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# Grade 11 University Comparison Essay

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| --- | --- | --- | --- | --- | --- |
|  | **N** | **R** | **S** | **C** | **M** |
| **Knowledge/Understanding /5** |  |  |  |  |  |
| Displays knowledge of both texts |  |  |  |  |  |
| Evenly distributes information in both stories |  |  |  |  |  |
| Thesis is clear and argued throughout |  |  |  |  |  |
|  |  |  |  |  |  |
| **Thinking/Inquiry /10** |  |  |  |  |  |
| Critical and insightful observations (exploration beyond the obvious) |  |  |  |  |  |
| Use of direct quotations that effectively support information |  |  |  |  |  |
| Use of formal and varied diction  |  |  |  |  |  |
| lead and conclusion are both creative |  |  |  |  |  |
| Creative title and hook |  |  |  |  |  |
| Cohesion throughout (ideas run smoothly into the next) |  |  |  |  |  |
| Texts are linked through comparison and contrast throughout the essay. |  |  |  |  |  |
|  |  |  |  |  |  |
| **Communication /10** |  |  |  |  |  |
| Effective thesis statement (organized and clear) |  |  |  |  |  |
| Effective topic sentences |  |  |  |  |  |
| Arguments organized in an ABABAB format |  |  |  |  |  |
| Quotations are integrated in an organic fashion |  |  |  |  |  |
| Conclusion restates the thesis with appropriate footprints that do not introduce new material to the essay |  |  |  |  |  |
| No use of first or second person |  |  |  |  |  |
| Formal diction -- no slang/colloquial language (unless in a quotation) |  |  |  |  |  |
| Active voice and present tense  |  |  |  |  |  |
| Proper grammar and spelling  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Application /5** |  |  |  |  |  |
| MLA format is used throughout (header, double space, page number top right) |  |  |  |  |  |
| Works Cited accompanies the essay |  |  |  |  |  |
| Quotations are cited properly |  |  |  |  |  |
| Evidence of careful editing (rough work, notes, brainstorming) |  |  |  |  |  |

**TOTAL /30**

**Comments:**



Questions

Using Hamlet and In the Skin of a Lion, please answer:

1. Is it possible to be a foreigner in one’s own home?

2. Is language necessary or even helpful for communication?

3. What must children learn from their parents?

4. How does a past (lover, parents, education) haunt a person’s future?

5. Does acting help or damage a person’s life?

6. Is crime ever justified?