Colonial Unit for Gifted and AP Students

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Sample Blank Rhetorical Analysis: *Declaration of Independence*

Sample Student Completed Rhetorical Analysis: *Declaration of Independence*

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Sample Student Completed Seek and Find: *Self-Reliance*

Sample Students Completed Template: *Self-Reliance*

Colonial/Romanticism/Transcendental Schedule

**Day One and Two:**

Rhetorical analysis of *Declaration of Independence*

HMWK: Read and complete Syntactical Seek and Find for *Speech to the VA Convention* (due day three)

**Day Three and Four:**

Rhetorical analysis of *Speech to the VA Convention*

HMWK: Complete reading and chart for *The Crisis*

**Day Five:**

*The Crisis* discussion

**Day Six:**

Romanticism Intro and reading of *Thanatopsis*

HMWK: Poetry Seek and Find for *Nature*

**Day Seven:**

Discussion of *Nature*

HMWK: Syntactical Seek and Find for *Self Reliance*

**Day Eight:**

Discussion of *Self Reliance*

HMWK: Read assigned section of *Walden*

**Day Nine:**

In class *Walden* work time

HMWK: complete Walden presentations

**Day Ten:**

*Walden* presentations and paper discussions

HMWK: paper preparation

**Day Eleven:**

In class paper on the following prompt:

Choose one of the following documents, *Declaration of Independence*, *Speech to the VA Convention*, *Nature*, or *Self Reliance*. Then in a well constructed, textually supported essay analyze the techniques the author uses to establish his tone and message.

*Declaration of Independence*

Rhetorical Analysis

Purpose of the Declaration:

Devices used to establish purpose: diction and syntax

**Page One**

Diction:

1. “necessary:” (P1)
2. “self-evident:” (P2)
3. “endowed:” (P2)
4. “inalienable:” (P2)

Overall function of these words: (what are the emotional associations? Resonances? Why do these specific words help Jefferson achieve his purpose?)

Syntax:

1. Periodic sentence (a sentence that only makes logical sense one you reach the end; reads like an equation): (P1)
2. Parallel structure (use of predicate “that’): (P2)

Overall functions of this structure (what is Jefferson attempting to pound into the readers’ heads? How does it help his purpose for things to be structured in this way?)

**Page Two**

Diction:

1. “history:” (P3)
2. ‘tyranny:” (P3)
3. “candid:” (P3)

Overall function of these words: (what are the emotional associations? Resonances? Why do these specific words help Jefferson achieve his purpose?)

Syntax:

1. Compare the last two sentences of paragraph 3. Why identify a subject “King” in the first but not identify one in the second?
2. Note sentence length. Why is it effective for the last sentence to be so short in comparison?

**Page Three**

Diction:

1. “we:”
2. “He:”
3. Specify the use of the pronoun shift. What effect does it have? How does it help Jefferson achieve his purpose?
4. Note the types of verbs that follow “He” throughout the litany of offenses and juxtapose those against the “humble” “we.” What is Jefferson doing here? Why it is effective? How does it help him?
5. Why does Jefferson change from “He” to “British Crown?”

Syntax:

1. Cataloguing, using structure to list items and ideas, is used most effectively here. How and why?
2. Jefferson also uses anaphora (when a series of sentences or clauses begin in the same way). What effect is he attempting to achieve? Why is helpful to his case?
3. How does the last sentence of the Declaration mirror the first? What effect does that have for the overall piece?

*Declaration of Independence*

Rhetorical Analysis

Purpose of the Declaration: BREAK POLITICAL TIES BETWEEN BRITAIN AND THE COLONIES

Devices used to establish purpose: diction and syntax

**Page One**

Diction:

1. “necessary:” (P1) DUTY/IMPERATIVE/URGENCY/NOT OPTIONAL/LOGICAL; USES IT AS JUSTIFICATION FOR BREAKING UP WITH ENGLAND; REMOVES THE BLAME FROM THE COLONIES AND PLACES IT SOMEWHERE ELSE; ALLOWS HIM TO BUTTER UP THE OTHER SIDE WITHOUT EVER HAVING TO TAKE RESPONSIBILITY
2. “self-evident:” (P2) EXPLAINS SELF/OBVIOUS/CLEAR/STRAIGHT FORWARD/NO QUESTION/ THERE IS NO ADDITIONAL EVIDENCE REQUIRED BECAUSE IT IS SO CLEAR A MORON COULD MAKE IT OUT; EXPLAINS HIS WHOLE POINT AND EXPLAINATION OF GOVERNMENTAL SET UP; BY EXPRESSING THAT IS ALREADY UNDERSTOOD HE ELIMINATES ANY COUNTERARGUMENT THAT MAY ARISE
3. “endowed:” (P2) GIVEN BY A HIGHER POWER/PASSED DOWN/ GIVEN WITHOUT EARNING AND NOT EXPECATION OF RETURN/ENTITLED TO: THE COLONIES ARE GIVEN RIGHTS THAT BRITAIN DOES NOT HAVE A RIGHT TO TAKE/ COLONIES DO NOT HAVE TO DO ANYTHING TO EARN THESE RIGHTS BECAUSE THEY JUST ARE/ TAKING AWAY THESE RIGHTS IS AGAINST GOD/BRITAIN IS NOT GOD: PUTS GOD ON THE COLONIES SIDE/ MAKES BRITAIN LOOK BAD/MAKES THEIR CAUSE RIGHTEOUS/ WE HAVE ALREADY WON AND THEY HAVE LOST
4. “inalienable:” (P2) CAN NOT BE TAKEN AWAY/UNCHANGABLE/ UNSEPERATBLE/PIECE OF THE WHOLE/VITAL/INGRAINED; THESE TRUTHS DO NOT EVER CHANGE THINGS MUST CHANGE AROUND THESE TRUTHS/ ENGLAND IS ATTEMPTING TO TAKE AWAY RIGHTS THAT THEY CAN NOT ACTUALLY TAKE AWAY: DIMINISHES THE POWER AND AUTHORITY OF ENGLAND BY ARTICUALTING THAT THEY ARE ATTEMPTING TO TAKE SOMETHING THAT THEY CAN NOT ACTUALLY TAKE AWAY WHICH FURTHER JUSTIFIES THE NEED FOR SEPERATION

Overall function of these words: (what are the emotional associations? Resonances? Why do these specific words help Jefferson achieve his purpose?)

Syntax:

1. Periodic sentence (a sentence that only makes logical sense one you reach the end; reads like an equation): (P1) BUTTERING UP THE OPPOSITION; USES EXTREME LOGIC WHICH IS IN ACTUAL NEGATION TO THE OVERALL TONE OF THE DECLARATION; WALKS THROUGH THE ENTIRE LOGICAL PROBLEM AND LEADS YOU TO THE CONCLUSION; THINKS FOR THE PERSON WHO IS LISTENING; DEVELOPS AUTHORITATIVE VOICE; IMPLIES A BETTER KNOWLEDGE OF THE SITUATION; PREVENTS COUNTERARGUMENT (CREATES A WEB OF ARGUMENT); REMOVES CHOICE
2. Parallel structure (use of predicate “that’): (P2) “THAT” MODIFIED BY “SEFL EVIDENT” MAKING EACH OF THE STATEMENTS THAT FOLLOW THAT SOMETHING THAT THE AUDIENCE IS ALREADY MEANT TO HAVE KNOWN: IT MAKES EVERYTHING THAT COMES AFTER “SELF-EVIDENT” IRREFUTABLE:/

PARALLEL STRUCTURE FOTIFIES THE ARGUMENT FROM ATTACK/IN ORDER TO DISPROVE THE ARGUMENT YUOU MUST DISPROVE FIVE ARGUMENTS/ HE ONLY HAS TO PROVE ON IDEA WHEREAS THE KING MUST REFUTE FIVE

Overall functions of this structure (what is Jefferson attempting to pound into the readers’ heads? How does it help his purpose for things to be structured in this way?)

**Page Two**

Diction:

1. “history:” (P3)- LONG TIME/ LONG STANDING ABUSE FROM THE GOVERNMENT/ REPETITIVE/NOT ONE TIME, CONTINUAL
2. ‘tyranny:” (P3)- NEGATIVE CONNOTATION TOWARDS BRITISH GOVERNMENT/”ABSOLUTE” SOLIDIFIES THE SERIOUSNESS
3. “candid:” (P3)- THE TRUTH/ NOT OPINIONS, BUT FACTS

Overall function of these words: (what are the emotional associations? Resonances? Why do these specific words help Jefferson achieve his purpose?)

Syntax:

1. Compare the last two sentences of paragraph 3. Why identify a subject “King” in the first but not identify one in the second?

In the first sentence, he is addressing the person to blame for this predicament ( the King) . In the second sentence, the author is focusing on what happened rather than who to blame.

1. Note sentence length. Why is it effective for the last sentence to be so short in comparison?

The first/ longer sentence is long because he is building up his point or argument ( a set of stairs going up). The last sentence is short because he is stating his point ( the top of the staircase)

**Page Three**

Diction:

1. “we:” COMMONGOOD/INCLUSIVE/POWER IN NUMBER/MAKES PEOPLE PROUD TO BE A PART OF/THE COLONISTS/ WE THE CONGRESS/UNITY
2. “He:” EXCLUSIVE/WEAK/ATTENTION/BLAME ON ONE PERSON/ OPPOSITE OF “me”/
3. Specify the use of the pronoun shift. What effect does it have? How does it help Jefferson achieve his purpose?

The pronoun shift from “he” to “me” aids Jefferson…ehh.

We serves to be collective, the colonies as a whole, “he” implies that the king is a tyrant

1. Note the types of verbs that follow “He” throughout the litany of offenses and juxtapose those against the “humble” “we.” What is Jefferson doing here? Why it is effective? How does it help him?

Obstructed, refused, erected, kept among us. Justaposed with “we” “humble”. “He”- negative verbs. “We”- polite verbs

1. Why does Jefferson change from “He” to “British Crown?”

Flips to blaming the Great Britain government & separates them from it

Syntax:

1. Cataloguing, using structure to list items and ideas, is used most effectively here. How and why?

Each action in itself is a charge. Sounds like a legal case; constantly reasserting blame to the king. Not attacking, but merely making the king responsible for his actions. Cumulative.

1. Jefferson also uses anaphora (when a series of sentences or clauses begin in the same way). What effect is he attempting to achieve? Why is helpful to his case?

Builds on the guilt of the king; uses negative words to portray the king as destructive and impeding to the colonies.

1. How does the last sentence of the Declaration mirror the first? What effect does that have for the overall piece?

Inarguable links/arguments in a periodic sentence. Fortified arguments cannot be picked apart. First paragraph describes the general/theoretical nature. Last paragraph applies to the idea of freedom/independence to the new country of the united states.

In his document, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(title), \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(author) utilizes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (diction or syntax) to establish \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (purpose of the document). By exploring the complex relationship between England and the colonies through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (diction or syntax), \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (author) is able to articulate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (purpose of document articulated differently from previous). To firmly communicate this purpose, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (author) states (offer example of syntax)OR employs the diction \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (put in a single example for syntax or multiple examples for diction)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s (author) choice to articulate his idea is such a way implies \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(explain the connotations of the diction or the impact of the syntax) (this will take more than one sentence.

This helps to underscore his over idea that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (purpose) by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(explain why that word is important to the context of the document).

***Speech to the Virginia Convention*: Syntactical Seek and Find**

For each of the sentence types listed below, find an example from Henry’s *Speech to the Virginia Convention* and explain the effect of the structural choice.

Tone:

Purpose:

Anaphora (the repetition of words of phrases at the beginning of consecutive lines or sentences)

Asyndeton (a construction in which elements are presented in a series without conjunctions)

Balanced Sentence (a sentence in which words, phrases, or clauses are set off against each other to emphasize a contrast)

Complex Sentence (a sentence with one independent clause and at least one dependent clause)

Compound Sentence (a sentences with two or more coordinate independent clauses, often joined by one or more conjunctions)

Cumulative Sentence (a sentence in which the main independent clause is elaborated by the successive addition of modifying clauses or phrases)

Hypothetical Question (a question that raises a hypothesis, conjecture, or supposition)

Parallelism (repetition of grammatical structure)

Rhetorical Question (a question as merely for rhetorical effect and not requiring an answer)

Simple Sentence (a sentence consisting of one independent clause and no dependent clauses)

***Nature*: A Poetry Hunt**

Read through Emerson’s *Nature* carefully. Then identify each of the devices listed below, explain their use in the work, and detail how the use of that device helps the efficacy of Emerson’s purpose.

Tone:

Purpose:

Hyperbole (purposeful exaggeration)

Structure (short versus long sentences)

Personification (giving human qualities to something not human)

Juxtapositions (specifically of innocence and experience)

Antithesis (two opposing ideas)

Imagery (language the appeals to the FIVE senses)

***Self Reliance*: Syntactical Seek and Find**

For each of the sentence types listed below, find an example from Emerson’s *Self Reliance* and explain the effect of the structural choice.

Tone:

Purpose:

Anaphora (the repetition of words of phrases at the beginning of consecutive lines or sentences)

Asyndeton (a construction in which elements are presented in a series without conjunctions)

Balanced Sentence (a sentence in which words, phrases, or clauses are set off against each other to emphasize a contrast)

Complex Sentence (a sentence with one independent clause and at least one dependent clause)

Compound Sentence (a sentences with two or more coordinate independent clauses, often joined by one or more conjunctions)

Cumulative Sentence (a sentence in which the main independent clause is elaborated by the successive addition of modifying clauses or phrases)

Hypothetical Question (a question that raises a hypothesis, conjecture, or supposition)

Parallelism (repetition of grammatical structure)

Polysyndeton (use of several conjunctions in close succession)

Rhetorical Question (a question as merely for rhetorical effect and not requiring an answer)

Simple Sentence (a sentence consisting of one independent clause and no dependent clauses)

In his essay, *Self-Reliance*, Ralph Waldo Emerson employs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (assigned syntax) to help articulate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (purpose.)  Through the use of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (device) in the sentence \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (textual example) Emerson can explore \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (purpose stated differently). \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s (author) choice to articulate his idea is such a way implies \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(explain the connotations of the diction or the impact of the syntax) (this will take more than one sentence.

This helps to underscore his over idea that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (purpose) by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(explain why that structure is important to the context of the document).

In his essay, "Self-Reliance," Ralph Waldo Emerson employs polysyndeton to help articulate his purpose of promoting individualism and resisting conformity.  Through this use of polysyndeton in the sentence, "Pythagoras was misunderstood, and Socrates, and Jesus, and Copernicus, and Galileo, and Newton..." Emerson can explore the personal achievements obtained by breaking the mold and relying on one's own abilities, not matter the consequences.  Emerson's choice to articulate his ideas in such a way implies that because the influential figures he lists are unique individuals who propagate radical ideas, they are able to have an impact on and and change the world.  Although this results in them being misunderstood, they are ultimately successful, and their success outweighs the immediate lack of acceptance from society.  This helps underscore his overarching idea that individualism is something to be promoted, rather than demeaned, by using conjunctions to enhance his point and making it more difficult to discredit his argument.