Comparative Literary Essay

Summative task 1 (Reading and Writing). NBE3U, Writing Back, Summative Tasks

Your task

Write a comparative literary essay (1,000 to 1,300 words) on how two writers from this unit write back: E. Pauline Johnson (Tekahionwake), Zitkála-Šá and Charles A. Eastman (Ohiyesa). Compare their audiences, strategies (form, voice, imagery, argument) and effects, using evidence from at least two texts. Include at least one context fact from a reliable source, cited in MLA.

Submit your planning notes, research log, revised draft with your revision routine, proofreading log and final essay.

Expectations: A3.1, C1.4, C1.6, C1.7, C2.3, D1.3, D1.5, D2.2, D2.6, D3.1, D3.2, D3.5.

Criteria	Level 1 (50–59%)	Level 2 (60–69%)	Level 3 (70–79%)	Level 4 (80–100%)
Knowledge and Understanding Understanding of both writers, texts and contexts	Demonstrates limited understanding of both writers' texts and contexts	Demonstrates some understanding of both writers' texts and contexts	Demonstrates considerable understanding of both writers' texts and contexts	Demonstrates thorough understanding of both writers' texts and contexts
Thinking Comparative thesis and analysis (C1.6, C1.7, A3.1)	Develops a comparative argument about writing back with limited insight	Develops a comparative argument about writing back with some insight	Develops a comparative argument about writing back with considerable insight	Develops a comparative argument about writing back with a high degree of insight
Communication Organization, voice and precise language (D2.2, D2.6)	Communicates with limited clarity, coherence and precision	Communicates with some clarity, coherence and precision	Communicates with considerable clarity, coherence and precision	Communicates with a high degree of clarity, coherence and precision
Application Evidence, research, citation and conventions (D1.3, D1.5, D3.1, D3.2, D3.5)	Uses evidence, accurate research and conventions with limited effectiveness	Uses evidence, accurate research and conventions with some effectiveness	Uses evidence, accurate research and conventions with considerable effectiveness	Uses evidence, accurate research and conventions with a high degree of effectiveness

Possible questions: How do two writers use the expectations of settler readers to challenge them? How do two writers use a child's perspective to judge the adult world? How do two writers represent education? Or develop your own with your teacher. Quotations keep their original spelling; use today's terms in your own sentences.

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Then and Now Seminar

Summative task 2 (Oral Communication and Reading). NBE3U, Writing Back, Summative Tasks

Your task

In a small-group seminar, connect one historical writer from this unit with a contemporary text by a First Nations, Métis or Inuit creator, chosen with your teacher from board-approved resources. Open with a 30-second statement, support it with evidence from both texts, build on others' ideas, and ask at least one question. Speak from the texts: never for a Nation, a community or a classmate.

Expectations: C1.5, A3.1, B3.3.

Criteria	Level 1 (50–59%)	Level 2 (60–69%)	Level 3 (70–79%)	Level 4 (80–100%)
Knowledge and Understanding Understanding of both texts	Demonstrates limited understanding of the historical and contemporary texts	Demonstrates some understanding of the historical and contemporary texts	Demonstrates considerable understanding of the historical and contemporary texts	Demonstrates thorough understanding of the historical and contemporary texts
Thinking Connections and insight (C1.5, A3.1)	Makes connections about who controls the story with limited insight	Makes connections about who controls the story with some insight	Makes connections about who controls the story with considerable insight	Makes connections about who controls the story with a high degree of insight
Communication Clarity and coherence (B3.3)	Speaks with limited clarity, using evidence	Speaks with some clarity, using evidence	Speaks with considerable clarity, using evidence	Speaks with a high degree of clarity, using evidence
Application Building on others; respectful discussion	Listens, builds on and questions others' ideas with limited effectiveness	Listens, builds on and questions others' ideas with some effectiveness	Listens, builds on and questions others' ideas with considerable effectiveness	Listens, builds on and questions others' ideas with a high degree of effectiveness

Written or recorded contributions are acceptable with teacher approval. Levels follow Growing Success (2010).

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