

# **One Page Concept Review:** **Development in Q1 Essays**

## **Intro and Thesis in an Upper-Half Essay**

Rachel M. Harper's "The Myth of Music" weaves together a narrative of a childhood and of a cultural heritage as a whole-- how music was and is entwined with black history and every aspect of the speaker's life. Detailed metaphors of various musical tools and elements create the elaborate memory of a musically enhanced childhood. Furthermore, the combination of such images or metaphors with more specific anecdotes or memories creates a poem with a form of continuous time and music-- one that binds memory and music together.

- Argument: music expresses heritage

## **Intro and Thesis in a Lower-Half Essay**

Rachel M. Harper strategically uses elements such as imagery and tone to help the reader understand her personal connection with a song and its relation to the complex memories of her family. Visual imagery in this poem helps the reader visualize memories she shared with her brother, mother, and father. Furthermore, the tone of the poem is nostalgic since she is reflecting on her childhood. These elements together are used to explain the significance of each memory.

- Without reading the poem, you won't see this, but there are factual mistakes in the set-up
- There is no structure to the paragraph; it's unclear what the thesis is, since the paragraph advances at least three separate, unrelated claims

## **Body Paragraph in an Upper-Half Essay (one of two total body paragraphs-- half the argument)**

The poem begins with lengthy descriptions of musical tools, utilizing metaphors to create imagery that convinces readers of the deep connection between the speaker's familial memories and music. In line 4-- "lineage traced/through a title track,/ displayed on an album cover/ that you pin to the wall ..."-- the image of a tracklist compares to events or progressions of the speaker's black history. Furthermore, the image of the album cover represents major developments in both the speaker's personal life and black heritage as a whole; the cover is a symbol of pride or "art" or even a watershed event in black heritage. Clearly, as jazz and the blues have been a vital piece of black culture and development, creative black work, be it music or otherwise, would have an extreme impact on the speaker's childhood memories. This is emphasized in line 16, a strong, warm memory that "... [was] the definition/of family, collective memory cut in rough-textured tones,/ voice of the horn so familiar ...." This metaphor of how music "was" the speaker's family and that musical tools were the tools of that family's expression or communication weaves music into the speaker's memory. This combines the fragility or background prevalence of music with a distant feeling in the speaker's past, making the relationship between music and memories of family reflective of a collective black experience as a whole.

- There is a topic sentence; the writer understands what each paragraph is going to accomplish
- Evidence is in the form of quotation, with paraphrase helping to give it context

- One doesn't have to read the poem to follow the argument
- The structure of the paragraph is clear-- organized around two fully developed examples

### **Body Paragraph in a Lower-Half Essay (a portion of the only body paragraph-- about half the argument)**

Harper uses visual imagery along with auditory imagery to recount her memories. The poem starts out with a metaphor where she compares a certain song to her genes. She describes some of her features like brown eyes to show how the song is like her looks and is genetic. She then moves on to describe a time where she used to play with her brother-- they would sit on hardwood and play with an incomplete deck. Another memory she shares is that her mother is living 2000 miles away and how she will soon forget some of the times they shared. Finally, she connects all these memories back to this one specific song. Although her memories are fading this song will remain and some memories will then come to life. Imagery is used to depict the complex times she shared with her family. [...]

- This rambles and goes nowhere; it certainly has no topic sentence, and there is zero evidence of planning
- Mostly summary, some of it inaccurate
- Over-reliance on paraphrase; no quotation at all (argument is not grounded in specific text)
- Analysis takes the form of claims without explanation; there is no attempt to actually persuade the reader

### **Conclusion in Upper-Half Essay**

[...] The tone, reflecting on the finiteness of that pleasant past, is pensive and once again bittersweet, with powerful words such as "locked," and "fading" exemplifying the speaker's willingness to cling to the precious memories of both music and family. Still, the speaker's last words are deeply resolute, ending in an abrupt sentence that declare that the speaker "will not share this air/ with anyone/ but you." The relationship of music and memories is something deeply embedded in the speaker's identity, and was one thing that gave the speaker strength. With this, the speaker grasps her memory of the entwined nature between music and memory, and declares it as part of her very being.

- Uses a discussion of tone to sum up the big picture (characterization)
- Even though this is a body-paragraph/conclusion hybrid, the ending does not feel abrupt

### **Conclusion in Lower-Half Essay**

Rachel M. Harper uses the elements of imagery and tone to describe the narrator's memories in detail and furthermore reveal her feelings of nostalgia and how this one melody reminds her of it all. This song is something that holds a lot of value to her because her memories are trapped in the melody. Through the use of both elements the reader understands the complex memories and relations of her family.

- Summary conclusion with no attempt to connect to the big picture
- The words "complex memories" is used here (and elsewhere) in the essay, but at no point (here or elsewhere) is there any attempt to engage what makes the memories complex