

Name: _____

Multicultural Essay Requirements

Basic requirements:

- Choose **two texts** from our multicultural unit
- Create a thesis statement in order to analyze those two texts through the lens of a **device or technique** we have studied and a **common theme**
- Brief introduction with a clear thesis statement at the end
- 2-3 body paragraphs, each one following the TISAS format
- A brief conclusion

Works we've read:

“The Danger of a Single Story” “Dark They Were, and Golden-Eyed” “Black Men in Public Spaces” “Recitatif”	“Halfbreed Girl in the City School” “Museum Indians”
--	---

Devices and techniques we've studied:

<ul style="list-style-type: none">● Simile● Metaphor● Personification● Imagery<ul style="list-style-type: none">○ Sensory detail● Tone● Mood	<ul style="list-style-type: none">● Symbol● Motif● Diction<ul style="list-style-type: none">○ Word choice, connotation, intensity, repetition● Allusion
---	--

Concepts/Ideas/Issues:

<ul style="list-style-type: none">● Single story - prejudice● Racial profiling● Responses to oppression● Racism● Cultural appropriation	<ul style="list-style-type: none">● Loss of culture - Native people● Culture and identity● Dominant culture's effect on minority cultures● Challenges of multi-ethnicity
---	---

Based on the ideas above, some themes - you may think of others:

<ul style="list-style-type: none">● Racial prejudice can create dangerous situations for its victims● Racism is bad for society● Stereotyping limits perspective and understanding of a full truth● There are ways to fight back against institutional and internalized racism● Internalized or institutionalized racism is a threat to culture and self identity

- Racism is a learned behavior
- Dominant cultures can threaten the integrity of minority cultures
- Cultural identity is an important part of self
- Loss of cultural identity comes at a high cost
- Living between two or more cultures is difficult
- Etc.

You will be graded on:

Ideas and Content:

- Numerous pieces of strong evidence
- Evidence connects to and supports the thesis
- Literary devices/techniques connect to the thesis
- The theme is explored on a deep level
- The two texts are compared and/or contrasted on a deep, connected level

Analysis:

- Literary devices/techniques are deeply analyzed
- Supporting details clearly support and develop the main idea
- References and support from text are present
- Textual support is accurate and expertly worked into the paragraph(s). The textual support is properly cited.

Organization:

- Claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task
- Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas
- Effective introduction and conclusion which ties together arguments expertly
- Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety

Sentence Fluency and Conventions:

- The text presents an engaging, formal and objective tone. The text intentionally uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).
- No run-ons
- No fragments
- Variety of sentence lengths/types
- Proper citations are used