

Name:

Date:

### Theme Review & Practice

#### A theme statement contains these elements:

(BIG IDEA) + (What the ENTIRE text tells us about that BIG IDEA) = Theme Statement

#### A theme statement does NOT contain these elements:

1. Character names (should be able to apply outside of the text)
2. "Should" or "ought to" (you're not preaching)
3. "All," "everyone," or "always"
4. Advice

**Examples:** *People create their own beliefs in reaction to personal experience.*

*People rarely change their beliefs, unless they go through a traumatic event.*

#### **"Landslide," lyrics written by Stevie Nicks**

[Verse 1]

I took my love and I took it down  
 I climbed a mountain and I turned around  
 And I saw my reflection in the snow-covered hills  
 Till the landslide brought me down  
 Oh, mirror in the sky  
 What is love?  
 Can the child within my heart rise above?  
 Can I sail through the changing ocean tides?  
 Can I handle the seasons of my life?

[Chorus]

Well, I've been afraid of changing  
 'Cause I've built my life around you  
 But time makes you bolder  
 Even children get older  
 I'm getting older too

[Verse 2]

Well I've been afraid of changing  
 'Cause I've built my life around you  
 But time makes you bolder  
 Even children get older  
 And I'm getting older too  
 Oh, I'm getting older too

I took my love, I took it down  
 Oh if you climb a mountain and turned around  
 And If you see my reflection in the snow-covered hills  
 Well the landslide will bring you down  
 And If you see my reflection in the snow-covered hills  
 Well the landslide will bring you down  
 Oh, the landslide will bring it down

What are some BIG IDEAS in this song?:

Write the example we create as a class:

BIG IDEA:

What the text is saying about that BIG IDEA:

How do we know?

**IN PARTNERS:** Identify a **SECOND** theme of the song. Follow the same steps we took as a class and use the rubric at the bottom of the page to guide your writing.

BIG IDEA: \_\_\_\_\_

What the text is saying about that BIG IDEA: \_\_\_\_\_

\_\_\_\_\_

How do we know? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**INDIVIDUALLY:** Choose either the theme we wrote about as a class OR the one you wrote with your partner. In the space below, explain how that theme either **DOES** or **DOES NOT** relate to *Ordinary People*, based on what we've read so far. Give an example to support your explanation.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Theme Statement (out of 4 points total)**

4	3	2	1-0
<b>Exceptional</b> identification of theme  Provides fresh or original insight  Uses carefully-chosen, specific wording to convey a clear meaning	<b>Adequate</b> identification of theme  Shows understanding of the text  Uses sufficient wording to convey a meaning	May provide overly general, <b>limited</b> , superficial or somewhat inaccurate judgments  Uses somewhat vague wording to convey a general meaning	Contains <b>inaccurate</b> or <b>incomplete</b> judgments (doesn't appear to have read the text)

**Using Evidence (out of 4 points total)**

4	3	2	1-0
Provides insightful or fresh evidence that strongly supports the theme	Identifies evidence that adequately supports the theme	Evidence provides weak support for the theme  Evidence is limited/inaccurate	Lacks evidence  No attempt

For this lesson, we wanted to use a short text as a review/practice for (RL.9-10.2) as we introduce the idea of having multiple themes within a text. We chose "Landslide" because it was an appropriate length and sufficiently complex in ideas and thematic content without being too difficult in the language. The song's use of figurative language allows for multiple readings, which is ideal for this task. The song also deals with similar topics as the novel--loss, growing up, identity--so it serves to activate student thinking about these topics in a smaller, more contained way.

We structured this lesson based on our students' sustained need for scaffolding with this skill. We're using an "I do," "We do," "You do" approach to support students as they grapple with this skill and gradually release control over the task to them. After a quick review of what theme statements should look like, we'll listen to the song as a whole class. Students will have individual copies of the lyrics in a chart next to step-by-step instructions for creating a theme statement. Mrs. Baum and I will do a "write aloud" where we discuss how to write a theme statement: we'll do this together so that while we model the academic skill, we can also model the skill of working with a partner (a skill still in need of support for our students, as mentioned above).

Next, students will work in partners to write a second theme statement based on the song, supported by textual evidence. Due to his social-emotional needs and preferences, we will allow Sess C. to opt out of partner work if he chooses to. We will circulate and provide support. I will target Janet S. and Jay P., who will work together. While I typically prefer students to be heterogeneously-partnered, Janet seems to suffer from anxiety that makes it extremely difficult for her to interact with people she is not comfortable with (in fact, her anxiety can often make her late or absent to school). Janet is comfortable with Jay, so I will make sure to provide them both with the additional support they will require. Kevin F. will need a responsible partner (Juliana S.) and some prompting to begin and complete the task. Jerel G. will work with Danny T., who is highly motivated and a skilled reader. Jerel reveals very good insight during verbal discussions, but he needs additional time and some encouragement to complete written tasks. Kevin C. will work Josias R.--this pair will also be a target of intensive support as they are both reading significantly below grade-level (even though Josias does not have an IEP) and prone to distraction. Their support will be more behavioral in nature.

Finally, students will individually compare and contrast the theme they came up with in partners to what they have read of *Ordinary People* so far. This comparison will activate students' thinking around emerging themes in the novel, both supporting their understanding of what they've read so far and their understanding of the themes as they develop in future reading. This final paragraph will serve as a formative assessment of (RL.9-10.2).