Group Work 1

The novel begins with the main character Titus and his friends, who are travelling on a spring-break vacation to the moon. At a lo-grav lounge, Titus meets Violet, a girl whose different and independent way of thinking sparks his interest. She joins the group as they head to a club, where an anarchist hacker attacks most of the group's feeds, a devastating event for the main characters because, as Titus explains, "everything that goes on, goes on on the feed" (48). By "everything" Titus means news, entertainment, group and personal chats, the sale of products and services, and, what he considers "the braggest thing about the feed," that "it knows everything you want and hope for, sometimes before you even know what those things are" (48). Each person's feed profiles its subject, displaying constant advertisements that suggest products and services to buy based on a person's thoughts and location. As a part of the characters' brains and minds, there is nothing hidden from their respective feeds. If the contents of one's feed were private, then at least each person could decide and think for themselves. But, as Titus explains, "everything we think and feel is taken in by the corporations … and they make a special profile" for each person (48). And yet he adds, "we all know (the corporations) control everything," from schools to jobs to the government, but "they're the only way to get all this stuff, and it's no good getting pissy about it, because they're still going to control everything whether you like it or not" (49). In this passage, Titus speaks for the general public of feed-bearers, beginning his thoughts with all-encompassing words like "everyone feels," and "we all say" (48). He lumps together all people with the feed and presents them as mindless sheep, willfully following and giving their thoughts and information to the corporations they believe hold the key to greener pastures. Because of this mental intrusion, corporations can use the feed as a tool to promote their ideologies and culture to their captive audience. This begins in "School^{TM}" (Anderson 109), all of which are owned by corporations. Here, the curriculum involves learning "how the world can be used, like mainly how to use (the students') feeds" to "work technology," "find bargains," "get a job," and

Formal Paragraph Model: 5 Steps

1. **Transitional phrase**/sentence; use the context to guide as appropriate. Can you signal an extension or complication for the reader?
2. **Topic Sentence** with controlling idea
3. **Elaborate**—set the context, explain or develop further, consider a part of the controlling idea.
4. Introduce **Quote**, Evidence + Citation.
5. **Meaning & Significance** of evidence, with last sentence still discussing something about the paragraph's controlling idea: "the point"

➢ **Principle of Peripherality** + **Substantial Unity** (coherence)

Group Work 2

Using the thesis statement below as a guide, construct a body paragraph around the Wiesel quote. Use the formal paragraph model above as a guide. Imagine this is the next paragraph after the Kendi quote in the PowerPoint.

Working Thesis: A racist is someone who benefits from racism and wants this benefit to continue. Otherwise, they'd speak up!

Evidence

"We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented." -Elie Wiesel. Nobel Peace Prize Speech, 1986.