

A Rose for Emily: A Literary Analysis

In "A Rose for Emily", William Faulkner tells the story of an old and lonely lady stuck in her own timeframe. Her controlling father died some thirty years ago and she has never quite found her own ground. Her house has become the most hideous looking home on the once most select street in the city. Previously elegant and white with scrolled balconies, it was now encroached with dust and decay. The people in Miss Emily's city gossip about her and pity her lost soul. She soon begins dating a young bachelor by the name of Homer Barron, whom is part of the construction company paving sidewalks on her street. They begin taking buggy rides together, and townspeople talk more, and pity Miss Emily more. Things change quickly though, as Miss Emily is seen less with Homer, and is witnessed purchasing arsenic from the local drug store. Eventually no more is seen of Homer, and Miss Emily dies at age seventy-four. After Miss Emily's death the townspeople breakdown her upstairs room that had been sealed shut for some forty years. They find Homer's dead decaying body, an imprint of another body beside it, and a single grey strand of hair. "A Rose for Emily" tells the story of tradition versus nontraditional and old versus new, which is brought to light through the story's plot, characters, and setting.

Right the beginning of the story it is clear that it will be about old versus new. The writer begins by describing Miss Emily's house, which was once luxurious, is now old and dusty. "It was a big, squarish frame house that had once been white [Now] an eyesore among eyesores" (Faulkner 146). The house itself stands for tradition, it has aged, and instead of moving along with the rebuilding of the South, it has stayed the same. As the story begins to speak about Miss Emily's past, it is clear that her family is well respected in the town. So much so that when she walks into a room, people are expected to rise in reverence of her. Miss Emily is the old lady that everyone feels pity for. Her father, who sheltered her very much so, had once contributed a large sum of money to the town, exonerating Miss Emily of any future tax payments. Again, the familiar theme of old versus new arises when Miss Emily is asked to give a tax payment. She does not only refuse, but she does so in a way that says she should not have even been asked the question. These "new" authorities should know better than to ask the "old" Miss Emily for such a thing. "I have no taxes in Jefferson" (Faulkner 147). No further information is sought after because they know that old trumps new. A similar occurrence arises when Miss Emily purchases rat poisoning; state law says that she must give the reason for her buying it, Miss Emily doesn't, she simply pays and leaves. The most dramatic act is Miss Emily killing her lover. Miss Emily is trying so hard to stay old and live how she knows how, and this in turn causes her to murder her lover. The only way she knew how to keep him with her, was to kill him. This was the way she was raised.

How To Start A Literary Analysis Paper

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Wiggins, Jay McTighe, 2005 What is understanding and how does it differ from knowledge? How can we determine the big ideas worth understanding? Why is understanding an important teaching goal and how do we know when students have attained it? How can we create a rigorous and engaging curriculum that focuses on understanding and leads to improved student performance in today's high stakes standards based environment? Authors Grant Wiggins and Jay McTighe answer these and many other questions in this second edition of *Understanding by Design*. Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in 1998, the authors have greatly revised and expanded their original work to guide educators across the K-16 spectrum in the design of curriculum, assessment, and instruction. With an improved UbD Template at its core, the book explains the rationale of backward design and explores in greater depth the meaning of such key ideas as essential questions and transfer tasks. Readers will learn why the familiar coverage and activity based approaches to curriculum design fall short and how a focus on the six facets of understanding can enrich student learning. With an expanded array of practical strategies, tools, and examples from all subject areas, the book demonstrates how the research based principles of *Understanding by Design* apply to district frameworks as well as to individual units of curriculum. Combining provocative ideas, thoughtful analysis, and tested approaches, this new edition of *Understanding by Design* offers teacher designers a clear path to the creation of curriculum that ensures better learning and a more stimulating experience for students and teachers alike. *Leaders of Their Own Learning* Ron Berger, Leah Rugen, Libby Woodfin, EL Education, 2014-01-07 From EL Education comes a proven approach to student assessment. *Leaders of Their Own Learning* offers a new way of thinking about assessment based on the celebrated work of EL Education schools across the country. Student Engaged Assessment is not a single practice but an approach to teaching and learning that equips and compels students to understand goals for their learning and growth, track their progress toward those goals, and take responsibility for reaching them. This requires a set of interrelated strategies and structures and a whole school culture in which students are given the respect and responsibility to be meaningfully engaged in their own learning. Includes everything teachers and school leaders need to implement a successful Student Engaged Assessment system in their schools. Outlines the practices that will engage students in making academic progress, improve achievement, and involve

families and communities in the life of the school Describes each of the book's eight key practices gives advice on how to begin and explains what teachers and school leaders need to put into practice in their own classrooms Ron Berger is Chief Program Officer for EL Education and a former public school teacher *Leaders of Their Own Learning* shows educators how to ignite the capacity of students to take responsibility for their own learning meet Common Core and state standards and reach higher levels of achievement Video and other supplementary materials are not included as part of the e-book file but are available for download after purchase

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Language: Communication and Human Behavior William Diver,2011-10-14 In these newly edited annotated and contextualized foundational linguistic works many previously unpublished the late William Diver of Columbia University radically analyzes language as a structure shaped by communicative function and by characteristics of its human users

Successful College Writing Brief with 2009 MLA and 2010 APA Update Kathleen T. McWhorter,2010-12-06 All the help students need to succeed Because so many first year writing students lack the basic skills the course demands reading specialist McWhorter gives them steady guidance through the challenges they face in academic work Successful College Writing offers extensive instruction in active and critical reading practical advice on study and college survival skills step by step strategies for writing and research detailed coverage of the nine rhetorical patterns of development and 61 readings that provide strong rhetorical models as well as an easy to use handbook in the complete edition McWhorter s unique visual approach to learning uses graphic organizers revision flowcharts and other visual tools to help students analyze texts and write their own essays Her unique attention to varieties of learning styles also helps empower students allowing them to identify their strengths and learning preferences Successful College Writing is not just about the mastery of academic discourse It s a leader in its genre because it helps students acquire valuable strategies for creating effective texts that are associated with expert professional communication in general Lilia Savova Indiana University of Pennsylvania

Uncommonly Good Ideas Sandra Murphy,Mary Ann Smith,2015-04-03 This innovative resource provides teachers with a road map for designing a comprehensive writing curriculum that meets Common Core State Standards The authors zero in on several big ideas that lead to and support effective practices in writing instruction such as integrating reading writing speaking and listening teaching writing as a process extending the range of the students writing spiraling and scaffolding a writing curriculum and collaborating These ideas are the cornerstone of best reseach based practices as well as the CCSS for writing The first chapter offers a complete lesson designed around teaching narrative writing and illustrates tried and true practices for teaching writing as a process The remaining chapters explore a broad range of teaching approaches that help students tackle different kinds of narrative informational and argumentative writing as well as complexities like audience and purpose Each chapter focuses on at least one of the uncommonly good ideas and illustrates how to create curricula around it Uncommonly Good Ideas includes model lessons and assignments mentor texts teaching strategies student writing and practical guidance for moving the ideas from the page into the classroom

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