

Name: _____ Date: _____

Sample Argumentative Brainstorming Page

Prompt: Throughout this school year, you have read several texts that portray power imbalances. When power in society becomes imbalanced, people respond by taking action to create change that restores the balance of power. Using *Persepolis* and one other Grade 8 core text of your choice, write a four-paragraph literary analysis essay in response to the following question:

- What factor(s) most strongly influence people to take action that could create change in society?

Thematic Topics (that apply to all 4 texts)			
1. freedom	2. justice	3. equality	4. safety

TEXT	What changes did people want to see? (What does the thematic topic look like in this text?)	What actions did people take to create those changes? (What specific evidence from the text shows an example of the thematic topic?)
<i>Persepolis</i>	<ul style="list-style-type: none"> • Thematic Topic 1: Freedom <ul style="list-style-type: none"> ○ Having choices, like what kind of education you want or what religion to observe ○ The ability to wear what you want, buy what you want, go where you want, act how you want 	<ul style="list-style-type: none"> • Marji's family makes wine and throws a party (p. 106) • Marji's parents smuggle illegal goods into the country (pp. 128–129) • Marji wears what she wants, like a jean jacket, sneakers, and pins (p. 131) • Marji buys cassette tapes on the black market (p. 132)
	<ul style="list-style-type: none"> • Thematic Topic 2: Justice <ul style="list-style-type: none"> ○ Secular government / no authoritarianism, corruption, or theocracy 	<ul style="list-style-type: none"> • Marji's father takes pictures to document the truth (p. 29)

	<ul style="list-style-type: none"> ○ No repression or threat of imprisonment by gov't 	<ul style="list-style-type: none"> ● Marji and her family attend protests together (p. 76) ● Political prisoners suffer torture but maintain their beliefs (pp. 47; 60–62) ● Marji calls out her teachers when they bully students or tell lies (p. 144)
	<ul style="list-style-type: none"> ● Thematic Topic 3: Equality <ul style="list-style-type: none"> ○ More equality between social classes ○ More rights for women 	<ul style="list-style-type: none"> ● Marji's mother criticizes and protests against the veil (p. 5; 75) ● Marji helps Mehri despite social class (pp. 35–37) ● Marji goes to Austria to pursue education opportunities not available to her in Iran (p. 148)
	<ul style="list-style-type: none"> ● Thematic Topic 4: Safety <ul style="list-style-type: none"> ○ Not being persecuted or imprisoned for secular beliefs or behavior ○ Not living in fear of government or war 	<ul style="list-style-type: none"> ● Many people leave Iran altogether, like Marji's classmates and family members (pp. 63–64) ● People help to hide communists like Niloufar from gov't persecution (p. 123)
<i>Animal Farm</i>	<ul style="list-style-type: none"> ● Thematic Topic 1: Freedom <ul style="list-style-type: none"> ○ The animals want to work for themselves ○ The animals want to have leisure time 	<ul style="list-style-type: none"> ● The animals try to build a windmill so that they can work less when it is finished (p. 50)
	<ul style="list-style-type: none"> ● Thematic Topic 2: Justice <ul style="list-style-type: none"> ○ The animals want to keep the products of their labor ○ The animals want to make their own rules, not be forced to follow humanity's rules 	<ul style="list-style-type: none"> ● The animals agree to live by the Seven Commandments (pp. 24–25) ● Animals admit to crimes they committed (p. 84) ● The hens revolt and fly to the ceiling to drop their eggs and break them so the pigs can't sell them (p. 76)

	<ul style="list-style-type: none"> ● Thematic Topic 3: Equality <ul style="list-style-type: none"> ○ All of the animals want to be treated the same as each other ○ The animals do not want to be subordinate to humans 	<ul style="list-style-type: none"> ● All of the animals do their part to bring in the harvest, from the largest (like Boxer) to the smallest (like ducklings) (pp. 27–28) ● Nobody steals from the harvest (p. 28) ● Everyone works as much as they can (p. 29) ● Everyone gets the same amount of rations (p. 74)
	<ul style="list-style-type: none"> ● Thematic Topic 4: Safety <ul style="list-style-type: none"> ○ The animals do not want to be forced to work harder by being physically harmed or tortured ○ The animals want to be safe from their enemies, like Snowball and the humans on neighboring farms (Frederick & Pilkington) 	<ul style="list-style-type: none"> ● The animals destroy all the whips and harnesses (pp. 20–21) ● The animals trust their leader Napoleon to protect them from Snowball and from humanity
<i>Night</i>	<ul style="list-style-type: none"> ● Thematic Topic 1: Freedom <ul style="list-style-type: none"> ○ Concentration camp prisoners should be freed; concentration camps should be destroyed ○ No imprisonment, dehumanization, torture ○ Freedom of religion 	<ul style="list-style-type: none"> ● Devoting himself to religion makes Eliezer happy (pp. 4–5) ● Prisoners hang onto their faith for as long as they can (p. 45) ● USA liberates the concentration camps (p. 115)
	<ul style="list-style-type: none"> ● Thematic Topic 2: Justice <ul style="list-style-type: none"> ○ Nazis should be held accountable for their crimes ○ Prisoners and survivors should be cared for 	<ul style="list-style-type: none"> ● A man curses Germany before he is hanged (p. 62) ● Eliezer decides not to abandon his father (p. 91)

	<ul style="list-style-type: none"> ● Thematic Topic 3: Equality <ul style="list-style-type: none"> ○ No prejudice against people because of their religion 	<ul style="list-style-type: none"> ● Prisoners still observe Jewish holidays while imprisoned (p. 67)
	<ul style="list-style-type: none"> ● Thematic Topic 4: Safety <ul style="list-style-type: none"> ○ Nothing like the Holocaust should ever happen again ○ Wanting to protect and help others while in the camps 	<ul style="list-style-type: none"> ● Eliezer survives to tell his story in the hopes of preventing future genocides (p. viii; xv) ● French woman risks her own safety to take care of Eliezer (p. 53)
<i>All American Boys</i>	<ul style="list-style-type: none"> ● Thematic Topic 1: Freedom <ul style="list-style-type: none"> ○ People have the right to say what they want, wear what they want, and act how they want 	<ul style="list-style-type: none"> ● Spoony's style (pp. 51–52) ● Carlos, English, and Shannon do what they want despite consequences (pp. 201–202)
	<ul style="list-style-type: none"> ● Thematic Topic 2: Justice <ul style="list-style-type: none"> ○ Police should be held accountable for their actions ○ The government should be aware of how the people feel ○ People's basic rights should not be violated for no reason 	<ul style="list-style-type: none"> ● Students speak up to remind others that Rashad is absent <ul style="list-style-type: none"> ○ Graffiti (p. 166) ○ English class ("Battle Royal") (p. 215–218) ○ Quinn's "I'm Marching" shirt (pp. 252–253) ○ Basketball team names their play after Rashad (p. 256) ● Katie Lansing agrees to testify (p. 241) ● They hold a protest to make their voices heard (pp. 306–308)

		<ul style="list-style-type: none"> ○ People speak their minds at the protest and on social media (pp. 288–290; 292)
	<ul style="list-style-type: none"> ● Thematic Topic 3: Equality <ul style="list-style-type: none"> ○ People should not be judged based on race ○ People should all be treated the same way 	<ul style="list-style-type: none"> ● People call others out on their biases <ul style="list-style-type: none"> ○ Ms. Webber's class (pp. 134–135) ○ English and Quinn's conversation (pp. 173–176) ○ Mrs. Elrich's class (pp. 254–255)
	<ul style="list-style-type: none"> ● Thematic Topic 4: Safety <ul style="list-style-type: none"> ○ People should not have to fear the police 	<ul style="list-style-type: none"> ● Mrs. Fitzgerald's brother's bravery at Selma (p. 244–245) ● Protestors assemble despite police presence (pp. 287–288)

Claim: People are most strongly influenced to take action to create change in society when their individuality and sense of morality feel threatened.
