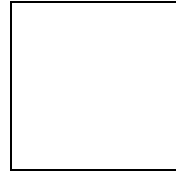


## Writing Toolkit: Components of an *Analysis Paragraph*

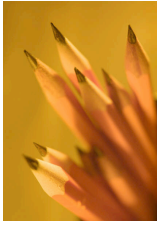


**Analysis Paragraph (noun):** *An academic paragraph you write in order to explain how literary devices (such as figurative language, diction or details) show an abstract idea that is important to the text as a whole (such as how characters are developed, the tone of the piece or the theme)*

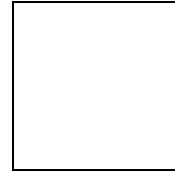
### **An Analysis Paragraph should do the following:**

- Identify literary devices (figurative language, diction and details)
- Explain how the literary devices are connected to each other
- Explain an abstract idea about the text (development of character, tone or theme)
- Explain how the literary devices contribute to the abstract idea

If your paragraph does all of these things, you are writing a strong analysis paragraph!



## Writing Toolkit: Components of an *Analysis Paragraph*



Looking for a guide? Use the optional paragraph format below!

Also, remember that you can always use sentence frames (page 32 - 39 of your toolkit) to help you write your paragraph.

### Optional Format for an Analysis Paragraph

**Claim** (Answer the analysis prompt! Remember to mention the **literary device** and **abstract idea** that you are making a claim about!)

**Evidence** (What is a quote or summary from the text?)

**Analysis** (What **literary device** does the author use in this part of the text?  
What does this **literary device** make the reader **think about** or **feel** or **realize**?)

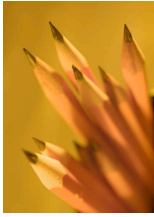
**Reasoning** (If the reader **thinks** or **feels** or **realizes** this, how does that support the claim you made about the **abstract idea**?)

**Evidence** (What is a quote or summary from the text?)

**Analysis** (What **literary device** does the author use in this part of the text?  
What does this **literary device** make the reader **think about** or **feel** or **realize**?)

**Reasoning** (If the reader **thinks** or **feels** or **realizes** this, how does that support the claim you made about the **abstract idea**?)

**Conclusion:** (Why is this abstract idea important in the world?)



## Writing Toolkit:

### *Example #1 of an Analysis Paragraph*

#### **Passage:**

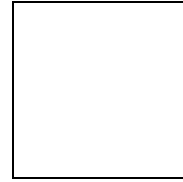
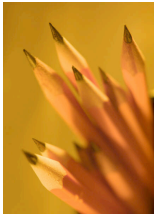
*"The night was gone. The morning star was shining in the sky. I too had become a completely different person. The student of the Talmud (religious text), the child that I was, had been consumed (eaten) in the flames. There remained only a shape that looked like me. A dark flame had entered into my soul and devoured it." (p. 34)*

#### **Analysis Paragraph:**

This passage from *Night*, by Elie Wiesel, suggests that Wiesel lost many parts of himself in the Holocaust. More specifically, in this passage Wiesel emphasizes that his faith and confidence had been taken away violently through specific word choice and personification. When Wiesel uses the term "devoured" to describe what happened to his soul, the reader senses the violence of what happened to him. "Devoured" is a term that is used to describe the act of eating, but in a fast, violent way. By using the term "devoured" Wiesel is making the point that his faithful self has not only been lost, but has been lost violently and painfully. In order to make this point even clearer Wiesel also makes the "dark flame" seem like a predator<sup>12</sup> when he says that it "entered into my soul." If the reader sees the dark flame as a predator the reader will understand how Wiesel's faith and self are stripped away from him, because a predator can strip things away while a flame may not. By using the "dark flame" this way Wiesel is reinforcing the point that his faith and his self have been taken away from him violently.

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<sup>12</sup> Animal that hunts and kills other animals



## Writing Toolkit: *Example #2 of an Analysis Paragraph*

### ***Analysis Paragraph:***

In her speech to the 1851 Women's Convention, *Ain't I a Woman?*, Sojourner Truth repeatedly asks the rhetorical question, "A'int I a woman?" With this question, she confronts both society's views of women as weak and of African American women as different than white women. The rhetorical question, is a strong way for her to make her point in a time when people would not expect an African American woman to speak against people in power. Sojourner Truth opens her argument by aligning the women against men who treat women as weak by doing things like helping them into carriages. She knows her audience of white women would disagree that women need the assistance society gives them. She then counters the stereotype of women as weak by listing her own feats of strength, "[I] ploughed and planted, and gathered into barns, and no man could head me." After examples of her strength she asks, "And ain't I a woman?" When the audience answers for themselves, "yes, you are a woman" they affirm both the strength of women, which is the stated purpose of their convention, and also the belief that Sojourner Truth, an African American woman, is like them, white women. Without stating it as her purpose at the start of her speech, Truth creates an alliance between the fight for women's suffrage (the right to vote) and the fight for African American civil rights.