**Name:**  Total:

**Symbolism Found in *Touching Spirit Bear***

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| *Symbol* | What it represents | Evidence  (Quotation) |
| *Baking a cake* |  |  |
| *At.oot* |  |  |
| Rock of Ancestors |  |  |
| *Lightning storm* |  |  |
| *Jail* |  |  |
| *Spirit bear* |  |  |
| Totem poles |  |  |

**Motifs Found in *Touching Spirit Bear***

|  |  |  |
| --- | --- | --- |
| Motif | What it represents | Evidence  (Quotation)  remember that a motif reoccurs; therefore, you are expect to have several different points of evidence |
| Wilderness |  |  |
| Animals |  |  |
| Relationship with authority |  |  |

Written Response: Choose a symbol **and a** motif and explain how they reveal the theme of the novel.   
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Paragraph Response Rubric

Total x2 =

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| Ideas | Student’s ideas are insightful and show a developed and superior understanding. | Student’s ideas show a developing understanding. | Student’s ideas are superficial and do not show a developing understanding. | Unsupported generalities do not develop the topic. |
| Support and Meaning | Student constructs an insightful and perceptive meaning from the text by incorporating their thoughts, experiences, and textual cues to better understand the material. | Student constructs thoughtful meaning from the text by incorporating their thoughts, experiences, and textual cues to better understand the material. | Student constructs a general meaning from the text by attempting to  incorporate their thoughts, experiences, and textual cues to better understand the material. | Student is inaccurate or inappropriate in their construction of meaning from the text. |
| Communication | The selection and use of words and structures are effective. This writing demonstrates confident control of correct sentence construction, organization, usage, grammar, and mechanics. | The selection and use of words and structures are frequently effective. This writing demonstrates competent control of correct sentence construction, organization, usage, grammar, and mechanics. | The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of correct sentence construction, organization, usage, grammar, and mechanics. | The selection and use of words and structures is not effective. The writing demonstrates a lack of control of correct sentence construction, organization, usage, grammar, and mechanics. |