**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, fresh insight, sharper focus, better than…*)

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

**Eg.**

**(With the titles included in thesis)**

**Q. How does one combat racism?**

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

**(Without the titles included in thesis)**

**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 show how individuals new to our country can overcome this challenge if they retain their precious memories and respect their culture regardless of adversity. This may help with fitting in and make one happier.**

**How can one cope with loss?**

*The Help* and *The Book Thief* both show how relationships help us develop and the ways relationships can help people overcome losses. Similarly, each story has characters dealing with the death of their loved ones. In *Help*, Aibileen deals with the death of her son with the help of Minny who supports her in the grieving process, proving their friendship. Aibileen also finds an outlet for her love by loving the white children she takes care of. Meanwhile in *Book Thief*, Liesel is left to mourn alone after her brother’s death and her mother giving her up. Liesel finds new relationships that lead her to develop trust and love again with her new foster parents and the friends she meets. Therefore, both show how relationships can get us through tragedies and help us develop our own personal growth.

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.

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.