

OLYMPIADS SCHOOL - SAT PREP - HANDOUT 11

From the College Board study guide:

Writing will be central to your postsecondary education, whether your plans involve college or some form of workforce training. Along with speaking and creating media, writing is a critical communication tool — one that you'll use continually in a variety of ways both informal and formal. You may use notes, journaling, or the like to record information, to aid memory, and to clarify thoughts and feelings for yourself; you may also create essays, poems, reports, and so on to share information and ideas with others in a more structured, fully developed way.

In the latter cases, you'll probably take each piece of writing through a variety of steps, from planning to polishing. Your writing process may differ from that of others, and your own process may change depending on the nature of the writing task, purpose, and audience (not to mention how much time you have), but revising your writing to improve the content and editing your writing to ensure that you've followed the conventions of standard written English are likely to be key parts of most projects. The SAT Writing and Language Test is designed to emulate these two tasks, assessing how well you can revise and edit a range of texts to improve the expression of ideas and to correct errors in sentence structure, usage, and punctuation.

The passages on the Writing and Language Test vary in purpose, subject, and complexity. Some passages (and possibly questions) will also include one or more informational graphics, such as tables, graphs, and charts, and you'll be expected to use the information in these graphics to inform decisions about revising and editing the associated passage.

Unlike passages on the Reading Test (discussed in Chapter 8), passages on the Writing and Language Test are written specifically for the test; that way, we can more easily introduce “errors” — our general term for the various rhetorical and mechanical problems we assess on the test.

Error Recognition Exercise

Adapted from web resource: <http://thecollegepanda.com/the-18-sat-grammar-rules-you-must-know/>

You will be presented with nineteen sentences. Each sentence contains an error listed in the “Error Type Word Bank.”

- i. Correct the sentences. Make sure that your edits are readable.
- ii. Write down the error type in the space provided.
- iii. If you don't understand the terms in the “Error Type Word Bank,” you must research them (e.g., online).

“Error Type Word Bank.”

Idioms	Apostrophes	Redundancy	Colons
Modifiers	Who vs whom		Dashes
Pronoun Reference	Word Choice		Subject-Verb Agreement
Run-Ons	Parallelism	Commas	Tenses
			Sentence Fragments

Note: Each sentence contains only one type error. There may be multiple sentences containing the same error.

Correct the sentences (each sentence contains only one type of error). On the line provided, write down the error type by copying down a term from the “Error Type Word Bank.” There may be multiple sentences containing the same error.

1. Whenever Jason and Alexander sit down at a buffet, he eats way more food.
2. In New York, the train system is difficult to learn, however, the food is fantastic and diverse.
3. Decorated with colorful ornaments and stars, we took pictures by the Christmas tree.
4. I respect his eloquence and that he is brave.
5. Although the cheetah holds the record for fastest land animal, many other mammals outlasted it.
6. In the middle of the night, when most people are sleeping while I sneak to the kitchen to eat.
7. Even when we arrive ahead of time at the doctor's office, he makes you wait at least 15 minutes.
8. The Olympic athlete was capable in climbing Mt. Everest.
9. The public was opposed against the war.
10. The children were prohibited against playing outside at dark.
11. Unless you comply to those food safety standards, we will shut you down.
12. The reason why red pandas have ringed tails is because they are relatives of both the giant panda and the raccoon.
13. Please be discrete with what I tell you because you don't want these dark secrets to ever come out.
14. Because she's been so busy I haven't seen her in a month.
15. When my teacher found the cookies I was hiding; all 154 of them; she ate them all herself.
16. Tokyo is one of the cleanest cities in Asia, the street cleaners sometimes have no work to do.
17. The book has a cool picture on it's cover.
18. The chaperones who the students were assigned to made sure they walked in a single file.
19. The librarian yelled at the boy whom never returned his books.

Writing and Language Test

35 MINUTES, 44 QUESTIONS

Turn to Section 2 of your answer sheet to answer the questions in this section.

DIRECTIONS

Each passage below is accompanied by a number of questions. For some questions, you will consider how the passage might be revised to improve the expression of ideas. For other questions, you will consider how the passage might be edited to correct errors in sentence structure, usage, or punctuation. A passage or a question may be accompanied by one or more graphics (such as a table or graph) that you will consider as you make revising and editing decisions.

Some questions will direct you to an underlined portion of a passage. Other questions will direct you to a location in a passage or ask you to think about the passage as a whole.

After reading each passage, choose the answer to each question that most effectively improves the quality of writing in the passage or that makes the passage conform to the conventions of standard written English. Many questions include a “NO CHANGE” option. Choose that option if you think the best choice is to leave the relevant portion of the passage as it is.

Questions 1-11 are based on the following passage.

Librarians Help Navigate in the Digital Age

In recent years, public libraries in the United States have experienced **1** reducing in their operating funds due to cuts imposed at the federal, state, and local government levels. **2** However, library staffing has been cut by almost four percent since 2008, and the demand for librarians continues to decrease, even though half of public libraries report that they have an insufficient number of staff to meet their patrons’ needs. Employment in all job sectors in the United States is projected to grow by fourteen percent over the next

1

- A) NO CHANGE
- B) reductions
- C) deducting
- D) deducts

2

- A) NO CHANGE
- B) Consequently,
- C) Nevertheless,
- D) Previously,

decade, yet the expected growth rate for librarians is predicted to be only seven percent, or half of the overall rate. This trend, combined with the increasing accessibility of information via the Internet, **3** has led some to claim that librarianship is in decline as a profession. As public libraries adapt to rapid technological advances in information distribution, librarians' roles are actually expanding.

The share of library materials that is in nonprint formats **4** is increasing steadily; in 2010, at least 18.5 million e-books were available **5** for them to circulate. As a result, librarians must now be proficient curators of electronic information, compiling, **6** catalog, and updating these collections. But perhaps even more importantly, librarians function as first responders for their communities' computer needs. Since

3

- A) NO CHANGE
- B) have
- C) which have
- D) which has

4

At this point, the writer is considering adding the following information.

—e-books, audio and video materials, and online journals—

Should the writer make this addition here?

- A) Yes, because it provides specific examples of the materials discussed in the sentence.
- B) Yes, because it illustrates the reason for the increase mentioned later in the sentence.
- C) No, because it interrupts the flow of the sentence by supplying irrelevant information.
- D) No, because it weakens the focus of the passage by discussing a subject other than librarians.

5

- A) NO CHANGE
- B) to be circulated by them.
- C) for their circulating.
- D) for circulation.

6

- A) NO CHANGE
- B) librarians cataloging,
- C) to catalog,
- D) cataloging,

one of the fastest growing library services is public access computer use, there is great demand for computer instruction. **7** In fact, librarians' training now includes courses on research and Internet search methods. Many of whom teach classes in Internet navigation, database and software use, and digital information literacy. While these classes are particularly helpful to young students developing basic research skills, **8** but adult patrons can also benefit from librarian assistance in that they can acquire job-relevant computer skills. **9** Free to all who utilize their services, public libraries and librarians are especially valuable, because they offer free resources that may be difficult to find elsewhere, such as help with online job

7

Which choice most effectively combines the underlined sentences?

- A) In fact, librarians' training now includes courses on research and Internet search methods; many librarians teach classes in Internet navigation, database and software use, and digital information literacy is taught by them.
- B) In fact, many librarians, whose training now includes courses on research and Internet search methods, teach classes in Internet navigation, database and software use, and digital information literacy.
- C) Training now includes courses on research and Internet search methods; many librarians, in fact, are teaching classes in Internet navigation, database and software use, and digital information literacy.
- D) Including courses on research and Internet search methods in their training is, in fact, why many librarians teach classes in Internet navigation, database and software use, and digital information literacy.

8

- A) NO CHANGE
- B) and
- C) for
- D) DELETE the underlined portion.

9

Which choice most effectively sets up the examples given at the end of the sentence?

- A) NO CHANGE
- B) During periods of economic recession,
- C) Although their value cannot be measured,
- D) When it comes to the free services libraries provide,

searches as well as résumé and job material development. An overwhelming number of public libraries also report that they provide help with electronic government resources related to income taxes, **10** law troubles, and retirement programs.

In sum, the Internet does not replace the need for librarians, and librarians are hardly obsolete. **11** Like books, librarians have been around for a long time, but the Internet is extremely useful for many types of research.

10

- A) NO CHANGE
- B) legal issues,
- C) concerns related to law courts,
- D) matters for the law courts,

11

Which choice most clearly ends the passage with a restatement of the writer's primary claim?

- A) NO CHANGE
- B) Although their roles have diminished significantly, librarians will continue to be employed by public libraries for the foreseeable future.
- C) The growth of electronic information has led to a diversification of librarians' skills and services, positioning them as savvy resource specialists for patrons.
- D) However, given their extensive training and skills, librarians who have been displaced by budget cuts have many other possible avenues of employment.

Questions 12-22 are based on the following passage.

Tiny Exhibit, Big Impact

— 1 —

The first time I visited the Art Institute of Chicago, I expected to be impressed by its famous large paintings.

12 On one hand, I couldn't wait to view **13** painter, Georges Seurat's, 10-foot-wide *A Sunday Afternoon on the Island of La Grande Jatte* in its full size. It took me by surprise, then, when my favorite exhibit at the museum was one of **14** it's tiniest; the Thorne Miniature Rooms.

12

- A) NO CHANGE
- B) For instance,
- C) However,
- D) Similarly,

13

- A) NO CHANGE
- B) painter, Georges Seurat's
- C) painter Georges Seurat's,
- D) painter Georges Seurat's

14

- A) NO CHANGE
- B) its tiniest;
- C) its tiniest:
- D) it's tiniest,

— 2 —

Viewing the exhibit, I was amazed by the intricate details of some of the more ornately decorated rooms. I marveled at a replica of a salon (a formal living room) dating back to the reign of French king Louis XV.

15 Built into the dark paneled walls are bookshelves stocked with leather-bound volumes. The couch and chairs, in keeping with the style of the time, are characterized by elegantly curved arms and **16** legs, they are covered in luxurious velvet. A dime-sized portrait of a French aristocratic woman hangs in a golden frame.

— 3 —

This exhibit showcases sixty-eight miniature rooms inserted into a wall at eye level. Each furnished room consists of three walls; the fourth wall is a glass pane through which museumgoers observe. The rooms and their furnishings were painstakingly created to scale at 1/12th their actual size, so that one inch in the exhibit correlates with one foot in real life. A couch, for example, is seven inches long, and **17** that is based on a seven-foot-long couch. Each room represents a distinctive style of European, American, or Asian interior design from the thirteenth to twentieth centuries.

15

At this point, the writer is considering adding the following sentence.

Some scholars argue that the excesses of King Louis XV's reign contributed significantly to the conditions that resulted in the French Revolution.

Should the writer make this addition here?

- A) Yes, because it provides historical context for the Thorne Miniature Rooms exhibit.
- B) Yes, because it explains why salons are often ornately decorated.
- C) No, because it interrupts the paragraph's description of the miniature salon.
- D) No, because it implies that the interior designer of the salon had political motivations.

16

- A) NO CHANGE
- B) legs, the couch and chairs
- C) legs and
- D) legs,

17

Which choice gives a second supporting example that is most similar to the example already in the sentence?

- A) NO CHANGE
- B) a tea cup is about a quarter of an inch.
- C) there are even tiny cushions on some.
- D) household items are also on this scale.

— 4 —

The plainer rooms are more sparsely **18** furnished. Their architectural features, furnishings, and decorations are just as true to the periods they represent. One of my favorite rooms in the whole exhibit, in fact, is an 1885 summer kitchen. The room is simple but spacious, with a small sink and counter along one wall, a cast-iron wood stove and some hanging pots and pans against another wall, and **19** a small table under a window of the third wall. Aside from a few simple wooden chairs placed near the edges of the room, the floor is open and obviously well worn.

18

Which choice most effectively combines the sentences at the underlined portion?

- A) furnished by their
- B) furnished, but their
- C) furnished: their
- D) furnished, whereas

19

Which choice most closely matches the stylistic pattern established earlier in the sentence?

- A) NO CHANGE
- B) a small table is under the third wall's window.
- C) the third wall has a window and small table.
- D) the third wall has a small table against it and a window.

— 5 —

As I walked through the exhibit, I overheard a **20** visitors' remark, "You know, that grandfather clock actually runs. Its glass door swings open, and the clock can be wound up." **21** Dotted with pin-sized knobs, another visitor noticed my fascination with a tiny writing desk and its drawers. "All of those little drawers pull out. And you see that hutch? Can you believe it has a secret compartment?" Given the exquisite craftsmanship and level of detail I'd already seen, I certainly could.

Question 22 asks about the previous passage as a whole.

20

- A) NO CHANGE
- B) visitors remarking,
- C) visitor remarked,
- D) visitor remark,

21

- A) NO CHANGE
- B) Another visitor, dotted with pin-sized knobs, noticed my fascination with a tiny writing desk and its drawers.
- C) Another visitor dotted with pin-sized knobs noticed my fascination with a tiny writing desk and its drawers.
- D) Another visitor noticed my fascination with a tiny writing desk and its drawers, dotted with pin-sized knobs.

Think about the previous passage as a whole as you answer question 22.

22

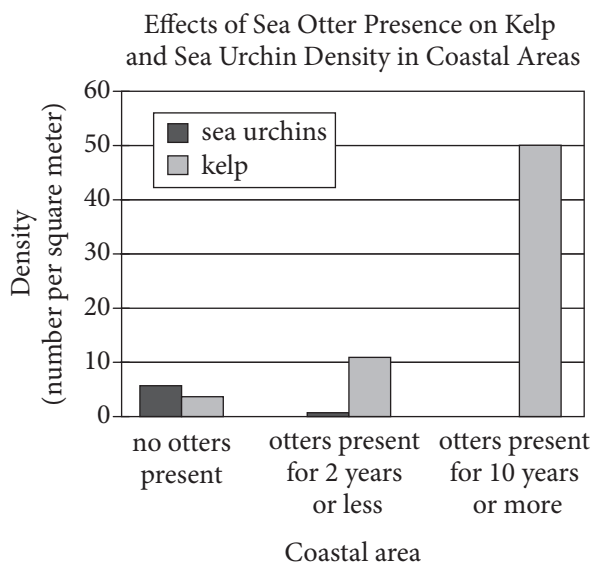
To make the passage most logical, paragraph 2 should be placed

- A) where it is now.
- B) after paragraph 3.
- C) after paragraph 4.
- D) after paragraph 5.

Questions 23-33 are based on the following passage and supplementary material.

Environmentalist Otters

It has long been known that the sea otters **23** living along the West Coast of North America help keep kelp forests in their habitat healthy and vital. They do this by feeding on sea urchins and other herbivorous invertebrates that graze voraciously on kelp. With sea otters to keep the population of sea urchins in check, kelp forests can flourish. In fact, **24** two years or less of sea otters can completely eliminate sea urchins in a coastal area (see chart).



Adapted from David O. Duggins, "Kelp Beds and Sea Otters: An Experimental Approach." ©1980 by the Ecological Society of America.

Without sea otters present, **25** nevertheless, kelp forests run the danger of becoming barren stretches of coastal wasteland known as urchin barrens.

23

- A) NO CHANGE
- B) living along the West Coast of North America, they help
- C) that live along the West Coast of North America and help to
- D) that live along the West Coast of North America, where they help

24

Which choice offers an accurate interpretation of the data in the chart?

- A) NO CHANGE
- B) even two years or less of sea otter presence can reduce the sea urchin threat
- C) kelp density increases proportionally as sea urchin density increases
- D) even after sea otters were present for ten years or more, kelp density was still lower than sea urchin density

25

- A) NO CHANGE
- B) however,
- C) hence,
- D) likewise,

[1] What was less well-known, until recently at least, was how this relationship among sea otters, sea urchins, and kelp forests might help fight global warming. [2] The amount of carbon dioxide in the atmosphere has increased 40 percent **26**. [3] A recent study by two professors at the University of California, Santa Cruz, Chris Wilmers and James Estes, **27** suggests, that kelp forests protected by sea otters can absorb as much as twelve times the amount of carbon dioxide from the atmosphere as those where sea urchins are allowed to **28** devour the kelp. [4] Like **29** their terrestrial plant cousins, kelp removes carbon dioxide from the atmosphere, turning it into sugar fuel through photosynthesis, and releases oxygen back into the air.

26

At this point, the writer is considering adding the following information.

since the start of the Industrial Revolution,
resulting in a rise in global temperatures

Should the writer make this addition here?

- A) Yes, because it establishes the relationship between the level of carbon dioxide in the atmosphere and global warming.
- B) Yes, because it explains the key role sea otters, sea urchins, and kelp forests play in combating global warming.
- C) No, because it contradicts the claim made in the previous paragraph that sea otters help keep kelp forests healthy.
- D) No, because it mentions the Industrial Revolution, blurring the focus of the paragraph.

27

- A) NO CHANGE
- B) suggests—that
- C) suggests, “that
- D) suggests that

28

- A) NO CHANGE
- B) dispatch
- C) overindulge on
- D) dispose of

29

- A) NO CHANGE
- B) they’re
- C) its
- D) it’s

[5] Scientists knew this but did not recognize **30** how large a role they played in helping kelp forests to significantly decrease the amount of carbon dioxide in the atmosphere. [6] Far from making no difference to the ecosystem, the presence of otters was found to increase the carbon storage of kelp forests by 4.4 to 8.7 megatons annually, offsetting the amount of carbon dioxide emitted by three million to six million passenger cars each year. **31**

Wilmers and Estes caution, however, that **32** having more otters will not automatically solve the problem of higher levels of carbon dioxide in the air. But they suggest that the presence of otters provides a good model of how carbon can be sequestered, **33** or removed; from the atmosphere through the management of animal populations. If ecologists can better understand what kinds of impacts animals might have on the environment, Wilmers contends, “there might be opportunities for win-win conservation scenarios, whereby animal species are protected or enhanced, and carbon gets sequestered.”

30

- A) NO CHANGE
- B) how large a role that it played
- C) how large a role sea otters played
- D) that they played such a large role

31

Where is the most logical place in this paragraph to add the following sentence?

What Wilmers and Estes discovered in their study, therefore, surprised them.

- A) After sentence 1
- B) After sentence 3
- C) After sentence 4
- D) After sentence 5

32

- A) NO CHANGE
- B) increasing the otter population
- C) the otters multiplying
- D) having more otters than other locations

33

- A) NO CHANGE
- B) or removed from,
- C) or, removed from,
- D) or removed, from

Questions 34-44 are based on the following passage.

A Quick Fix in a Throwaway Culture

Planned obsolescence, a practice **34** at which products are designed to have a limited period of **35** usefulness, has been a cornerstone of manufacturing strategy for the past 80 years. This approach increases sales, but it also stands in **36** austere contrast to a time when goods were produced to be durable. Planned obsolescence wastes materials as well as energy in making and shipping new products. It also reinforces the belief that it is easier to replace goods than to mend them, as repair shops are rare and **37** repair methods are often specialized. In 2009, an enterprising movement, the Repair Café, challenged this widely accepted belief.

34

- A) NO CHANGE
- B) from which
- C) so that
- D) whereby

35

- A) NO CHANGE
- B) usefulness—
- C) usefulness;
- D) usefulness

36

- A) NO CHANGE
- B) egregious
- C) unmitigated
- D) stark

37

Which choice provides information that best supports the claim made by this sentence?

- A) NO CHANGE
- B) obsolete goods can become collectible items.
- C) no one knows whether something will fall into disrepair again.
- D) new designs often have “bugs” that must be worked out.

[1] More like a **38** fair then an actual café, the first Repair Café took place in Amsterdam, the Netherlands. [2] It was the brainchild of former journalist Martine Postma, **39** wanting to take a practical stand in a throwaway culture. [3] Her goals were **40** straightforward, however: reduce waste, maintain and perpetuate knowledge and skills, and strengthen community. [4] Participants bring all manner of damaged articles—clothing, appliances, furniture, and more—to be repaired by a staff of volunteer specialists including tailors, electricians, and carpenters. [5] Since the inaugural Repair Café, others have been hosted in theater foyers, community centers, hotels, and auditoriums. [6] While **41** they await for service, patrons can enjoy coffee and snacks and mingle with their neighbors in need. **42**

38

- A) NO CHANGE
- B) fair than
- C) fare than
- D) fair, then

39

- A) NO CHANGE
- B) whom wants
- C) who wanted
- D) she wanted

40

- A) NO CHANGE
- B) straightforward, therefore:
- C) straightforward, nonetheless:
- D) straightforward:

41

- A) NO CHANGE
- B) awaiting
- C) they waited
- D) waiting

42

To make this paragraph most logical, sentence 5 should be placed

- A) where it is now.
- B) before sentence 1.
- C) after sentence 3.
- D) after sentence 6.

Though only about 3 percent of the Netherlands' municipal waste ends up in landfills, Repair Cafés still raise awareness about what may otherwise be mindless acts of waste by providing a venue for people to share and learn valuable skills that are in danger of being lost. **43** It is easy to classify old but fixable items as “junk” in an era that places great emphasis on the next big thing. In helping people consider how the goods they use on a daily basis work and are made, Repair Cafés restore a sense of relationship between human beings and material goods.

Though the concept remained a local trend at first, international Repair Cafés, all affiliated with the Dutch Repair Café via its website, have since arisen in France, Germany, South Africa, the United States, and other countries **44** on top of that. The original provides a central source for start-up tips and tools, as well as marketing advice to new Repair Cafés. As a result, the Repair Café has become a global network united by common ideals. Ironically, innovators are now looking back to old ways of doing things and applying them in today's cities in an effort to transform the way people relate to and think about the goods they consume.

43

At this point, the writer is considering adding the following sentence.

As the number of corporate and service-based jobs has increased, the need for people who work with their hands has diminished.

Should the writer make this addition here?

- A) Yes, because it provides an example of specific repair skills being lost.
- B) Yes, because it elaborates on the statistic about the Netherlands' municipal waste.
- C) No, because it blurs the paragraph's focus by introducing a topic that is not further explained.
- D) No, because it contradicts the claims made in the rest of the paragraph.

44

- A) NO CHANGE
- B) in addition.
- C) likewise.
- D) DELETE the underlined portion, and end the sentence with a period.

STOP

If you finish before time is called, you may check your work on this section only.

Do not turn to any other section.

Rhetorical Terms

Hyperbole

Analogy

The Sublime

Metaphor

Personification

Juxtaposition

Tone (Humorous, Sarcastic,

Sentimental, Sincere)

Diction (High, Low Poetic)

Concessions

Examples (Real World, Theoretical,

Numerical)

Anecdote

Exaggeration

Simplification

Deflection

Euphemism

Pathos

Logos

Ethos

Repetition

Allusion

Personal Experience

Anaphora

Counterargument

Slang/Colloquialism

Chiasmus

Extended Metaphor

Imagery

Rhetorical Question

Narrative

Oxymoron

Irony

OLYMPIADS SCHOOL SAT – PRACTICE ESSAY

Martin Luther King Jr. – From “Beyond Vietnam—A Time to Break Silence.” Speech delivered at Riverside Church in New York City, April 4 1967.

1 – Since I am a preacher by calling, I suppose it is not very surprising that I have...major reasons for bringing Vietnam into the field of my moral vision. There is at the outset a very obvious and almost facile connection between the war in Vietnam and the struggle I, and others, have been waging in America. A few years ago there was a shining moment in that struggle. It seemed as if there was a real promise of hope for the poor—both black and white—through the poverty program. There were experiments, hopes, new beginnings. Then came the buildup in Vietnam, and I watched this program broken and eviscerated, as if it were some idle political plaything of a society gone mad on war, and I knew that America would never invest the necessary funds or energies in rehabilitation of its poor so long as adventures like Vietnam continued to draw men and skills and money like some demonic destructive tube. So, I was increasingly compelled to see the war as an enemy of the poor and to attack it as such.

2 – Perhaps a more tragic recognition of reality took place when it became clear to me that the war was doing far more than devastating the hopes of the poor at home. It was sending their sons and their brothers and their husbands to fight and to die in extraordinarily high proportions relative to the rest of the population. We were taking the black young men who had been crippled by our society and sending them eight thousand miles away to guarantee liberties in Southeast Asia which they had not found in southwest Georgia and East Harlem. And so we have been repeatedly faced with the cruel irony of watching Negro and white boys on TV screens as they kill and die together for a nation that has been unable to seat them together in the same schools. And so we watch them in brutal solidarity burning the huts of a poor village, but we realize that they would hardly live in the same block in Chicago. I could not be silent in the face of such cruel manipulation of the poor.

3 – My [next] reason moves to an even deeper level of awareness, for it grows out of my own experience in the ghettos of the North over the last three years—especially the last three summers. As I have walked among the desperate, rejected, and angry young men, I have told them that Molotov cocktails and rifles would not solve their problems. I have tried to offer them my deepest compassion while maintaining my conviction that social change comes most meaningfully through nonviolent action. But they ask—and rightly so—what about Vietnam? They ask if our own nation wasn’t using massive doses of violence to solve its problems, to bring about the changes it wanted. Their questions hit home, and I knew that I could never again raise my voice against the violence of the oppressed in the ghettos without having first spoken clearly to the greatest purveyor of violence in the world today—my own government. For the sake of those boys, for the sake of this government, for the sake of the hundreds of thousands trembling under our violence, I cannot be silent.

4 – For those who ask the question, “Aren’t you a civil rights leader?” and thereby mean to exclude me from the movement for peace, I have this further answer. In 1957 when a group of us formed the Southern Christian Leadership Conference, we chose as our motto: “To save the soul of America.” We were convinced that we could not limit our vision to the rights for black people, but instead affirmed the conviction that America would never be free or saved from itself until the descendants of its slaves were loosed completely from the shackles that they still wear...Now it should be incandescently clear that no one who has any concern for the integrity and life of America today can ignore the present war. If America’s soul becomes totally poisoned, part of the autopsy must read: Vietnam. It can never be saved so long as it destroys the deepest hopes of men the world over. So it is that those of us who are yet determined that America will be are led down the path of protest and dissent, working for the health of our land.

ANNOTATIONS/MLK'S SPEECH

Para 1:

- The speaker presents himself as someone capable of moral judgment by reminding his audience that he is a preacher.
- The speaker concedes that the connection he is making between the war in Vietnam and socio-economic inequality in America MAY SEEM "facile." ("Facile" means "simplistic.")
- The speaker's hyperbolic description of the "broken and eviscerated" poverty program heightens pathos, perhaps especially for an African American congregation.
- In addition to MLK's appeals to the audience's ethos and pathos, there is also an appeal to logos. MLK argues that the war distracts Americans from the severe social and economic problems within the country.

Para 2:

- MLK emphasizes the ABSURDITY of sacrificing the lives of young African Americans to an international war effort, when they were already suffering from socio-economic discrimination back home.
- He juxtaposes "Southeast Asia" and "southwest Georgia and East Harlem" by naming the latter location with geographical specificity. The intended effect is to provoke his audience to rethink the purpose of sending young black men to an abstract war that serves no real purpose to everyday Americans.
- Another example of antithetic juxtaposition can be found where MLK presents the remote war as a mediated "reality" on TV screens, in stark contrast to the real problems that affect everyday black and white Americans living "in the same block in Chicago."

Para 3:

- The speaker now draws attention to the government's hypocrisy.
- The speaker reminds his audience that young African American men have frequently been chastised and discouraged from using violence to cope with their problems. And yet, the government is now sending them to a faraway country to inflict terrible violence on others.
- The anaphora at the end of the third paragraph sounds rhetorically-charged but also parental. MLK attempts to inspire his audience to rethink their government's role in their nation and the plight of the oppressed in Vietnam. The parental tone in his description of "those boys" persuades his audience to reconsider the importance of peace, nurture, and protection in the nation's international affairs.

Para 4:

- The speaker anticipates a possible counter-argument about civil rights activists not having any right to propose a peaceful approach to Vietnam. However, MLK argues that his Christian model of civil rights activism is NOT DIVISIVE. He passionately ends his speech by reminding his audience that his activism is fundamentally grounded in a need to protect "the health of our land."