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| **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. |
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| **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”).  This quotation summarizes the details of cotton plantation in Mississippi prior to the Civil War. Farmers in Mississippi plant cottons to make profits. During this time, slaves were treated as a type of cheap labor, an equipment to gain more profit, a way to enlarge the scope of cotton operations. The quotation also provides specific numbers of able-bodied slaves needed for a single planation. “75 to 100 able-bodied field hands was generally regarded as ideal.” reveals the amount of African Americans being considered as profitable and mistreated. Clearly, the slaves are crucial to the success and prosperity of the cotton kingdom.  **Paragraph 2: Subject**: Conception of race\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Topic Sentence:**  What acts like a catalyst for slavery—Ideology  **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:**  This quotation exemplifies Coates’ view on the notions of race that persist in the minds of the white Americans. 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:**  How the African Americans contribute to America’s prosperity and grandeur? America’s incapability of recognizing its loss while embracing its gain.  **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:**  This quotation illustrates the contribution of the African Americans to the American society and the ignorance of this contribution among the white population. American’s economic prosperity has been achieved through the exploitation and oppression of black bodies.  This quotation is taken from Coates’s visit to the mother of his African American friend who was killed due to his race. Coates’ friend’s mom’s sentences demonstrate that the glory of the country is set upon slavery. Unfortunately, the white population is unable to understand 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\_\_\_\_\_  (move to 1st paragraph) \_\_\_\_\_\_\_\_\_\_  **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:**  The meaning behind the author’s son’s name reveals a period of struggle of the black population. In the 19th and the 20th century, the black had faced many combats against other races to protect their rights and freedom. Although a series of civil right movements had taken place, the struggle of the black population continues.  **\*\*Copy and paste for the remainder of your paragraphs**  **Section 2 – SOCIAL IMPACT**  **Paragraph 1: Subject**\_\_Society’s influence on  ‘black on black” crime\_\_\_\_\_\_\_\_  more explanation. Secondary resource  **Topic Sentence:**  This quotation talks about a societal phenomenon and the society’s impacts on racism. I’ll use this quotation in the social influence section of my essay and discuss about the correlation between stereotypical views on the African American and the dream of being white.  **Context (for quotation):**  **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:**  This quotation exhibits Coates’ view on “black-on-black crime”. Coates explained that Prince Jones was killed by a black police because the police thought Jones’ facial appearance and skin color was suspect. However, ironically, the police who killed Jones was also an African Americans, which, in this case, should also be regarded suspect. The death of Prince Jones reveals a social phenomenon, which is the 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 the black bodies. Most Americans, regardless of their race, judge a black person by the public’s stereotypical view on the black population. The belief that black people are poor and suspect has become a part of the American culture. This belief is influential and dangerous. It impacts the judgements of all Americans, no matter white or black.  This quotation indicates that in the contemporary society, the worst case of combatting crime in black communities is to cry for more repressive police measures. From “arbitrarily stopping black men as robbery suspects” to “shooting down bicycle thieves”, many black residents are killed by black police due to the reason that the black population has a higher rate of homicide and hence are more suspicious than other races. The last sentence, “black residents are tired of sleepless nights and triple-locked doors” revealed the fear among the African Americans themselves. The impact of the white society made the African Americans become afraid of people who are in the same color as them.  **Paragraph 2: Subject**\_\_\_\_\_ The ignorance of the discrimination and humiliation against the black population among the white Americans.  \_\_\_\_\_\_\_\_\_\_  **Topic Sentence:**  This quotation illustrates that the white Americans are willfully blind about the hardship plaguing the African Americans.  **Context (for quotation):**  **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:**  This quotation exhibits the ignorance of the discrimination and humiliation against the black population among the white Americans. The white Americans live in their own dream where everyone is equal and happy, and they don’t realize the fact that millions of African Americans have sacrificed their lives to build that dream. The white Americans have never experienced or acknowledged the struggle of the African Americans. They believe that their country is peaceful and equal, and they refuse to accept the existence of any injustice in their country. To some extent, the white Americans are not even ashamed of neglecting the harsh conditions that other races are facing.  **Paragraph 3: Subject**\_\_\_\_\_ Social Distance between White and Black  **Topic Sentence:**  A personal account that reveals the natural social distance between the black population and the white population in America.  **Context (for quotation):**  This quotation talks about the natural distance between the black population and the white population. In my essay, I’d like to expand the idea of the “bus” to the entire American society and explain the distance between races within the society.  **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:**  Near the end of the book, Coates narrates a personal account that happened to Prince Jones’ mother. 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:**  **Context (for quotation):**  **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.”  **Explanation:**  This quotation explains the way Coates defines the relationship between race and racism. In the book, Coates explains how racism makes people view different race differently, prompts people to separate themselves by their skin color, and triggers inhuman and unfair actions between races, such as lynching and redlining. Racism separates the black from the white. And the black race was created by the white race to make sure there was a class of people that lays the foundation for the privileged race to stand upon.  **Paragraph 5: Subject:** Black Parent Wisdom Teaching (change the order)  **Topic Sentence:**  **Context (for quotation):**  **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.”  **Explanation:**  This quotation exemplifies how Coates manages to display the tradition of African American wisdom teaching. Under the influence of racism, it is a tradition that the African Americans tell their children about how to protect themselves from social injustice. In the letter to his son, Coates explained how his father told him that if Coates wasn’t beaten by his father then Coates would be beaten by the police in reality. This kind of wisdom teaching reflects how racism has never come to an end and how the black parents are always aware of the harms and risks associated with racism.  **\*\*Copy and paste for the remainder of your paragraphs\*\***  **Section 3 –PERSONAL IMPACT**  **Paragraph 1: Subject**\_\_\_\_\_\_\_ Human rights and equality  **Topic Sentence:**  **Context (for quotation):**  **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:**  This quotation says about the freedom and rights of each human being. All humans, regardless of their race, generation, or nationality, are equal. All humans have the right to be themselves and should never be afraid of being themselves. Through this quotation, Coates aims to tell his son that though he is an African American, he holds the same rights and freedom as every American in the society.  **Paragraph 2: Subject**\_\_\_ The meaning and purpose of our lives. \_\_  **Topic Sentence:**  **Context (for quotation):**  **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:**  Towards the end of the book, Coates concludes his view on racism and the meaning of black’s lives. Coates uses the word “dreamer” to symbolize the white population, who live in their own bubble, ignoring the discrimination in the modern society. Coates compares the white population with the black population, and makes it clear that all African Americans shouldn’t hope for an end for racism because racism has been woven into the American culture. Through this quotation, Coates intends to tell his son, and all African American readers, that their struggles are for themselves and the black population. To all white American readers, Coates tries to convey the message that they are building a society upon the torture of the black bodies, and the white population needs to realize that they are embracing the death of others while enjoying their own prosperity.  **\*\*Copy and paste for the remainder of your paragraphs\*\*** |
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| **Part 3: Conclusion**   1. **Restate Thesis (What –Central Argument)** 2. **Overview Supporting Arguments (How)** 3. **Ideas for Concluding Statement**   **Remember:**   1. Draw the reader’s attention back to the objective of the assignment 2. Comment on authorial intent 3. Develop a concluding statement that draws the essay to a close and leaves a lasting impression on the reader |