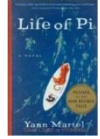


Life of Pi Essay: Archetypes

Mr. Eble, CP1 Junior British Literature



Moe Men are Men of Integrity

Directions: You will write an essay about **one** archetype in *Life of Pi*, analyzing how it is presented by comparing/contrasting it with examples of that archetype from two or three other works of literature and stories with which you are familiar.

For understanding grading of this paper, see the rubric on page two. Otherwise, we'll follow these steps in planning / writing:

Planning Your Paper: Read the handout "Archetypes Description and List."

Outline: (Due Thursday, November 14th) Complete the outline paper on pages 2 / 3. You should **provide specific examples** from your archetypes and from *Life of Pi*.

- **Be sure to bring MLA Works Cited entries for your work**

I'll make comments on your paper as you take your test on Thursday.

In-Class Writing: You'll write your essay in class on Monday, November 18th. Thus, you should bring to class any books / information you'll use as you **type** your essay.

Rewriting: After I provide comments for you, you'll have the opportunity to rewrite your paper.

Thesis Development: *Life of Pi* Archetypes Essay

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On which archetype are you focusing in <i>Life of Pi</i> ?	How does the novel present this archetype? Explain.



In the boxes below, write the name of the same archetype from a story / book / film. Explain how this archetype connects with *Life of Pi* and your chosen archetype.

Archetype Example #1	Archetype Example #2	Archetype Example #3
MLA Citation for this Source	MLA Citation for this Source	MLA Citation for this Source



In the box below, write a rough thesis in which you demonstrate how comparing/contrasting the two/three archetypes in your outside stories with *Life of Pi* enriches the interpretation of the text.

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Introduction: Write ideas for your paper's parts below. For quotes, please attribute and cite them.

Attention Grabber	
Background Information— <i>Life of Pi</i> , archetypes, other stories used	
Thesis	

Body Paragraphs: Note topic sentence, examples as support (from *Life of Pi*—introduced, cited quotes) from the text and from archetype examples

When you finish, please print pages 2 and 3. You'll submit these on Thursday.

's Archetypes Essay Rubric: *Life of Pi*

Author presents a clear, explicit, substantiated thesis that makes a level two comment about <i>Life of Pi</i> and the requested theme, including archetypes	Author presents a broad thesis with somewhat of a level two comment about <i>Life of Pi</i> and the requested theme, including archetypes.	Author presents a vaguely-worded, wordy, broad thesis that makes somewhat of a level two comment on <i>Life of Pi</i> , somewhat answering the requested theme.	Author's thesis is very vague / broad / unrelated to <i>Life of Pi</i> ; author's analysis is either <u>level 1</u> or <u>level 3</u> . Author has no clearly-worded thesis.
Essay's organization is logical, clear, and easy to follow, making use of transitional words and phrases that make the text flow well. The writing is concise, avoids redundancy, and remains relevant to the main point being expressed.	Essay's organization is generally logical, clear, and easy to follow, but contains some repetitions and redundancies or drifts from the main point being expressed.	Essay's organization is basically okay, but contains some faulty logic, redundancies or digressions that take away from the main point being expressed.	Essay is difficult to follow due to lack of unity, coherence, or use of fuzzy logic.
Essay demonstrates superior understanding of the subject matter. Thesis is amply supported with reasons, quotes, details, examples while avoiding summary (three or more supports per paragraph). Quotes are attributed, cited.	Essay demonstrates understanding of the subject matter. Thesis is supported with reasons, examples, details, and quotes while avoiding summary.	Essay is short on the use of details and examples, or the essay demonstrates little understanding of the subject matter.	Essay does not adequately demonstrate understanding of the text and subject matter, or it does not support the thesis with details, reasons, and examples.
Introduction, conclusion include relevant, thought-provoking level 3 connections to the text and themes, as well as succinct background and recapitulation of ideas, respectively.	Introduction, conclusion include all necessary elements, with some sense of level 3 connections to the text and themes	Introduction, conclusion lack an element and/or include vague, somewhat unrelated level 3 connections to the text and themes. Background/recapitulation are wordy, unrelated	Introduction, conclusion lack an element, with little to no level 3 connections to text or theme.
SMUGSS errors are minimal / corrected via proofreading. Writer provides an exciting, relevant title Double-spaced, Times New Roman 12 point font	SMUGSS errors are present, somewhat problematic / writer should have proofread more carefully Writer provides a title.	SMUGSS errors are pervasive, detract somewhat from the content of the essay. Writer's title misses the mark.	SMUGSS errors are problematic, detract from the content of the essay. Writer shows no evidence of proofreading. No title.

Comments / Grade: