Reader Response: How to Tame A Wild Tongue

Guiding Question:

How does Gloria E. Anzaldúa's use of rhetorical strategies help persuade or inform the reader?

Some “terminology” to think about?

MOTHERLODE A source or supply

ANGLO: A white, English-speaking American as distinct from a Hispanic American.   
DEROGATORY: To show a critical or disrespectful attitude.   
OPPRESSORS: Individuals or groups who keep down other individuals or groups by severe and unjust use of force or authority.   
HAVE-NOTS: Not having enough of a specified item, unit, or quality.   
TRAITOR: A person who betrays a friend, country, principle, etc.   
MULTILATION: A severe injury that causes disfigurement.

AUTHORITY: To hold a high level of office. To hold the majority of the power.   
CASTILLIAN: The standard literary and official form of Spanish.

EVOLVED COLONIZERS DIALECTS Develop gradually, especially from a simple to a more complex form A regional or social variety of a language distinguished by pronunciation, grammar, or vocabulary, especially a variety of speech differing from the standard literary language or speech pattern of the culture in which it exists. Those who form or establish a colony or colonies. Those who migrate to and settle in; occupy as a colony.

CHICANO HETEROGENEOUS DISTORTED: Diverse in character or content.

Mexican-American person: One whose parents were born in Mexico, but who, himself or herself, was born in the United States.

INTERNALIZED To make internal, personal, or subjective: To take in and make an integral part of one's attitudes or beliefs.

MONOLINGUAL A person who speaks only one language.

ILLEGITIMATE: Not authorized by the law; not in accordance with accepted standards or rules.

ALIENATION: Isolation from a group or an activity to which one should belong or in which one should be involved

AMBIVALENT: Having mixed feelings about someone or something; being unable to choose between two (usually opposing) courses of action.

EXHILARATION: The state of being stimulated, refreshed, or elated.

INCESSANT: Continuing without pause or interruption.

PREDOMINANT: Present as the strongest or main element.

ACCULTURATING: Assimilate or cause to assimilate a different culture.

FRAGMENTS: Break or cause to break into fragments.

INTEGRATION: The intermixing of people or groups previously segregated.

MALLEABILITY: 1. Capable of being shaped or formed pressure: a malleable metal., 2. Easily controlled or influenced, 3. Able to adjust to changing circumstance

CODE SWITCHING: Moving back and forth between two or more languages or dialects or registers of the same language.

Thoughts about Reading a text with untranslated Spanish:

Spanish words will not be interpreted, because they are not intended by the author to be interpreted. If you do not understand them, don't worry. You will still understand the majority of the essay. Please allow yourself to consider how NOT understanding the language makes you, the reader, feel. Think about how that helps you relate to the author's experience of being an isolated by the way she uses language. If you do understand the Spanish, you will be at an advantage during the reading of this text. Consider how being "in the know" as you read helps you identify with the author.

Close Reading Organizer

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| Section | Reflection |
| Opening:  Wild Tongue Symbolism:  Purpose Prediction:  Use of Ethos: |  |
| Overcoming the Tradition of Silence  How does the author's list of languages she speaks act as a rhetorical strategy?  Gloria Anzaldúa list words and phrases commonly used among Pachuco-speaking kids. Notice the type of words and phrases she chooses. What does this list tell us about their lives? How does this specific list of words act as a rhetorical strategy? |  |
| Chicano Spanish  How does Anzaldúa trace the transformation of language in this section?  What are the key differences? |  |
| Linguistic Terrorism  How does the opening quote set the tone for the section?  How does the section use powerful words to create a rhetorical strategy?  Select the three strongest words, and identify how these three words create a rhetorical strategy.  How does this linguistic terrorism impact Chicana feminist discourse? |  |
| “Vistas,” corridos, y comida: My Native Tongue  How does Anzaldúa's mention of her level of education serve as a rhetorical strategy?  Examine the impact of the following: Chicano literature, movies, music, and food.  Anzaldúa uses rich imagery to describe her experience. How does this help you connect with and understand the author's perspective? How is her intention to make you, the reader, connect with her, a strong rhetorical strategy? |  |
| Si le preguntas a mi mamà, “¿Qué eres?”  Gershen Kaufman, Ph.D. is a well-known psychologist who studies identity. He has published many books about the topic. What rhetorical strategy is the author using by including his quote?  How does Anzaldúa examine the question of identity (Who am I?)?  Examine the vocabulary uses to define “Los Chicanos” at the end of the section. What strategy is Anzaldúa using?  In the last section, Anzaldúa talked about "copping out." What might she mean by this? Why would the way she describes her identity change based on the environment and the people around? How is her use of the term "copping out" a rhetorical strategy?  How is the final section a call to action? |  |

Extension # 1: Argument Analysis AP Prompt: How does Gloria E. Anzaldúa's use of rhetorical strategies of logos, ethos, and pathos to help persuade or inform the reader? Make sure you utilize the “terminology” as you focus on the purpose of the essay and how the strategies serve the purpose (not merely discussing strategies).