

Study Island Skill Characters

****REMEMBER, I AM OUT FOR PSSA THIS WEEK****

****PLEASE GO OVER THIS POWERPOINT AND COMPLETE THE HOMEWORK TICKET THAT GOES ALONG WITH IT SENT IN KMAIL****

****PLEASE REMEMBER YOUR UNIT 17 NOVEL AND PROJECT AND GET CAUGHT UP ON ANY MISSING ASSIGNMENTS IN QUARTER 3 AND 4****

****I WILL SEND YOU ANOTHER POWERPOINT AND HOMEWORK TICKET ON FRIDAY***

****PLEASE CHECK KMAIL!!****



Whiteboard Tools

Teacher Key:



Know It Notes



Chat Box



Polling Tools



Free for all MIC

Today we will...

- QUICKLY Review THEME
- Identify the connection between supporting details.
- Recognize the theme of a story.
- Analyze the difference between THEME and PLOT.

- **E06.A-K.1.1.2**
- Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.
- **E06.A-C.3.1.1**
- Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.

Make an inference about what is going on in each of the following situations!

Darkness was all around. The only available light was from the flicker of a candle which was set on the mantle.

I told my dad to slow down, but he continued to race along the interstate. He was in a hurry to get to the basketball game. All of sudden we saw blue lights.

The ride was quite enjoyable. Our hair blew in the cool autumn air as we rounded each curve of the mountain.



A decorative border surrounds the central text, consisting of red and black diamonds arranged in a pattern along the edges of the page.

**How is plot different from
theme?**

Theme?



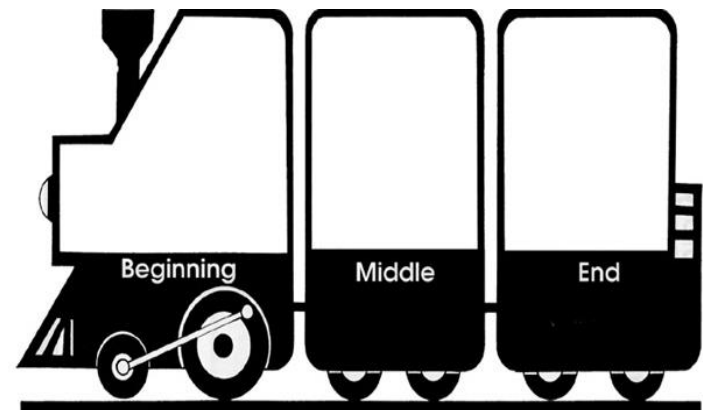
Main idea, thought the author is trying to get across, moral of the story

Example: "*The Little Engine That Could*" by Watty Piper

THEME: Although it seems that the Little Blue Engine is certainly too small to pull the train across the mountain, its positive attitude and optimism make something happen that seemed to be impossible.

or

Plot?



Events that take place during the story, in order.

Example: "*The Little Engine That Could*" by Watty Piper

PLOT summary: A little train full of toys for boys and girls must get over a tall mountain. Neither the Shiny New Engine nor the Big Strong Engine will pull the train, saying simply, "I can not. I can not." Finally, the Little Blue Engine accomplishes the task.

Theme

*The **theme** is the most important message in a story. The theme will say something about life or human nature. Sometimes the theme is a **moral** or short lesson about life. Because the theme is a message, it must be expressed in a complete sentence. Sometimes the author does not tell you the theme. Instead, you have to figure it out from the text.*

Some Common Themes Found in Literature:

- Man is his own worst enemy.
- Good is stronger than evil.
- A person grows by facing obstacles.
- Treat others the way you want to be treated.

What is a **Theme**?

Theme: Life lesson, meaning, **moral**, or message about life or human nature that is communicated by a literary work.

In other words...

Theme is what the story teaches readers.

Themes

A **theme** is not a word, it is a sentence.

You don't have to agree with the theme to identify it.

Examples

- *Money can't buy happiness.*
- *Don't judge people based on the surface.*
- *It is better to die free than live under tyranny.*


What is the **theme**?

Jenny was so excited. She had a pack of Starburst in her lunch and she had been looking forward to eating them all morning. Lunch finally came and Jenny sat down to eat her Starbursts when her *friend* Kate sat next to her. “Let me get the pink ones,” asked Kate. Jenny liked the pink ones best, but she thought Kate was funny and Jenny wanted Kate to like her, so Jenny gave Kate all of her pink Starbursts. Before Jenny was done giving Kate the pink ones, Carrie sat on the other side of Jenny. “Let me get the red and the orange ones, Jenny. Remember when I gave you that Snickers?” Jenny didn’t remember that, though she did remember when Carrie ate a whole Snickers in front of her, but Jenny thought Carrie was cool, so she gave her the red and the orange Starbursts. Now that she only had the yellow ones, Jenny wasn’t so excited about eating starbursts anymore.



Identifying Themes

- **Themes** are not clearly state.
- Themes are implied. (This means you have to **INFER**.)
- **Themes** are bigger than the story.



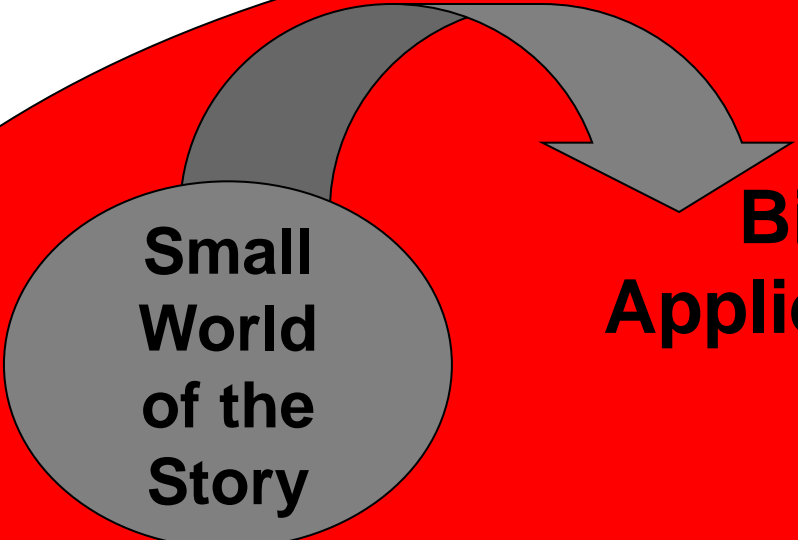
A diagram illustrating the concept of themes. It features a large red semi-circle at the bottom of the slide. Inside this semi-circle, on the left, is a smaller grey circle containing the text 'Small World of the Story'. A grey arrow curves from the top of this grey circle towards the right, pointing towards the text 'Big World of the Theme. Applies to the "Real" World.' which is positioned on the right side of the red semi-circle.

Small
World
of the
Story

Big World of the Theme.
Applies to the "Real" World.

Themes are about the big picture.

- Not “Yellow Starbursts taste bad”
- Not “Kate and Carrie are bad friends.”
- Think **BIGGER**.
- Find “Real” World advice.



A diagram consisting of a large red semi-circle at the bottom of the slide. Inside the left side of this semi-circle is a smaller grey circle. A grey arrow curves from the top of the grey circle to the right, pointing towards the text on the right side of the red semi-circle.

Small
World
of the
Story

Big World of the Theme.
Applies to the “Real” World.

Review

1. Theme is what we can learn from a story.
2. Themes must be **inferred**.
3. Themes are about the **BIG** world.

THINK: What is the real world advice in this story?

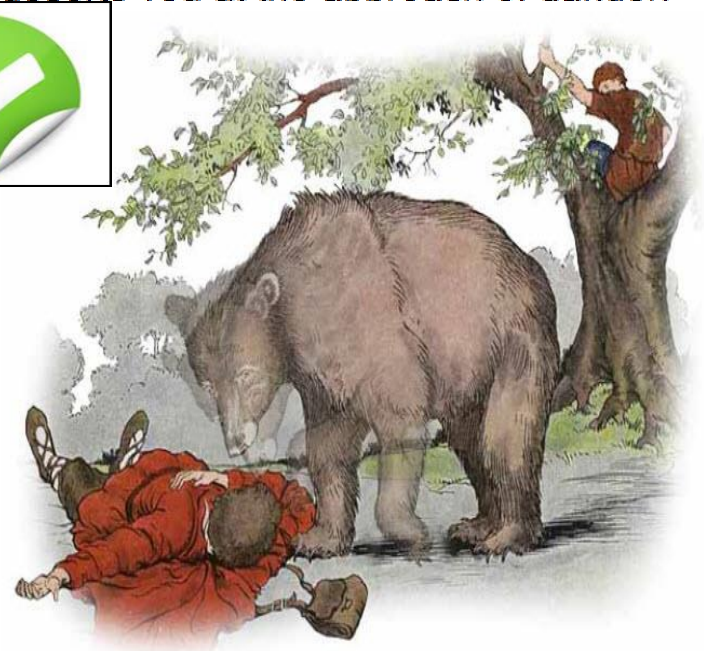
The Bear and the Two Travelers

Two men were traveling together, when a Bear suddenly met them on their path. One of them climbed up quickly into a tree and hid in the branches. The other fell flat on the ground. The Bear came up and felt him with his snout, and smelled him all over. The man held his breath and pretended he was dead. The Bear soon left him, for it is said he will not touch a dead body. When he was gone, the other traveler came down from the tree, and asked his friend what it was the Bear had whispered in his ear. "He gave me this advice," his companion replied. "Never travel with a friend who deserts you at the approach of danger."

What is the lesson of this story?



- A. It is more important to be brave than smart.
- B. Trouble shows you who your friends really are.
- C. You can always depend on your friends.
- D. We all have to take care of our own problems.



The Travelers and the Plane Tree

Two travelers were worn out by the heat of the summer sun. They rested at noon under the wide branches of a plane tree. As they rested under its shade, one of the travelers said to the other, "The plane tree is a useless tree! It bears no fruit, and it does not give any service to man."

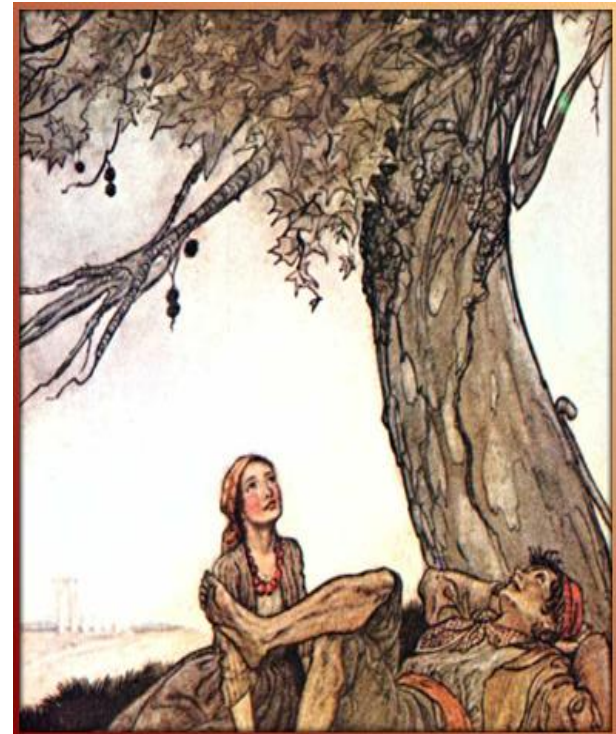
The plane tree said, "You are ungrateful fellows! You describe me as useless, yet you sit and recover under the shade of my branches?"

adapted from "The Travelers and the Plane Tree" by Aesop

What is the theme of the selection?



- A. Stay away from trees that don't have fruit.
- B. Learn to appreciate the value of all things.
- C. Gossiping about other people is rude.
- D. Travel in the winter instead of the summer.



Theme

The Four Oxen and the Lion

A lion hunted for game in a large field. He found four oxen grazing together. He tried to attack several times. However, each time he came near, they turned their tails to one another. As a result, he was met by the horns of one ox no matter which side he approached. The next day, the lion returned to prowls the field. He found the four oxen quarrelling among themselves, and then each ox went alone to a separate corner of the field. Seeing his opportunity, the lion attacked them one by one until he had killed them all.



Theme

Think About the Following...

1. What is the title?
2. What ideas or concepts are repeated?
3. Does the story teach a lesson or moral?
4. How does the story relate to real life?

Guided Practice with Theme

Read the passage below and answer the questions that follow.

The Tell-Tale Heart by Edgar Allen Poe

abridged version

It is impossible to say how first the idea entered my brain. He had never wronged me. It was his eye! He had the eye of a vulture, a vile creature. I made up my mind to take the life of the ugly old man. I cautiously opened the door to his room where he lay asleep. The old man's hour had come! With a loud yell, I leaped into the room. Presently I heard a slight groan, the groan of mortal terror. He shrieked once—once only. And now an anxiety seized me—the sound would be heard by a neighbor! In an instant I dragged him to the floor, and pulled the heavy bed over him. But, for many minutes, his heart beat on with a muffled sound. At length it ceased. I worked hastily, but in silence. I then took up planks from the flooring, and deposited his body. I then replaced the boards perfectly.

(continued on next slide)

Guided Practice with Theme

Read the passage below and answer the questions that follow.

(continued from previous slide)

As the bell sounded the hour, there came a knocking at the front door. I went down to open it with a light heart, for what had I now to fear? There entered three officers of the law. A neighbor had heard a shriek and suspicion of foul play had been aroused. The shriek, I said, was my own in a dream. I smiled. The officers were satisfied.

They sat, and while we talked, my head ached from a ringing. Louder and louder it rang. I paced with heavy strides as the noise steadily increased. Oh God! What could I do? And still the men chatted pleasantly, and smiled. Was it possible they heard not? No, no, they heard! They suspected! Anything was more tolerable than this noise! louder! louder!

"Villains!" I shrieked, "I admit the deed! Tear up the planks! Here, here! It is the beating of his hideous heart!"

Guided Practice with Theme

1. Which of the following statements from the story best supports the theme: *Our guilt will get the best of us?*
 - A. *Presently I heard a slight groan, the groan of mortal terror.*
 - B. *But, for many minutes, his heart beat on with a muffled sound.*
 - C. *Anything was more tolerable than this noise!*
 - D. *I paced with heavy strides as the noise steadily increased.*



Guided Practice with Theme

2. Which of the following themes is present in this story ?

- A. Evil is in us all and it is just a matter of time before we show it.
- B. To act in evil ways is far worse than having a hideous outward appearance.
- C. Evil wears a mask in order to corrupt those who are good and moral.
- D. We can never see how evil someone is until it is too late.





YOU READY????

WHAT DO I DO NOW??

- COMPLETE **HW TICKET** SENT IN KMAIL.
- **YOUR UNIT 17 NOVEL AND BOOK REPORT IS DUE TOMORROW!!**
- MAKE SURE YOUR **6.3, 6.4, AND 6.5 PATHWAYS** ARE ALL COMPLETE. How many **questions** do you have to answer for each pathway?
- Complete **Reading** Scantron
- Your **Alice in Wonderland quiz** should already be done.