**Analyzing Theme Outline Poster**

**: Envelope Theme Essay Outline**

1. Evaluate your theme and quotes and all of the information you have gathered about how your theme is used/presented in *The Hobbit*.
2. Discuss what it could mean/how you could analyze the use of that theme.
3. Your essay prompt: *Discuss Tolkein’s use of --------- theme and trace its development throughout the novel.*
4. As a group, create a meaningful thesis statement addressing your prompt and write it across the top of a piece of butcher paper.
5. Categorize the quotes from the envelopes in order to support that thesis in multiple ways.  Once you have some "categories" and set aside duplicates, you can create a claim (topic sentence) that supports the thesis, write it on the butcher paper, and then tape/glue the index cards that support each of those topic sentences onto the butcher paper below the topic sentence as evidence.
6. Analyze how the data (index cards) support the claim that supports the thesis; provide bullet points of at least 3 per quote. You will end with giant "outlines" of meaningful analysis in essay form on butcher paper.
7. You should have AT LEAST 2 quotes per topic sentence!

Theme:

Group Member Names:

***\*\*This sheet and accompanying rubric must be turned in to receive credit!\*\****

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| **Date** | **Members present** | **Task(s) completed** | **Task(s) to be done or assigned** |
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**Grading Rubric:**

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|  | **Exceeds Expectations****(5 points)** | **Meets Expectations****(4-3 points)** | **Approaches Expectations****(2 points)** | **Needs Much Improvement****(0-1 point)** | **Score/ Comments** |
| **Format:****QCB1a.** Use prewriting strategies to generate, focus, and organize ideas as well as to gather information**QCB1b**. Analyze writing assignments in terms of purpose and audience to determine which strategies to use **QCB3a.** Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing**QCB3b.** Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas groupedtogether for unity, and paragraphs arranged in a logical sequence | The outline employs the correct format, and proper use of headings, and sections areclear. | The outline shows the correct format, though proper use of headings and sections may be misplaced or inconsistent.  | The outline resembles the correct format, but proper use of headings and sections are not used.  | The outline has serious errors and does not use the correct format.  |  |
| **Thesis:****QCA7b.** Provide an interpretation of a literary work that is supported by evidence from the text and from cogent reasoning | Thesis is clear and proposes an arugable point which people could reasonably agree or disagree; it takes a stand. Thesis clearly and specifically elaborates on and connects the theme to a greater purpose. | Thesis is clear and proposes an arguable point, but it does not take a clear stand. Thesis elaborates on and connects the theme to a greater purpose. | Thesis is somewhat clear and does not fully propose an arguable point. Thesis attempts to elaborate on or connect the theme to a greater purpose. | Thesis is not clear and lacks organization of an arguable point and a clear stand. Thesis fails to elaborate or connect the theme to a greater purpose. |  |
| **Content:****QCA5c**. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts**QCA5e.** Identify, analyze, and evaluate the ways in which the devices the author chooses achieve specific effects and shape meaning in increasingly challenging texts**QCA7a.** Learn appropriate literary terms and apply them to increasingly challenging texts  | The outline contains very precise, detailed, and clearly organized informationthat is essential to the topic, including AT LEAST 6 specific examples and quotationswhich are attributed with proper MLAparenthetical documentation.Information clearly relates to the main topic. It includes several supporting details and/or explanation/analysis. | The outline contains sufficient and clear information and 6 specific examples and quotations which are attributed with proper MLA parentheticaldocumentation though one ortwo errors may appear. Information clearly relates to the main topic. It provides some supporting details and/or explanation/analysis. | The outline includesinformation related to the topic, but does not thoroughly elaborate or expand upon examples and quotations OR doesnot use proper MLAparenthetical documentation. Information relates to the main topic. Provides few supporting details and/or explanation/analysis given. | The outline includesinsufficient and/orinappropriate information anddo not include MLA format.Information has little or nothing to do with the main topic. A serious lack of supporting details and/or explanation/analysis. |  |
| **Mechanics:****QCB5a**. Correctly spell commonly misspelled/ confused words**QCB5b**. Correctly choose verb forms in terms of tense, voice and mood**QCB5c**. Make subject and verb agree in number, even when there is some text between the subject and verb**QCB5d**. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)**QCB5e**. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified**QCB5f**. Correctly use parts of speech**QCB6a**. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)**QCB6b**. Use punctuation correctly within sentences and words**QCB6c**. Demonstrate correct use of capitalization | All parts exhibit excellentuse of spelling, punctuation,grammar, and format. | All parts exhibit good use of spelling, punctuation, grammar, and format, but has several mistakes. | All prats exhibit anundeveloped use of spelling, punctuation, grammar, andformat. There are many errors. | The outline has serious errors in spelling, punctuation,grammar, and format. |  |
| **Presentation****QCD2b**. Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)**QCD2c**. Give impromptu and planned presentations that stay on topic and/or adhere toprepared notes**QCD2d.** Write and deliver informational speeches that present a clear, distinctive perspective on the subject and supportthe controlling idea with well-chosen and well-organized facts and details from a variety of sources | Student uses a clear voice and correct, precise pronunciation of terms.Presenter doesn’t rush, shows enthusiasm, avoids likes, ums, kind ofs, you knows, etc. Uses complete sentences. Presents in a mature, sophisticated fashion. Group demonstrates full subject knowledge and has obviously rehearsed. | Student’s voice is clear. Student pronounces most words correctly. Presenter has minimum likes, ums, kind ofs, you knows, etc. Uses mostly complete sentences. Presents in a professional fashion. Group demonstrates knowledge of the subject and some evidence of rehearsal. | Student’s voice is low. Student incorrectly pronounces terms. Presenter includes too many filler phrases. Presenter includes many incomplete sentences. Presents in a semi-professional manner. Presentation begins to interfere with delivery of content knowledge. | Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear. Presentation interferes with delivery of content knowledge. |  |
| **Individual Score for Participation/ Teamwork:****QCD2g.** Actively participate in small-group and large-group discussions, assuming various roles |  |  |  |  |  |

**Group Total Score and Comments:**