

ENGLISH LANGUAGE AND COMPOSITION

SECTION II

Total time - 2 hours

Question 1

(Suggested time - 40 minutes. This question counts one-third of the total essay section score.)

The following passage is the introduction to Martin Luther King's *Why We Can't Wait*, a book that describes the social conditions and the attitudes of many Black Americans in the 1960's. Read the passage carefully. Then write a cohesive essay in which you describe the rhetorical purpose of the passage and analyze its stylistic, narrative, and persuasive devices.

It is the beginning of the year of our Lord 1963.

I see a young Negro boy. He is sitting on a stoop in front of a vermin-infested apartment house in Harlem. The stench of garbage is in the halls. The drunks, the jobless, the junkies are shadow figures of his everyday world. The boy goes to a school attended mostly by Negro students with a scattering of Puerto Ricans. His father is one of the jobless. His mother is a sleep-in domestic, working for a family on Long Island.

I see a young Negro girl. She is sitting on the stoop of a rickety wooden one-family house in Birmingham. Some visitors would call it a shack. It needs paint badly and the patched-up roof appears in danger of caving in. Half a dozen small children, in various stages of undress, are scampering about the house. The girl is forced to play the role of their mother. She can no longer attend the all-Negro school in her neighborhood because her mother died only recently after a car accident. Neighbors say if the ambulance hadn't come so late to take her to the all-Negro hospital the mother might still be alive. The girl's father is a porter in a downtown department store. He will always be a porter, for there are no promotions for the Negro in this store, where every counter serves him except the one that sells hot dogs and orange juice.

This boy and girl, separated by stretching miles, are wondering: Why does misery constantly haunt the Negro? In some distant past, had their forebears done some tragic injury to the nation, and was the curse of punishment upon the black race? Had they shirked in their duty as patriots, betrayed their country, denied their national birthright? Had they refused to defend their land against a foreign foe?

Not all of history is recorded in the books supplied to school children in Harlem or Birmingham. Yet this boy and this girl know something of the part of history which has been censored by the white writers and purchasers of board-of-education books. They know that Negroes were with George Washington at Valley Forge. They know that the first American to shed blood in the revolution which freed his country from British oppression was a black seaman named Crispus Attucks. The boy's Sunday-school teacher has told him that one of the team who designed the capital of their nation, Washington, D. C., was a Negro, Benjamin Banneker. Once the girl had heard a speaker, invited to her school during Negro History Week. This speaker told how, for two hundred years, without wages, black people, brought to this land in slave ships and in chains, had drained swamps, built the homes, made cotton king and helped, on whip-lashed

backs, to lift this nation from colonial obscurity to commanding influence in domestic commerce and world trade.

Wherever there was hard work, dirty work, dangerous work—in the mines, on the docks, in the blistering foundries—Negroes had done more than their share.

The pale history books in Harlem and Birmingham told how the nation had fought a war over slavery. Abraham Lincoln had signed a document that would come to be known as the Emancipation Proclamation. The war had been won but not a just peace. Equality had never arrived. Equality was a hundred years late.

The boy and girl knew more than history. They knew something about current events. They knew that African nations had burst the bonds of colonialism. They knew that a great-great grandson of Crispus Attucks might be ruled out of some restricted, all-white restaurant in some restricted, all-white section of a southern town, his United States Marines uniform notwithstanding. They knew that Negroes living in the capital of their own nation were confined to ghettos and could not always get a job for which they were qualified. They knew that white supremacists had defied the Supreme Court and that southern governors had attempted to interpose themselves between the people and the highest law of the land. They knew that, for years, their own lawyers had won great victories in the courts which were not being translated into reality.

They were seeing on television, hearing from the radio, reading in the newspapers that this was the one-hundredth birthday of their freedom.

But freedom had a dull ring, a mocking emptiness when, in their time—in the short life span of this boy and girl—buses had stopped rolling in Montgomery; sit-inners were jailed and beaten; freedom riders were brutalized and mobbed; dogs' fangs were bared in Birmingham; and in Brooklyn, New York, there were certain kinds of construction jobs for whites only.

It was the summer of 1963. Was emancipation a fact? Was freedom a force?

The boy in Harlem stood up. The girl in Birmingham arose. Separated by stretching miles, both of them squared their shoulders and lifted their eyes toward heaven. Across the miles they joined hands, and took a firm, forward step. It was a step that rocked the richest, most powerful nation to its foundations.

This is the story of that boy and that girl. This is the story of *Why We Can't Wait*.

1. What, in your own words, is the PROMPT asking you to do?
2. What is the author's purpose? Recall the "putt-putt" analogy: what is the author trying to get the audience to do/not do, think/not think, say/not say, feel/not feel? What change is he trying to initiate? ONE COMPLETE SENTENCE, PLEASE!
3. What is the rhetorical situation in which this speech was contrived/given? Consider all relevant angles.....
4. UNPACK THE ARGUMENT! Think about the claims he makes, his grounds/backing/unstated assumptions. What are the PARTS of his argument [where is the beginning, middle, and end?] BLOCK THAT TEXT! Remember.....each "section" of his argument will produce claims that support his overall purpose!
5. Analyze each "block" of text. Identify the 2-3 KEY strategies utilized in that section of text [Recall the "nesting dolls" analogy]. How do these strategies connect to Dr. King's overall purpose?