

Body Paragraphs

The paragraph is a series of sentences developing one topic.

main idea

sentence

support

sentence



sentence

quotes

sentence

Paragraphs and Topic Sentences

- **The paragraph must begin with a topic sentence - like a thesis statement for the paragraph - letting the reader know what the main argument of that paragraph will be.**
 - > **Think: subject + verb + opinion**
- **The paragraph then goes on to focus *only* on the issue announced in the topic sentence, presenting and analyzing evidence from the text.**
- **The paragraph ends with a concluding sentence or two that sums up its argument.**
- **The first line of the next paragraph should link back to the preceding one by some kind of transitional remark, referring briefly to what has already been said. Please **DO NOT** place your transitional remark at the end of the paragraph.**

Topic: Rebellion in Sunday School Shoes: A Child's Struggle Against Conformity in *Moonrise Kingdom*

Thesis: *Moonrise Kingdom* defends a child's right to individuality in three fashions: it illustrates the beauty of individuality through its audial and visual themes; it portrays the authoritative figures that oppose Sam and Suzy as fragile and incompetent, and it sheds light on the maturity and responsibility found in Sam and Suzy's relationship.

Topic Sentences:

1. Throughout the film, Wes Anderson's choices for *Moonrise Kingdom*'s soundtrack and cinematography often express the wonders of individuality.
2. Anderson's cinematographical style greatly reinforces the beauty of individuality in *Moonrise Kingdom*.
3. One of the film's most valuable defenses for Sam and Suzy's eccentric independence is how the authoritative figures are portrayed as fragile, incompetent, and often hypocritical.
4. Another supposedly strong pair of authority figures who fail to provide a stable and mature example for the children is Walt and Laura, Suzy Bishop's parents.
5. While Laura's affair serves as a poor model for rebellious love, Sam Shakusky and Suzy Bishop defend a child's right to individuality through the maturity and responsibility of their own relationship-based decisions.

Topic: An Unexpected Monster: Exploring Female Identity in Disney's *Frozen*

Thesis: Through an engaging storyline and a captivating soundtrack, *Frozen* frames two distinct social commentaries: it offers an intriguing portrait of how patriarchy defines, controls, and disempowers female identity, and the fairytale suggests that women must recognize, challenge and overcome patriarchal authority in their lives in order to claim personal freedom and discover their self-defined identities.

Topic Sentences:

1. As a young child, Elsa is defined as helpless and dangerous by the dominant males in her life: her father and the grandfather troll.
2. While it would be easy to see the father's discernment as "interventive parenting", there is a further element to this central father-daughter relationship that emphasizes his need to control her sense of empowerment.
3. Elsa internalizes her father's fear and becomes afraid of her own power, altering the core of who she is as a person and depriving her of happiness.
4. In an effort to further control Elsa's inherent power, her father gives her gloves to wear, demanding she "conceal [her power]" (*Frozen*, 2013) and not show it to others.
5. As Elsa's parents prepare to leave on a trip, she worriedly asks, "Do you have to go?" (*Frozen*, 2013), suggesting she does not feel comfortable or safe without her father's oversight.
6. Following her parents' unfortunate death, Elsa remains bound by the parameters of the identity her father constructed for her, exposing the extent to which his control overpowers her sense of self.

Topic: Patriarchy Internalized: Angels, Sex, Bitches, and Douchebags

Thesis: Through its depiction of stereotypical male/female relationships, “Grab a Feather and Get in Line” perpetuates three distinct and oppressive social perceptions: women exist as sex objects to be controlled by men; hegemonic masculinity offers innate superiority and empowerment; and femininity suggests weakness.

Topic Sentences:

1. In “Grab a Feather and Get in Line” Walden and Kate’s relationship normalizes the stereotype that men will first and foremost be interested in satisfying their innate sexual desires, often through objectifying women.
2. Walden’s reference to the models as “angels” and his assumption that they will happily submit and engage in a pillow fight on a shared bed reflects Tyson’s (2006) definition of a “good girl” as one who is angelic and submissive.
3. Kate’s laughter at Walden’s sexist comments about the models, along with the cued laughter from the audience, reflects how pervasive patriarchal ideology normalizes the idea that women exist to fulfill male sexual desire.
4. Alan and Lindsay’s relationship in “Grab a Feather and Get in Line” reflects stereotypes of men and women that normalize oppressive and sexist behaviours.
5. Alan and Walden’s use of language in reference to women reflects the tenets of rape culture as they compare the models to food and assert ownership over them
6. “Grab a Feather and Get in Line” also patronizes women who struggle with eating disorders and exploits these illnesses as inconsequential.
7. The overwhelming presence of eating disorders in North American society is not only an issue of healthy living but also an issue of female equality.