



# **The Most Dangerous Game by Richard Connell**

# Reader's Notebook Directions

On the first available page in your notebook:

- ★ Write the title and author on the top line: “The Most Dangerous Game” by Richard Connell and THOUGHT SHOT about the title.
- ★ Make a three column chart with the columns labeled
  - Word, I think it means, Definition

# Filling out the Chart

★ Write the following words under the “word” column and then write down what you think it means in the next column. Do not write anything in the “definition” column, yet.

- Dank
- Palpable
- Lore
- Gravely
- Doggedly
- Staccato
- Opaque
- Perils

# Here's what they mean:

Dank-unpleasantly moist or humid, damp

Palpable-readily or plainly seen, heard, or perceived

Lore-knowledge that is traditionally known about a subject

Gravely-seriously, solemnly , soberly

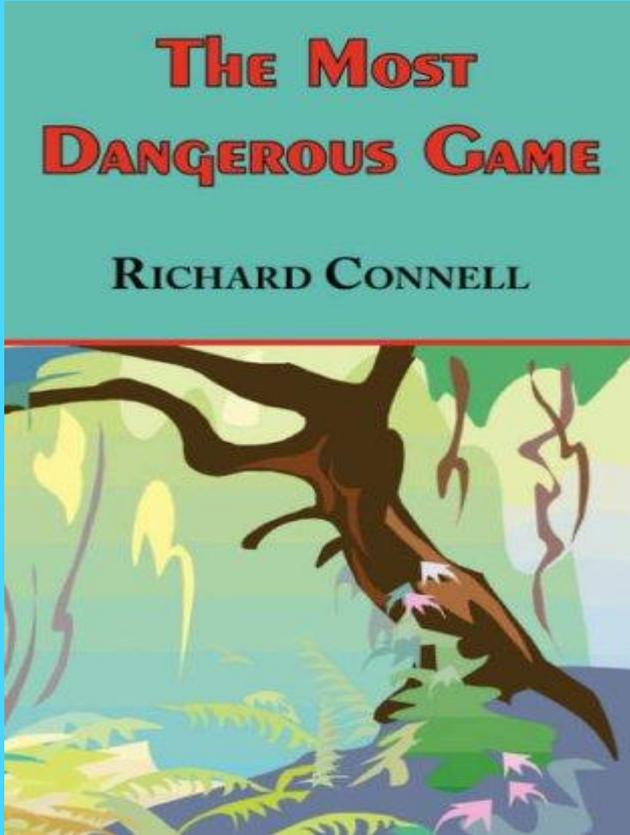
Doggedly-persistent, stubbornly

Staccato-short and disconnected sounds

Opaque- not able to be seen through -ant.. of translucent

Perils-something that may cause injury, loss, or destruction

# The Most Dangerous Game- Part 1



Objectives:

Begin reading a high interest story while we chart the author's choices and how those relate to his message.

# The Most Dangerous Game - Part 1 Notes

These notes are to refresh your memory.  
None of the following information should be new to you.

You do not need to copy the notes word for word; just jot down whatever you think will help you remember the terms/ ideas.

# Plot

Plot refers to the chain of events taking place within the story.

The Most Dangerous Game

**LET'S READ!**

# The Most Dangerous Game- Part 1 Reflection

In your reader's notebook, write a brief summary of what you read today.

Write down any words you did not know or were unsure of their meaning.

Write down any questions that you need answered.

# The Most Dangerous Game- Part 1 Reflection

For the next 5 minutes, work with your table partners to try to answer the questions you each had, or try to determine the meaning of your unfamiliar words.

# The Most Dangerous Game-Part 1 Discussion Q's

Answer the following questions in your notebook, but be prepared to discuss your answers with the class.

1. What is the **setting** of the story?
2. Who is the **protagonist**?
3. Identify one **simile** and one **metaphor**: what are they describing, and how does the use of figurative language affect the reader?
4. Why is Rainsford going to the Amazon?
5. How does Rainsford feel about hunting?
6. What can we tell about Rainsford so far?



# **The Most Dangerous Game by Richard Connell**

# Reader's Notebook Directions

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# Filling out the Chart

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- Forbidding
- Floundered
- Fringed
- Flushed
- Quarry
- Palatial
- Chateau
- aristocrat
- Cultivated
- amenities

# Here's what they mean:

Forbidding- unfriendly, dangerous, hostile

Floundered-to struggle clumsily (to flounder)

Fringed-to be arranged around

Flushed-to clear out

Quarry-any object of search or pursuit

Palatial-resembling a palace

Chateau-resembling a French palace or fortress

Aristocrat-a member of the aristocracy - noble, wealthy

Cultivated-educated, refined

Amenities- any feature that provides comfort, convenience, or pleasure

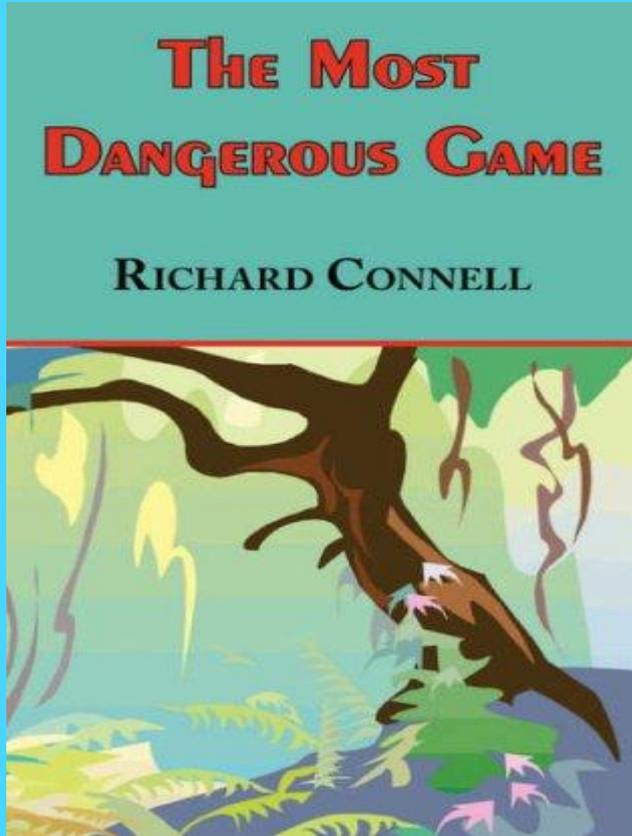
# Here's what they mean:

Aristocrat-a member of the aristocracy - noble, wealthy

Cultivated-educated, refined

Amenities- any feature that provides comfort, convenience, or pleasure

# The Most Dangerous Game- Part 2



Objectives:

Identify the different methods writers use to develop their characters.

Explore methods used to develop the plot in ways that keep the reader captivated.

Practice returning to the text to find support for our opinions.

The Most Dangerous Game

**LET'S READ!**

# The Most Dangerous Game- Part 2 Reflection

In your reader's notebook, write a brief summary of what you read today.

Write down any words you did not know or were unsure of their meaning.

Write down any questions that you need answered.

# The Most Dangerous Game- Part 1 Reflection

For the next 5 minutes, work with your table partners to try to answer the questions you each had, or try to determine the meaning of your unfamiliar words.

# The Most Dangerous Game-Part 2 Discussion Q's

Answer the following questions in your notebook, but be prepared to discuss your answers with the class.

1. How does Rainsford describe Ivan? Find a line in the text that shows this.
2. Who is the **antagonist**?
3. Which lines in the text help the reader infer what Rainsford is like?
4. Which lines in the text help the reader infer what General Zaroff is like?
5. Has Richard Connell used direct or indirect characterization in the development of Rainsford and Zaroff?
6. What does Zaroff mean by saying, "We try our best to preserve the amenities of civilization here"?



# **The Most Dangerous Game by Richard Connell**

# Reader's Notebook Directions

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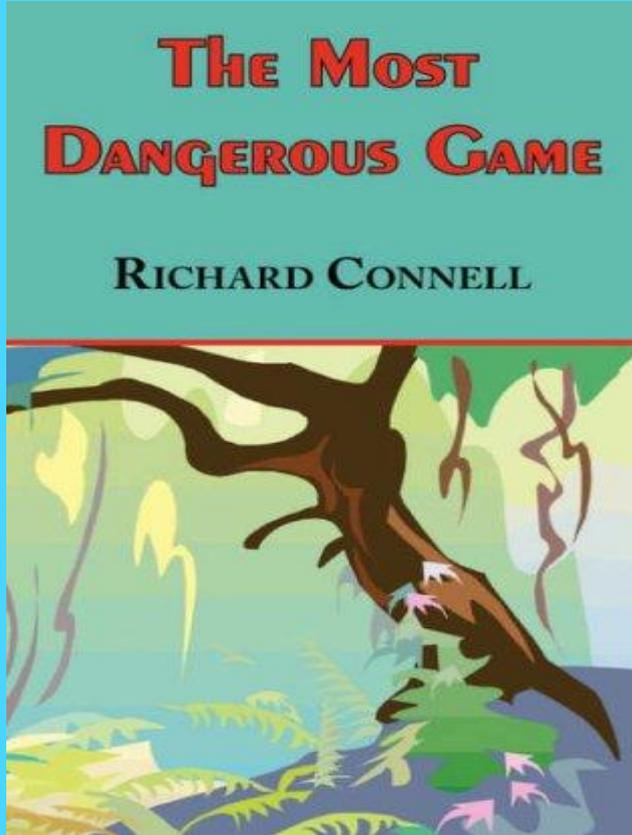
- ★ Write the following words under the “word” column and then write down what you think it means in the next column. Do not write anything in the “definition” column, yet.
  - Debacle
  - Cunning
  - Reason
  - Condone
  - Naive
  - Providence
  - Tartar
  - Scruples

# Here's what they mean!



- **Debacle**-complete collapse or failure, sudden breakup
- **Cunning**-craftiness; guile; skills used in a sly way
- **Reason**-the ability to think
- **Condone**-to approve; overlook or disregard
- **Naive**-unsophisticated, showing lack of experience,
- **Providence**-God,
- **Tartar**-someone or something that proves troublesome (strike a tartar)
- **Scruples**-moral or ethical consideration or standard that keeps you from doing something

# The Most Dangerous Game- Part 3



Objectives:

Explore the writer's deliberate word choice in order to convey a desired tone and mood.

Identify and discuss the use of allusions.

Begin the process of writing a textually supported short answer response.

# Part 3 Notes

Continue your notes in your writer's notebook.

# Allusion

An allusion is reference to a famous person, place, event, literary or other work of art.

Many allusions refer to Greek or Roman mythology, or are Biblical in nature.

# Tone

. Tone is the attitude a writer takes toward a subject. Unlike mood, which is intended to shape the reader's emotional response, tone reflects the feelings of the writer. A writer communicates tone through choice of words and details.

## POSITIVE TONE WORDS

admiring	hilarious
adoring	hopeful
affectionate	humorous
appreciative	interested
approving	introspective
bemused	joyful
benevolent	joyful
blithe	laudatory
calm	light
casual	lively
celebratory	mirthful
cheerful	modest
comforting	nostalgic
comic	optimistic
compassionate	passionate
complimentary	placid
conciliatory	playful
confident	poignant
contented	proud
delightful	reassuring
earnest	reflective
ebullient	relaxed
ecstatic	respectful
effusive	reverent
elated	romantic
empathetic	sanguine
encouraging	scholarly
euphoric	self-assured
excited	sentimental
exhilarated	serene
expectant	silly

## NEUTRAL (+, -, or neutral)

commanding  
direct  
impartial  
indirect  
meditative  
objective  
questioning  
speculative  
unambiguous  
unconcerned  
understated

## NEGATIVE TONE WORDS

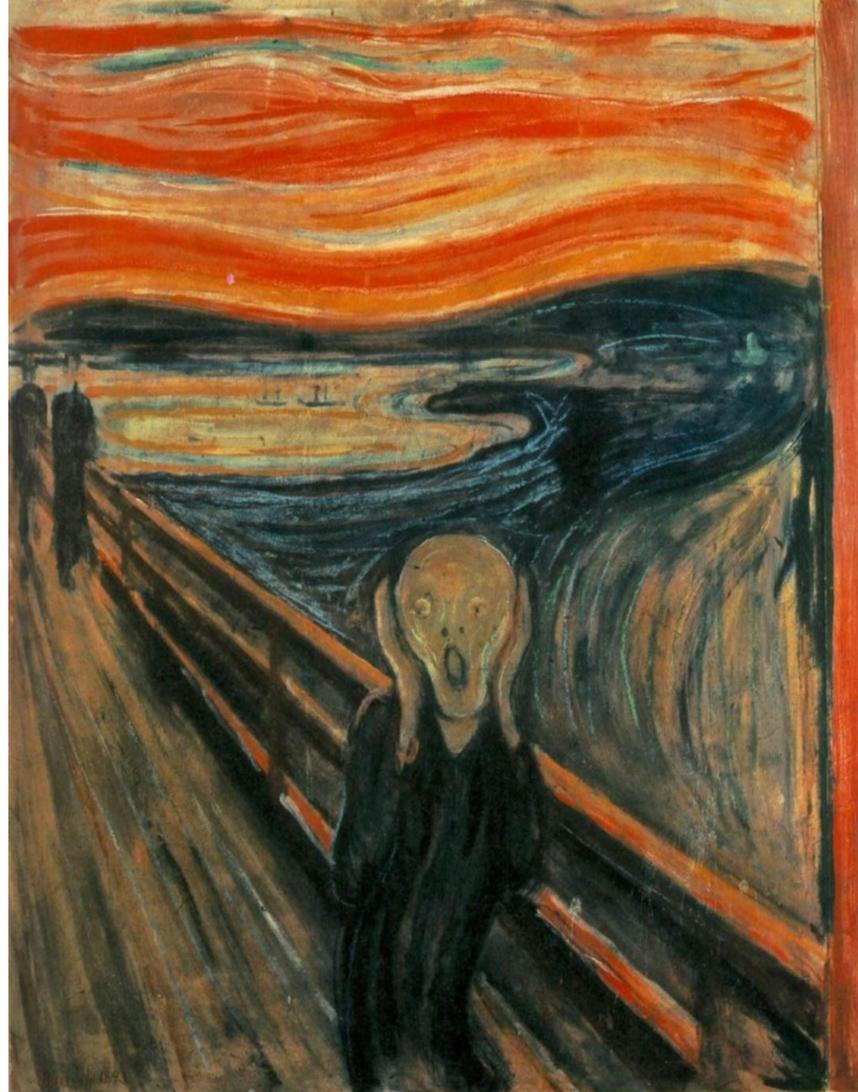
abhorring	hostile
acerbic	impatient
ambiguous	incredulous
ambivalent	indifferent
angry	indignant
annoyed	inflammatory
antagonistic	insecure
anxious	insolent
apathetic	irreverent
apprehensive	lethargic
belligerent	melancholy
bewildered	mischievous
biting	miserable
bitter	mocking
blunt	mournful
bossy	nervous
cold	ominous
conceited	outraged
condescending	paranoid
confused	pathetic
contemptuous	patronizing
curt	pedantic
cynical	pensive
demanding	pessimistic
depressed	pretentious
derisive	psychotic
derogatory	resigned
desolate	reticent
despairing	sarcastic
desperate	sardonic
detached	scornful

REMEMBER  
WHEN SHE  
WENT TO BED  
WITH HER  
TEDDY  
BEAR?



# Mood

Mood is the feeling or atmosphere that a writer creates for the reader. Descriptive words, imagery, and figurative language contribute to the mood of a work, as do the sound and rhythm of the language used. In “The Cask of Amontillado,” Edgar Allan Poe creates a mood of dread and horror.



# the text creates for the audience

## POSITIVE MOOD WORDS

amused	jubilant
awed	liberating
bouncy	light-hearted
calm	loving
cheerful	mellow
chipper	nostalgic
confident	optimistic
contemplative	passionate
content	peaceful
determined	playful
dignified	pleased
dreamy	refreshed
ecstatic	rejuvenated
empowered	relaxed
energetic	relieved
enlightened	satiated
enthralled	satisfied
excited	sentimental
exhilarated	silly
flirty	surprised
giddy	sympathetic
grateful	thankful
harmonious	thoughtful
hopeful	touched
hyper	trustful

## NEGATIVE MOOD WORDS

aggravated	insidious
annoyed	intimidated
anxious	irate
apathetic	irritated
apprehensive	jealous
barren	lethargic
brooding	lonely
cold	melancholic
confining	merciless
confused	moody
cranky	morose
crushed	nauseated
cynical	nervous
depressed	nightmarish
desolate	numb
disappointed	overwhelmed
discontented	painful
distressed	pensive
drained	pessimistic
dreary	predatory
embarrassed	rejected
enraged	restless
envious	scared
exhausted	serious
fatalistic	sick

# Diction

The writer's or speaker's choice of words and way of arranging the words in sentences is called diction. Diction can be broadly characterized as formal or informal. It can also be described as technical or common, abstract or concrete, and literal or figurative central character in a work of fiction.

# Connotation

A connotation is an attitude or a feeling associated with a word, in contrast to the word's denotation, which is its literal, or dictionary, meaning. The connotations of a word may be positive or negative.

# Denotation

The literal, or dictionary, meaning of a word.

The Most Dangerous Game

**LET'S READ!**

# The Most Dangerous Game- Part 3 Reflection

In your reader's notebook, write a brief summary of what you read today.

Write down any words you did not know or were unsure of their meaning.

Write down any questions that you need answered.

# The Most Dangerous Game- Part 3 Reflection

For the next 5 minutes, work with your table partners to try to answer the questions you each had, or try to determine the meaning of your unfamiliar words.

# The Most Dangerous Game-Part 3 Discussion Q's

Answer the following questions in your notebook, but be prepared to discuss your answers with the class

1. Look back through the sections you have read so far and find and explain one **allusion**.
2. What affect does the allusion have on the overall story? Does it impact the reader in any way?
3. What is one possible tone of the story? Refer to your list of tone words for help. Find a line from the text that showcases where the writer's diction conveys the tone.
4. What words could be used to describe the mood of the story? Refer to your list of mood words for help. Find a line from the text that showcases where the writer's diction contributes to the mood.

# The Most Dangerous Game- SAQ Practice

A good response to a short answer question will have 3 components.

1. Answer to the question
2. Proof in the form of text evidence
3. Explanations that comment on the evidence

This means a short answer response over 1 selection(story) will contain a minimum of 3 sentences.

**WARNING: Short answer responses should resemble a paragraph. One word or one sentence short answers are unacceptable and will receive zero credit.**

# Check it out-

As we build a short answer response together, write it down in your writer's notebook to use as a model.

Just remember to **APE** the short answer:

**A**nswer the questions

**P**rove it with text evidence

**E**xtend with your commentary

# Topic Sentence

The topic sentence of a paragraph states the paragraph's main idea. All other sentences provide supporting details.

In a short answer response, the topic sentence should answer the question being asked, using words from the question.

# Text Evidence

A line or lines from the piece or pieces of text (story, article, report, poem, drama, etc.) discussed in the writing prompt.

You will frequently be asked to “find a quote.” This does not mean a line of dialogue. Any text taken from a larger selection is considered to be a quote.

# Commentary

A statement in which the writer offers an explanation of why the textual answer proves and/or supports the claim (answer) the writer is making.

# Transitions

Words or phrases that are used to connect one thought to another.

Common transitions include:

- For example, Another example
- In addition to, Additionally
- First, Second, Next
- However
- Furthermore
- In conclusion

And away we go.....

Question:

What led General Zaroff to begin hunting men?

Be sure to provide specific text evidence to support your answer.

Let's APE the question.

# What led General Zaroff to hunting men?

Step 1: Answer the question.

- Use words directly from the question- turn question into a statement
- Mention the character and/or title in your answer
- Correctly identify the genre of the selection

# Answer the Question...

- Use words from the question in your topic sentence (the answer)
- Mention title
- Mention genre

*What led General Zaroff to hunting men?*

**A= In the short story “The Most Dangerous Game,” boredom has led General Zaroff to hunt men rather than animals.**

# Prove it with TEXT EVIDENCE

*What led General Zaroff to begin hunting men? Be sure to provide specific text evidence to support your answer.*

We determined boredom has caused Zaroff to hunt people, so we need a line from the text that supports our thought.

Let's work with this:

**“Hunting was beginning to bore me! And hunting, remember, had been my life.”**

# Tricky Text Evidence....Context, Embedding, Oh my!

The trick with text evidence, is that the writer (you) has to set it up. You must assume your audience has never read the story, so they need to know what's going on in that particular part of the story.

You need to set up your quote: **“Hunting was beginning to bore me! And hunting, remember, had been my life.”**

**What is going on at this point in the story?**

Zaroff is telling Rainsford about his experience as a hunter. Zaroff explains that there is no challenge in hunting animals.

Soooooooooooo.....

# Putting your context with your text evidence...

Try to blend the two together like this:

**P=For example, over dinner General Zaroff is recalling stories of the animals he has hunted. As he explains the ease in which he has taken down some of the most challenging animals, he exclaims to Rainsford that “hunting was beginning to bore me.”**

You do not have to use the entire line of text. Pick the words that you can blend into your own sentence. *“**Hunting was beginning to bore me!** And hunting, remember, had been my life.”*

# Finally, the extension or commentary

The last part of A.P.E. is the EXTENSION. This is where you can explain exactly what your text evidence proves and wrap up your answer.

Our text evidence, “hunting was beginning to bore me,” can’t be the end of our answer. We have to show that we really understand what it means.

**E: For Zaroff, hunting “had been [his] life,” and now failed to bring him pleasure because it had become too easy and boring. Zaroff needed a more challenging prey to hunt, so he decided to hunt men.**

# Our APE looks like this:

**A=** In the short story “The Most Dangerous Game”, boredom has led General Zaroff to hunt men rather than animals.

**P=**For example, over dinner General Zaroff is recalling stories of the animals he has hunted. As he explains the ease in which he has taken down some of the most challenging animals, he exclaims to Rainsford that “hunting was beginning to bore me.”

**E:** For Zaroff, hunting “had been [his] life,” and now failed to bring him pleasure because it had become too easy and boring. Zaroff needed a more challenging prey to hunt, so he decided to hunt men.

# Put it all together:

Question: What led General Zaroff to begin hunting men? Be sure to provide specific text evidence to support your answer.

Answer: In the short story “The Most Dangerous Game”, boredom has led General Zaroff to hunt men rather than animals. For example, over dinner General Zaroff is recalling stories of the animals he has hunted. As he explains the ease in which he has taken down some of the most challenging animals, he exclaims to Rainsford that “hunting was beginning to bore me.” For Zaroff, hunting “had been [his] life,” and now failed to bring him pleasure because it had become too easy and boring. Zaroff needed a more challenging prey to hunt, so he decided to hunt men.

## Try it as a table:

As a table, come up with one answer for the question below. Be sure you use text evidence, and APE the question.

Why does General Zaroff consider man to be the perfect animal to hunt?

After you come up with your answer, go write it on one of the boards.

## **The Most Dangerous Game SAQ REA # 1**

How does the setting of The Most Dangerous Game contribute to the mood of the story?

Answer this question using the APE method. This will be our first REA, that means you will continue to revise and edit your writing multiple times.



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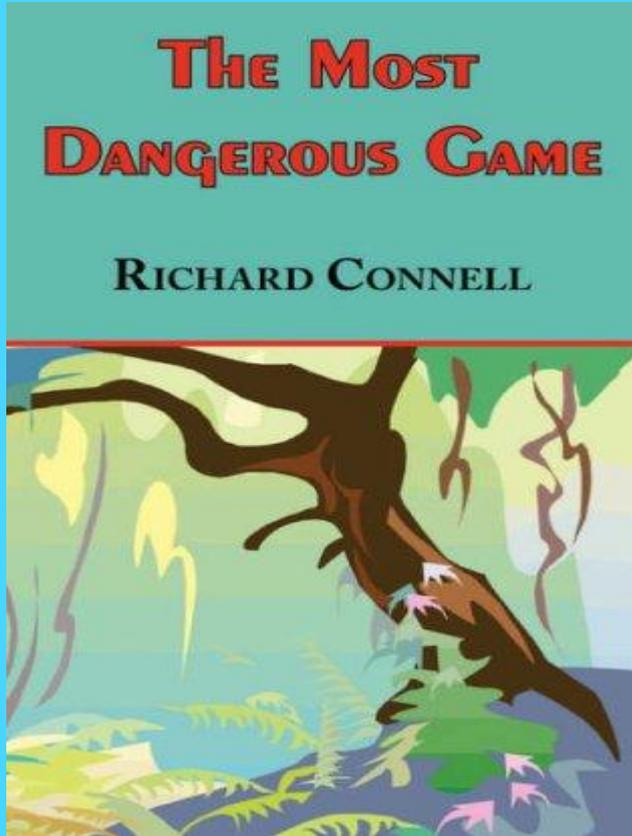
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  - Ennui
  - Venerable
  - Foeman
  - Futile
  - Imperative
  - Zealous
  - Pungent
  - Mocking
  - Placid

# Filling out the Chart

- ★ Ennui- lack of interest, boredom
  - Venerable-commanding respect due to great or or impressive dignity
  - Foeman-enemy in a war
  - Futile-useless, ineffective
  - Imperative-absolutely necessary
  - Zealous-devoted, diligent, enthusiastic
  - Pungent-sharp, biting taste or smell
  - Mocking-to mimic or ridicule
  - Placid-calm or peaceful, tranquil

# The Most Dangerous Game- Part 4



Objectives:

Explore the function of suspense in a work of fiction.

Review topics discussed in parts 1-3

Continue to gather text evidence and work on text evidence supported short answer responses.

# Part 4 Notes

Copy down the new definitions, and make notes to refresh your memory of things we have already discussed.

# Suspense

Suspense is the excitement or tension that readers feel as they wait to find out how a story ends or a conflict is resolved. Writers create suspense by raising questions in readers' minds about what might happen next.

# Foreshadow

Foreshadowing is a writer's use of hints or clues to suggest events that will occur later in a story. The hints and clues might be included in a character's dialogue or behavior, or they might be included in details of description. Foreshadowing creates suspense and makes readers eager to find out what will happen.

# Imagery

Imagery consists of descriptive words and phrases that re-create sensory experiences for the reader. Imagery usually appeals to one or more of the five senses— sight, hearing, smell, taste, and touch—to help the reader imagine exactly what is being described.

# Prediction

Thoughts and questions that readers have about what might happen next in a text they are reading. It is a good idea to write down these thoughts in the margins as you are reading.

# Review

Characterization (round, flat,  
static, dynamic)

Allusion

Simile

Metaphor

Conflict

Jot down a few notes to make sure you know what these terms are, and so that you can recognize them in the next part of our reading.

The Most Dangerous Game

**LET'S READ!**

# The Most Dangerous Game- Part 4 Reflection

In your reader's notebook, write a brief summary of what you read today.

Write down any words you did not know or were unsure of their meaning.

Write down any questions that you need answered.

# The Most Dangerous Game- Part 4 Reflection

For the next 5 minutes, work with your table partners to try to answer the questions you each had, or try to determine the meaning of your unfamiliar words.

# The Most Dangerous Game-Part 4 Discussion Q's

Answer the following questions in your notebook, but be prepared to discuss your answers with the class

1. Look back through the sections we read today and find and explain one **allusion, simile, and/or metaphor**.
2. Look back through the sections we read today and find a piece of text evidence where O'Connell is using **imagery** to draw the reader in.
3. How does the author create a feeling of **suspense** in the story? Look for text evidence that supports your answer.
4. Who is going to win the hunt, Rainsford or Zaroff? Find text evidence to support your answer.

# Levelled Questions:

3 levels of questions

- Level 1: Closed- literal questions (5 W's) answers can be found in the text
- Level 2: Open- interpretive questions, answers are based on inference
- Level 3: Way Open- experienced based questions, open ended, require the most of the reader

# Level 1 Questions- LITERAL & FACTUAL

Questions are:

- Factual
- Address key elements
- “Just look it up”
- Question gives you all the info you need ot find the right answer

Answers are:

- Found directly in the text
- Lead to an accurate and complete summary

Where does Harry meet Hermione?

Why is Harry living with his aunt and uncle?

Which point-of-view is the author using?

# Level 1 Questions- LITERAL & FACTUAL

- Write 2 Level 1 questions based on “The Most Dangerous Game”
- Ask your table group your questions
- Discuss how others were able to answer your question correctly

# Level 2 Questions- INTERPRETIVE

Questions are:

- Inference questions
- Motive of author or character
- “Read between the lines”
- Question requires you to interpret part of the answer

Answers are:

- Found by following patterns and seeing relationships in part of the text
- Lead to an understanding of significant parts of the text

]

Why does Harry need friends like Ron and Hermione?

How are the symbols on each house flag representative of the members of the houses?

# Level 2 Questions- INTERPRETIVE

- Write 2 Level 2 questions based on “The Most Dangerous Game”
- Ask your table group your questions
- Discuss how others were able to answer your question correctly

# Level 3 Questions- EXPERIENCE BASED

Questions are:

- connect
- Link to prior knowledge
- “Read between the lines”
- Question is open-ended, and you must provide your own interpretations and evaluate different options to provide your answers in your own way

How do groups of friends form?

When does a child become an adult?

Compare/contrast this story to the *Maximum Ride* series.

Why do bullies exist?

Answers are:

- Found by testing the ideas of a text against the reader’s own mind
- Lead to an appreciation of the text and further discussion

]

# Level 3 Questions- EXPERIENCE BASED

- Write 2 Level 3 questions based on “The Most Dangerous Game”
- Ask your table group your questions
- Discuss how others were able to answer your question correctly

# Focused Practice- Topic Sentence

In your writer's notebook, write the questions and the topic sentence for the answers to the following questions:

1. Who is the protagonist in "Fairly Odd Parents"?
2. Why does Forrest Gump become a shrimp boat captain?
3. In "The Three Little Pigs," who huffs and puffs and blows the houses down?
4. What event is foreshadowed in the conversation between Whitney and Rainsford?
5. Why is it ironic that Zaroff considers himself to be civilized?



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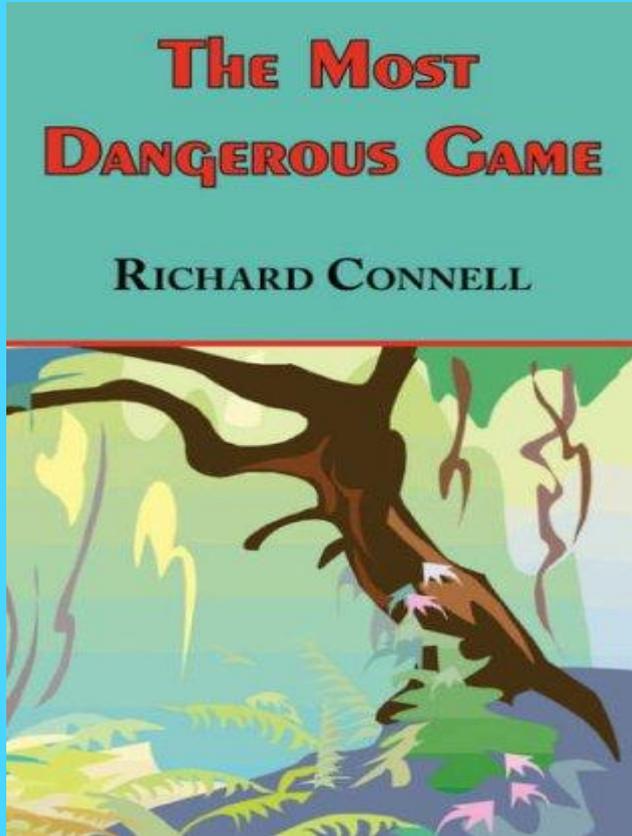
# Filling out the Chart

- ★ Write the following words under the “word” column and then write down what you think it means in the next column. Do not write anything in the “definition” column, yet.
  - Conceal
  - Inevitable
  - “At” bay
  - Marcus Aurelius
  - Repast

# What they mean

- Conceal-to hide
- Inevitable-unable to be avoided, sure to happen
- “At” bay-the position or stand of an animal that is forced to turn and resist hunters because it is not possible to run away
- Marcus Aurelius-Roman emperor
- Repast- a meal
-

# The Most Dangerous Game- Part 5



Objectives:

Finish reading the story.

Explore point-of-view and symbol.

Determine and discuss possible themes of the story.

Continue to work on text evidence supported short answer responses.

# Part 5 Notes

Continue your notes in your writer's notebook.

# Point-of-view

Point of view refers to the method of narration used in a short story, novel, narrative poem, or work of nonfiction.

# First Person POV

In a work told from a first-person point of view, the narrator is a character in the story.

# Third Person POV

In a work told from a third-person point of view, the narrative voice is outside the action, not one of the characters.

# Third Person Limited POV

If events are related from a third-person limited point of view, the narrator tells what only one character thinks, feels, and observes.

# Third Person Omniscient POV

If a story is told from a third-person omniscient, or all-knowing, point of view, as in “The Gift of the Magi” by O. Henry, the narrator sees into the minds of all the characters.

# Climax

In a plot, the climax is the point of maximum interest or tension.

Usually the climax is a turning point in the story, which occurs after the reader has understood the conflict and become emotionally involved with the characters.

# Resolution

The resolution is how everything works out in the end of a piece of fiction.

# Symbol

A symbol is a person, a place, an object, or an activity that stands for something beyond itself. For example, a flag is a colored piece of cloth that stands for a country. A white dove is a bird that represents peace.

# Theme

A theme is an underlying message about life or human nature that a writer wants the reader to understand. It is a perception about life or human nature that the writer shares with the reader. In most cases, themes are not stated directly but must be inferred.

The Most Dangerous Game

**LET'S READ!**

# The Most Dangerous Game- Part 5 Reflection

In your reader's notebook, write a brief summary of what you read today.

Write down any words you did not know or were unsure of their meaning.

Write down any questions that you need answered.

# The Most Dangerous Game- Part 5 Reflection

For the next 5 minutes, work with your table partners to try to answer the questions you each had, or try to determine the meaning of your unfamiliar words.

# The Most Dangerous Game-Part 5 Discussion Q's

Answer the following questions in your Google Doc, but be prepared to discuss your answers with the class.

1. How do Rainsford's experiences as a hunter help him on the island?
2. Why is General Zaroff surprised to see Rainsford at the end of the story?
3. Make a prediction as to what you think happens next.

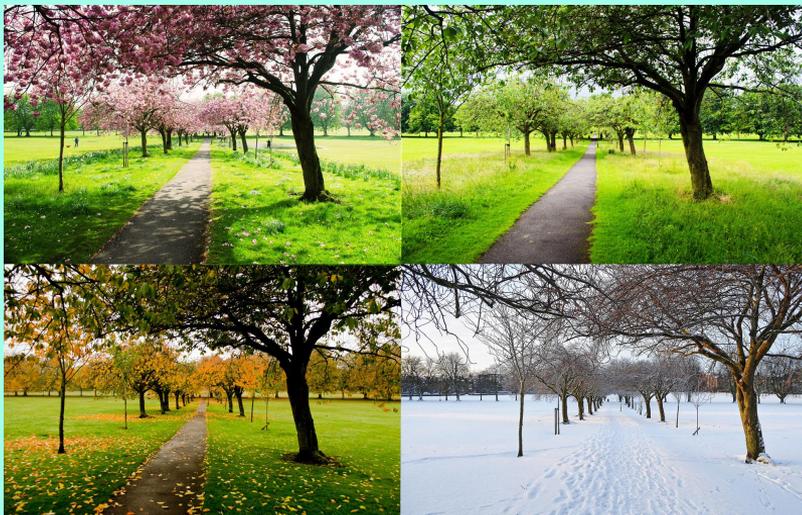
## SHORT ANSWER QUESTION

Has Rainsford changed his mind about hunting by the end of the story? Support your answer. (Remember to use the APE format)

# Part 5 Notes...the Sequel

Continue your notes in your writer's notebook.

# What about Symbols?



# What about Symbols?

Are there any objects that would work as symbols in “The Most Dangerous Game”?

Talk it over with your table group for a few minutes, but be ready to share when time is up.

# So what message was the author trying to convey?

This is a really popular question on every test about every story known to mankind, especially the STAAR test!

When we are talking about the message of a story, or what the author is trying to say we are talking about ..... **THEME.**

# What THEMES are:

- A theme is the overall meaning in a piece of literature that the author is trying to convey to the reader.
- A theme is often made implicit rather than explicit. This just means that the author is not going to just TELL you what he or she wants the reader to know. The reader must INFER the message using clues from the text.

# What THEMES aren't:

- A theme is not expressed with just one word. Example: Hunting
- A theme is not a topic sentence/ statement.

# So how do we determine the theme?

**CLUES TO A STORY'S THEME**

**TITLE**  
The title may reflect a story's subject or a significant idea. Ask

- What in the story does the title refer to?
- Does the title have more than one meaning?
- What ideas does the title highlight?



**CHARACTERS**  
Characters can reflect theme by what they do or say. Ask

- What do the main character's thoughts and actions reveal about him or her?
- How does the main character change?
- What lessons does the character learn?



**PLOT AND CONFLICT**  
A story revolves around conflicts that are central to the theme. Ask

- What conflicts do the characters face?
- How are the conflicts resolved?
- Is the resolution portrayed positively or negatively?



**SETTING**  
Setting can convey theme because of what it means to the characters and readers. Ask

- How does the setting affect the characters and the plot?
- What might the setting represent?



**IMPORTANT STATEMENTS**  
The narrator or the characters may make statements that hint at the theme. Ask

- What key statements are made by the characters or the narrator?
- What ideas do these statements emphasize?



**SYMBOLS**  
Characters, conflicts, and settings can serve as symbols that support the theme. Ask

- What might the characters, conflicts, and setting represent?
- What ideas do these symbols communicate?



# Your Turn: Determining a theme

Using the infographic provided, make a chart representing each of the 6 squares on the infographic. Fill in the squares with information gathered from the story to help you determine any possible themes.

(You are going to answer as many of the questions from the boxes in the infographic.)

# How do we express a theme?

- Ideas about theme are expressed in a **complete** sentences, called a **theme statement**.
- Great theme statements **limit the use of pronouns**.
- Great theme statements produce a **specific, but not limited**, idea about a text as a whole.
- Theme statements do not start with a verb.
- Theme statements should be debatable.
- THEMES MUST ALWAYS BE SUPPORTED BY TEXT EVIDENCE.

Let's try something...

# Pick the most acceptable theme statement:

Theme statements for the **Harry Potter Series**:

- A) Evil
- B) Voldemort's evil begins to take control of the wizarding world.
- C) The potential for evil is in the heart of every man, but personal choice separates the path of light and darkness.
- D) You are not completely evil to begin with, but you become evil by circumstance.

# Pick the most acceptable theme statement:

Theme statements for the **Twilight Series**:

- A) Love is blind.
- B) Ultimately, love is the tie that binds Bella, Edward, Jacob, and Renesme together.
- C) Love
- D) Love has the ability to bring out the ferocity in every creature.

# Your turn: Writing a theme statement

With your group, create a working (this means you can tweak it) theme statement and write it on the bottom of your chart. When you have finished go hang your chart on the wall.