The majority of this content is quoted or adapted from A Garden of English.

- Once you answer the question, go back to the text and find THREE PIECES OF EVIDENCE FROM THE TEXT that prove the selected adjectives/themes you stated in your Conquer Answer.

- ***In order to make sure to write about the entire passage, find a piece of evidence at the beginning, one at the middle, and the third at the end. ***

- See next page for templates and examples.

Chronological (Part by Part) Analysis Template

Divide the Passage into Three Parts, then **use this formula**:

	Topic Sentence Stems	Literary Element/Technique/Event	Purpose
Formula→	Chronological Sentence Stem	Quick Summary of Literary Element/Event and Line Numbers of Textual Evidence	Sentence Ending that Connects to Literary Complexity
Topic Sentence 1:	The *(author/speaker)* begins by *(introducing/presenting)...*	*Quick Summary of Literary Element/Event and Line Numbers of Textual Evidence*	, which highlights (*insert element of complexity from Conquer Answer)...*
Topic Sentence 2:	The *(author/speaker)* then shifts to...	*Quick Summary of Literary Element/Event and Line Numbers of Textual Evidence:*	, showcasing (*insert element of complexity from Conquer Answer)...*
Topic Sentence 3:	The *(author/speaker)* concludes *(by/with)...*	*Quick Summary of Literary Element/Event and Line Numbers of Textual Evidence:*	In order to reveal (*insert element of complexity from Conquer Answer).*

Example of how to use this formula (this uses a sample text, not the linked prompt I gave you):

	Topic Sentence Stems	Literary Element/Technique/Event	Purpose
Formula→	Chronological Sentence Stem	Quick Summary of Literary Element/Event and Line Numbers of Textual Evidence	Sentence Ending that Connects to Literary Complexity
Topic Sentence 1:	Clair begins by *presenting*	a first person narrator reflecting on two youthful misunderstandings	, which highlights the speaker's immaturity.
Topic Sentence 2:	The *narrator* then shifts to...	describing an arduous journey to a sentimental treasure	, showcasing her naively adventurous mindset and the processe's symbolic relationship to tracing back memories.
Topic Sentence 3:	The *author* concludes *by*	downplaying a dangerous encounter	in order to reveal her blissfully sentimental mindset.

Thesis Template:

In the passage, the author *presents* (insert <u>Literary element(s) x3 (from middle column, above)</u>) *in order to* (insert <u>Answer to Conquer (Complex textual understanding</u>), ultimately illustrating that (insert <u>universal idea</u>) (specific insight about the idea based on the literary elements).

Topic Sentence Stems:
1. (Speaker or Author) begins by (summarize impactful element as seen in text), which highlights (the idea that is implied by the text).

2. The (Speaker or Author) then shifts to (summarize the impactful element as seen in text) showcasing (idea that is implied by the first shift in text).

3. The (Speaker or Author) then finishes by(summarize impactful element as seen in text)in order to reveal (the idea that is implied by the transition in text).

Example of how to use this template (this uses a sample text, not the linked prompt I gave you) to create your:

THESIS:

In the passage, the author presents two youthful misunderstandings, describes an arduous journey to a sentimental treasure, and downplays dangerous encounters in order to characterize the narrator's childhood as a time of blissful and naive adventure, ultimately illustrating that nostalgia brings comfort and joy to a mature mind.

TOPIC SENTENCES:
1. Clair begins by presenting a 1st-person narrator reflecting on two youthful misunderstandings, which highlights the speaker's immaturity.

2. The narrator then shifts to describing an arduous journey to a sentimental treasure, showcasing her naively adventurous mindset and the process's symbolic relationship to tracing back memories.

3. The narrator finishes by downplaying a dangerous encounter in order to further reveal her blissfully sentimental mindset.

Obviously, this is just an outline--flesh it out with your full discussion, quotes (including line numbers from the text), and so forth.

See below, but prepare for sensory overload (it's color-coded and will make sense once you get your vision back)...