

## Literary Analysis Essay Outline (Secondary)

Before you begin planning, read the prompt carefully and identify the subject (what), the audience (who), and purpose (what) of your story.

| Literary Analysis Outline  | Example Essay  | Your Literary Details |
|--|--|-----------------------|
| <p><b>Introduction</b></p> <ol style="list-style-type: none"> <li>Hook your reader with a fact, question, quote, or statement.</li> <li>Introduce title, author, characters and a summary of the main event(s).</li> <li>End with your thesis/controlling idea.</li> </ol>     | <p>(1) Being bullied can feel like endless rain on Venus. (2) In the sci-fi story "All Summer in a Day," by Ray Bradbury, 9-year-old Margot endures bullying and rain daily, on Venus, where her family moved 5 years earlier. (3) Talking about the sun on Earth angers her classmates, until they experience the sun for the first time themselves.</p>  |                       |
| <p><b>Body Paragraph 1</b></p> <ol style="list-style-type: none"> <li>Use transition words or phrases to introduce the main idea.</li> <li>Support with evidence from the story.</li> <li>Analyze/explain how the evidence relates to the main idea.</li> </ol>                | <p>(1) Bullying her for claiming the sun is real, Margot's classmates poke fun and call her a liar. (2) Yet, Margot remembers the sun's beauty and writes a poem comparing it to "a flower that blooms for just one hour" (Bradbury, 1) (3) Since the sun only shines once every seven years on Venus, Margot's classmates are too young to remember and disbelieves any reference to sun that Margot makes.</p>   |                       |
| <p><b>Body Paragraph 2</b></p> <ol style="list-style-type: none"> <li>Use transition words or phrases to introduce the main idea.</li> <li>Support with evidence from the story.</li> <li>Analyze/explain how the evidence relates to the main idea.</li> </ol>                | <p>(1) As the bullying continues, Margot insists the sun will shine. (2) Sick of her protesting, classmates grab her and shove her into "a closet, where they slammed and locked the door" (Bradbury, 3). (3) They were proud of their decision to get rid of Margot, as they were sick and tired of listening to her lies.</p>  |                       |
| <p><b>Body Paragraph 3</b></p> <ol style="list-style-type: none"> <li>Use transition words or phrases to introduce the main idea.</li> <li>Support with evidence from the story.</li> <li>Analyze/explain how the evidence relates to the main idea.</li> </ol>                | <p>(1) Moments after Margot was locked away, the sun comes out for a brief hour and her classmates finally feel "the sun on their cheeks like a warm iron." Afterwards they feel remorse for denying Margot exposure to the sun, their (2) "faces...solemn and pale" as they realize Margot had been telling the truth all along (Bradbury, 4). (3) Finally, experiencing the sun, the classmates know they made a terrible mistake by shutting Margot away.</p> |                       |
| <p><b>Conclusion</b></p> <ol style="list-style-type: none"> <li>Restate the thesis/controlling idea.</li> <li>Summarize the importance of your analysis or explain how it relates to the world.</li> <li>Connect back to your introduction with a strong statement.</li> </ol> | <p>(1) Despite Margot's attempts at talking about her love for the sun, classmates bully her until they witness it firsthand, eventually feeling guilty for treating her poorly. (2) Bradbury uses Margot's character to represent those mistreated for their differences. (3) Unfortunately, Margot's classmates had to experience the sun in order to empathize, an essential feeling needed to understand others.</p>   |                       |