

## Sabah's 3.3 Annotated Bibliography

### Annotated Bibliography

**NOTE:** Remember that Sabah researched sources relating to the poem "What Makes You Come Alive," by Mary Pinkoski. You must research sources relating to the play *Selfie*.



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**Bareilles, Sara. "Sara Bareilles - Brave." YouTube. 14 May 2013. Web. 4 May 2015.**  
<https://www.youtube.com/watch?v=QUQsqBqxoR4>

Sara Bareilles' song, "Brave" is about inspiring others to speak up even in the face of fear. She sings about how "Everybody's been there," facing an enemy, our own fear or shyness. She tries to get people to recognize that they can all "be amazing" if they speak their minds. Mary Pinkoski's poem "What Makes You Come Alive" also tries to inspire others to believe in themselves. When she writes "do not let yourself be suffocated by hallways, / boxed in by desks, / inadequately captured in cyberspace" (lines 30–32), it sounds just like Bareilles' "Brave." They both seem to understand how easy it is to be silenced or made to feel insignificant and how important it is to fight against those feelings and show our true selves to the world . . . as courageously as we can. It's not difficult to see how Pinkoski might have been inspired by this song and its uplifting message.

**Koyczan, Shane. "Instructions for a Bad Day." YouTube. 10 Feb. 2013. Web. 4 May 2015.**  
<https://www.youtube.com/watch?v=V7OGY1Jxp3o>

Shane Koyczan's spoken-word poem, "Instructions for a Bad Day" is like an instruction manual for all of the bad days in our lives. It inspires us to "Remember the times you could have pressed quit—but you hit continue." It tries to convince us that "Every nightmare has a beginning, but every bad day has an end." It has the same inspirational tone as Bareilles' song "Brave," and Pinkoski's poem "What Makes You Come Alive." It feels almost desperate or pleading, just like Pinkoski's poem. Koyczan seems to know how much suffering many of us have endured, and he wants to pull us out of that pit, shake us, dust us off, and help us deal with the problem courageously. These reasons are enough to support the possibility that "Instructions for a Bad Day" inspired Pinkoski's poem, but the line that convinced me the most was this: "Be persistent. Be the weed growing through the cracks in the cement, beautiful—because it doesn't know it's not supposed to grow there." That's from "Instructions for a Bad Day." This line is from "What Makes You Come Alive": "You swallower of light, / You bright beam, / You are resilient life growing through the cracks" (lines 35–37). Both poems use these inspirational images of life breaking through a crack in the ground, insisting on survival despite the odds. That's makes a good case for Koyczan's poem being a possible influence for Pinkoski's.

**St. Maurice, Martin. “Big Question: Are We Breathing the Same Molecules as the Dinosaurs?” Marquette Magazine. Marquette University, 1 June 2014. Web. 4 May 2015.**

<http://www.marquette.edu/magazine/recent.php?subaction=showfull&id=1273588200>







Dr. Martin St. Maurice’s article “Big Question: Are We Breathing the Same Molecules as the Dinosaurs” talks about the theory that all human life is connected. He believes we share the same particles: particles of air that others have breathed, particles of people who have passed away, particles of decomposing animals and plants that have come before us. St. Maurice, an assistant professor of biological sciences from Marquette University, says, “There is some truth to this possibility.” He goes on to say that “while you aren’t likely to ever share exactly the same atom of oxygen as Brad Pitt or eat a cupcake that was once a part of Caesar’s toenail, every breath you take has, at one time or another, been associated with another living organism.” This very clearly connects to Pinkoski’s poem “What Makes You Come Alive.” In her [video about the poem](#), she talks about how she based the poem on the idea that all living things, and even mountains and oceans are all connected through shared particles, and therefore, we are just as powerful as these mountains and oceans and other living things . . . we are full of greatness. While Pinkoski might not have used this particular article in her research for the poem, she very likely used a similar one or was influenced by these ideas in general.

**Waxman, Oliva B. “13 Secrets to Living Longer From the World’s Oldest People.” Time. Web. 4 Mar. 2015. Web. 4 May 2015.**

<http://time.com/3731504/longevity-secrets-worlds-oldest-person/>

This list by Olivia Waxman for *Time* includes quotes from people who have lived to be 100 or older about what they think is the secret to living a long life. In this list people mention everything from believing in a higher power to showing kindness. Pinkoski mentions in her video about her poem that she researched articles about the world’s longest living people to get ideas, so while this exact article might not have been the one she used, there are many articles just like it on the Internet, and all are possible influences on her poem.

### 3.3 Annotated Bibliography

Value	Ideas and Impressions	Presentation
 Excellent	<input checked="" type="checkbox"/> Your <b>ideas</b> are <i>insightful</i> . <input type="checkbox"/> You provide <i>precise</i> and <i>ample</i> <b>support</b> from the sources to reinforce ideas.	<input checked="" type="checkbox"/> Your documentation of <b>sources</b> is <i>thorough</i> . <input checked="" type="checkbox"/> You use <b>word choice, grammar, spelling, and punctuation</b> <i>skillfully</i> .
 Proficient	<input type="checkbox"/> Your <b>ideas</b> are <i>thoughtful</i> . <input type="checkbox"/> You provide <i>relevant</i> and <i>specific</i> <b>support</b> from the sources to reinforce ideas.	<input type="checkbox"/> Your documentation of <b>sources</b> is <i>appropriate</i> . <input type="checkbox"/> You use <b>word choice, grammar, spelling, and punctuation</b> <i>effectively</i> .
 Satisfactory	<input type="checkbox"/> Your <b>ideas</b> are <i>appropriate</i> . <input checked="" type="checkbox"/> You provide <i>straightforward</i> and <i>adequate</i> <b>support</b> from the sources to reinforce ideas.	<input type="checkbox"/> Your documentation of <b>sources</b> is <i>basic</i> . <input type="checkbox"/> You use <b>word choice, grammar, spelling, and punctuation</b> <i>adequately</i> .
 Limited	<input type="checkbox"/> Your <b>ideas</b> are <i>incomplete</i> or <i>undeveloped</i> . <input type="checkbox"/> You provide <i>vague, limited, or repetitive</i> <b>support</b> from the sources that does not sufficiently reinforce ideas.	<input type="checkbox"/> Your documentation of <b>sources</b> is <i>inadequate</i> . <input type="checkbox"/> You use <b>word choice, grammar, spelling, and punctuation</b> <i>inaccurately</i> .
 Resubmission Needed	Your attempt to respond is <i>insufficient</i> . <b>Contact your teacher</b> to discuss suggestions for improvement and resubmission of your work.	
<b>TOTAL:</b> 35/40 = 88%	15/20	20/20
 Assessment	<p><b>Areas of strength:</b> <i>Sabah, you've done such great research, and have discovered sources that relate in a clear and powerful way to Pinkoski's poem. Nice work! Your quotations from the sources and explanations make a strong case that these sources could very well have influenced the poet in some way. Your writing is clear and effective. I didn't see a single sentence error!</i></p> <p><b>Might I suggest:</b> <i>While you did include some excellent evidence from the sources to support your argument, some of your source paragraphs (such as the article about the world's oldest people) do not contain any specific evidence from the source and/or from the Pinkoski's poem. Always be certain to include specific textual evidence to reinforce your ideas.</i></p>	