Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reading Guide for Dyaspora

1. Paragraph 1: What are you? What aren’t you?

* 1. Come up with a reason why this is written in the second person (“you”).

1. Paragraph 1: Count the number of negative words like “don’t”. What effect do these words have on “you”?
2. Paragraph 1: Count how many *italicized* words there are. Why put so many confusing words right in the beginning?
3. Paragraph 2: Holy Cow this is a long paragraph. What unique word choices does it have in common with the previous paragraph? What types of words stand out to you?
4. Paragraph 2: How does the tone of this paragraph compare with tone of the last one? Prove it.
5. Paragraph 2: Select three of the details that the author shares with the reader that remind you of something you see, hear, touch, smell, or taste in your house. Explain the connection.
   1. –
   2. –
   3. -
6. Paragraph 2: What is the author’s purpose in including this paragraph (use the previous three questions to help you out)? Prove it.
7. Paragraph 3: Again another long paragraph. So let’s break it up.
   1. Lines 59: This is a controlling topic sentence. Read it and predict what the entire paragraph might be about.
   2. Lines 60-69: What societal issue are “you” facing?
   3. Lines 69-76: Explain the parental reaction to the problems “you” face with the community.
      1. What does this problem does this present to a kid in the author’s situation?
   4. Lines 76-88: What is school like for her? What do you think it would be like to be in her situation?
8. Paragraph 3: How does the tone of this paragraph compare with tone of the last one? Prove it.
9. Paragraph 3: What is the author’s purpose in including this paragraph (use the previous questions to help you out)? Prove it.
10. Paragraph 4: What aspect of her life are we focusing on now?
    1. How does it compare to the previous paragraphs? Think about word choice, and the details she shares about the neighborhood.
11. Paragraph 5: What is the community perception of Haitians in high school?
    1. How do those in her high school view her (hint: it is different than their perceptions of Haiti)?
    2. Explain her reaction to this. Why might she react the way she does?
12. Final paragraph: What does she want to do?
    1. How is she going to do it?