Analytical Five-Paragraph Essay Gradesheet

Student Name: [redacted]

	Point value	Earned points
Original Title of the Essay	2	2
Introduction:		
Author and title	2	2
Necessary background, definitions, introduction material	3	3
Clear thesis - limited topic + precise opinion	5	5
Blueprint - correct order and parallel	6	6
Body Paragraph 1:		
Topic sentence - transition, thesis reminder, & blueprint 1	6	6
Support 1 - convincing, relevant, specific, detailed example from text that supports topic sentence	9	9
Support 2 - convincing, relevant, specific, detailed example from text that supports topic sentence	9	9
Body Paragraph 2:		
Topic sentence - transition, thesis reminder, & blueprint 2	6	6
Support 1 - convincing, relevant, specific, detailed example from text that supports topic sentence	9	9
Support 2 - convincing, relevant, specific, detailed example from text that supports topic sentence	9	9
Body Paragraph 3:		
Topic sentence - transition, thesis reminder, & blueprint 3	6	6
Support 1 - convincing, relevant, specific, detailed example from text that supports topic sentence	9	9
Support 2 - convincing, relevant, specific, detailed example from text that supports topic sentence	9	9
Conclusion:		
Transition word or phrase in first sentence	2	2
Reworded thesis statement	3	3
Minimum of five lines wrapping up your ideas	3	3
End with a clincher	2	2
Content Total	100 points possible	100
Sources - include quotes, paraphrase, and/or summary that is correctly cited, internally (citation) and externally (Works Cited page)	25 points possible	23
Grammar/FormattingErrors (3 points deducted per error type) x3	75 points possible	69
TOTAL GRADE		192/200

[redacted]

Mrs. Howard

English Composition II

27 March 2019

Anthropomorphism in *Terrible Things*

Terrible Things written by distinguished author Eve Bunting is a parable of a tragic tale that describes the holocaust. She utilized forest creatures instead of human characters, but the creatures still displayed human characteristics using anthropomorphism. Utilizing familiar forest creatures, Eve Bunting was able to represent the pain and turmoil of the holocaust, so readers of all ages can begin to understand. Through anthropomorphism, Bunting used the forest creatures to display fear, discrimination, and justification.

First, in Eve Bunting's *Terrible Things*, the forest creatures used anthropomorphism to display fear, which is human behavior. The creatures would tremble each time the terrible things came into the clearing to remove another set of creatures. "The little fish leaped from the water to show the shine of their scales, but the birds twittered nervously in the tops of the trees" (Bunting). Through anthropomorphism, the fish and the birds are showing human characteristics by leaping and twittering nervously when the Terrible Things show up at the clearing. The Terrible Things impart fear in all the creatures when they come into the clearing. "The squirrels chattered their fear and ran high into the treetops" (Bunting). The squirrels are displaying a human reaction to fear, called anthropomorphism, which is to run. The Terrible Things illicit fear from the forest creatures each time they return to the clearing in the woods to remove another creature.

- past tense
- capitalization

Secondly, Eve Bunting uses anthropomorphism to give the terrible things, the human characteristics of discrimination by having them call out each creature. "' We have come for every creature with feathers on its back,' the Terrible Things thundered" (Bunting). The Terrible Things discriminate against all the forest creatures by pointing out the differences in every character. Each time they return to take another group, the Terrible Things point out the flaw in the character that they came to remove from the clearing. "'We have come for every bushy-tailed creature who lives in the clearing,' the Terrible Things thundered" (Bunting). The Terrible Things appear in the clearing and call out to the forest creatures. Each time they appear, they pick a different feature and ask just for the creatures with those features which is discriminating between all the forest creatures.

Lastly, Eve Bunting uses anthropomorphism so the forest creatures can justify their immoral behavior by belittling the other creatures. "' Those birds were always too noisy,' Old Porcupine said. 'Good riddance, I say'" (Bunting). The old porcupine justifies the removal of the birds by pointing out the fact that they were always noisy. All the creatures stood back and watched the Terrible Things take the birds away. "'Those squirrels were greedy,' Big Rabbit said. 'Always storing away things for themselves. Never sharing'" (Bunting). Big Rabbit quickly points the finger at the squirrels, to prove they were greedy, and to justify why the Terrible Things removed them from the clearing. Had the animals tried to help the squirrels in the beginning, they all could have been free; however, because of their selfishness, group by group, they were all taken away.

PV

In conclusion, using anthropomorphism to display fear, discrimination, and justification, Eve Bunting was able to give her readers an image of the holocaust. "' Help!' they screamed. 'Somebody help!' However, there was no one left to help' (Bunting). If people do not come

- passive voice

together, if they always turn a blind eye because it is not affecting them, then people end up mistreating others. People use fear, discrimination, and justification to make others act the way they perceive is right.

Separate page

Works Cited

Bunting, Eve, ~~and Stephen Gammell~~. *Terrible Things: an Allegory of the Holocaust*. Jewish Publication Society, 1989.

Double space

Analytical Five-Paragraph Essay Gradesheet

Student Name: [redacted]

	Point value	Earned points
Original Title of the Essay	2	2
Introduction:		
Author and title	2	2
Necessary background, definitions, introduction material	3	3
Clear thesis - limited topic + precise opinion	5	5
Blueprint - correct order and parallel	6	6
Body Paragraph 1:		
Topic sentence - transition, thesis reminder, & blueprint 1	6	6
Support 1 - convincing, relevant, specific, detailed example from text that supports topic sentence	9	9
Support 2 - convincing, relevant, specific, detailed example from text that supports topic sentence	9	6
Body Paragraph 2:		
Topic sentence - transition, thesis reminder, & blueprint 2	6	6
Support 1 - convincing, relevant, specific, detailed example from text that supports topic sentence	9	9
Support 2 - convincing, relevant, specific, detailed example from text that supports topic sentence	9	6
Body Paragraph 3:		
Topic sentence - transition, thesis reminder, & blueprint 3	6	6
Support 1 - convincing, relevant, specific, detailed example from text that supports topic sentence	9	6
Support 2 - convincing, relevant, specific, detailed example from text that supports topic sentence too short especially compared to other body paragraphs	9	0
Conclusion:		
Transition word or phrase in first sentence	2	2
Reworded thesis statement	3	3
Minimum of five lines wrapping up your ideas	3	3
End with a clincher	2	2
Content Total	100 points possible	82

Sources - include quotes, paraphrase, and/or summary that is correctly cited, internally (citation) and externally (Works Cited page)	25 points possible	24
Grammar/FormattingErrors (3 points deducted per error type) x(	75 points possible	73

179/200

TOTAL GRADE 89.5%

[redacted]

Mrs. Howard

English Composition II

26 September 2019

Anthropomorphism in "Terrible Things: An Allegory of the Holocaust"

Eve Bunting's "Terrible Things: An Allegory of the Holocaust," tells the story of how groups of forest creatures, living peacefully together in a community, are taken away one group at a time by the Terrible Things. Bunting uses a literary tool called anthropomorphism, non-human characters acting and behaving as literal humans, to tell the story of the Holocaust. Central characters to Bunting's story are Little Rabbit and Big Rabbit. The questions Little Rabbit poses to Big Rabbit regarding the Terrible Things, lead Little Rabbit to form a conclusion; furthermore, the answers, questions, and conclusions of non-human characters acting like humans, provides specific examples of anthropomorphism in Eve Bunting's "Terrible Things: An Allegory of the Holocaust."

The first example of anthropomorphism in Bunting's story is Little Rabbit's questions posed to Big Rabbit. Each question is asked a bit differently to gain more information and understanding about the Terrible Things. Also of interest, is the fact that Little Rabbit is the only character asking questions about the actions of the Terrible Things. Little Rabbit asks, "Why did the Terrible Things want the birds?" (Bunting 1) Little Rabbit also asks, "Do the Terrible Things want the clearing for themselves?" (Bunting 2) In addition, "What did the frogs and the fish do to them?" (Bunting 3) Finally, "...I think we should move. What if the Terrible Things come back?" (Bunting 3).

Connect the questions to history

Period after citation to end your sentence

unnecessary comma

An additional example of anthropomorphism in Bunting's story is Big Rabbit's answers to Little Rabbit's questions. As an elder or parent to Little Rabbit, Big Rabbit answers Little Rabbit's questions in a way to discourage more questioning. Most likely, Big Rabbit is scared and wants to protect Little Rabbit; however, Big Rabbit seems to exhibit a great deal of denial and superiority over other creatures as exhibited in his answers to Little Rabbit. When first asked about the Terrible Things by Little Rabbit, Big Rabbit says, "We mustn't ask. The Terrible Things don't need a reason. Just be glad it wasn't us they wanted" (Bunting 1, 2). When asked by Little Rabbit if the Terrible Things want to live in the clearing, Big Rabbit answers, "No. They have their own place" (Bunting 2). To subsequent questioning by Little Rabbit, Big Rabbit also adds, "Just mind your own business, ...We don't want them to get mad at us" (Bunting 2). As an example of Big Rabbit's answer to Little Rabbit's questions that show superiority of the rabbits, after the Terrible Things take the frogs and fish, Big Rabbit says to Little Rabbit, "...Many... creatures dislike frogs. Lumpy, slimy things. And fish are so cold and unfriendly. They never talk to any of us" (Bunting 3). Moreover, Big Rabbit showing denial and superiority tells Little Rabbit, "Why should we move? This has always been our home...We are the White Rabbits. It couldn't happen to us" (Bunting 3). Again -> connect to the Holocaust since that is part of your thesis.

A final example of anthropomorphism in "Terrible Things: An Allegory of the Holocaust," is Little Rabbit's conclusion formed from questions asked to Big Rabbit regarding the Terrible Things. Little Rabbit concluded, "I should have tried to help the other rabbits...If only creatures had stuck together, it could have been different" (Bunting 4). Little Rabbit, the sole survivor of the community, then sets out to warn other communities about the Terrible Things.

In conclusion, examples of anthropomorphism in Eve Bunting's "Terrible Things: An Allegory of the Holocaust," include Little Rabbit's questions, Big Rabbit's answers to Little Rabbit, and Little Rabbit's conclusion regarding the Terrible Things. The questions, answers, and conclusion are central to Bunting's story and effectively tell the story of how the Holocaust happened using non-human characters behaving like humans, also known as the literary tool anthropomorphism. Little Rabbit's conclusion and action of telling others about the Terrible Things ends Bunting's story with a glimmer of hope.

Works Cited

Bunting, Eve. "Terrible Things: An Allegory of the Holocaust."

docs.google.com/document/d/1IHjjkJeJZAjJtTLqqCE10wZz9juyS5yvp9d_CoifRM/edit.