The Structure:

**Directions:** *Label the components of the 12 sentence paragraph below, in the parenthesis, as we review them on the powerpoint.*

My Big Claim: Liesel is a hero.

Liesel is the tragic heroine of Zusak’s novel, The Book Thief. (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_). Liesel—a communist orphan—finds her true identity, through her adopted family and friends, during World War II in the middle of Nazi inundated Germany. (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_). She becomes a hero through her kindness and humility to a young Jewish man named Max, whom her family hides desperately from the Germans around them. (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_). While Max is fading in between life and death, Liesel finds a way to support him and help him survive by being “on the lookout for discarded items that might be valuable to a dying man” (321)(\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_). Not only is her family housing a Jew, but Liesel spends time, every day, reading and bringing home “presents” to Max, for when he wakes up; her behavior essentially saves Max and makes her a young heroine. (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_). Young Liesel stands up in the face of deadly German authority, while the rest of her society remains silent to the oppression of the Jews. (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_). While Liesel watches a band of Jews marching to the death camps, she desperately looks for Max and once she sees him, she “grabbed a hold of his arm with her left hand” (510) (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_). She faces a terrible lashing for her actions, and even though she is a young girl, she is one of few who challenged the hypocrisy of Hitler’s regime (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_). By the end of the novel, Liesel overcomes her greatest internal challenge—her ability to read and write—and shares her stories with the world. (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_). She sits in the basement, zealously documenting the things she has experienced and, “started writing, not knowing how she was ever going to get this right” (525) (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_).She continues to write and her own flaw, her only fault, is her struggle to read, which she mastered in many ways, and ironically transformed into her greatest childhood passion; she becomes a hero to many who may struggle with words, like she did(\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_). Ms. Meminger stands out as a true heroine of the story—admired by her foster family, Max, and even Death himself—she is an ordinary character beyond the pages of Zusak’s fictional novel (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_).

Another Example (from my Foster Sample Paper)

Langston’s young protagonist, Roger, is on a mission—or rather he is on *a quest*. The teenager seeks to grab the handbag of Mrs. Luella Bates Washington Jones in one swift swipe, and gets pummeled by the woman as a result. Foster argues that every fictional trip can be classified into a five criteria quest and Roger is no except— he fits the M.O. offered by Foster in his book’s first chapter. Fosters states that “questers are [so] often young, inexperienced, immature, sheltered” (3) characters and Roger fits the bill. Roger is around 14-15 years old (Hughes, 65) and his immature desire to steal reflects his role of the quester. Foster continues to argue that questers will face some type of hardship, challenge, or ordeal in their pursuits, and Roger faces one very large challenge: Mrs. Luella. Mrs. Jones doesn’t hesitant to knock Roger down and humorously, “put a half nelson about his neck” (Hughes, 65). From the street, and until they arrive at Luella’s house, Roger is fraught against the strength of Mrs. Jones, which is a true physical struggle in the story’s rising action. But, perhaps the strongest of Foster’s arguments in his quest theory is his belief a quest serves a higher and nobler purpose. Roger’s original goal was to steal money for the shoes he envied, and in the end he learns a fine lesson about right and wrong; Foster believes that a “quest is educational” and is always about “self-knowledge (3). Roger learns a great life lesson from Luella, and although he was trying to steal, the ending resolution was more beneficial for him. Roger really was on a quest and this story is a subtle, but great example of that.

Assignment: Pick one of the following options to help practice the 6-9-12 sentence paragraph:

1. *Review your Foster paper and add in a 6/9/12 sentence paragraph.*
2. *Practice in your writer’s notebooks with the short story, “Thank You Ma’m,” by Langston Hughes.*