What is Theme?

Theme is what a text implies about life or human nature.

A text can have more than one theme.

Theme is the "main" idea of a work; in other words, everything in the text should work together to help communicate that idea. Nothing in the work should logically contradict the theme.

How do I write a thematic statement?

Start by listing some of the (thematic) **topics** of the text; for example, *alienation*, *prejudice*, *ambition*, *freedom*, *love*, *loyalty*, *passion*, *etc*. The topic can also be a longer phrase, however, such as *the relationship between love and hate*. These are still not good enough to explain the theme of a piece of literature.

Combine those topics with comments that reflect the author's **observations** about human nature. What is the author saying about those topics? What does the author believe to be true about those topics?

How to avoid common mistakes:

A theme is NOT

A moral or a command

- It doesn't tell us how to behave by using words like "should", or by commanding.

A common saying

- It isn't trite, it's not a cliché, or a maxim, or an aphorism like, "Actions speak louder than words," or "Absence makes the heart grow fonder."

Specific to the text

 It doesn't refer to the specific characters and plot in the text.

Absolute

- It doesn't use words like "all," "none," "everything," or "always," because that kind of statement is rarely true, and usually impossible to prove.

Instead, a theme IS

An observation

- It makes a comment about the way things appear to be in reality.

Original and thoughtful

 It should be something that you find interesting, something a bit philosophical whose wording you have come up with by yourself.

General, about reality

- It translates the characters and plot into *generalizations* such as "people" or "parents" or "raising a child," etc.

Reasonable

 It uses terms like "sometimes," or "often," or refers to limited circumstances, to suggest a more realistic view of the variety in life.

Dialectical Journal Assignment

After reading Thomas King's "Trap Lines" and discussing the comprehension questions in class, it is clear that some of the major topics that act as the foundation for the story are issues about **communication**, **inheritance**, and **parent-child relationships**. In order to think deeper about these topics, you will keep a dialectical journal, one that is an extended version of annotating a text.

Traditional annotating ¬

Dialectical journal ¬

| "Did he ever say, "There isn't a Whitehill boy?" said all Remenzel must be sylvia. "Oh, sure," said Doctor Remenzel, "if a boy was imposed have always been standards. There have to be standards. There have always been standards. The African boys have to meet the standards, just like anybody else. They aren't getting in just because the State Department wants to make friends. We made that clear. Those boys had to meet the standards." "And they did?" said Sylvia. "I suppose," said Doctor Remenzel. "I heard they're all in, and they all took the same examination Eli did." "Was it a hard examination, dear?" Sylvia asked Eli. It was the first time she'd thought to ask. — why ask now? Did it not occur ("Um," said Eli. "What?" she said. "Yes," said Eli. | 1 | nere's a Whitehill boy'" | ı | M . = 1: | |
|---|--|--|---|--|--|
| because the State Department wants to make friends. We made that clear. Those boys had to meet the standards." "And they did?" said Sylvia. "I suppose," said Doctor Remenzel. "I heard they're all in, and they all took the same examination Eli did." "Was it a hard examination, dear?" Sylvia asked Eli. It was the first time she'd thought to ask. — why ask now? Did it not occur months earlier or even the same of the standards. There have always been standards." (244) be standards. I here have always been standards." (244) suppose, "said Eloes say that admission used to be an interview with the headmaster — maybe the entrance exam also is a recent change to the school since they've been forced to accept non-white boys | Silver Sylver Silver Si | "Oh, sure," said Doctor Remenzel, "if a boy was impos- oly stupid or something. There have to be standards. There we always been standards. The African boys have to meet the | | phrases from the text + pg#) "Oh, sure[,] if a boy was impossibly stupid or | significance of the text) Foreshadows when Eli's lie is revealed; signifies that all |
| | be the | "And they did?" said Sylvia. "I suppose," said Doctor Remenzel. "I heard they're all and they all took the same examination Eli did." "Was it a hard examination, dear?" Sylvia asked Eli. It was a hard examination to ask.— why ask woo? Dud it was occur and work the same and they all took the same examination that it was a hard examination to ask.— why ask woo? Dud it was occur and work the same and they same and they same | AND THE RESIDENCE OF THE PARTY | always been standards." | enough, although Doctor Remenzel does say that admission used to be an interview with the headmaster 	→ maybe the entrance exam also is a recent change to the school since they've been forced to |

For this dialectical journal assignment, you will be asked to find quotes that support the three previously mentioned topics in "Trap Lines": communication, inheritance, and parent-child relationships.

- find at least three pieces of evidence for each topic (you should have at least 9 examples in total)
- you do not need to write in full sentences in the right-hand note making column, but do copy word-for-word and include the page number in the left-hand note taking column
- your right-hand column must include your interpretation of the text, and it can also include any observations of previous knowledge of other texts, current events, or forms of media that remind you of the evidence that you have chosen
- you may handwrite or type this dialectical journal → if you type, you need to print out your work
- ** the next time we do this for the second Thomas King story, you will have to do this assignment but will not be given topics ahead of time; instead, you will be doing your own observations **
- due date: **Tuesday, February 27** by the end of the block. You will have class time to complete this on Monday and Tuesday.

| Total: | /18 |
|--------|-----|

Format

| Note Taking | Note Making |
|---|--|
| (exact sentence/s or phrases from the text + pg#) | (my original ideas about the significance of the text) |
| | |
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