**Thesis statements:**

Thesis statements must **show the differences and the similarities**. Use words such as the following:

**Similarities:**

* In addition
* Similarly
* Likewise
* Just as
* Same as
* Compared to
* As well as
* At the same time

**Differences:**

* However
* Whereas
* Unlike
* On the contrary
* Conversely
* On the other hand
* Although
* Meanwhile

But a strong thesis also illustrates the “so what” *(clarify new knowledge, fresh insight, better than…, sharper focus)*

**“So what” transition words:** Ultimately, Regardless of the differences, in addition, furthermore, therefore, subsequently**,** one learns, the authors teach the reader,

**Eg.**

Similarly, the characters in *The Help* and the speaker in the “Danger of Silence” tell a story of fighting against discrimination in society. In *The Help*, Skeeter raises awareness of racial discrimination by showing the African American helps’ point of view; however, “The Danger of Silence” differs in how the speaker teaches his students to use the privilege of their voices to stand up. Regardless, both express one voice can fight back against injustice.

Note the movie/novel is in italicize.

Note that the short story is in quotation marks

Despite their differences in formatting and expression, the two pieces of literature managed to convey the same message. The writings tell of the difficulty of keeping a clear cultural identity under the prejudice and pressure of their society. Ultimately, they also show how individuals new to our country can overcome this challenge if they retain their precious memories and respect their culture regardless of adversity.

In *Indian Horse* and “Indian Education”, both give insight into racial discrimination and its effect on First Nation Peoples. Similarly, both protagonists in the stories feel shameful of their heritage, due to racism in their community; however, in *Indian*, Saul feels angry towards his First Nation’s heritage and towards others because of his experiences with racism. Meanwhile, in “Education”, Junior feels empowered to celebrate and embrace his First Nations background, because of his experiences with racism. Furthermore, racism may affect First Nation peoples by making one feel ashamed of their heritage; however, one can become proud of their background and can challenge racism to overcome shame.

Similarly, both *Mockingbird* and *Help* focus on the social and racial inequality when it comes to Black people in society. Both stories hint at the prejudice, isolation and injustice that is the result of racism. However, one can see how by the end of *Mockingbird*, the African Americans have accepted their position and lost hope in society improving. Meanwhile, in *The Help* the maids are uniting to tell their stories with hopes of the White community hearing their side and seeing the wrongness of their doings. Ultimately, one can see how the injustices that comes with racism may cause some to lose hope and accept prejudice, however, some will choose to stand up and say their side of the story in hopes to create change.

**The main characters of both stories *Sugar Falls* and *Indian Horse* endure loneliness, sexual and mental abuses throughout their time in the Residential School. Betsy from *Sugar Falls* builds a stronger connection to her aboriginal culture whereas Saul from *Indian Horse* decides to handle his traumatic memories through drinking. Ultimately, both authors try to advocate that people have different methods of coping hardship. Therefore, one cannot judge others’ ways of managing hardship especially without understanding their history**.

**Throughout both *Sugar Falls* and *Indian Horse*, the protagonists face abuse in the form of residential schools, although the way that they differ is in what they take forward. For Saul, he takes the loss of his innocence to heart as he canonizes Father Leboutillier to hide from the truth. Comparatively, Betty embraces the truth and looks forward with recognition. Despite these difference, as a result both characters teach and give back to the community by exploring their culture through language and hockey respectively. The reader learns that sometimes recovery can be achieved through sharing stories and passing on knowledge to help others.**

The use of the poetic device, allusion, is used by both poets to enhance meaning and illustrate purpose. Hughes’ “I, Too” alludes to the poem “I Hear America Singing” by Walt Whitman to demonstrate their place among Americans. In contrast, Cullen’s “Yet Do I Marvel” alludes to Greek Mythology in order to exhibit how knowledgeable African American poets can be. Furthermore, the devices in both poems serve to the purpose of working towards a racially equal society.