

THE TEXT AND THE TIMES

Performance Standard 2B.J

Students will read two selections (e.g. “The Devil and Tom Walker,” “The Devil and Daniel Webster”) about similar topics, situations or problems, but written by different authors. Each student will then analyze the authors’ treatments of the topic, paying particular attention to the settings, historical elements, cultural influences, and the authors’ 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(Cultural, Historical, Other)* support points of analysis with references from the texts; include cultural and/or historical references.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:
 - Analyze and compare ideas and impressions communicated through a variety of literary works.
 - Evaluate an interpretation by linking the interpretation to specific aspects of the text.
 - Demonstrate how a text reflects its time, place, and circumstances.
 - Construct connections to relevant aspects of contemporary and historical human experience.
 - Evaluate the treatment of issues in works from varying historical periods and cultural perspectives.
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. The teacher will evaluate the content of the students’ first draft literary comparisons, using the rubric. Add each student’s scores to determine the performance level.

Examples of Student Work not available

Resources

- Writing materials
- Available technology
- The Text and the 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) Analysis	Support (Cultural, Historical, Other)	Characters	Authors' Attitudes
4	<ul style="list-style-type: none"> • Four 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 elements. 	<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"> • Three 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 elements. 	<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"> • Two direct comparisons 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 elements. 	<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"> • One or 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				