Racial segregation and injustice are issues in America that have been prominent over several decades. To fully emphasize the extended period of time over which the struggle for freedom and racial injustices have occurred, King incorporates intentional repetition and powerful word choice throughout his “I Have a Dream” speech. For example, King proclaims, “one hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination; one hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity” (48). King repeatedly states “one hundred years later” to remind his audience how intolerable it is that the promise of progress made in Lincoln’s Emancipation Proclamation has not yet been seen. For additional emphasis, King uses the words “manacles and chains” to draw connections back to the days of slavery. Furthermore, King creates parallel structure with his use of the words “segregation” and “discrimination,” likely done to stress the challenges African Americans were facing and to demonstrate the need to bring about change. King’s speech reflects the desolation and desperation felt in African Americans’ struggle for freedom through the use of words such as “lonely” and “poverty.” Together, these descriptive phrases and images present a clear idea of what it means to be weighed down and trapped by inequality. Through King’s use of rhetoric, he reminds U.S. citizens that the government has failed in its obligation to its African American citizens and warns that the nation will experience no peace until justice is attained for all. The oppression to which King refers in addition to his focus on freedom and equality suggests that while everyone deserves freedom, some people must fight for it.
Body Paragraphs: Incorporating Text Evidence

Lead in: Introduce the text and author before you begin the quotation

Quotation: Direct (2 maximum) or Indirect

Citation: MLA formatted-- Example: (Obama 2).

Three levels of Analysis:

- **Level 1 (SAYS):** State what you understand the quotation to mean, reframing, if possible, the language of the quotation in the terms of your argument.
  - What is the author saying?

- **Level 2 (DOES):** Link the quotation to the subclaim (i.e. in that paragraph or section of your paper).
  - How is the author making his/her argument?
  - Why would they include this?
  - What effect does this have on the audience?
  - What effect does this have on the text?
  - How is it helping you make your point?
  - How is it helping the author state their message?

- **Level 3 (BECAUSE):** Explore the deeper implications of the quotation in a larger context related to your essay’s thesis statement.
  - Why is this important or relevant to the essay prompt?
  - To what theme does this relate?
  - Why is this important today?
  - What real world connections can be established to this quote or message?
Quote intro, Quote, and Citation: For example, King proclaims, “one hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination; one hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity” (48).

Analysis, Level 1: King repeatedly states “one hundred years”. . . .

Analysis, Level 2: . . . to remind his audience how intolerable it is that the promise of progress made in Lincoln’s Emancipation Proclamation has not yet been seen.

Analysis, Level 3: The oppression to which King refers in addition to his focus on freedom and equality suggests that while everyone deserves freedom, some people must fight for it.

Breakdown:

Level 1 restates or interprets the quotation’s language. In this case, the author points out an example of repetition that might not otherwise stand out to the reader. The author conveys what he takes the quotation to mean, thereby establishing a stable foundation on which to build his argument about its larger implications (done a bit later in the paragraph). Level 1 analysis = says.

Level 2 examines the quotation’s relationship to its immediate context, which, in this case, is the speech. The author argues that the rhetoric is used to help the speaker emphasize the atrocities the nation faces but can overcome with peaceful demonstrations. Level 2 analysis = does.

Level 3 analyzes the quotation’s broader or more abstract thematic relevance. In this case, the author ties King’s quotation back to the theme of the text and expresses why this text is significant to American society. By walking this analytical path, the author has turned King’s quotation into a potential theme statement that relates to the essay prompt and the bigger picture. Level 3 analysis = because.