

We know what it means to “summarize”.... Take an author’s main points and break them down into paraphrases

What does it mean to “analyze”?

“At Risk” – page (149-150)

The spring chinook populations in the watersheds around Route 20 are labeled “at-risk populations” when the Forest Service discusses road analysis in the Methow River subbasin and its watersheds. They are protected under the Endangered Species Act. Protecting an endangered species means changing the practices in an entire ecosystem to safeguard their survival. It means managing the loss of their habitat, the turbidity of their waters, the surface water runoff from the streets that threatens them, and the effluents from the wastewater that disrupt their endocrine systems and, if unchecked, will cause their extinction

\* Main points to be used in summary and/or to be directly quoted for analysis

## Moving from summary to analysis using metaphor

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### Literal (required for summary)

'lidərəl, 'litrəl/

*adjective*

adjective: **literal**;

1.

Taking words in their usual or most basic sense without **metaphor** or allegory.

## 1. What is this passage saying LITERALLY?

“IF/THEN...” “IF x doesn’t happen, the result will be y.”

**Set up of situation:** There an endangered salmon population. A population that is “at risk.” Government regulation derived from the Endangered Species Act safeguards these populations. Without these regulations, the salmon population would go extinct.

**Chinook Salmon** = are **REPRESENTATIVE** of endangered or at risk species. The specifics of the fish are of less importance. She could have discussed any endangered animal or plant.

Moving from summary to analysis using metaphor

## Metaphor

'medə ,fôr, 'medə ,fər/

Word origin: **METAPHORA** “metaphora” = Greek → “to move or transfer”

*noun*

2. a thing regarded as **representative** or symbolic of something else, especially something abstract.

## 2. What is metaphoric or representative in the passage?

**“Transfer”**: Endangered Salmon

→ Endangered species *in general*

→ “at risk” youth

*However, there's a difference....*

**Salmon = government protection**

**At risk youth = ???**

## Moving from summary to analysis using metaphor

### ***Why does Keith provide different definitions for “at risk”?***

#### **[Answer = Topic sentence]**

Evidence 1: Modified partial signal phrase + “Quote” [WORDS FROM THE ARTICLE] + (citation)

In her article, Keith notes that, “despite my comfort, I am acutely aware that I am

at risk: Black. Woman. Alone. Camping. ● ● ● I need protection” (149).

[*Ellipsis* ... to omit words and phrases unnecessary to the evidence. MUST NOT change the original meaning]

Interpretation of Quote *what does the author mean by the quote*  
**AND how does it relate to the TS ????(minimum of 3 sentences)**

1. What Keith is suggesting by this is that she herself is vulnerable.  
[CLARIFICATION – similar to a paraphrase]
2. Being of an ethnic minority, a less-than-fully emancipated gender, and without the safety that comes with having compatriots while in the wilderness, she realizes that her existence is precarious. [BRIDGE]
3. This piece of self awareness suggests just one of the ways in which she defines being “at risk.” [TOPIC SENTENCE LINK]

## **Moving from summary to analysis using metaphor**

Evidence 2: Modified partial signal phrase + “Quote” + (citation)

START WITH TRANSITION: Keith further observes that “the spring chinook population in the watersheds ... are labeled ‘at risk populations’ ... . They are protected under the Endangered Species Act.” (149),

### **Interpretation of Quote (minimum of 3 sentences)**

This quotation shows that the wildlife in the natural environment, specifically the salmon population, has been given a label by the government as being endangered. The government is in charge of protecting flora and fauna on public lands. This further elaborates on Keith’s defining of vulnerable populations, and she is essentially associating her own sense of “at risk” with that of the wildlife.