HOW TO WRITE A PAPER 2 ESSAY

There are two ways to write a paper two essay:

Method # 1:

Introduction

1- Introduce the novels in a creative way (be sure to mention the genres)

2- Briefly discuss the novels in a comparative way.

3- Create a thesis statement that directly refers to the question

4- Write subtopics that are suitable for both books and the question.

Body 1:

Subtopic 1- Book # 1

Subtopic 2- Book # 2

Body 2:

Subtopic 1- Book # 1

Subtopic 2- Book # 2

Body 3:

Subtopic 1- Book # 1

Subtopic 2- Book # 2

Conclusion:

1- Restate the thesis statement in a creative way.

2- Dedicated one sentence per subtopic.

3- Final concluding statement about the essay and novels with reference to the question.
Method #2

Introduction:

1- Introduce the novels in a creative way (be sure to mention the genres)

2- Briefly discuss the novels in a comparative way.

3- Create a thesis statement that directly refers to the question

4- Write subtopics that are suitable for both books and the question.

Body #1:

A long paragraph comparing and contrasting both novels, with direct reference to the question and subtopic #1.

Body #2:

A long paragraph comparing and contrasting both novels, with direct reference to the question and subtopic #2.

Body #3:

A long paragraph comparing and contrasting both novels, with direct reference to the question and subtopic #3.

Conclusion:

4- Restate the thesis statement in a creative way.

5- Dedicated one sentence per subtopic.

6- Final concluding statement about the essay and novels with reference to the question.
Helpful transitional words for The Paper 2 Essay

Use these words to help you connect your thoughts, your sentences, and your paragraphs:

**Addition**
again, also, and, and then, besides, equally important, finally, first, further, furthermore, in addition, in the first place, last, moreover, next, second, still, too

**Comparison**
also, in the same way, likewise, similarly

**Concession**
granted, naturally, of course

**Contrast**
although, and yet, at the same time, but at the same time, despite that, even so, even though, for all that, however, in contrast, in spite of, instead, nevertheless, notwithstanding, on the contrary, on the other hand, otherwise, regardless, still, though, yet

**Emphasis**
certainly, indeed, in fact, of course

**Example or illustration**
after all, as an illustration, even, for example, for instance, in conclusion, indeed, in fact, in other words, in short, it is true, of course, namely, specifically, that is, to illustrate, thus, truly

**Summary**
all in all, altogether, as has been said, finally, in brief, in conclusion, in other words, in particular, in short, in simpler terms, in summary, on the whole, that is, therefore, to put it differently, to summarize

**Time sequence**
after a while, afterward, again, also, and then, as long as, at last, at length, at that time, before, besides, earlier, eventually, finally, formerly, further, furthermore, in addition, in the first place, in the past, last, lately, meanwhile, moreover, next, now, presently, second, shortly, simultaneously, since, so far, soon, still, subsequently, then, thereafter, too, until, until now, when
Plan your essay:

Venn Diagram

Book #1

Similarities

Book #2
Good Example: Method # 2

"Life is a game played against chaos and death." How far, and in what ways, does this statement apply to at least two works by different writers?

The authors Conrad and Fitzgerald both integrate the themes of chaos and death in their novels “Heart of Darkness” and “The Great Gatsby” respectively. While both novelists take different tangents to the meaning of the word chaos, and take the notion of death to different extremes, they use similar literary devices, namely imagery, symbolism and diction, to bring the themes and motifs of their novels to the forefront.

The most prominent theme channeled through to the readers in Conrad’s “Heart of Darkness” is that of imperialism, fuelled by moral deterioration. Indeed, Marlow’s very journey from England to the Congo, and the incidental situations that he encounters, offer a harsh portrayal of imperialism and its ramifications on the native Congolese tribes. Indeed, the impetus behind Marlow’s adventure, relays the hypocrisy inherent in the rhetoric used by the imperialists to justify imperialism: to bring about civilization within ‘uncivilized’ Africa. The rhetoric lies in the scenes of torture and near-slavery that Conrad describes and Kurtz’s blatant description of his treatment of the natives, admitting it is “suppression” and “extermination”.

Perhaps the epitome of moral disintegration in the novel is when the protagonist Marlow likens his Congolese helmsman to a piece of machinery, rather than consider him to be human. Conrad further exacerbates the situation, when, in the same way Marlow likened his ‘inferior other’ to a still object, Kurtz perceives his African mistress at best a piece of statuary solely for visual and physical pleasure. In doing so, the author almost obliges the readers to draw a contrast between Kurtz’s description his African mistress, and that of his European fiancée, whom he pleasantly describes as “my intended”. Indeed, Conrad’s use of the personal pronoun ‘my’ elicits a sense of passion and possession, revealing to the readers that Kurtz perceives his European counterpart as almost soul mate-like.

In the same way Conrad touches upon overall disintegration within the society, Fitzgerald’s “The Great Gatsby” relays the decay of social and moral values, which is evident in the overarching cynicism and the empty pursuit of pleasure that seems to be plaguing society. The ostentatious parties Gatsby throws every Saturday night, for instance, paints a clear picture of the unrestrained desire for money and pleasure, which seemed to have surpassed and outweighed more noble goals and dreams. As opposed to Conrad, who uses imagery and colour-related vocabulary to convey his motif, Fitzgerald integrates concrete symbols in his novel to further amplify moral disintegration. This is epitomized in the ambiguity of the meaning behind Dr. Eckelburg’s eyes looking over the Valley of the Ashes. Fitzgerald does provide one possible meaning for the on-looking eyes through the character of Wilson. To Wilson, the eyes represent the eyes of God that are looking upon everyone and judging them. Perhaps the fadedness of the eyes themselves and gradual deterioration of the billboard, exemplifies the decay and disintegration of the relationship between God and humanity.
Similarly, the Valley of the Ashes, another symbol incorporated in “The Great Gatsby” serves as the reader’s foundation for comparison between the wealthy, who lead comfortable and lavish lifestyles, and the poor, who lead lifestyles comparable to that of slaves. This established, it only follows logically that the lives of those living in the Valley of Ashes is one against chaos (poverty, homelessness) and death (the death of motivation to achieve the American Dream).

It would be important to note that Joseph Conrad, unlike Fitzgerald, also alludes to the physical as well as the mental disintegration of society. For instance, the sailors on-board the French ship were dying at the rate of three per day. The protagonist also describes himself as being physically and mentally weak; he was afflicted with fever, and this in turn, forced him into a delirium that made him question if he was appetizing for the cannibals. In fact, Conrad further develops the notion of “darkness” in his novel by providing ironic associations to words that would normally be synonymous with light and hope. An example of paramount importance is when Marlow, on his arrival to the Congo, wanted to feed a native a biscuit, but with no avail: the slave collapsed on his way to receive the food. Similarly, Conrad even associates the elements of nature with negativity and almost describes them as minatory-like. For instance, the sun, normally associated with warmth and hopefulness, is described to be scalding for the Congolese. In the same way, the streams of water, which normally resemble the passing journey of life, are described to be “still”. In doing so, Conrad conveys to the readers that “darkness” is ever-present in the Congo.

The protagonist’s persons of interest in both novels are faced with death; Kurtz dies in the Congo, while Gatsby is murdered by Wilson. Nevertheless, while Conrad offers a literal meaning to death (i.e. the death of Kurtz), Fitzgerald offers a metaphorical form of death as well. Gatsby, for instance, by creating a new name and new identity, killed his old self and his past. Moreover, because Daisy could not live up to Gatsby’s preconceived notions about her (that she was a young, painted, almost doll-like female), so dies his aggrandizement and adulation of her. Fitzgerald also brings to the forefront the death of dreams; Gatsby cannot accept that his dream is over and that Daisy is bound indissolubly to her husband Tom. In the same way Gatsby is portrayed as the failed dreamer, Wilson is portrayed as the symbol for the loss of hope and the death of dreams, for his poverty has deprived him of his ability to hope, and drove his wife Myrtle to the welcoming arms of her lover Tom.

In conclusion, both Conrad and Fitzgerald employ certain literary devices to bring to the forefront the notions of chaos and death in their novels “Heart of Darkness” and “The Great Gatsby”. Similarly, both novelists display chaos in the form of moral disintegration; Conrad in the form of White imperialistic tendencies in Africa, and Fitzgerald in the form of the lavish parties Gatsby throws and certain symbols such as the Valley of the Ashes that allow the readers to compare between the lifestyles of the rich and the poor in America. Furthermore, while Conrad does not move astray from the literal meaning of death, Fitzgerald delves into the metaphorical connotations associated with death; epitomized in the loss of hope and the eventual death of the American Dream within many characters in “The Great Gatsby”, including Nick, Gatsby and Wilson alike.
Good Example: Method #2

Question: Literature admits conflicts between good and good, as well as between good and evil. Which two or three works would you choose to discuss to illustrate this generalization, and why might both types of conflict be important?

Both novels, “Heart of Darkness” by Joseph Conrad and “Things Fall Apart” by Chinua Achebe reflect the themes of ‘good against evil’, while the latter reflects the theme of ‘good against good’ as well. Similarly, both authors, Conrad and Achebe, employ several literary terms, namely imagery and diction to paint a clear picture to the readers about the White’s mistreatment of the Congolese, and the White’s role in societal disintegration within Umofia.

The most prominent theme in Conrad’s novel is that of the hypocrisy of imperialism, channeled through to the readers mainly through imagery and diction. Not only does Conrad implicitly draw a clear painting to the readers of the ‘good vs evil’ relationship between the Congolese and the White imperialists, but offers his own insight, rather criticism, on the matter. Indeed, Marlow’s very journey from England to the Congo, and Conrad’s vivid description of the Congolese nature, offer a harsh portrayal of imperialism, and its effects on the victimized tribesmen. Perhaps the epitome of the ‘good vs. evil’ relationship that Conrad continuously refers back to is his prominent use of diction when Kurtz’s blatantly describes his treatment of the natives, admitting it is “suppression” and “extermination.” Conrad further exacerbates the underlying ‘good vs evil’ relationship when the novel’s protagonist, Marlow, realizes that regardless of Kurtz’s treatment towards them, the native tribesmen adulate Kurtz and confer upon him the status of ‘god’. Marlow’s realization is further amplified when the Blacks refuse to allow Kurtz to leave the Congo for Europe.

Conrad complements his integration of powerful words and descriptive events with concrete images that help the reader understand the gravity of the ‘evil’s’ subordination and abuse of the ‘good’. This is mainly done through the development of the notion of ‘darkness’ throughout “Heart of Darkness”. Conrad provides unconventional associations to words that would normally be synonymous with positivity and, even sometimes benefaction. An example of paramount importance is when Marlow, with the purest intention, wanted to feed a native a biscuit, but with no avail: the slave collapsed on his way to receive the food. Clearly this serves to show that even any attempt on part of the ‘evil’ to genuinely help the ‘good’ ends in disaster. Similarly, Conrad even associates the elements of nature with negativity and almost describes them as minatory-like. For instance, the sun, normally associated with warmth and hopefulness, is described to be scalding for the Congolese. In the same way, the streams of water, which normally resemble the passing journey of life, are described to be “still”. In doing so, Conrad conveys to the readers that “darkness” is ever-present in the Congo.
Chinua Achebe’s “Things Fall Apart” also offers criticism on the White’s imperialist tendencies in Africa, through the use of imagery and diction. The very fact that, unlike Conrad, this novel is written in the point of view of the colonized rather than the colonizer, even offers a more potent image of the relationship between the ‘good’ and the ‘evil’. Coupled with Chinua’s clever use of point of view, the book also offers a vivid comparison of the civilized and spiritual lives the Igbo lived before the arrival of the Europeans, and the ruinous social and cultural consequences that the arrival of the ‘evil’ missionaries brought. The most prominent symbol that Achebe offers is that of the colour red that serves to reflect Okonkwo’s rage and temperamental tendencies. For instance, the wall that surrounds his compound is brick-red. As the novel progresses and the White missionaries invade Nigeria, we begin to see more prominent and powerful colours of red, i.e. that of fire. The gradual increase in the magnitude of these colours; from red walls to fire, serves to portray Okonkwo’s anger regarding the changes the missionaries have brought about his society.

Both novelists, Conrad and Achebe, seem to also draw a ‘good vs evil’ relationship between men and women within the social fabric of the Europeans, and the Igbo respectively. The protagonist in “Heart of Darkness”, for instance, has this unshakeable vision of women as completely out of touch with reality. Marlow claims that, women, with their hopeful visions of world peace and love, should be treated as children and placated with their ‘delusions’, rather than be viewed as mature adults who understand the ‘realities of the world around them’. In doing so, Conrad almost obliges the reader to sympathize with the women, and deem them as ‘good’. Furthermore, Conrad repeatedly refers back to Marlow’s opinion of women, and employs diction to further relay to the readers the character’s perception of women. An example is Marlow’s use of the rhetorical question “would you believe it?” when claiming he had to approach a woman (his aunt) to be offered a job. This ‘good vs evil’ is further amplified when Marlow’s point of interest, Kurtz, perceives his mistress at best a piece of statuary solely for visual and physical pleasure.

In the same way Marlow and Kurtz view women as inferior individuals, Okonkwo in Chinua’s “Things Fall Apart”, has an unswerving perception of the Igbo women and their roles in society. Perhaps an example of paramount importance that channels through to the readers the immense gender discrimination within the Igbo society is the word ‘agbala’; which refers to a man who has no title or “woman”. In doing so, Chinua allows for the reader to infer that it is the goal of every Igbo man not to be labeled as an ‘agbala’. Chinua serves to attach importance to the word ‘agbala’, when the main character Okonkwo strives to achieve status within his immediate society. It seems as though Achebe implies that it is a man’s nightmare to be title-less or referred to as a woman.
Similarly, Okonkwo favoured his daughter Ezinma most out of all of his children, and Chinua, through his employment of the third-person omniscient, offers the readers an insight into the thoughts of Okonkwo: that he would have been happier had she been born a male. This thought is coupled with Okonkwo's harsh treatment of his eldest son Nwoye, whom he believes is effeminate.

Indeed, fully knowing that Nwoye was too young to harvest the yams, Okonkwo does not hesitate to criticize his unwieldy nature. Moreover, in keeping with the Igbo view of female nature, the men beat their wives. "Things Fall Apart" describes two instances when Okonkwo beat his second wife for seemingly petty mistakes; not coming home to make him his meal. What aggravated the situation and clearly paints a picture to the readers of Okonkwo's temperament was that this was done during the Week of Peace. It seems as though Chinua was trying to relay that Okonkwo, with his profound sexist views, did not think twice to beat his wife during this holy week.

It would be important to note that as opposed to "Heart of Darkness", "Things Fall Apart" also touches upon the notion of 'good vs good'. Indeed, Achebe through his description of the everyday lives of the Igbo natives, seems to be depicting their good nature. This is epitomized in the character of Okonkwo, who although marginalizes woman and plays part in the 'good vs evil' relationship within the Igbo society, has many internal conflicts. These very conflicts that Okonkwo experiences lend themselves effectively to the notion of the conflict between 'good vs. good'. For instance, when Okonkwo had to kill Ikemefuna, he hesitates to do so albeit for a tenth of a second. Achebe cleverly amplifies this 'good vs good' conflict when he describes Okonkwo's subsequent ordeals: his inability to sleep and eat for three days. Similarly, the breakout of a tribal war between Umofia and its neighbouring village allows the readers to draw a comparison between the good vs good conflict (tribesmen), and the good vs evil conflict (that of the White v.s Igbo). Indeed, when a Umofian local was killed, instead of declaring war, the Umofians resorted to conciliatory measures with their enemies, and took in Ikemefuna and a virgin.

In conclusion, both authors Conrad and Achebe employ several literary techniques to bring the underlying conflicts between good and good, as well as good and evil to the forefront. While Conrad and Achebe shed more light upon on the conflict between the good (natives) and evil (Whites), Achebe also alludes to the conflict between the good and the good (Okonkwo's conscience). In doing so, the readers are presented with a basis for comparison between the malevolent-like Whites, and the innocent Umofians. In doing so, the novelist further glorifies the complex character that is Okonkwo who is representative of the natives.
## Paper 2

The criterion-by-criterion approach

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### Introduction
- Introductory sentence that grabs your attention: a famous quote, a question, a bold statement, an anecdote or joke.
- A sentence that connects to the 'attention grabber' and explains its relevance to the 2 (or 3) works that you have read. This sentence states the names of the works, years of publication and authors' names in passing.
- The thesis statement, where you explain that the question can be answered by exploring each work, the context of each work and the language of each work.

### Body paragraph 1
- Topic sentence 1: Explain how both texts can be used to answer the question. Focus on the texts only.
- Illustrations from both works. Where, in the plot of each work, do we see the authors commenting on the thesis/guiding question?
- Explanation: how do these examples illustrate the authors' message?

### Body paragraph 2
- Topic sentence 2: How has contextual knowledge influenced your interpretation of the works? How did it shape the authors' intentions?
- Give examples of how the context of the author can be seen in the work?
- Explanation: how do these examples illustrate the author's message?

### Body paragraph 3
- Topic sentence 3: Elaborate on the nature of each author's style. How has context influenced the author's style?
- Examples of use of language and its effect on its audiences.
- Explanation: how do these examples illustrate the authors' message?

### Conclusion
- Answer the question again. State the thesis in other words.
- Retell how authors convey their message through language and structure.
- A very wise thought.
### Paper 2

**The criterion-by-criterion approach**

**Question:** "Analyse how justice is represented and understood in at least two works studied."

**Works:** *Field's Child* by Dalene Matthee, *The Kite Runner* by Khaled Hosseini

| Introduction | **Writers do not write in a vacuum. They are influenced by the contexts in which they write.**
|--------------|---|
| Introductory sentence that grabs your attention: a famous quote, a question, a bold statement, an anecdote or joke. | **Field's Child** by Dalene Matthee, *The Kite Runner* by Khaled Hosseini **explain its relevance to the 2 (or 3) works that you have read. This sentence states the names of the works, years of publication and authors' names in passing.**
| The thesis statement, where you explain that the question can be answered by exploring each work, the context of each work and the language of each work. | "The contexts of both writers influenced their representation and understanding of 'justice' in South Africa and Afghanistan." |

**Body paragraph 1**

| Topic sentence 1: Explain how both texts can be used to answer the question. Focus on the texts only. | In both works, **individuals are up against very unjust societies. Nevertheless, they both manage to set one thing straight: Benjamin knows who lied about his biological mother. Amir discovers he has a half-brother and rescues his half-brother's son from the Taliban.**
| Illustrations from both works. Where, in the plot of each work, do we see the authors commenting on the thesis / guiding question? | The reader's search for justice is what makes each work a page-turner. Benjamin's search for justice takes the form of a quest, fulfilled when he learns about Barta's lie. Amir's quest to achieve atonement is fulfilled when he adopts Sohrab.
| Explanation: how do these examples illustrate the authors' message? | Both authors have a kind of quest and redemption story / Authors' message may be that individuals all have a duty to seek the truth, even if you can't change the injustice of society. |

**Body paragraph 2**

| Topic sentence 2: How has contextual knowledge influenced your interpretation of the works? How did it shape the authors' intentions? | Why did the authors tell the quest for redemption story? South Africans needed to hear one in 1894 during the height of apartheid. Hosseini hoped for a better Afghanistan after the fall of the Taliban in 2001. He saw the chance to redeem a country's pride.
| Give examples of how the context of the author can be seen in the work? | Matthee comments on the evils of racism in separating loved ones. She shows that what happened in 1870 could happen in 1894. There are parallels between Hosseini's life and Amir's. The flea market in California, the need to go back to one's roots.
| Explanation: how do these examples illustrate the author's message? | Benjamin's search for identity and justice is SA's search for identity and justice. Amir's search for atonement and justice is Afghanistan's search for atonement and justice. |

**Body paragraph 3**

| Topic sentence 3: Elaborate on the nature of each author's style. How has context influenced the author's style? | Because Matthee wants the reader to experience all sides of the story, white/black, mother/father, the novel is narrated in free indirect speech from each character's perspective. Because the novel is slightly autobiographical, Hosseini wrote in the 1st person.
| Examples of use of language and its effect on its audiences. | We feel sympathy for Elias van Rooy, even though he's backwards. He represents injustice in South Africa. Out to kill an elephant, knowing it's wrong. We feel Amir's guilt, through symbolism (the lamb, the kite) and 1st person narration.
| Explanation: how do these examples illustrate the authors' message? | Narrative technique helps create understanding of justice in the cultural context. The symbols are typical of Afghanistan and the Islam. The lamb is a sacrifice. The kite represents flying high.

**Conclusion**

| Answer the question again. State the thesis in other words. | Justice is represented and understood in the contexts of South Africa and Afghanistan through characters who seek their true identity. Authors are calling their countries to also find their true identity and leave their backwards ways behind. |
| Retell how authors convey their message through language and structure. | Authors achieve this message through narrative technique and symbolism. |
| A very wise thought. | These countries, for better or worse, have done a lot of soul searching since the authors wrote these works. |
## Paper 2

### The comparative approach

<table>
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### Introduction

- Introductory sentence that grabs your attention: a famous quote, a question, a bold statement, an anecdote or joke.
- A sentence that connects to the 'attention grabber' and explains its relevance to the 2 (or 3) works that you have read. This sentence states the names of the works, years of publication and authors' names in passing.
- The thesis statement, where you answer the question in a nutshell and branch out into 3 main ideas.

### Body

**Topic sentence 1:** the first of the 3 main ideas that answer the question / thesis statement.

- Illustrations from both works. How does the writer use language, style and structure?
- Explanation: how do these examples illustrate the authors' message?

**Topic sentence 2:** the second of the 3 main ideas that answer the question / thesis statement.

- Illustrations from both works. How does the writer use language, style and structure?
- Explanation: how do these examples illustrate the authors' message?

**Topic sentence 3:** the third of the 3 main ideas that answer the question / thesis statement.

- Illustrations from both works. How does the writer use language, style and structure?
- Explanation: how do these examples illustrate the authors' message?

### Conclusion

- Answer the question again. State the thesis in other words.
- Compare how authors conveyed their message through language and structure.
- A very wise thought.
### Paper 2
#### The comparative approach

**Question:** "Analyse how justice is represented and understood in at least two works studied."

**Works:** *Fielas Child* by Dalene Matthee and *The Kite Runner* by Khaled Hosseini

<table>
<thead>
<tr>
<th>Introduction</th>
<th>What makes a novel a page-turner? One reason: readers want the satisfaction of seeing justice carried out.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A sentence that connects to the 'attention grabber' and explains its relevance to the 2 (or 3) works that you have read. This sentence states the names of the works, years of publication and authors' names in passing.</td>
<td><em>Fielas Child (FC)</em> by Dalene Matthee and <em>The Kite Runner (TKR)</em> by Khaled Hosseini both engage readers by telling an individual's quest for justice.</td>
</tr>
<tr>
<td>The thesis statement, where you answer the question in a nutshell and branch out into 3 main ideas.</td>
<td>&quot;In these works the notion of justice is represented and understood in the contexts of South Africa and Afghanistan, where racial tension, family ties and personal identity are all issues.&quot;</td>
</tr>
</tbody>
</table>

#### Body Paragraph 1

**Topic sentence 1:** the first of the 3 main ideas that answer the question / thesis statement.  
Justice and racial tension in FC and TKR: there's discrimination towards Fielas and Hassan. She's black, he's Hazara. The Magistrate discriminates against Fielas, Assaf (and Amir) discriminate against Hassan. The reader feels sympathy towards Fielas and Hassan.

**Illustrations from both works. How does the writer use language, style and structure?**  
We feel sympathy for Fielas, because her story is told in free indirect speech, we hear her thoughts and feel her pain when she's discriminated against. Amir tells his thoughts directly: he feels guilty for the discrimination against Hassan.

**Explanation: how do these examples illustrate the authors' message?**  
Dalene's message: The whites, like Barta, feel constant guilt for discriminating against the blacks. Pazhtuns pay the price for discriminating against the Hazaras by feeling a constant guilt too.

#### Body Paragraph 2

**Topic sentence 2:** the second of the 3 main ideas that answer the question / thesis statement.  
The racial problems create tensions in families. Both families have a big secret: Benjamin is not van Rooyen's child. Hassan is Amir's half-brother. No one will speak the truth, because they're afraid of what others will say.

**Illustrations from both works. How does the writer use language, style and structure?**  
Both writers use plot twists to shock their readers. Barta reveals the truth about Benjamin. Rahim Khan tells Amir that Hassan is his half-brother.

**Explanation: how do these examples illustrate the authors' message?**  
The strongest family members throughout the book: Barta and Baba turn out to be the weakest, as they kept the secrets that destroyed the families. Authors show that the injustices of SA and Afghanistan tear apart families.

#### Body Paragraph 3

**Topic sentence 3:** the third of the 3 main ideas that answer the question / thesis statement.  
Individuals struggle to know who they really are in societies that discriminate. Benjamin constantly searching for 'home' and a 'mother'. Amir constantly searching for atonement.

**Illustrations from both works. How does the writer use language, style and structure?**  
Setting is important to understanding this personal quest: Benjamin goes from the bush to the forest to the sea. Amir goes from Kabul to California. But both must go back 'home', to the bush and Kabul respectively.

**Explanation: how do these examples illustrate the authors' message?**  
Authors seem to comment on how you cannot deny someone their birth rights, like a sense of 'home'. Both in SA and Afghanistan, the apartheid government and the Taliban prevent people from going home. This is unjust.

#### Conclusion

**Answer the question again. State the thesis in other words.**  
Both authors explore the notion of injustice in South Africa and Afghanistan by showing their readers how racial discrimination can destroy individuals and families.

**Compare how authors conveyed their message through language and structure.**  
While authors use different narrative technique, they both rely heavily on setting to comment on their cultures. What's more: they both have a plot twist, which expose the hypocrisy of their cultures.

**A very wise thought.**  
These thought provoking novels can lead to change in these countries. Both the apartheid government and the Taliban are gone.