Themes for Two Texts

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Text 1****Title:** **Author:**  | **Text 2****Title:** **Author** | **Commonalities/ Differences** |
| List the key details of the story | Characters |  |  |  |
| Setting |  |  |  |
| Plot |  |  |  |
| Theme |  |  |  |
| Claim: What statement can you make about the themes of these two stories? (The same, the same except, different because…) |  |

Comparative Analysis Essay Prewrite

**Prompt:** Make a claim based on a central theme you have discovered between the Core text and another Adventure novel you have read independently. How do the authors use literary elements to develop the theme?

**Your claim:**

**Please Do Now:** Switch your claim with a partner. Have your partner check:

* What theme is being addressed?
* Is the title of each text included? Is it italicized?
* Is the author of each text included?
* What literary element is used from the core text?
* What literary element is used from the independent novel?
* What literary element do both novels use successfully?

Topic sentence – Body Paragraph 1 – Address core text, theme, and literary element

Evidence to back up topic sentence 1 (blended and cited properly)

Reasoning – How does this example back up your topic sentence?

d

Topic sentence – Body Paragraph 2 – Address independent text, theme, and literary element

Evidence to back up topic sentence 2 (blended and cited properly)

Reasoning – How does this example back up your topic sentence?

Topic Sentence – Body Paragraph 3 – Address both texts, theme, and literary element

Evidence to back up topic sentence 3 – Core text (blended and cited properly)

Reasoning – How does this example back up your topic sentence?

Evidence to back up topic sentence 3 – Independent text (blended and cited properly)

Reasoning – How does this example back up your topic sentence?

**Introductions = hook, background information, thesis**

**Writing a Developed and Detailed Introduction**

You know your introduction needs a clear claim/thesis statement. But what else do you put in the paragraph? To answer that question, think about the purpose of an introduction:

* Introduce your topic
* Create interest
* Provide necessary background information
* Identify your main idea
* Preview the rest of your essay

Your thesis statement will identify your main idea and preview the rest of your essay. Remember that this should be one sentence. You will place your thesis at the end of your introduction paragraph. You can use the other sentences in your introduction to introduce your topic, create interest, and provide necessary background information.

Types of Hooks:

* ANECDOTE An anecdote is a short story. It can be a story about your own experience or someone else’s experience. Use an anecdote to make a point.
	+ Example: The other morning, Danny— who just got his license last month—was driving to school. Danny’s cell phone started beeping and he checked the incoming text message, dropping the toast he was eating and nearly driving off the road in the process.
* QUOTE A quote, or quotation, is a passage that you use in your own writing that was originally written or spoken by someone else. You indicate a quote by putting quotation marks around it and acknowledging its source.
	+ Example: “We were always together, but not as much after she got her license,” Gayle Bell says. “If I could bring her back I’d lasso the moon.” Bell’s 16-year-old daughter, Jessie, rolled her car into a ditch and died in 2003.
* DROP YOUR READER INTO A SCENE Use sensory details to describe a scene, giving your reader an immediate sense of time and place.
	+ Example: A video about defensive driving drones from the TV at the front of the darkened classroom. It’s warm, and several of the teenagers have drifted off to sleep. Others quietly text their friends, their cell phones glowing between their cupped hands.
* SURPRISING FACT A surprising fact is an interesting piece of information that your readers aren’t likely to know. It’s a statement that will make your readers say, “Really?”
	+ Example: The rate of crashes for 16-year-old drivers is almost 10 times the rate for older drivers.
* RHETORICAL QUESTION A rhetorical question is a statement in the form of a question. You ask a rhetorical question to make a point, not to get an answer. THIS QUESTION SHOULD NOT BE IN SECOND PERSON – AKA: Do NOT use YOU!!
	+ Example: What’s more important: Driving at the age of sixteen or saving lives?

The background information should connect your hook to the thesis/claim. This might mean further explanation on terminology, an introduction to the genre in this case, or maybe come background information on the texts you will discuss.

Now you try:

Hook:

Background Information:

**Conclusions**

**Your conclusion should consist of three pieces**

1. **Restate the thesis in new words**
2. **Connect back to the hook (brings your paper full circle)**
3. **Answer the SO WHAT? Question – why is this topic beneficial to all people?**

Restate the thesis in new words:

Relate back to the hook:

So what? Why is this topic important?

**Comparative Analysis Essay Rubric/ Self Edit**

**Prompt:** Make a claim based on a central theme you have discovered between the core text we have read in classand another Adventure novel you have read independently.

|  |  |  |
| --- | --- | --- |
| Points | Criteria: | Your points: |
| 6 | Hook and Topic Sentences – Writer provides an interesting way to open the essay and includes a little background knowledge on both texts addressed/literary elements.  |  |
| 3 | Claim – Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim.  |  |
| 3 | Organization – Create an organization that logically sequences claim, reasons, and evidence. |  |
| 3 | Topic Sentence – Uses a transition word, contains the title of text and author, literary element, and theme.  |  |
| 3 | Evidence (Data) – Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. YOU MUST USE PROPER CITATIONS – “Direct Quote from your novel” (Author’s Last Name Page #). Be sure your evidence is blended properly. |  |
| 3 | Reasoning (Warrants/Backing) – Use valid reasoning to explain how the evidence leads to the claim. How does the evidence you have provided prove that your literary element develops the theme? |  |
| 3 | Topic Sentence – Uses a transition word, contains the title of text and author, literary element, and theme.  |  |
| 3 | Evidence (Data) – Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. YOU MUST USE PROPER CITATIONS – “Direct Quote from your novel” (Author’s Last Name Page #). Be sure your evidence is blended properly. |  |
| 3 | Reasoning (Warrants/Backing) – Use valid reasoning to explain how the evidence leads to the claim. How does the evidence you have provided prove that your literary element develops the theme? |  |
| 3 | Topic Sentence – Uses a transition word, contains the title of text and author, literary element, and theme.  |  |
| 3 | Evidence (Data) – Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. YOU MUST USE PROPER CITATIONS – “Direct Quote from your novel” (Author’s Last Name Page #). Be sure your evidence is blended properly. |  |
| 3 | Reasoning (Warrants/Backing) – Use valid reasoning to explain how the evidence leads to the claim. How does the evidence you have provided prove that your literary element develops the theme? |  |
| 3 | Evidence (Data) – Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. YOU MUST USE PROPER CITATIONS – “Direct Quote from your novel” (Author’s Last Name Page #). Be sure your evidence is blended properly. |  |
| 3 | Reasoning (Warrants/Backing) – Use valid reasoning to explain how the evidence leads to the claim. How does the evidence you have provided prove that your literary element develops the theme? |  |
| 6 | Conclusion – Your conclusion restates the claim in new words, relates back to the hook, and answers the “So What” question |  |
| 3 | Conventions - Use correct grammar, spelling, and punctuation. |  |
| 6 | MLA FORMAT: Paper has proper heading, running header, parenthetical citations, and Works Cited Page.  |  |
| Total 60 |  |  |