

DIFFERENT PEOPLE/DIFFERENT TIMES

Performance Standard 2B.I

Students will read two selections (e.g., “Leiningen vs. the Ants, To Build a Fire,” examples of basic man vs. nature conflicts) about similar topics, situations or problems, but written by different authors. Each student will then analyze the author’s treatment of the topic, paying particular attention to the settings, historical elements, cultural influences, and the author’s conclusions about the topic accordingly:

- *Making literary comparison(s)*: include direct comparisons in the analysis; construct inferences from the text comparison.
- *Using support (cultural, historical, other)*: support points of analysis with references from the texts; include cultural and/or historical references.
- *Linking character behaviors*: link characters’ behaviors to cultural and historical attitudes and environment.
- *Analyzing authors’ attitude*: demonstrates historical and/or cultural influences in analysis of authors’ attitudes.

Procedures

1. ***In order to read and interpret a variety of literary works (2B)***, students should experience sufficient learning opportunities to develop the following:
 - Identify ideas and impressions communicated through a variety of literary works.
 - Respond to text by evaluating key ideas.
 - Make connections between a text and its cultural environment.
 - Evaluate how attitudes toward a situation or problem (e.g., attitudes concerning environment, immigrants, poverty, parent-child relationships) change in different periods of history or in different cultures.
 - Evaluate a character’s behavior.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Each student will be familiar with basic literary analysis techniques.
4. Each student will have practiced evaluating several literary works prior to the assessment.
5. The class will have read two literary works about different time periods and/or cultures and written by different authors that address a common topic, situation or problem.
6. Each student will complete a comparison of the two works with a focus on the common element(s) and present that comparison in a literary analysis paper.
7. Evaluate each student’s performance using the rubric. Add each student’s scores to determine the performance level.

Examples of Student Work not available

Resources

- Writing materials
- Available technology
- Different People/Different Times Rubric

Time Requirements

- One to two class periods

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NAME _____ DATE _____

- Exceeds 15 - 16 total points
- Meets 11 - 14 total points
- Approaches 7 -10 total points
- Begins 4 - 6 total points

	Literary Comparison(s)	Support (Cultural, Historical, Other)	Characters	Authors' Attitudes
4	<ul style="list-style-type: none"> • Three or more direct comparisons included in the analysis. • Several inferences constructed from the text comparison. 	<ul style="list-style-type: none"> • All points of analysis supported by references from the texts. • Many supporting references include cultural and/or historical references. 	<ul style="list-style-type: none"> • Characters' behaviors are consistently linked to cultural and historical attitudes and environment. 	<ul style="list-style-type: none"> • Analysis of authors' attitudes consistently demonstrates historical and/or cultural influences.
3	<ul style="list-style-type: none"> • Two direct comparisons included in the analysis. • Few inferences constructed from the text comparison. 	<ul style="list-style-type: none"> • Most points of analysis supported by references from the texts. • Some supporting references include cultural and/or historical references. 	<ul style="list-style-type: none"> • Characters' behaviors are usually linked to cultural and historical attitudes and environment. 	<ul style="list-style-type: none"> • Analysis of authors' attitudes usually demonstrates historical and/or cultural influences.
2	<ul style="list-style-type: none"> • One direct comparison included in the analysis. • No inferences constructed from the text comparison. 	<ul style="list-style-type: none"> • Few points of analysis supported by references from the texts. • No supporting references include cultural and/or historical references. 	<ul style="list-style-type: none"> • Characters' behaviors are sometimes linked to cultural and historical attitudes and environment. 	<ul style="list-style-type: none"> • Analysis of authors' attitudes occasionally demonstrates historical and/or cultural influences.
1	<ul style="list-style-type: none"> • No direct comparison included in the analysis. • No inferences constructed from the text comparison. 	<ul style="list-style-type: none"> • No support of the analysis. • No cultural and/or historical references in the analysis. 	<ul style="list-style-type: none"> • Characters' behaviors are seldom or never linked to cultural and historical attitudes and environment. 	<ul style="list-style-type: none"> • Analysis of authors' attitudes seldom or never demonstrates historical and/or cultural influences.
Score				