Calixta received him. This is the first step in demonstrating emotional storm.

Tension begins to build up between them when Calixta ^{goes} near the window. "Alceé arms encircled her...drew her close... her white neck and glimpse of her full, firm bosom disturbed him powerfully. He looks down into her...gather her lips in a kiss." (II, 1) The sexual tension between them was getting stronger and stronger until they made love. As the storm comes to an end, the relationship between them ^{ends as well.} is ending. "The growl of thunder was distant and passing away. The rain beat softly upon the shingles. The rain was over." (II, 11) As the actual storm was over the emotional storm was over "The sun was burning the glistening green into a palace of gems....watched Alceé ride away." (II,

12) The author tries to contrast the actual storm with the emotional storm.

Imagery is shown in the story as an aftermath of the emotional storm. Once the sun appears, the storm ^{is} no longer, Calixta watch ^{as} Alceé as he ^{left} ^{Calixtas}. Instead of Calixta regretting the adultery that she had commits, she rejoices and feels renew "Calixta on the gallery watched Alceé ride away. He turned and smiled at her with a beaming love; she lifted her pretty chin in the air and laughed out loud." The author ^{Chopin} ~~Kate Chopin~~ demonstrates to the readers the sexual needs of a woman, and apparently Calixta received the sexual passion that been ^{she is waiting} ~~craving~~ for, that her husband could not really offer her. "So the storm passed and everyone was happy." (III) Babinot was able to come home and Calixta was able to let out her sexual passion and needs to Alceé.

In conclusion, Chopin successfully ~~has~~^{shows} shown the sexual tension that builds through out the story and the sexual needs of a woman. She caught the reader's attention by contrasting the actual storm with the emotional storm. She was able to demonstrate Calixta and Alcee sexual encounters through languages, imagery, setting and metaphors.

73 It's better.
 you still need to
 draw concluding
 sentences.

The Storm

* The Storm is a dramatic short story written by Kate Chopin about two old flames Calixta and Alcée who married others but reunite during a thunder storm and find themselves rekindling their love and passion they once shared. Chopin describes the storm by using imagery, setting, and metaphor in order to explain the sexual tension that builds through out the story. ✓ excellent thesis

Chopin first introduces the setting of the story at a store, where Babinot Calixta's husband and her son are finishing errands when the storm begins to approach. While the storm is approaching, Calixta is at home "She sat at a side window sewing furiously on a sewing machine." (Chopin, II) The author separates Calixta and Babinot by placing them in different settings during the storm in order to show the readers the emotional storm which will occur at Calixta's house while her husband is away. ✓

The author speaks of the storm ^{both} literally and metaphorically. In the beginning, the storm is described as ^{a forceful intruder} "The rain beat upon the low shingled roof with a force and clatters that threatened to break an entrance," (Chopin, II) ^{Later} but further on the storm is ^{becomes a symbol for sexual desire} being portrayed sexually. While Calixta steps outside to gather Babinot's Sunday clothing, Alcée Laballière, Calixta's old flame is at the gate. Alcée asks to come in and Calixta receives him. This is the first step in ^{the} demonstrating emotional storm. Tension begins to build up between them when Calixta goes near the window. "Alcée arms

encircles her... drew her close... her white neck and glimpse of her full, firm bosom disturbed him powerfully. He looks down into her... gather her lips in a kiss," (Chopin, II). The sexual tension between them was getting stronger and stronger until they made love. So as the storm comes to an end, the relationship between them ends as well. "The growl of thunder was distant and passing away. The rain beat softly upon the shingles.

The rain was over." (Chopin, II) As the actual storm ^{ended} was over the emotional storm was over. ^{Chopin describes a peaceful setting.} "The sun was burning the glistening green into a palace of gems... ^{you can't} ~~watched~~ ^{this way} Alice ride away." (Chopin, II) The author tries to contrast the actual storm with the emotional storm. ^{how? you need to analyze and not just cite - to highlight}

Imagery is shown in the story as an aftermath of the emotional storm. Once the sun appears, the storm is ^{gone} no longer. Calixta watches Alice as he leaves. Instead of Calixta regretting the adultery that she ^{ad} had committed, she rejoices and feels ^{ad} renewed. "Calixta on the gallery watched Alice ride away. He turned and smiled at her with a beaming love; she lifted her pretty chin in the air and laughed out loud." ^{cite} Chopin demonstrates to the readers the sexual needs of a woman, and apparently Calixta received the sexual passion ^{that} she's been asking for, that her husband could not really offer her. "So the storm passed and everyone was happy." (Chopin, III). ^{Calixta is able to overcome her and Calixta was able to let out her sexual passion and needs to Alice}

In conclusion, Chopin successfully shows the sexual tension that builds through out the story and the sexual needs of a woman. She ^{captures} ~~captures~~ the reader's attention by contrasting the actual storm with the emotional storm. She demonstrates Calixta and Alice's sexual encounters through language, imagery, setting and metaphors.

Start
Person

A Generic AP Open Essay Rubric

9-8 9 is the top score, but there is a very little difference between a 9 and 8, both being scores for excellent papers which combine adherence to the topic with excellent organization, content, and insightful facile use of language, and mastery of mechanics. 9 essays demonstrate uncommon skill and sometimes put a cultural/historical frame around the subject. Descriptors that come to mind while reading include **mastery, sophisticated, complex, specific, consistent, well supported.**

7 7 is a thinner version of the excellent paper, still impressive, cogent, convincing, but less well handled in terms of organization, insight or vocabulary. Descriptors that come to mind while reading include **clear understanding, less precise, less well supported, maturing, this writer has potential, but hasn't quite got to it all.**

6 6 is an above average paper, but it may be deficient in one of the essentials mentioned above. It may be less mature in thought or less well handled in terms of organization, syntax, or mechanics. Descriptors might include **less mature, some difficulties, but just above average.**

5 The 5 paper is the thinner version of the 6. Readers prefer to separated essays into top half or bottom half. The five defies that process. Descriptors might include **superficial, meager, irrelevant, and insufficient.**

4-3 4 is an average to below average paper which maintains the general idea of the writing assignment, shows some sense of organization, but is weak in content, maturity of thought, language facility, and/or mechanics. It may distort the topic or fail to deal adequately with the one important aspect of the topic. The 3 essay compounds the weaknesses of the 4. Some descriptors that come to mind include **incomplete, oversimplified, meager, irrelevant, and insufficient.**

2 2 is the score assigned to a paper that makes an attempt to deal with the topic but demonstrates serious weaknesses in content and coherence and/or syntax and mechanics. It is an unacceptable grade. Descriptors include **serious misreading, unacceptably brief, and/or poorly written.**

1 1 is the score given to any on-topic response that has very little redeeming quality. It may be brief or very long, but will scarcely coherent, usually full of mechanical errors or completely missed the focus of the prompt. Descriptors include **vacuous, inexact, and mechanically unsound.**

0 0 is given to a response with no more than a reference to the task.

- Indicates a blank response or one with no reference to the task.