***The Stranger* Analysis Portfolio**

Throughout the course of the novel, you will be responsible for completing chapter activities that will help you analyze the text. These activities will be monitored frequently for homework grades. All of the activities and the extended response will be turned in for a formal grade. To prepare yourself to create your portfolio, you will complete the following activities while reading:

1. Annotate the text to demonstrate close reading and evaluation of **character development and motivation, theme development, and use of archetypes**.
2. Come to class prepared, having read the assigned sections and completed the chapter activities, and be ready to participate in the discussion of the day.

**As you read, you will want to focus on the following questions, which will form the basis of your culminating activity.**

* **How does Camus develop the novel’s message about the meaning of life?**
* **How does Camus contrast the physical and emotional worlds to develop a theme?**
* **How does Camus use character foils to develop characterization or theme?**
* **What is the role of death in the novel and how is it used to develop a theme?**
* **How does Camus use the novel as a platform for his existentialist philosophy?**

Your entire portfolio will be turned in and graded using the following rubric:

A

* All portfolio activities are completed with maximum effort, indicating a strong analysis of the novel.
* Portfolio items are carefully organized.
* Paragraph responses are completed per the following requirements:
  + Consistent clarity of ideas; consistent focus on the topic sentence/thesis throughout.
  + Organized in a logical progression
  + Thoroughly responds to the prompt
  + Correctly and effectively uses in-text citations.
  + Topic sentence establishes clear purpose and sets tone effectively
  + Correct use of the English language and sentence structure (spelling, mechanics, punctuation, elevated vocabulary, subject verb agreement, written in present tense, variety of sentences used.)
  + No factual errors (this applies to research and to novels).
* Literary analysis outline is completed per the following requirements:
  + Consistent clarity of ideas; consistent focus on the topic sentence/thesis throughout.
  + Thoroughly responds to the prompt
  + Correctly and effectively uses in-text citations.
  + Thesis statement establishes clear purpose and sets tone effectively
  + Topic sentences set focus for the paragraph and help to develop the thesis
  + Quotes effectively support the topic sentence of the paragraph and contribute to developing the thesis
  + Correct use of the English language and sentence structure (spelling, mechanics, punctuation, elevated vocabulary, subject verb agreement, written in present tense, variety of sentences used.)
  + No factual errors (this applies to research and to novels).

SCORING

\_\_\_\_\_\_\_\_\_\_/\_\_10\_\_\_\_\_\_\_ Completed portfolio activities (these will also be assessed as homework grades throughout, so they count!!!)

\_\_\_\_\_\_\_\_\_\_/\_\_20\_\_\_\_\_\_\_ Paragraph Writing Activity #1 (Part 1, Chapters 1-2)

\_\_\_\_\_\_\_\_\_\_/\_\_20\_\_\_\_\_\_\_ Paragraph Writing Activity #2 (Part 1, Chapters 3-5)

\_\_\_\_\_\_\_\_\_\_/\_\_20\_\_\_\_\_\_\_ Paragraph Writing Activity #3 (Part 2, Chapter 2)

\_\_\_\_\_\_\_\_\_\_/\_\_30\_\_\_\_\_\_\_ Literary Analysis Outline

\_\_\_\_\_\_\_\_\_\_/\_\_100\_\_\_\_\_\_ TOTAL SCORE

**PART 1, CHAPTER 1**

**Activity Focus: Repetition**

In the chart below, identify any words or phrases that are repeated. Use the chart to answer the constructed response at the end of the section.

|  |  |
| --- | --- |
| Repeated word or phrase and page number | Significance/effect |
|  |  |

**Reading Questions**

1. What conclusions do you draw about the narrator based on the 1st page?

2. What do you notice about sentence structure in this text? How does this structure support the characterization of Meursault?

3. Why didn’t the narrator visit his mother much after she was placed in a home? What does this say about his character?

4. Contrast other people’s reactions to Maman’s death to Meursault’s reactions. Use specific details from the text.

5. Examine the narrator’s behavior during the overnight observance. What strikes you as peculiar? Use specific details from the text.

6. What stands out to you in the funeral procession, especially at the end of the chapter?

**PART 1, CHAPTER 2**

**Skill Focus: Quote analysis and theme development**

**Analyze the significance of the following quote (this is not your personal reaction—it’s a formal *analysis* of what it reveals about themes/characterization):**

|  |  |
| --- | --- |
| Quote and page number | Analysis |
| Marie “seemed surprised to see I was wearing a black tie and she asked me if I was in mourning. I told her Maman had died. She wanted to know how long ago, so I said, ‘Yesterday.’ She gave a little start but didn’t say anything. I felt like telling her it wasn’t my fault, but I stopped myself because I remembered that I’d already said that to my boss. It didn’t mean anything. Besides, you always feel a little guilty” (20). |  |

**What motif does this quote seem to concentrate on?**

**Find TWO additional quotes from chapters 1 OR 2 that support the motif you identified above.**

|  |  |  |
| --- | --- | --- |
| Quote and page number | Analysis | How does this quote connect to the motif identified above? |
|  |  |  |
|  |  |  |

**Reading Questions**

1. What seems to make Meursault uncomfortable? Give textual evidence to support your answer.

2. Consider how Meursault spends his day following his mother’s funeral. What does this tell us about his characterization?

3. Evaluate Meursault’s perception of Marie. How is it different from how he describes other people or situations?

**\*\*\*\*\*Paragraph Writing\*\*\*\*\* How does the author characterize Meursault? Establish a topic sentence that draws a specific conclusion about Meursault. Support that idea with a thorough analysis of the evidence presented in Chapters 1 and 2, using two quotes from the text. Expand on the significance of those quotes. Conclude your paragraph with a solid sentence that provides closure.**

**PART 1, CHAPTER 3**

**Activity focus: Character foils**

Pull out evidence of Salamano’s perspective of the events concerning his dog.

Compare and contrast Raymond’s perspective of Salamano’s treatment of his dog to his view of his own (Raymond’s) treatment of his girlfriend. What does this suggest about Raymond?

What theme might the author be developing through these two incidents and through Salamano and Raymond’s treatment of the beings they “love”?

Discuss Meursault’s reaction to each of these incidents of brutality.

How do Salamano and Raymond serve as character foils to Meursault?

**PART 1, CHAPTER 4**

**Activity Skill Focus: Analysis, theme development, and textual evidence.**

**Discuss the following quotes in a small group seminar. Be sure to include your thoughts on character development as well as the development of specific motifs?**

|  |  |  |
| --- | --- | --- |
| Quote | Analysis | What I heard (agree/disagree/why) |
| “A minute later she asked me if I loved her. I told her it didn’t mean anything but I didn’t think so. She looked sad. But as we were fixing lunch, and for no apparent reason, she laughed in such a way that I kissed her” (35) |  |  |
| “The woman was still shrieking and Raymond was still hitting her. Marie said it was terrible and I didn’t say anything. She asked me to go find a policeman, but I told her I didn’t like cops” (36). |  |  |
| “Marie and I finished fixing lunch. But she wasn’t hungry; I ate almost everything” (37). |  |  |
| “I realized he was crying. For some reason I thought of Maman. But I had to get up early the next morning. I wasn’t hungry, and I went to bed without any dinner” (39). |  |  |

**Pull at least three additional quotes from the text to analyze in your group and include them below.**

|  |  |  |
| --- | --- | --- |
| Quote | Analysis | What I heard (agree/disagree/why) |
|  |  |  |
|  |  |  |
|  |  |  |

**Additional Group Discussion Questions**

**Take notes on responses and ideas that arise in your group discussion.**

1. How do you see Meursault acting on instinct instead of emotion? Cite two specific examples.

2. Based on the cop’s reaction to Raymond’s abuse, what can be inferred about the roles/rights/views of men and women in their society?

3. Discuss the interaction between Meursault and Salamano concerning his runaway dog.

**PART 1, CHAPTER 5**

**Activity skill focus: Analysis, theme development, and textual evidence**

|  |  |
| --- | --- |
| What philosophy of life does Meursault in this chapter? | |
| Examples: Direct and Indirect textual evidence  (Direct means quotes; indirect means referring without quotes.) | Analysis—how does this textual evidence support your response above? |
|  |  |
|  |  |
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**\*\*\*\*\*Paragraph Writing\*\*\*\*\* In a solid, effective paragraph, discuss Meursault’s apparent philosophy on life. Focus on his responses to other characters and to events others might consider important, and the reactions of other characters to him. Support that idea with a thorough analysis of the evidence presented in Chapters 3-5, using two quotes from the text. Expand on the significance of those quotes. Conclude your paragraph with a solid sentence that provides closure.**

**PART 1, CHAPTER 6**

**Activity Skill Focus: Imagery, quote analysis, characterization**

**In this chapter, imagery is centered on one particular element. Identify this element and analyze its role in the text and the events that unfold.**

|  |  |
| --- | --- |
| **Repeated image** | **Textual Quotes** |
|  |  |
| **How does the role of this repeated image change over the chapter?** | |

**Activity Focus: Quote Analysis**

|  |  |
| --- | --- |
| Note Taking | Note Making |
| “He told me that he spent Saturdays and Sundays and all his days off there. ‘With my wife, of course,’ he added. Just then his wife was laughing with Marie. For the first time maybe, I really thought I was going to get married” (50). |  |
| “All I said was, ‘He hasn’t said anything yet. It’d be pretty lousy to shoot him like that’” (56). |  |
| “’No,’ I said to Raymond, ‘take him on man to man and give me your gun. If the other one moves in, or if he draws his knife, I’ll let him have it’” (56). |  |
| “It was then that I realized that you could either shoot or not shoot” (56). |  |
| “I knew that I had shattered the harmony of the day, the exceptional silence of a beach where I’d been happy. Then I fired four more times at the motionless body where the bullets lodged without leaving a trace. And it was like knocking four quick time on the door of unhappiness”(59). |  |

**PART 1, CHAPTER 6 (continued)**

**Activity Skill Focus: Imagery, quote analysis, characterization**

|  |  |
| --- | --- |
| **Evidence of Meursault staying true to his philosophy on life and death** | **Evidence of Meursault where he seems to stray from his philosophy on life and death** |
|  |  |
|  |  |
|  |  |
| **Analysis of quotes above: what is their role in developing themes in the novel?** | **Analysis of quotes above: what is their role in developing themes in the novel?** |
|  |  |

**Reading questions**

1. What events or details near the beginning of the chapter serve as foreshadowing for later events??
2. What happens during the first exchange with the Arabs?
3. What do you observe about Meursault during the 2nd exchange with the Arabs?
4. Examine the killing of the Arab. Did Meursault intend from the beginning to kill him? Why does he kill

him?

**PART 2, CHAPTER 1**

**Activity Skill Focus: Point of view and perspective/theme development**

**Find quotes that support Meursault’s, the magistrate’s, and the lawyer’s point of view or perspective on Meursault’s crime, on morality and belief, and on justice.**

|  |  |  |
| --- | --- | --- |
| **Meursault** | **The Magistrate** | **The Lawyer** |
|  |  |  |

**Reading Questions**

1. Describe Meursault’s attitude upon his arrest and subsequent questioning. How does this support what we have seen of his view of life?
2. What is significant about the argument between the magistrate and Meursault?
3. Why is Meursault referred to as the “Antichrist”? Who calls him this?

**PART 2, CHAPTERS 2-3**

**Activity skill focus: Theme development and characterization/Importance of evidence in theme development**

**\*\*\*\*\*Paragraph Writing\*\*\*\*\* Discuss Camus’ use of the novel to illustrate his existentialist philosophy. Begin with a topic sentence that establishes focus and tone and which directly addresses the author’s philosophy and how, specifically, he uses his novel to showcase it. Support that idea with a thorough analysis of the evidence presented in Part 2, Chapter 2, using two quotes from the text (see below). Expand on the significance of those quotes. Conclude your paragraph with a solid sentence that provides closure.**

**Choose TWO quotes from the selections below (using this list AND/OR the quotes you pulled from Part 2, Chapter 3) and develop a paragraph that analyzes how this chapter helps to develop Camus’ existentialist philosophy. \*\*You also have the option of pulling different quotes from the novel which you may prefer to the selections below.**

1. “There are some things I’ve never liked talking about. A few days after I entered prison, I realized that I wouldn’t like talking about his part of my life” (72).
2. “Later on, though, I no longer saw any point to my reluctance” (72).
3. “Marie shouted to me that I had to have hope. I said, “Yes.” I was looking at her as she said it and I wanted to squeeze her shoulders through her dress. I wanted to feel the thin material and I didn’t really know what else I had to hope for other than that” (75).
4. “When I was first imprisoned, that hardest thing was that my thoughts were still those of a free man….But that only lasted a few months…Afterwards my only thoughts were those of a prisoner” (77).
5. There were others worse off than me. Anyway, it was one of Maman’s ideas, and she often repeated it, after a while, you could get use to anything” (77).
6. “I told him it was the same for me and that I thought it was unfair treatment. ‘But,’ he said, ‘that’s exactly why you are in prison.’ ‘What do you mean that’s why?’ ‘Well, yes-freedom, that’s why. They’ve taken away your freedom.’ I’d never thought about that. I agreed” (78).
7. “Apart from these annoyances, I wasn’t too unhappy” (78).
8. “I realized then that a man who had lived only one day could easily live for a hundred years in prison” (79).
9. The story on page 79 and 80 about the Czechoslovakian: “On one hand it wasn’t very likely. On the other, it was perfectly natural. Anyway, I thought the travel pretty much deserved what he got and that you should never play games” (80).
10. “Then I remembered what the nurse at Maman’s funeral said. No, there was no way out, and no one can imagine what nights in prison are like” (81).

**PART 2, CHAPTER 3**

**Activity Skill Focus: Analyzing text/Making inferences**

**In chapter 3, Meursault is on trial for his life. Track his observations and responses during this part of his trial. What do his thoughts and impressions reveal about his character? How do they tie into Camus’ existentialist perspective?**

|  |  |  |
| --- | --- | --- |
| **Quote** | **Analysis: Characterization** | **Connection to existentialism** |
|  |  |  |

**PART 2, CHAPTERS 4-5**

**Activity Skill Focus: Perspective/Point of view**

**How does each of these characters view morality, life, death, faith, and freedom? Use specific textual evidence to support your conclusions.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Character | Morality | Life | Death | Religion | Freedom |
| Meursault |  |  |  |  |  |
| Prosecutor |  |  |  |  |  |
| Lawyer |  |  |  |  |  |
| Judge |  |  |  |  |  |
| Priest |  |  |  |  |  |

**Activity Skill Focus: Quote Analysis**

Using the following quote, answer the questions below.

***“So close to death, Maman must have felt free then and ready to live it all again. Nobody, nobody had the right to cry over her. And I felt ready to live it all over again too. As if that blind rage had washed me clean, rid me of hope; for the first time, in that night alive with signs and stars, I opened myself to the gentle indifference of the world. Finding it so much like myself-so like a brother, really- I felt that I had been happy and that I was happy again” (122-123).***

**1. What is the effect of discussing Maman here?**

**2. In what does Meursault find hope and comfort? How does this contrast with other characters’ points of view (the priest, the lawyers, the magistrate, etc.)?**

**CULMINATING ACTIVITY: LITERARY ANALYSIS OUTLINE**

**Choose one of the prompts below and plan a literary analysis response to the prompt. Use the quotes and ideas from the course of your work in this portfolio to help you with this activity. You may also choose to use other quotes from the novel that you find suit your focus more effectively.**

**Prompts for *The Stranger***

**Topic: Develop a thesis from one of the questions below or develop your own question.**

* **How does Camus develop the novel’s message about the meaning of life?**
* **How does Camus contrast the physical and emotional worlds to develop a theme?**
* **How does Camus use character foils to develop characterization or theme?**
* **What is the role of death in the novel and how is it used to develop a theme?**
* **How does Camus use the novel as a platform for his existentialist philosophy?**

I. Introduction Paragraph

A. Hook: (describe, generally: quote? Statement? Startling idea?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B. Background (include author, title of book, major ideas important to your thesis—what kind of information do

you think you would need here?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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C. Thesis Statement (answers your chosen prompt precisely and gives an idea of how you will support that

response) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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II. Body Paragraph 1

1. Topic Sentence (sets a specific focus on some part of the thesis, to be addressed in this paragraph)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B. Elaboration on the topic sentence

C. Context for the quote you are about to use

D. Quote: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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E. Explanation/Elaboration on how the quote supports the topic sentence

F. Transition and context for the next quote you will use

G. Quote: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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H. Explanation/Elaboration on how the quote supports the topic sentence

I. Concluding Sentence that wraps up the paragraph and reinforces the topic sentence and thesis connection

III. Body Paragraph 2

1. Topic Sentence (sets a specific focus on some part of the thesis, to be addressed in this paragraph)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B. Elaboration on the topic sentence

C. Context for the quote you are about to use

D. Quote: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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E. Explanation/Elaboration on how the quote supports the topic sentence

F. Transition and context for the next quote you will use

G. Quote: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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H. Explanation/Elaboration on how the quote supports the topic sentence

I. Concluding Sentence that wraps up the paragraph and reinforces the topic sentence and thesis connection

IV. Body Paragraph 3

1. Topic Sentence (sets a specific focus on some part of the thesis, to be addressed in this paragraph)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B. Elaboration on the topic sentence

C. Context for the quote you are about to use

D. Quote: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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E. Explanation/Elaboration on how the quote supports the topic sentence

F. Transition and context for the next quote you will use

G. Quote: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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H. Explanation/Elaboration on how the quote supports the topic sentence

I. Concluding Sentence that wraps up the paragraph and reinforces the topic sentence and thesis connection

V. Conclusion Paragraph

A. General summation of major points

B. Connection of main points to thesis

C. Final thought \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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