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Theme for english b

Langston Hughes Instructor said: Go home and write a page tonight. And let that page come out of you- Then it'll be true. I wonder if it's that simple? I'm twenty-two, colored, born in Winston-Salem. I went there to school, then to Durham, then to this school on the hill above Harlem. I'm the only color student in my class. The downhill stairs lead down to Harlem, through the park, then I walk through Nicholas, Eighth Avenue, Seventh, and I come to Y, the Harlem Y branch, where I take the elevator to my room, sit down and write this page: It's not easy to know what's true for you or me at twenty-two years old, my age. But I think I'm what I feel and see and hear, Harlem, I can hear you. hear you, listen to me – the two of us – you, me, speak on this page. (I heard New York, too.) Me – who? I like to eat, sleep, drink and am in love. I like to work, read, learn and understand life. I like piping for a Christmas present, or records-Bessie, bop, or Bach. I think being colored doesn't mean I didn't like the same things other people do than other races. So will my page be colored that I write? Being me, it's not going to be white. But it's going to be part of you, instructor. You're white, but part of me, since I'm a part of it. That's American. Sometimes maybe you don't want to be a part of me. I don't often want to be a part of you either. But we are, that's right! As I learn from you, I think you'll learn from me—even if you're older-and white—and a little more free. This is my page for English B. Summary of Theme for English B. It's a remarkable poem about the acute realization of racial segregation. It was first released in 1951. The poem talks about the narrator's quest for identity in an ever-changing world. It illustrates how he cleverly combines his simple English role with his life. Theme for English B, As a Representative I: This poem is about the speaker's attitude, interests and background. The professor asks the narrator to write a page about himself. The speaker begins his task, providing some necessary autobiographical details, because he wants the truth. After talking about his age, academic history and identity, he reveals the key reality that he is the only colored student in his class. He believes that people belonging to different castings, colours and identities share common interests. He also writes that his role will not fully represent him. Willingly or reluctantly, they both affect each other. In this way, all his doubts, questions and hesitation with his site for English B. Major Themes in Theme for English B: Identity, Creativity and Racism are the main themes of this poem. Right from the start, black try to figure out the expectations of your white professor. Although there is a gap between the speaker and his professor, he writes about his experiences and likes to present his true nature in his role. At first he is a little nervous because he feels indifferent. But he realizes that his likes and interests are similar to people belonging to other races, which makes him confident. The spokesman lays out the ground reality that America is a land of diversity and people influence each other regardless of their identity and skin color. Analysis of literary devices used in Theme for English B: Literary devices such as similes, personifications, and metaphors are very important elements of literary text. They bring wealth to the text and help readers understand hidden meanings. Langston Hughes also uses figurative language to explain the effects of racism. Here is an analysis of some of the literary devices used in this poem. Consonant: Consonant is a repeat of consonant sounds in the same line. For example, the sound /r/ in I have twenty-two, colorful, born in Winston-Salem and sound /n/ in Eighth Avenue, Seventh, and I come to Y. Assonance: Assonance is a repeat of voica vocaration sounds in the same line. For example, the sound /i/ in I like the pipe for a Christmas gift. Alliteration: Alliteration is the repetition of consonant sounds in the same line in quick succession. For example, sound /b/ v or records-Bessie, bop, or Bach and sound / h / v I feel and I see and hear Harlem, I hear you. Snapshots: Images are used to allow readers to perceive things involving their five senses. For example, up to my room, sit down and write this page, this is my page for English B and So my page will be colored that I write. Rhetorical question: A rhetorical question is a statement that is asked to receive an answer. It just represents to make a point clear. For example, I wonder if it's that simple? Personification:

Personification is to give human properties to inanimate objects. For example, And let this page come out of you. Anaphora: Refers to the repetition of a word or expression in the first part of some verses. Here, the 'part of you' repeats itself in the finale. Yet part of me as I am a part of you. That's American. Sometimes maybe you don't want to be a part of me. I don't often want to be a part of you either. Analysis of poetic devices used in Theme for English B Poetic and literary devices are the same, but some are used only in poetry. Here is an analysis of some of the possible devices used in this rhyme. Stanza: Stanza is a poetic form of some lines. There are four stanzas in this poem, each of which differs in length. Quintet: The quintet is a five-lined style in poetry. Here, the first stanza is a quintet. Free Verse: Free is a type of poetry that does not contain rhyme patterns or meter. This is a free-verse poem without a strict rhyme or meter. The quotes to be used in this science listed below are suitable for speech when teaching unity and talking about the common interests and advice of people around the world. I think being colored doesn't mean I don't like other people's same things as other races. The instructor said, Go home and write a page tonight. And let that page come out of you- Then it'll be true. I wonder if it's that simple? I'm twenty-two, colored, born in Winston-Salem. I went to school there, then Durham, then here to this college on a hill above Harlem. I'm the only colored student in my class. The downhill stairs lead down to Harlem, through the park, then I pass through Nicholas, Eighth Avenue, seventh, and I come to Branch Y, the Harlem branch of Y, where I take a lift to my room, sit down and write this page: It's not easy to know what's true for you or me at twenty-two years old, my age. But I think that's what I feel and see and hear, Harlem, I can hear you: I can hear you, listen to me — you two — you, me, call on this page. (I heard New York, too.) Me — who? I like to eat, sleep, drink and am in love. I like to work, read, learn and understand life. I like the piping for a Christmas gift, or records-Bessie, BOP, or Bach. I think being colored doesn't mean I don't like other people's same things as other races. So will my page be colored that I write? Being me, it's not going to be white. But it's going to be part of you, instructor. You're white, but part of me, since I'm a part of it. That's American. Sometimes maybe you don't want to be a part of me. I don't often want to be a part of you either. But we are, that's right! As I learn from you, I think you'll learn from me—even if you're older-and white—and a little more free. This is my page for English B. Teacher tells the speaker to go home and write a page tonight; this site should come apart and be true. The speaker asks if it's that simple. It begins by writing that he is twenty-two, of color, and was born and trained in Winston-Salem, Durham, and college in Harlem. He writes that he is the only colored student in his class. He walks down the hill to Harlem, walks through the streets before arriving at the Harlem branch of Y. He takes an elevator to his room, where he writes this page. The spokesman writes that at his young age, it's hard to know what applies to you or me. He believes the truth is what he hears, feels and sees in Harlem - he hears you, he hears me - the two of us - you, me, talk on this page. He hears New York. He likes to be, drinks, sleeps, is in love, works, reads, learns and understands life. He likes receiving pipes and records (Bessie Smith, Bach or bop) as Christmas gifts. Just because it is colored does means he doesn't like the same things that people of other races like. He wonders if his site will be colored because it's his and he's not white. The spokesman writes that his site will be part of his white instructor and part of himself because he is part instructor - This is American. Sometimes the instructor doesn't want to be part of the speaker and sometimes he doesn't want to be part of the instructor, but they're part of themselves, and that's true. They learn from each other, even if the instructor is older, white, and a little more free. He concludes: This is my page for English B. Analysis: The theme for English B is without doubt one of Langston Hughes's most famous, beloved, and anthologized poems. He wrote it in 1951, the evening of his career, and deals with one of his narrowest themes - the American Dream. Thematically, Theme for English B resembles American Heartbreak and Let America Be America Again. The poem is written in a free verse and lacks a systematic form or meter; its language is simple and casual, and it flows in a stream-of-consciousness style. The narrative focuses on a young student whose instructor asked him to write a page about himself warning that the page should be true. The spokesman reflects on himself, noting that he is twenty-two years old, colorful, and was born in Winston-Salem, N.C. He lists the school that he went to and explains that he is currently a student in New York (he probably attends Columbia University or city college of New York). As he walks home, he realizes that he is the only colored student in his class. This was a common occurrence during the Jim Crow era because African Americans had more difficulty gaining entry to elite schools than their white peers. On his page, the speaker begins by expressing his belief that it is difficult to know what is true at such a young age. He identified with Harlem, evoking the sounds and sights of the city, claiming to hear Harlem, and in fact - the whole of New York. While he feels like an anomaly at school, he fits into Harlem, which is where he is most satisfied. He lists some of the obvious but meaningful things he likes to do - eat, sleep, understand life, listen to music - and points out that being color prevents him from liking the same things that white people like. The speaker choking is more philosophical than he wonders: So will my page be colored that I write? He knows that his perspective is not the same as that of his white instructor, but notes that he and his instructor are connected whether they like it or not - through his writing and in that they are both Americans. It recognizes that both can learn from each other, even if the instructor has the superficial advantages of being older, white, and Free. Through this poem, Langston Hughes argues that there are several types of Americans, and there is no singular definition of the American experience. Black, white, young, old, oppressed, free - all this can strive for a piece of the American dream. This poem is therefore much more optimistic than some of Hughes's other writings on the subject; However, it is also a little more ambiguous than it initially might seem. Tanfer critic Emin Tunc writes that there are other aspects of [speaker] life that can only be inferred. The Tunc points out that the spokesman writes about visiting various schools in North Carolina before moving to New York, a pattern that tracks the Great Migration of African Americans from their homes in the South to urban centers in the north, such as New York and Chicago. The lack of more specific facts makes the speaker's experience more universal, and his assertion that he and his teacher are part of himself simultaneously confirms a shared experience with white America while resisting the impulse to justify his life to that culture and reshape himself in this image. Overall, the young speaker tries to figure it out himself, as well as understand the holistic identity of his multifaceted and complicated country. Country.

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