

Both passage I by Marge Piercy and passage II by Margaret A. Whitney, show that outside forces can affect personal growth. Outside influences either have a positive or a negative factor on personal growth. In passage I, society is the outside factor and it has a negative affect on women in general. In passage II, modern ideas about women athletes are shaping the author's daughter and in turn, she is affecting the growth of the author and the rest of the family. Both authors use literary elements to convey this controlling idea.

In passage I, Piercy uses many literary elements that help illustrate the controlling idea. In this instance, the idea has more of a negative lean. It discusses how society has held back women. In the passage, Piercy uses symbolism. The bonsai tree is a symbol for women and the gardener is a symbol for society. Both of these symbols help the reader to understand the author's point of view. The reader soon learns of how much potential the bonsai tree had but now it is only nine inches tall because of the gardener trimming it. The next element the reader can come across would be a hyperbole in lines 12-14. It's a hyperbole because the author is saying that it's natural for women to be small, cozy, domestic, and weak. This is obviously an exaggeration with some sarcasm. The author doesn't believe this but she's saying it to make a point that some people do. It relates to the controlling idea because it is a negative belief of some societies.

Another literary element that comes up is repetition. The whole passage has a repetitive structure because of the short lines, but the repetition is most meaningful in lines 20-24. All the lines are very similar and each one helps to emphasize the negative influence of society on women. They help to show how society has held them back and crippled them. This relates easily to the controlling idea because it shows that society has been hindering the growth of

women. One last relevant literary element would be the tone. The whole passage has a stunted tone. First of all, the poem talks about the potential of women but how they are being held back. The passage is also structurally restrictive. The short choppy sentences show the restrictive tone. The tone is also easily related to the controlling idea because it gives the reader a better understanding of how society is stunting the growth of women.

Passage II shows a different side of how outside factors can affect personal growth. In the passage, the author discusses how her daughter is an athlete and how it strikes her as unusual. In the essay, the reader finds out that their daughter has affected the author and her whole family. The first literary element is imagery. Whitney gives the reader an image of her daughter. "...a 5-foot 8-inch, 125-pound, brown-eyed beauty with a wonderful smile." Whitney does this to make you think she wouldn't be as likely to be an athlete because of her beauty. It illustrates the inconsistency of the author's old-fashioned stereotypes with modern trends. This connects to the controlling idea because Whitney's daughter is challenging her old beliefs and affecting her personal growth. Another important literary element in the passage would be the point of view. The fact that it is written by a person who has old-fashioned views shows the reader how it seems unusual for a woman to be an athlete. The point of view shows how Whitney and her family are dynamic characters. She and her family are changing because the actions of her daughter Ann. She is causing them to rethink their views of existence. Because of Ann, her younger sister's think of women in sports as a natural activity. Ann has obviously affected the personal growth of her family.

The theme of passage II connects to the controlling idea also. The theme of the essay would be that one small change could greatly affect many people. The fact that Ann is a female athlete wouldn't be shocking to most people but to her mother it is. That fact has influenced how

Whitney thinks greatly. Her younger sisters don't even know that they've been influenced but since their sister is an athlete they are accustomed to thinking that females can be athletes. The idea is a natural concept for them.

Both passage I by Marge Piercy and passage II by Margaret A. Whitney use literary elements to convey the controlling idea that outside forces can positively or negatively affect personal growth. In passage I the affect is negative because the women are being held back. In passage II the affect is positive because the author is broadening her horizons about women in sports.