

**Question 2 Essay Annotations and Organizer**

**Prompt Breakdown Chart:**

TAG	Exigence/Background from Prompt	C and C	Conquer Answer
T:		Command:	Understand:
A:		Conquer Question(s):	Do:
G:			

**CHRONOLOGICAL (PART BY PART) ANALYSIS**  
 Divide Passage into Three Parts

<b>PART</b>	<b>DISCOURSE MARKERS</b> <i>How to start and segue</i>	<b>SUB-ARGUMENT</b> <i>Bullet point the sub-argument (What is the author saying?)</i>	<b>AUTHORIAL CHOICES</b> <i>Which choices does the writer make?</i>
<b>I.</b>  <b>FIRST PART</b>  <b>OR</b>  <b>FIRST THIRD</b>	<p><b><i>Chronological Sentence Stem:</i></b></p> <p>Choose one:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The author/speaker begins by introducing/presenting</li> <li><input type="checkbox"/> The author/speaker opens by presenting/introducing</li> <li><input type="checkbox"/> At the start of the passage, the author/speaker introduces/presents...</li> </ul>	<p><b><i>Quick Summary of rhetorical event and Lines Numbers of Textual Evidence:</i></b></p>	<p><b><i>Sentence Ending that Connects to Literary Complexity.</i></b></p> <p>,which highlights (<i>insert element of complexity from conquer answer</i>):</p>



<p><b>II.</b> <b>SECOND PART</b></p> <p><b>OR</b></p> <p><b>SECOND THIRD</b></p>	<p><b><i>Chronological Sentence Stem:</i></b></p> <p>Choose one:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (Speaker/Author) follows this by/with...</li> <li><input type="checkbox"/> Following this, (Speaker/Author) (action verb)...</li> <li><input type="checkbox"/> Moving on, (Speaker/Author) (action verb)</li> <li><input type="checkbox"/> (Speaker/Author) transitions to...</li> <li><input type="checkbox"/> In order to transition, (Speaker/Author) (action verb)...</li> <li><input type="checkbox"/> (Speaker/Author) then shifts to...</li> <li><input type="checkbox"/> (Speaker/Author) moves to compare...</li> <li><input type="checkbox"/> (Speaker/Author) then contrasts...</li> <li><input type="checkbox"/> (Speaker/Author) then exemplifies...</li> </ul>	<p><b><i>Quick Summary of rhetorical event and Lines Numbers of Textual Evidence:</i></b></p>	<p><b><i>Sentence Ending that Connects to Literary Complexity.</i></b></p> <p>,showcasing (insert element of complexity from conquer answer):</p>
<p><b>III.</b> <b>THIRD PART</b></p> <p><b>OR</b></p> <p><b>LAST PART</b></p>	<p><b><i>Chronological Sentence Stem:</i></b></p> <p>Choose one:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The author/speaker concludes by/with...</li> <li><input type="checkbox"/> The speaker finishes by (action verb)</li> </ul>	<p><b><i>Quick Summary of rhetorical event and Lines Numbers of Textual Evidence:</i></b></p>	<p><b><i>Sentence Ending that Connects to Literary Complexity.</i></b></p> <p>in order to reveal (insert element of complexity from conquer answer):</p>

Thesis Template:

In the (Genre) (Title of the Piece), (Contextual Information about Author and/or Text), (Author's Name) (Rhetorical Choice 1), (Rhetorical Choice 2), (Rhetorical Choice 3) in order to \_\_\_\_ (Answer: What is the audience supposed to understand after experiencing the text?) \_\_\_\_, ultimately moving (insert audience) to \_\_\_\_ (Answer: what is the audience supposed to do after experiencing the text?).



Question 2 Essay Annotations and Organizer

Prompt Breakdown Chart:

TAG	Exigence/Background from Prompt	C and C	Conquer Answer
<p><b>T:</b> Chavez's article in a religious magazine</p> <p><b>A:</b> Cesar Chavez</p> <p><b>G:</b> Magazine Article</p>	<ul style="list-style-type: none"> <li>On the 10<sup>th</sup> anniversary of MLK's death</li> <li>Article for a religious organization</li> <li>Organization is dedicated to helping needy</li> <li>Chavez was a labor union organizer and civil rights leader</li> </ul>	<p><b>Command:</b></p> <p><b>Analyze...resistance</b></p> <p><b>Conquer Question(s):</b></p> <p>What is Chavez's argument about nonviolence?</p>	<p>Understand:</p> <p>The greater moral positioning and power of nonviolent civil disobedience</p> <p>Do:</p> <p>Pacifistically protest or support the cause.</p>

CHRONOLOGICAL (PART BY PART) ANALYSIS

Divide Passage into Three Parts

PART	DISCOURSE MARKERS <i>How to start and segue</i>	SUB-ARGUMENT <i>Bullet point the sub-argument (What is the author saying?)</i>	AUTHORIAL CHOICES <i>Which choices does the writer make?</i>
<p>I.</p> <p>FIRST PART</p> <p>OR</p> <p>FIRST THIRD</p>	<p><b>Chronological Sentence Stem:</b></p> <p>Choose one:</p> <p><input checked="" type="checkbox"/> The author/speaker begins by introducing/presenting</p> <p><input type="checkbox"/> The author/speaker opens by presenting/introducing</p> <p><input type="checkbox"/> At the start of the passage, the author/speaker introduces/presents...</p>	<p><b>Quick Summary of rhetorical event and Lines Numbers of Textual Evidence:</b></p> <p>Lines: 1-7, 58-64</p> <p>a civil rights icon</p>	<p><b>Sentence Ending that Connects to Literary Complexity.</b></p> <p>,which highlights (<i>insert understand from conquer answer</i>):</p> <p>the lasting power of nonviolent protest.</p>



<p>II. SECOND PART  OR SECOND THIRD</p>	<p><b>Chronological Sentence Stem:</b> Choose one:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (Speaker/Author) follows this by/with...</li> <li><input type="checkbox"/> Following this, (Speaker/Author) (action verb)...<sup>1</sup></li> <li><input type="checkbox"/> Moving on, (Speaker/Author) (action verb)</li> <li><input type="checkbox"/> (Speaker/Author) transitions to...</li> <li><input type="checkbox"/> In order to transition, (Speaker/Author) (action verb)...</li> <li><input checked="" type="checkbox"/> (Speaker/Author) then shifts to...</li> <li><input type="checkbox"/> (Speaker/Author) moves to compare...</li> <li><input type="checkbox"/> (Speaker/Author) then contrasts...</li> <li><input type="checkbox"/> (Speaker/Author) then exemplifies...</li> </ul>	<p><b>Quick Summary of rhetorical event and Lines Numbers of Textual Evidence:</b>  Lines: 12-32  Contrasting the outcomes of violence with nonviolence</p>	<p><b>Sentence Ending that Connects to Literary Complexity.</b>  ,showcasing (insert understand from conquer answer):  The beneficial nature of peaceful, civil disobedience.</p>
<p>III. THIRD PART  OR LAST PART</p>	<p><b>Chronological Sentence Stem:</b> Choose one:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The author/speaker concludes by/with...</li> <li><input checked="" type="checkbox"/> The speaker finishes by (action verb)</li> </ul>	<p><b>Quick Summary of rhetorical event and Lines Numbers of Textual Evidence:</b>  Lines: 58-93  Empowering the Lower Class</p>	<p><b>Sentence Ending that Connects to Literary Complexity.</b>  in order to reveal (insert understand from conquer answer):  their greater moral standing by embracing nonviolence.</p>

**Thesis Template:**




In the \_\_\_\_ (Genre) \_\_\_\_ (Title) \_\_\_\_, \_\_\_\_ (Author's Name) \_\_\_\_ (rhetorical choices 2X-4X) \_\_\_\_ in order to \_\_\_\_ (Answer to Conquer (textual understanding), ultimately moving (insert audience) to (answer to the “do”).

In his article for the religious magazine, Cesar Chavez—a labor rights activist—repeatedly refers to civil rights icons, contrasts the outcomes of violence with nonviolence, and empowers the lower class in order to present the moral superiority and power of pacifist protest, ultimately moving the magazine readers to either embrace nonviolent tactics or at least support the cause.

<sup>1</sup> Presents is the best “go to” verb. Just describe what’s presented in the lines you’re going to use. Or, pick from any verbs on the literary verbs list.



**Rhetorical Verbs**  
Words to Give "Uses" and "Is" a Break

Methods of Development	Classical Argument Structure (Classical)	Other Verbs of Merit
<b>Narration</b> 1. Narrates 2. Chronicles 3. Recounts <b>Description</b> 4. Describes 5. Depicts 6. Details <b>Exemplification</b> 7. Exemplifies 8. Provides <b>Compare and Contrast</b> 9. Compares 10. Contrasts 11. Juxtaposes 12. Likens <b>Classification and Division</b> 13. Divides 14. Classifies 15. Categorizes 16. Characterizes <b>Definition</b> 17. Defines <b>Process Analysis</b> 18. Initiates 19. Provides 20. Analyzes <b>Cause and Effect</b> 21. Causes 22. Affects 23. Influences 24. Instigates	<b>Exordium &amp; Background</b> 1. Creates 2. Initiates 3. Introduces 4. Illustrates <b>Partition</b> 5. Presents 6. Develops 7. Claims 8. Segues <b>Confirmation</b> 9. Confirms 10. Supports 11. Rationalizes 12. Legitimizes <b>Refutation</b> 13. Challenges 14. Refutes 15. Defends 16. Retorts <b>So What?</b> 17. Pleads 18. Instigates 19. Clarifies 20. Implies 21. Posits 22. Calls to Action 23. Questions 24. Considers 25. Concludes	1. Reasons 2. Evokes 3. Elicits 4. Implies 5. Addresses 6. Provides 7. Distinguishes 8. Demonstrates 9. Provokes 10. Maintains 11. Repeats 12. Avoids 13. Excludes 14. Focuses 15. Incites 16. Inspires 17. Ridicules 18. Opposes 19. Assumes 20. Speculates 21. Sympathizes 22. Alludes 23. Exposes 24. Reveals
		

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