**Subject area/course**: English/Language Arts

**Grade level/band**: 9-10

**Task source**: New Hampshire Task Bank

**Esperanza/Anne Frank Literary Analysis**

**TEACHER'S GUIDE**

1. **Task overview**:

Students use Sandra Cisnero’s *The House on Mango Street* and Anne Frank’s *The Diary of a Young Girl to* write a literary essay that compares and contrasts the characters Esperanza and Anne Frank. The paper should answer at least one of the following questions, and cite evidence from the text:

1. What can the experiences of characters in books tell us about their historical context?
2. Why is it important to compare and contrast characters from different texts?
3. How are the challenges that Anne Frank and Esperanza faced similar or different to some of the challenges you face in your life today?
4. **Aligned standards:**
5. **Primary Common Core State Standards**

[CCSS.ELA-Literacy.RI.9-10.1](http://www.corestandards.org/ELA-Literacy/RI/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.W.9-10.1.b](http://www.corestandards.org/ELA-Literacy/W/9-10/1/b/) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

[CCSS.ELA-Literacy.W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

1. **Secondary Common Core State Standards**

[CCSS.ELA-Literacy.W.9-10.1.c](http://www.corestandards.org/ELA-Literacy/W/9-10/1/c/) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

[CCSS.ELA-Literacy.W.9-10.1.d](http://www.corestandards.org/ELA-Literacy/W/9-10/1/d/) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1. **Critical abilities**

Analysis of Information:Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

1. **Other standards**

*New Hampshire Competencies*

ELA Competency 2. Reading (Reading Informational Texts Competency): Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary texts.

ELA Competency 4. Writing (Writing Arguments Competency): Students will demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience.

1. **Time/schedule requirements:**

This task will take approximately 2 weeks to complete.

1. **Materials/resources:**

Students should own or be provided with copies of the two primary texts, Sandra Cisnero’s *The House on Mango Street* and Anne Frank’s *The Diary of a Young Girl.*

1. **Prior knowledge:**

The task assumes that students have read both texts and engaged in in-class discussion.

1. **Connection to curriculum:**

Students should have already read both texts; this could serve as a culminating assessment.

1. **Teacher instructions:**

* Read texts, discuss characters and literary devices used as a class, assess on vocabulary and understanding of plot at the beginning of the unit.
* Introduce the task and timeline. Provide a graphic organizer for extra support, if necessary (1 day).
* Offer students time to ask for clarification to address areas of confusion (.5 days).
* Have students complete a first draft.
* Have students peer review and give formative feedback on their first drafts.
* Collect final draft.
* Allow for one round of revisions; writing is an iterative process.

1. **Student support:**

Accommodations should be given according to the IEPs in the classroom. Samples include:

* More time
* Graphic organizer to organize evidence from the text
* Sentence frames for citations

1. **Extensions or variations:**

* Substitute novels for different genders, ethnicities, e.g**.,** Rudolfo Anaya’s *Bless Me, Ultima,* Gary Soto’s *Living Up the Street,* Peter Hamill’s *Snow in August.*
* For a more advanced class, or for higher grades:
  + Students can choose their own texts for comparison, or more advanced texts could be used (*Catcher in the Rye, Never Let Me Go, The Rebels* by Sandor Marai, *The Kite Runner, Middlesex, Lord of the Flies, Zeitoun* by Dave Eggers).
  + Students could compare themes, literary devices, or historical contexts in addition to, or in place of, comparing characters.
  + If students compare historical contexts, the task could involve research.
* Task could involve use of images or videos, e.g., George Stevens, The Diary of Anne Frank (1959)(movie), pictures of Bergen-Belsen, etc.

1. **Scoring:**

Student work can be scored using the QPA Common Literary Analysis Rubric.