|  |
| --- |
| **English 4U-ISU: Formal Essay Outline** |
| **Part 1: Introduction**   1. **Ideas for Opening Statement(s)**  * A work of literature is considered as an art form that contains artistic or intellectual value, leaving a superior or lasting artistic merit in the world. * Throughout human history, millions of literatures, with different genres and written in different languages, have been publically published, distributed, and read by the world’s population. * Not only the books provide readers with knowledge in politics, social structure, history, and religion, some of those literatures have also left a profound impact upon the readers and the society. The books prompt individuals to reflect and think, and eventually, those unforgettable works on literature have become ingrained in part of the world’s culture.  1. **Extension or Elaboration Statement**  * Ta-Nehisi Coates’ *Between the World and Me*, written in the form of a letter to his teenaged son, is an exemplar of an unforgettable work of literature.  1. **Thesis** 2. **What** You Are Proving (Central Argument)   *Between the World and Me*, though narrates in first-person perspective, is an unforgettable literature conveys a brutal and poignant message which has converged the readers to reflect on black history, racism, and their personal beliefs and life choices.   1. **How** Will You Prove Your Argument (Supporting Arguments)  * *Between the World and Me* has drew readers to reflect on the history of African Americans through the integration of the history of slavery, the conception of race in American culture, and the contribution of the African Americans to America’s prosperity. * Additionally, the book brings upon issues associated with racism through thorough explanation about relationship between race and racism, as well as vivid depiction of brutal policing, social ignorance against the black population, social distance between white and black, and black parent wisdom teaching. * Coates’ book has also impacted readers, regardless of race, through the numerous life lessons regarding human rights and equality, and the meaning and purpose of human lives. * *Between the World and Me*, through its incorporation of historical, social, and personal contexts, is an utmost unforgettable work of literature that has elicited numerous impacts upon the readers, the American society, and the American culture. |
|  |
| **Part 2: Body**  **Section 1- Historical Context**  **Paragraph 1: Subject**\_\_\_History of Slavery\_\_\_  **Topic Sentence:** Throughout *Between the World and Me*, Coates references to a number of historical accounts of slavery.  **Context (for quotation):**  More than halfway through the book, Coates exemplifies how African Americans were being treated as slaves by the rich white men at the beginning of the Civil War. Coates states that:  **Quotation:**  “At the onset of the Civil War, our stolen bodies were worth four billion dollars, more than all of American industry, all of American railroads, workshops, and factories combined, and the prime product rendered by our stolen bodies—cotton—was America’s primary export. The richest men in America lived in the Mississippi River Valley, and they made their riches off our stolen bodies. Our bodies were held in bondage by the early presidents. Our bodies were traded from the White House by James K. Polk. Our bodies built the Capitol and the National Mall….’Our position is thoroughly identified with the institution of slavery,’ declared Mississippi as it left the Union, ‘the greatest material interest of the world.’” (Coates 101)  “By 1839 the Mississippi slave-worked cotton plantation had demonstrated its superiority as a unit for producing the great southern people. To be sure, thousands of farmers were raising cotton in Mississippi as their principal cash crop on a small scale and were doing so profitably. These small cotton growers patterned their methods of cultivation upon those of their planter neighbors, and many depended upon their neighbors for ginning and baling their crops. Whenever the circumstances permitted, farmers purchased slaves in order to enlarge the scope of their farming operations…A planation ranging in size from 1,000 to 1,500 acres and worked by a crew numbering from 75 to 100 able-bodied field hands was generally regarded as ideal…By means of mechanization, crop diversification, soil conservation, and refined methods of managing slaves, plantations evolved further to a peak of effectiveness just prior to the Civil War.” (Moore 17)  **Explanation:**  At the onset of the Civil War, the prosperity of the American society and economy was built on the torture and death of the black bodies. The white Americans traded the African Americans to make profits, render services, and build the railroads and the Capitol. In the eyes of the white Americans, the African Americans were slaves, useful resources, and “the greatest material interest of the world.” In the latter part of this quotation, Coates, through the use of repetitive clause “our bodies”, highlights a series of events that involve humiliation and discrimination against the black bodies. Those events exemplify that slavery has been woven into the American culture since the 1800s. America’s early presidents, such as George Washington, Thomas Jefferson, James Madison, and James K. Polk, were all slave-owners. They traded and sold slaves for goods and prosperities. Furthermore, those presidents even located the national capital in a slave territory. (“Slaveholding President”).  As Moore and Coates mentioned, the privileged white Americans lived in the Mississippi River Valley were selling and purchasing African American slaves to plant cottons in order to create money. The black population were treated as a type of cheap labor, an equipment to generate profits, and a way to enlarge the scope of cotton operations. Moore’s application of logos, “75 to 100 able-bodied field hands was generally regarded as ideal”, reveals the miserable fact that a considerable amount of African Americans was mistreated. Clearly, in the eyes of the white Americans, the African Americans were slaves, useful resources, and “the greatest material interest of the world”.  **Paragraph 2: Subject**: Conception of race\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Topic Sentence:**  The catalyst for slavery is the ideology of race.  **Context (for quotation):**  Coates believes that the white Americans believe in the white supremacy, as explained by Grizzle:  **Quotation:**  “With regard to the history of race in America and its impact on whites, Coates maintains that, for whites to comfortably enjoy their ill-begotten gains, they must believe that they are deserving of their current prosperity in ways that others, especially blacks, are not. In his view, this is the reason that essentialist notions of race persist in the minds of white folks, notions that allow them to acknowledge past collective sins while never fully recognizing the impact of the aforementioned trials that have seemingly been replaced by unrestrained policing in the present. This process is quite evident, he notes, in the reactions of whites to egregious police violations of the rights of black citizens, violations they invariably attribute to rogue police officers (as opposed to rogue policing) and thereby avoiding responsibility for their multifaceted complicity in the oppression of their fellow citizens.” (Grizzle).  **Explanation:**  Coates strongly believes that because the white population believes that they deserve their gains and prosperity in ways that the black population is not, the white supremacy begins to form in the contemporary society. Eventually, the white supremacy dominates white American’s notion, resulting in a lack of realization of the social injustice faced by the black population among the white population. As the notions of race becomes part of the American culture, police violations of black citizens’ rights start to occur, and unfortunately, it became more reasonable for white Americans to avoid their responsibility for their oppression of black citizens.  **Paragraph 3: Subject**: A society built upon the death of black American\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Topic Sentence:**  Another historical aspect of *Between the World and Me* is the African Americans’ contribution towards America’s grandeur and power. However, while the American society is embracing its gain and success, it is incapable of recognizing the black contribution and scarification.  **Context (for quotation):**  Towards the end of the book, Coates visits the mother of his African American friend who was killed in a manslaughter. As Coates recalls…  **Quotation:**  “She compared America to Rome. She said she though the glory days of this country had long ago passed, and even those glory days were sullied: They had been built on the bodies of others. ‘And we can’t get the message,’ she said. ‘We don’t understand that we are embracing our death.’” (Coates 144)  **Explanation:**  As Jones’ mother mentioned, since the beginning of America’s independence, the country’s glory and economic prosperity has been achieved through slavery, and the exploitation and oppression of the black bodies. Unfortunately, the white population cannot imagine the struggle of the black population, or recognize the perpetrators of the destruction of the black bodies are themselves.  **Paragraph 4: Subject**:\_\_\_ The Struggles of black American\_\_\_\_\_  **Topic Sentence:**  Throughout the book, Coates references to the past struggles that the black population had faced and compared the similarities between those past struggles with contemporary struggles.  **Context (for quotation):**  Half way through the book, Coates explains the origin of the name of his son, and reflects on the history behind the name:  **Quotation:**  “The Struggle is in your name, Samori—you were named for Samori Touré, who struggled against French colonizers for the right to his own black body. He died in captivity, but the profits of that struggle and others like it are ours, even when the object of our struggle, as is so often true, escapes our grasp…. We are, as Derrick Bell once wrote, the ‘faces at the bottom of the well.’” (Coates 68)  **Explanation:**  As Coates explained, his son is named after Samori Touré, a military leader who founded a powerful kingdom in West Africa and resisted French colonial expansion in the late 19th century. (“Samory”). Although Samori died in captivity, his struggle freed many other Africans from combating against western civilizations and white power. The meaning behind Coates’ son’s name not only reveals the struggle that hero Samori went through, but also memorizes black population’s struggles throughout history. Admittedly, series of civil right movements that aimed to free the Africans have taken place over time. However, the past struggles should always be remembered because there is hardly an end to black suffering due to the conceptual notion— “[the black population] faces the bottom of the well”.  **Section 2 – SOCIAL IMPACT**  **Paragraph 1: Subject**\_\_Society’s influence on ‘black on black” crime\_\_\_\_\_\_\_\_  **Topic Sentence:**  Despite the civil rights movements that took place in 19th century, racism still remains as a prominent issue in the American society. Racism has elicited much societal phenomenon, and one of the phenomenon is black-on-black crime.  **Context (for quotation):**  After Coates graduated from Howard University, he received tragic news about the death of his African American friend, Prince Jones. Prince Jones was a charismatic, wealth, accomplished Christian and a young father. Jones was killed by a black police officer, who believed Jones have drug-dealing suspect. Towards the middle of his book, Coates underlines that the murder of Prince Jones is the nature of black-on-black crime:  **Quotation:**  “There is a great deception in this. To yell ‘black-on-black crime’ is to shoot a man and then shame him for bleed. And the premise that allows for these killing fields—the reduction of the black body—is no different than the premise that allowed for the murder of Prince Jones. The Dream of acting white, of talking white, of being white, murdered Prince Jones as sure as it murders black people in Chicago with frightening regularity. Do not accept the lie. Do not drink from poison. The same hands that drew red lines around the life of Prince Jones drew red lines around the ghetto.” (Coates 111).  “Most of the conferees agreed that the least acceptable method of combatting crime in Black communities is the cry for more repressive police measures. This is left to the advocacy of the "law-andorder" types, both Black and white. The Black community has had its fill of police shooting down bicycle thieves and arbitrarily stopping Black men as robbery suspects. On the other hand, it seems that many Black residents are tired of sleepless nights and triple-locked doors.” (Andrews).  **Explanation:**  Coates argues that Prince Jones was killed by a police officer because the police thought Jones’ facial appearance was suspicious. Ironically, the police who killed Jones was also an African American, which, in this case, should also be regarded as someone with dubious intend. The death of Prince Jones reveals the society’s tendency towards white culture and white life. The dream of becoming white is one of the most vital factors that lead to the death of black bodies. Most Americans, regardless of their race, judge a black person based on the common stereotypical view on the black population. The stereotypical belief that black people are poor and suspicious has become a part of the American culture. This belief is influential and dangerous; it impacts the judgements of all Americans and even the entire world’s population, no matter of race. More absurdly, the Americans try to protect affluent and predominant black communities through oppressive policing.  Because of the dream of becoming white and acting white, black suburbanites reside in black counties are overly concerned with their possessions and safety. Andrews’ words “black residents are tired of sleepless nights and triple-locked doors” reveal the fear among the African Americans themselves. The black population is known for their high homicide rate. The concern towards black population’s safety has led to notorious repressive police measures that are enforced to combat crime in black communities. From “arbitrarily stopping black men as robbery suspects” to “shooting down bicycle thieves”, many black residents are mistakenly killed by black police officers due to their suspicious looks or actions. The dream of being part of the white society has made the African Americans become afraid of people in their own race. Implicitly, this dream is the intrinsic motivation of black-on-black crime.  **Paragraph 2: Subject**\_\_\_\_\_ The ignorance of discrimination and humiliation against the black population among white Americans \_\_\_\_\_\_\_\_  **Topic Sentence:**  Another social behavior that Coates displays is the social ignorance towards the difficulties cumbering the black people  **Context (for quotation):**  In one of the black parent teaching lessons, Coates tells his son that…  **Quotation:**  “You would be a man one day, and I could not save you from the unbridgeable distance between you and your future peers and colleagues, who might try to convince you that everything I know, all the things I’m sharing with you here, are an illusion, or a fact of a distant past that need not be discussed.” (Coates 90).  **Explanation:**  The white Americans live in their own dream where everyone is equal and happy. However, the white Americans never realize the truth that millions of African Americans have sacrificed their lives to build that dream. The white Americans have never experienced or acknowledged the struggles of the African Americans. The white population believe that their country is peaceful and equal, and they refuse to accept the existence of any form of injustice in their country. To some extent, the white Americans are not even ashamed of neglecting the harsh conditions that other races are facing; they are willfully blind about the hardship plaguing the African Americans.  **Paragraph 3: Subject**\_\_\_\_\_ Social Distance between White and Black\_\_\_\_  **Topic Sentence:**  In addition to the social behavior surrounding racism, Coates narrates a variety of black population’s experience to reveal the social distance between the black population and the white population.  **Context (for quotation):**  Near the end of the book, Coates narrates a personal account that happened to Prince Jones’ mother.  **Quotation:**  “My mother and I were going into the city. We got on the Greyhound bus. I was behind my mother. She wasn’t holding my hand at the time and I plopped down in the first seat I found. A few minutes later my mother was looking for me and she took me to the back of the bus and explained why I couldn’t sit there. We were very poor, and most of the black people around us, who I knew were poor also, and the images I had of white America were from going into the city and seeing who was behind the counter in the stores and seeing who my mother worked for.” (Coates 137).  **Explanation:**  This personal experience reveals the natural social distance between the black population and the white population in America. The bus represents the entire American society. Though there isn’t any sign on the bus that allocates the seating by the passengers’ races, the African Americans just naturally draw themselves away from the white Americans because they believe the white population holds more rights and power. The bus is a representation of the American society. The white Americans, who sit in the front of the bus, are the elites of America who belong to the top of the social class pyramid. Meanwhile, the African Americans, who cram at the back of the bus, are at the bottom of the social class pyramid. Just like the social class pyramid, which the top wouldn’t exist without the foundation of the bottom, the prosperity of each white American would only be an illusion without the hard work of the black population.  **Paragraph 4: Subject**: \_\_Relationship between Race and Racism\_\_\_\_  **Topic Sentence:**  *Between the World and Me* also explores the relationship between race and racism.  **Context (for quotation):**  As explained by Wood in his journal *Reading Baltimore in the Breach*, he mentions that:  **Quotation:**  “For Coates, “race is a child of racism, not the father” (p. 9), and creating race by whites a means of creating a separate identity for themselves and in so doing denying the right to nonwhites to secure and govern one's own, dark-skinned body. Without race, there would be no basis for white people to view themselves as separate, to orchestrate control of nonwhites, directly as with lynching or indirectly through redlining.” (Wood).  **Explanation:**  Coates believes that racism leads to race separation. Throughout the book, Coates explains how racism impels people to view each race differently, prompts people to distinguish themselves by their skin color, and triggers inhuman and unfair actions between races such as lynching and redlining. Racism separates the black population from the white population. The black race is simply a creation of the white race to guarantee that there is a class of people that lays the foundation for the privileged race to stand upon.  **Paragraph 5: Subject:** Black Parent Wisdom Teaching  **Topic Sentence:**  Black-on-black crime uncovers the danger associated with the black population in the American society. Coates’ most impressive trick in *Between the World and Me* is that he underlines harsh conditions the black population is facing to place on full display the tradition of black parent wisdom teaching.  **Context (for quotation):**  In fact, as stated by Lewis, most black parents share the danger of being destroyed by the American society with their kids.  **Quotation:**  “The emotional tone in print is what he has shared with his own son; it is what I have shared with my own daughters, my parents with me, and Coates’s own father with him. This, and the familiar coming-of-age truth that every black child receives from sane parents.” (Lewis).  **Explanation:**  As racism develops with the American culture, the deconstruction of black bodies has grown into a heritage. Under the influence of racism, it is a tradition for the African-American parents to interpret the danger of the society to their children in the aim of teaching their kids to protect themselves from social injustice. In the letter to his son, Coates genuinely discloses his personal experience with black-parent wisdom teaching. Since Coates was young, his father told him that if Coates wasn’t beaten by his father then Coates would be beaten by the police. After Coates became a father, Coates conveys the same message to his son. Black-parent wisdom teaching is a consequence of the deep-rooted racism existed in the American society. Coates’ humble and sincere tone manages to touch the heart, emotion, and humanity of his readers, evoking those readers to think about the harms and risks that racism has brought to the black bodies.  **Section 3 –PERSONAL IMPACT**  **Paragraph 1: Subject**\_\_\_\_ Human rights and equality\_\_\_  **Topic Sentence:**  One of the most vital lessons that Coates conducts to his son is the value of human being and the rights and equality each human being holds.  **Context (for quotation):**  More than halfway through his letter, Coates instructs his son that…  **Quotation:**  “You existed. You matter. You have value. You have every right to wear your hoodie, to play your music as loud as you want. You have every right to be you. And no one should deter you from being you. You have to be you. And you can never be afraid to be you.” (Coates 113).  **Explanation:**  In the contemporary society, many people doubt about their existence and wonder what they value to the society. In elementary school, I often questioned myself what my existence means to other people and how I am mattered. Coates tells me that all human beings hold their precious values due to the rights and freedom they have. All humans, regardless of race, generation, or nationality, are equal. All humans have the right to be themselves and should never be afraid of being themselves. Coates’ message respecting to human value encourages me to cherish my existence. Although I am as small as a dust in the vast universe, my rights matter, my freedom matters, and my future matters. As Coates mentioned to his son, no one should deter me from finding my path, from voyaging to my future. When I was in middle school, I never thought about my career aspiration. I simply wanted to follow the mainstream, be whoever my parents asked me to be. Fortunately, I came across the opportunity to discover my passion ever since I joined the robotics team. Once I used physics to determine gear ratio, held a drill for the first time, and jumped into the pit to fix a robot, I was hooked with the marvel of science, engineering, and technology. Less than a year ago, I faced a tough decision-making process. Standing in front of the intersection to my future, I had to pick between being the person my parents want me to be and being the person I want to be. I didn’t let my parents to intervene my future decision, and I am so glad that I chose to pursue a field I enjoy exploring.  **Paragraph 2: Subject**\_\_\_ The meaning and purpose of our lives. \_\_  **Topic Sentence:**  Coates also taught me what I should struggle for and what the meaning and purpose of my life is.  **Context (for quotation):**  In the end of his book, Coates concludes his view on racism and guides his son, as well as me, to struggle for our ancestors, ourselves, and our future:  **Quotation:**  “Struggle for the memory of your ancestors. Struggle for wisdom. Struggle for the warmth of The Mecca. Struggle for your grandmother and grandfather, for your name. But do not struggle for the Dreamers. Hope for them. Pray for them, if you are so moved. But do not pin your struggle on their conversion. The Dreamers will have to learn to struggle themselves, to understand that the field for their Dream, the stage where they have painted themselves white, is the deathbed of us all.” (Coates. 151).  **Explanation:**  For Coates, his son, and the rest of the African American population, “dreamer” symbolizes the white population, who live in their own bubble, willfully blinding the discrimination existed in the modern society. Coates compares the white population with the black population, and highlights that the African Americans shouldn’t hope for an end for racism because racism has been woven into the American culture. Coates intends to tell his son and all African American readers that they should struggle for themselves and the black population instead of the extinction of racial injustice. For all white American readers, Coates tries to deliver the message that they are building a society upon the deconstruction of the black bodies, and they need to realize that they are embracing the death of others while they are enjoying their own happiness, success, and prosperity. On a personal level, Coates inspires me to fight for my dreams and my future. While doing so, I should embark on the past—the struggle of my ancestors, the struggle of my family. Instead of hoping others to change their views on me, I should focus on my self-development, my acquisition of knowledge and skills, and my integrity, morality and belief. |
|  |
| **Part 3: Conclusion**   1. **Restate Thesis (What –Central Argument)**   *Between the World and Me* is an extraordinary work of unforgettable literature that has left a profound impact upon the readers and the society.   1. **Overview Supporting Arguments (How)**   As Coates narrates his experience chronologically, he emphasizes on historical context including the struggle of the black population, the history of slavery, the ideology of race, and the African Americans’ contribution to the country’s development. *Between the World and Me* also embodies discussions of longstanding social issues that have shaped the society. In particular, the book addresses issues surrounding racism against the African Americans, such as black parent wisdom teaching, brutal policing, social ignorance against the black population, social distance between the white and the black, as well as the relationship between race and racism. Lastly, numerous of Coates’ life messages communicated throughout the text has evoked the readers, including myself, to reflect on their values, dreams, and future aspiration.   1. **Ideas for Concluding Statement**   **Remember:**   1. Draw the reader’s attention back to the objective of the assignment:   The objective of this essay is to analyze the remarkable impact of Between the World and Me, specifically the book’s incorporation of historical and social context and its historical, social, and personal impact.   1. Comment on authorial intent:   Ta-Nehisi Coates aimed to write this book to convey the message that it is a common and old tradition that the white population are endowed the authority to destroy black bodies, and thus it is dangerous to be a black male in America. Coates strived to convince his son that racism has been woven into the American culture, and therefore, it is hopeless to believe that a black person can end racism and assimilate in the American society.   1. Develop a concluding statement that draws the essay to a close and leaves a lasting impression on the reader:   *Between the World and Me* gives the readers a pessimistic but realistic assessment of the contemporary society. Flipping through the pages and pondering, criticizing, and feeling the historical, social, and personal context the book addresses, one can conclude that Between the World and Me is a piece of phenomenally unforgettable literature. |