

## Writing for Assessment

### 1. READ THE PROMPT

In writing assessments, you will often be asked to **compare and contrast** works of literature that explore a similar theme. You are now going to practice writing an essay that requires this type of focus.

#### PROMPT

Although living more than a thousand years apart, both Andrew Lam and Tu Fu experienced displacement from their homelands. In their works, both authors attempt to give readers an impression of their lives as political exiles. In a four- or five-paragraph essay, **compare and contrast** how the two authors explore this theme. Do the selections offer a similar message about refugee life? In what ways do the messages differ? Cite evidence to support your response.

#### STRATEGIES IN ACTION

1. I need to write an essay that will show **similarities and differences** in two selections.
2. I have to consider each **author's message** about refugee life.
3. I need to include **examples or quotations** from the two works.

### 2. PLAN YOUR WRITING

- Review the answers you provided for the **Points of Comparison** chart on page 462.
- Using your chart, find examples to use as evidence for the points you will develop in your essay. If necessary, review the selections again to identify more examples.
- Create an outline to organize your main points.

I. Lam's essay  
 A. Theme  
 B. Author's attitude  
 II. Tu Fu's poem  
 III. Similarities  
 IV. Differences

### 3. DRAFT YOUR RESPONSE

**Introduction** Introduce the topic—refugee life—and then explain that you will be comparing and contrasting the messages of the selections.

**Body** State and explain Andrew Lam's main idea in one paragraph and Tu Fu's theme in another. In a third paragraph, compare the two messages. In a fourth paragraph, contrast the messages. Make sure to support your statements with examples and quotations from the selections.

**Conclusion** Wrap up your essay with a final thought about refugee life and a brief summary of your main points.

**Revision** Check your use of transitional words and phrases to connect your ideas within and between paragraphs. Words and phrases such as *likewise*, *both*, and *in the same way* signal similarities. *Nevertheless* and *however* signal differences.

LETTER TO A YOUNG REFUGEE . . . / SONG OF P'ENG-YA 463

## Writing for Assessment

### 1. READ THE PROMPT

Suggest that students review **Author's Message Across Genres** on page 455. Remind them that narrators and speakers sometimes state their messages directly. Then ask a volunteer to reread the first question in the prompt. ("Do the selections offer a similar message about refugee life?") Suggest that it might be helpful to begin with this question: *What do you learn about refugee life in each selection?*

### 2. PLAN YOUR WRITING

After students review the **Points of Comparison** chart on page 462, begin an outline on the board. Encourage students to suggest heads and subheads as well as details from each work.

- I. Refugee Life
  - A. turmoil, anguish, fear
  - B. physical and emotional danger
  - C. strategies for survival
  - D. sources of comfort
- II. Letter to a Young Refugee from Another
  - A. political situation
  - B. refugee camp

## Assess and Reteach

### Assess

- R RESOURCE MANAGER—Copy Masters**
  - Selection Test A pp. 153–154
  - Selection Test B/C pp. 155–156
- @ Test Generator CD**

### Reteach

- S STANDARDS LESSON FILE**
  - Literature Lesson 11:** Theme, Motif, and Epiphany
  - Reading Lesson 3:** Determining Author's Purpose

### 3. DRAFT YOUR RESPONSE

Encourage students to identify in their outlines where they plan to add quotes and other supporting evidence. Suggest that they reference specific lines from the essay or poem.

- Remind students to make sure that they allow for an introduction, body, and conclusion in their outlines. Have them highlight this information.
- Limit the length of the assignment to four paragraphs: one paragraph for the introduction, two paragraphs for the body (one for each selection), and one paragraph for the conclusion.
- Help students find one quotation from each selection to support their ideas about the message. Remind them to reference this information in their outlines.