Grade Level	Content Area	Course Title (for 9-12 Samples Only)	Unit Title
7th Grade	Writing		Comparison/Contrast Literacy Essay

Length of Unit	Time of Year Taught	Expected Prior Knowledge
2 Weeks	3rd Quarter	The students have learned to construct multi-paragraph essays that include an introductory paragraph with a thesis statement, supporting paragraphs and a concluding paragraph. They have had much experience with the writing process and the 6-traits in past grades and this year in 7th grade. They have had practice in organizing information into a logical sequence. Prior to this lesson, they have read Shirley Jackson's "The Lottery" and Nathanial Hawthorne's "Young Goodman Brown." They have recorded information and reflection notes about the two stories in their Literary Response Journal.

Unit Description

Summary: This unit will be the students' introduction to writing a full essay comparing and contrasting literary text. They will learn to organize information from two short stories into an essay that compares the two. They will not only explain the similarities and differences between the two literary works, but also explain the significance of the comparison.

Standards:

Text Types and Purposes

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented

Summative Assessment	The students will demonstrate synthesis of the informative/explanatory text by writing a multi-paragraph literary comparison/contrast essay.
Scoring for Summative Assessment	Students will be assessed using a 6-point, 6-trait scoring guide/rubric. A score of 80% will show mastery of the standard.
Materials/ Resources Needed	A copy for each student of Shirley Jackson's "The Lottery" and Nathanial Hawthorne's "Young Goodman Brown," students' copy of their Writing Journal, students' copy of their Literary Response Journal, the assignment sheet, planning templates, the Helpful Information About the Literary Comparison/Contrast Essay sheet, Scoring Guide Rubric.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Students have previously read Shirley Jackson's "The Lottery" and Nathanial Hawthorne's "Young Goodman Brown." The teacher introduces the lesson by asking students to review their notes in their Literary Response Journal for these two selections, and consider these questions (written on the overhead): 1) What are the similarities between these two stories? 2) What are the differences between these two stories? Students write these two questions in their Writer's Journal and respond. Time limit is 4 (four) minutes. Ask students to share their answers with a (pre-assigned) partner and then share out with the class. The teacher hands out the following: Helpful Information About the Literary Comparison/Contrast Essay, Assignment Directions, and the Scoring Guide and Rubric (this is a stapled packet for the students). The teacher and students take turns reading aloud the information on the Helpful Information sheet. The teacher stops at each section of the sheet to offer examples, further explanation, and/or engage the students in providing examples that clarify each point.	To begin the session, the teacher asks the students to look back at their completed graphic organizer for ideas on what items for comparison might be appropriate for their essay. Encourage students to ask for clarification. Then direct students to the Assignment Directions sheet and carefully go over each one of the steps, allowing your pacing to be appropriate to the potential difficulty of the step. Carefully guide students through each section of the sample outline. Make a special point to emphasize how the writer of the outline has clarified why the two selections are worthy of comparison. Ask students, "In the first support paragraph (paragraph #2), is the writer setting the groundwork with a similarity or a difference?" And then ask, "What is the focus of the next support paragraph?" "And the next?" Be sure to emphasize how the author first sets up the comparison by telling the commonalities and then develops the rest of the essay around the differences. Provide time in class for students to begin their own outlines in their Writer's Journal. Write the due date for	Begin the class by asking students to bring out their copy of the Scoring Guide Rubric for the essay. Together review each of the criteria and solicit explanations and examples from the students. They are comfortable with the scoring guide, and the 6-point/6-trait rubric; however, questions may arise about the specific criteria for this comparison/contrast essay. Direct students to begin their rough drafts. Remind them of the due date for the draft.	Students know that today is the due date for the draft of their essay. The teacher directs the students to use the scoring guide and rubric to self-edit their paper. When finished, they are directed to begin their final copy essay. Remind them of the Due Date for the final copy.	Due Date for the Summative Assessment. Ask students to self-assess their final essay using the Scoring Guide Rubric and give themselves points/a grade. Then have them write a "justification" for why they scored themselves the way they did. Students are directed to staple their justification to the final copy of the essay. Celebrate: Let them know that it is quite an accomplishment to write a literary comparison/contrast essay. Give students an opportunity to read their papers aloud if they wish. The teacher collects the essays for scoring using the Scoring Guide Rubric.

	Using the graphic organizer on the Helpful Information sheet, the teacher instructs students to use their ideas about the two stories to record similarities and differences. The teacher starts them out by providing an example for each section of the organizer.	the draft and final copy on the board and have students record this at the top of their outline. Closely monitor the class by walking the room, stopping to give guidance where needed.			

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	In their Literary Response Journals, student answer the two question about similarities and differences of previously read text. Students share their answers their partner and then share out with the class. Students review the stapled Comparison/Contrast packet with the teacher. Students take turns with the teacher, reading aloud the information on the Helpful Information sheet. Students ask for clarification where needed. Students record their ideas about the similarities and differences of two stories on the graphic organizer.	Students review their graphic organizers for ideas on what items for comparison might be appropriate for their essay. Students review the Assignment Directions sheet with the teacher, asking questions where confusion may occur. Students begin their own outline for the essay in their Writer's Journal and write the due date for the draft and final copy at the top of their outline.	Students review the Scoring Guide Rubric for the essay with the teacher and the rest of the class. Students begin the rough draft of their essay.	Students self-edit using the rubric. Upon completed, students begin writing their final copy essay.	Students complete a Scoring Guide Rubric on their own paper and give themselves points/a grade. Then they write a "justification" for why they scored themselves they way they did. Students staple the Peer Response Sheet (completed by their editing partner) and their justification to the final copy of the essay. Students read their papers aloud if they wish. Papers are turned in to the teacher.

Assignment Directions

Step One

You have read Shirley Jackson's "The Lottery," and Nathanial Hawthorne's "Young Goodman Brown." These stories have been selected for you to compare. Now you must decide "what" within each selection you will compare.

Step Two

Use the graphic organizers for this assignment and make notes to help you to visually see how how items, such as characters, author's development of the plot, author's use of literary devices, theme, etc. are similar and different.

Step Three

Once you have jotted notes in the graphic organizer, make an outline for your essay, that includes:

Sample Structure

Paragraph 1: The Introduction - Introduce your topic and state your thesis.

First support paragraph

Example Thesis: "Although James Jackson's novel, *Reaching the English Moors*, was written in 1895, the theme can be compared to H.B. Bartlion's poem, 'Green Grasses of Home' written a century later. Both Jackson and Bartlion are urging the reader to consider the life lessons presented in nature. However, Jackson addresses this theme through the use of personification and Bartlion relies on visual imagery."

Second support paragraph

Third support paragraph

In the above example, the writer has established why the two selections are **comparable** (common themes), but clearly states that the authors have used two **contrasting** methods of developing their themes. So, will the writer focus on the alikeness (comparison) of the theme, or the different ways (contrast) the authors developed their theme?

Paragraph 2: First Support Paragraph. Set the groundwork for the similarities in the literary selections. In the case above, you would describe the common theme found in each selection. Write a topic sentence and add details to support your topic sentence (at least 3.)

Example Topic Sentence: "Both Jackson and Bartlion are urging the reader to consider the life lessons we can learn from nature." Provide specific examples of this in the paragraph.

Paragraph 3: Second Support Paragraph. Again, write a topic sentence and add at least 3 details. This paragraph will focus a difference between to the two literary selections by stating that Jackson uses personification to develop the theme. Provide specific examples of this in the paragraph.

Paragraph 4: Third Support Paragraph. This paragraph will focus on another difference between the two literary selections by stating that Bartlion uses visual imagery to develop the theme. Provide specific examples of this in the paragraph. Include 3 supporting details.

Paragraph 5: Conclusion. Go back and state what you've already said in the introduction using different wording, wrapping things up.

Step Four

Use the outline (above). Write each section of the paper, until finished. Go back and edit, checking for spelling, correct grammar, punctuation, and flow. Use the Scoring Guide Rubric to check the completion and correctness of your essay. Compare and contrast essays are just like any other paper and should flow from one paragraph to the next, making sense as you read it. Read and reread.

Step Five

Type compare and contrast essays, if you so choose. Polish things up and print.

Helpful Information About The Literary Comparison/Contrast Essay

Definition: Comparison/contrast – the process of examining two or more things in order to establish their similarities and differences.

Assignment: After reading two selections, you will write a comparison/contrast essay using the guidelines provided in this packet.

For Your Information:

1. Any relationship between two or more things will involve some degree of SIMILARITY, as well as some degree of DIFFERENCE.
2. Comparisons can be found in any kind of writing: magazine articles, advertising, essays, news articles, letters, editorials, textbooks, scientific writing, reports, political speeches, and pamphlets.
3. We make comparisons when we have to choose between two or more things: careers, products, political candidates, goals, etc.
4. Comparisons underlie everything we do. Scientists use comparison in their experiments. Logicians use them to draw conclusions. Politicians use them to formulate policies. Judges use them to render decisions. Ministers teach and admonish us with comparisons.

How to Write a Literary Comparison/Contrast Essay:

When writing a literary comparison, you will answer the question: So What?

In other words, you will not only explain the similarities and differences between the two (or more) literary works, but also explain the significance of your comparison. A comparison intends to inform readers of something they haven't thought of before. Therefore, for a comparison to be illuminating, the things compared must either:

1. Appear different but have significant similarities; i.e., Star Wars and Return of the Jedi.
2. Appear similar but have significant differences; i.e., Classic Star Trek and Star Trek: The Next Generation.

You must have a purpose for your comparison. The reader of the comparison should not have to ask SO WHAT? at the end of your essay.

Remember that comparison and contrast is an organizational and analytical structure that supports your ideas, but you still need a thesis in the introductory paragraph.

The introductory paragraph should contain:

1. The names of the items to be compared.
2. The purpose of the comparison
3. What is being compared and/or contrasted

Sample Thesis Statements:

Unacceptable — "I am going to compare the similarities and differences between the films *Close Encounters of the Third Kind* and *E.T., the Extraterrestrial."*

Acceptable — "The way Roy Neary, the protagonist of *Close Encounters of the Third Kind*, and Elliott, the protagonist of *E.T., the Extraterrestrial*, react to their encounters with aliens, demonstrates that director Steven Spielberg uses both films to tell similar stories about the difficulties of growing up."

Remember: In a comparison/contrast essay you are explaining the differences between two or more things, as well as what the two things have in common.

Helpful Information About The Literary Comparison/Contrast Essay CONTINUED

Getting Started:

1. Choose the works of literature you want to compare.
2. Choose the grounds for comparison; i.e. is there something they have in common that makes it worthwhile to show how they are different?
3. Answer the question So What? by determining a purpose for making a comparison.
4. Gather information and evidence from each literary selection to describe and support your grounds for comparison. Use a graphic organizer like the one below and on page 4 of this packet.
5. Outline your essay.
6. Compose your thesis.
7. Write the draft of your essay.

How Are They Alike?		
Comparison Points	**"The Lottery"**	**"Young Goodman Brown"**
Characters		
Theme		
Conflict		
Style of Writing		
Cultural Connection		
Purpose		
Genre		
Other		

How Are They Different?		
Comparison Points	**"The Lottery"**	**"Young Goodman Brown"**
Characters		
Theme		
Conflict		
Style of Writing		
Cultural Connection		
Purpose		

Genre		
Other		

Student Name: _____

Writing Trait	Criteria	Score			
		F 1-2	A 3	M 4	E 5-6
Ideas & Content	1. A statement of what is being compared and contrasted is clearly stated.				
	2. The comparison is developed using relevant facts, definitions, concrete details, quotations, or other information and examples.				
	3. The purpose for the comparison is clearly provided.				
Organization	4. Provides an effective introduction to the comparison.				
	5. Ideas are organized using paragraphs.				
	6. Details are placed in logical order.				
	7. Essay is formatted for easy reading and understanding by using a heading/title, graphics, and (optional) multi-media.				
	8. There is a recognizable concluding paragraph that makes sense for the information provided about the topic.				
Voice	9. Establishes and maintains a formal style.				
Word Choice	10. Uses precise language and domain specific vocabulary to inform				

Scoring Guide/Rubric for 7th Grade Literary Comparison/Contrast Essay

Outcome: The students will demonstrate synthesis of the informative/explanatory text by writing a multi-paragraph literary comparison/contrast essay.

	about or explain the topic.				
Sentence Fluency	11. Appropriate and varied transitions are used to create cohesion and clarify the relationships among ideas.				
	12. Sentences vary in beginnings, length and structure.				
Conventions	13. Punctuation and capitalization are used correctly.				

FINAL SCORE: _____/6_____

A score of 6 = 100%
A score of 5.0-5.9 = 90-98%
A score of 4.0-4.9 = 80=89%
A score of 3.0-3.9 = 70-79
A score of 2.0-2.9 = 60-69%

(Calculating the Score: Total the score and divide that total by the number of criterion items listed on the Scoring Guide. This number over 6 equals the score for the paper. It can be no higher than 6/6. A score of 80% will show mastery of the standard.)