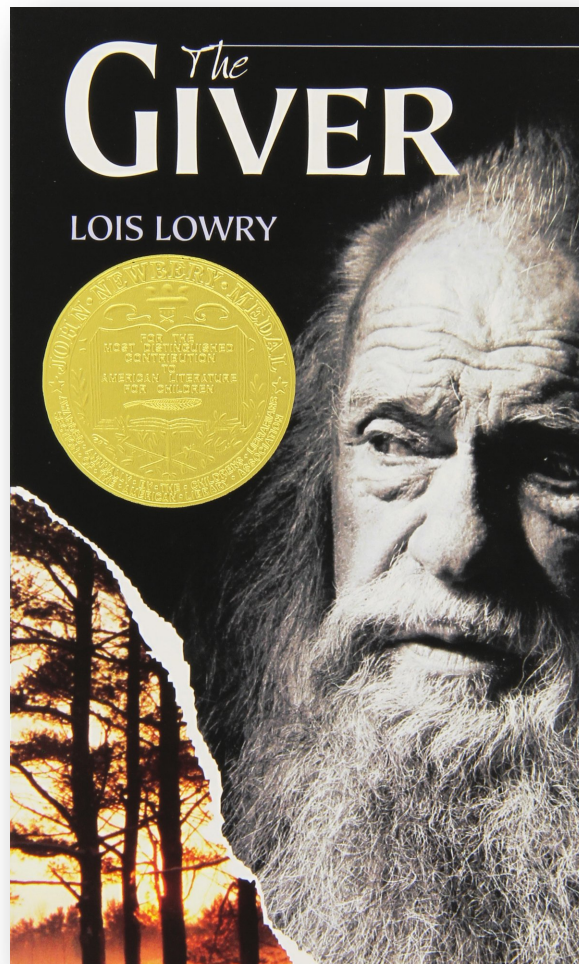

The Giver



Final Task

Instructions

You have read the book *The Giver* and watched the movie *The Hunger Games*. For your final task, you will write a comparative essay to compare the different aspects of the book and the movie. Read and follow the plan in order to carry out the task.

How to Write a Comparative Essay

Introduction:

- In your introduction, identify **WHAT*** you are comparing and **WHICH ASPECTS**** you will be writing about.

*What= The book and the movie.

**Which aspects= you decide from the choices provided below (paragraphs 2 and 3 only)

Body

Paragraph 1:

- Compare the main characters from the book and the movie.
- Find 3 elements to compare: two will be differences and **one** will be a similarity.
- Highlight** the two differences and underline the similarity.

Paragraph 2:

- Choose to compare either the communities **OR** the rules.
- Find 3 elements to compare: two will be differences and **one** will be a similarity.
- Highlight** the two differences and underline the similarity.

Paragraph 3:

- Choose to compare either the social classes **OR** the different jobs.
- Find 3 elements to compare: two will be differences and **one will be a similarity**.
- Highlight** the two differences and underline the similarity.

Conclusion:

- Identify** which society you would want to live in most and **explain** your reasons why.

Use transition words in your text

Differences	Similarities	To add information
- However, - On the other hand, - But, - Contrary to, - Unlike - Rather	- Likewise, - Nevertheless, - However, - Similarly, - In the same way,	- Moreover, - In addition, - Furthermore, - Therefore, - Actually, - As a consequence,

Comparative Essay Example:

Topic: Comparing love in *The Hunger Games* versus *The Giver*.

3 elements to compare

2 Differences:

1. Spouses are decided for you in *The Giver* but not in *The Hunger Games*
2. Kids are assigned and one of each sex is mandatory in *The Giver* but not in *The Hunger Games*.

1 Similarity:

1. The community has the final say when it comes to love in both communities. For example, with Peta and Katniss in *The Hunger Games* and by controlling sexual feelings with a pill in *The Giver*.

 Read the example paragraph below and highlight the 2 differences and underline the similarity.

 Circle the transition words used in this paragraph

Example paragraph:

Love is present in *The Hunger Games* and in *The Giver*. However, there are some major differences between how each community experiences love. In *The Giver*, spouses are decided for you and you cannot decide who you will marry. Contrary to the book, in *The Hunger Games*, the districts can decide who they want to marry. In *The Giver*, kids are assigned to their parents and each family is only allowed to have one child of each sex. Mothers don't actually give birth to their own children. Although the families in *The Giver* take care of each other, they do not experience real feelings of love. In *The Hunger Games*, parents give birth to their own children and are able to choose how many children they will have. Finally, in both, the community leaders always have the final word when it comes to love. For example, in *The Giver*, the people must take a pill to prevent from having sexual feelings toward another individual. In *The Hunger Games*, when President Snow doesn't like Katniss and Peta being together, he intervenes. At the end of the day, in both communities the people in charge have control over love.

**please note that this is not a complete comparative essay. It is only one paragraph from the body.*

Introduction:

Body

Paragraph 1:

Paragraph 2:

Paragraph 3:

Conclusion:

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This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing. There are no margins, text, or other markings on the page.

**Competency 2 Rubric,¹ Reinvests understanding of texts
Secondary III, IV and V;² Core and Enriched ESL Programs**

TASK:

Evaluation criterion: Use of knowledge from texts in a reinvestment task										
TASK REQUIREMENTS		A+	A	B+	B	C+	C	D+	D	E
Select relevant information/ideas from the texts provided. AND Develop and shape the information/ideas into an original. ³ coherent text that is tailored ⁴ to the purpose and target audience.		The student provides the target audience with a sophisticated text.	The student provides the target audience with a solid text.	The student provides the target audience with an acceptable text.	The student provides the target audience with an ill-informed.	The student's text leaves the target audience confused or	The text is incomplete. OR The text presents little content drawn from the texts provided. OR The text shows poor understanding of the texts provided or the task requirements. OR The text is mostly irrelevant to the task.			
		Lapses, ⁵ if any, are very few and have no impact on the overall effectiveness of the text. The text displays all or most of the following: • accurate content • content that is relevant and sometimes insightful • content that is focused (i.e. clearly developed in light of the purpose and target audience) • content that is skilfully shaped • content that is not copied verbatim or patchwritten ⁶	Lapses are few and have only a minor impact on the overall effectiveness of the text. The text displays all or most of the following: • accurate content • content that is relevant and satisfactory • content that is focused • content that is adequately shaped • content that is not copied verbatim or patchwritten	Lapses have a moderate impact on the overall effectiveness of the text. The text displays one or more of the following: • minor inaccuracies • some content that is irrelevant • some content that is repetitive or too general • information/ideas that are slightly misleading or contradictory • some content that is unevenly developed and shaped (e.g. lack of focus, listing of ideas, insufficient information) • a very small amount of content that is copied verbatim or patchwritten	Lapses have a significant impact on the overall effectiveness of the text. The text displays one or more of the following: • significant inaccuracies • much content that is irrelevant • much content that is repetitive or too general • information/ideas that are seriously misleading or contradictory • content that, for the most part, is poorly developed and shaped (e.g. lack of focus, listing of ideas, insufficient information) • some content that is copied verbatim or patchwritten					
		50	46	43	40	35	30	27	22	15

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¹ This generic rubric may be used with most reinvestment tasks for Secondary III, IV and V students in the Core and Enriched ESL programs. The reinvestment task given to students determines the level of difficulty, based on the choice of topic, the number of texts to be listened to/read/viewed, the length and complexity of the texts, etc.
² To mark the Secondary V Enriched ESL uniform examination, teachers must use the official examination rubric, which has significant differences as it is a task-specific rubric.

³ In this context, *original* means to adapt the information/ideas to the task, therefore not copying it/them verbatim or patchwriting from the texts provided.

⁴ *Tailor* means to develop and shape the information/ideas drawn from the texts provided in order to achieve the purpose and meet the needs of the target audience.

⁵ A lapse is a slip or deviation from the expected standard.

⁶ Using phrases from the texts provided, verbatim or by making minor changes here and there (e.g. deleting, adding or substituting words; changing verb forms or word order), and combining them with one's own writing.

CRITERIA	A	B	C	D	E
Content of the message	Writes or produces a comparative essay that corresponds to all of the requirements of the task. ✓ Introduction: what is compared and what 3 aspects are being compared. ✓ 3 Body paragraphs that have each 3 elements being compared (2 differences and 1 similarity). ✓ Conclusion: which community they would rather live in and why 5 marks	Writes or produces a comparative essay that corresponds to all of the requirements of the task. ✓ Introduction: what is compared and what 3 aspects are being compared. ✓ 3 Body paragraphs that have each 3 elements being compared (2 differences and 1 similarity). ✓ Conclusion: which community they would rather live in and why 5 marks	Writes or produces a comparative essay that corresponds to all of the requirements of the task. ✓ Introduction: what is compared and what 3 aspects are being compared. ✓ 3 Body paragraphs that have each 3 elements being compared (2 differences and 1 similarity). ✓ Conclusion: which community they would rather live in and why 5 marks	Writes or produces a comparative essay that corresponds to partially of the requirements of the task. 2 marks	Writes or produces a comparative essay that corresponds to very few or none of the requirements of the task. 0 marks
	Content is rich ; ideas developed with elaboration and detail . 10 marks or 9 marks	Content is appropriate ; ideas adequately developed with some elaboration and detail 8 marks or 7 marks	Content is somewhat adequate and mostly appropriate; basic ideas expressed but very little elaboration or detail. 6 marks	Content is frequently undeveloped and/or somewhat repetitive . 5 marks or 4 marks	Content is undeveloped and repetitive . 3-2-1-0 marks
	All of the ideas in the comparative essay are coherent 5 marks	Most of the ideas in the comparative essay are coherent. 4 marks	Some of the ideas in the comparative essay are coherent. 3 marks	Few of the ideas in the comparative essay are coherent. 2 marks	None of the ideas in the comparative essay are coherent. 1 marks
	Message is always pertinent. 5 marks	Message is often pertinent. 4 marks	Message is often pertinent to the topic with some interpretation. 3 marks	Message is sometimes pertinent to the topic with a lot of interpretation. 2 marks	Message is rarely pertinent to the topic with a lot of interpretation. 1 marks