



Something Wicked This Way Comes: Theme Assignment

Write a paragraph about a theme from the novel *Something Wicked This Way Comes*. Look over the topics we've assigned (relationships, light vs. dark/ and adulthood vs. youth) while we read the book and choose one to focus on for your assignment.

You need to include a well-written topic sentence, at least two examples of evidence, elaboration (explanation), and a concluding sentence.

*Topic Sentence/Theme Statement should include the name of the author, the title of the novel and the theme you have chosen. Use a sentence pattern like the one provided below to begin your topic sentence. DO NOT use phrases such as "I think" and "In my opinion."

*Evidence: at least two examples from the work (character's words and/or actions, plot events) that prove the theme you have chosen PLUS elaboration explaining how each explains/proves your theme.

*Transitions: Use transitions to direct the reader as you go from one example to another. (first, next, last, finally)

*Concluding Sentence: this should tie the theme of the story to life in the real world. It should be thought-provoking and insightful (go beyond the obvious to show that you have thought about how this theme connects to life). It should also effectively sum up your paragraph.

You may use this template to write your theme analysis paragraph. You do not have to use the exact words that are in the template; adjust it to meet your needs. The template provides a very basic theme analysis format.

In the novel [Title of story, underlined] _____ by [author] _____, one of the themes demonstrated is [your theme goes in the blank/Your idea for the theme; a sentence, not just a word].

One event that shows this theme is [Briefly describe a scene in the story that shows the theme] _____.

On page ____, [insert character name] states, "[insert textual evidence] _____." This shows the theme because [explain how the example you just gave proves your theme idea/quote] _____.

Another place in the story that supports this theme is [Briefly describe another scene that shows the theme]. _____ On page ____, [insert character name] states, "[insert textual evidence] _____.

_____ In this scene, the theme is shown because [Explain how the example you just gave proves your theme idea/quote] _____.

To summarize, [Conclusion] _____

TOPIC SENTENCE/OPENING STATEMENT:**Name** _____ **DATE** _____ **PERIOD** _____

___ / 6

4 (6) (experienced)	3 (5) (competent)	2 (4.5) (developing)	1 (4) (emerging)
<ul style="list-style-type: none"> Requirements for level 3 have been met Additional understanding of the theme is demonstrated by giving a more complex explanation of theme 	<ul style="list-style-type: none"> Opening statement identifies author, title, and theme. Statement identifies one specific theme in a complete thought Statement is objective and does not use "I think" 	<ul style="list-style-type: none"> Opening statement is missing title and/or author Theme is mentioned in one word or is too broad Statement is introduced using "I think" or "I believe" 	<ul style="list-style-type: none"> Theme is missing or incorrectly identified

REASON

___ / 6

4 (6) (experienced)	3 (5) (competent)	2 (4.5) (developing)	1 (4) (emerging)
<ul style="list-style-type: none"> Requirements for level 3 have been met Examples strongly support the theme Student shows a definite understanding of how the examples relate back to the theme 	<ul style="list-style-type: none"> Examples support theme Example doesn't over summarize the events in the text Student shows an adequate understanding of how the examples relate back to the theme 	<ul style="list-style-type: none"> Examples chosen gives weak support to the theme Student shows a basic understanding of how the examples relate back to the theme 	<ul style="list-style-type: none"> Examples do not support the theme No example is given

EVIDENCE

___ / 6

4 (6) (experienced)	3 (5) (competent)	2 (4.5) (developing)	1 (4) (emerging)
<ul style="list-style-type: none"> Requirements for level 3 have been met Makes relevant connections of the text to personal/general experiences Uses three pieces of textual evidence 	<ul style="list-style-type: none"> Uses two pieces of textual evidence Evidence is related to the reason and the theme Uses relevant connections of the text Transitions used 	<ul style="list-style-type: none"> Uses only one piece of textual evidence Textual evidence is provided, but does not fully support the reason and statement 	<ul style="list-style-type: none"> Textual evidence doesn't support theme Textual evidence is missing

CONVENTIONS

___ / 6

4 (6) (experienced)	3 (5) (competent)	2 (4.5) (developing)	1 (4) (emerging)
<ul style="list-style-type: none"> accurate punctuation (quotation marks, periods, commas, etc.) spelling is accurate 	<ul style="list-style-type: none"> 3-5 punctuation errors 3-5 errors in spelling 	<ul style="list-style-type: none"> 6-10 punctuation errors 6-10 errors in spelling 	<ul style="list-style-type: none"> Many punctuation errors/ no punctuation used Many errors in spelling

