

# Comparing and Contrasting Perspectives Informational Essay



Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

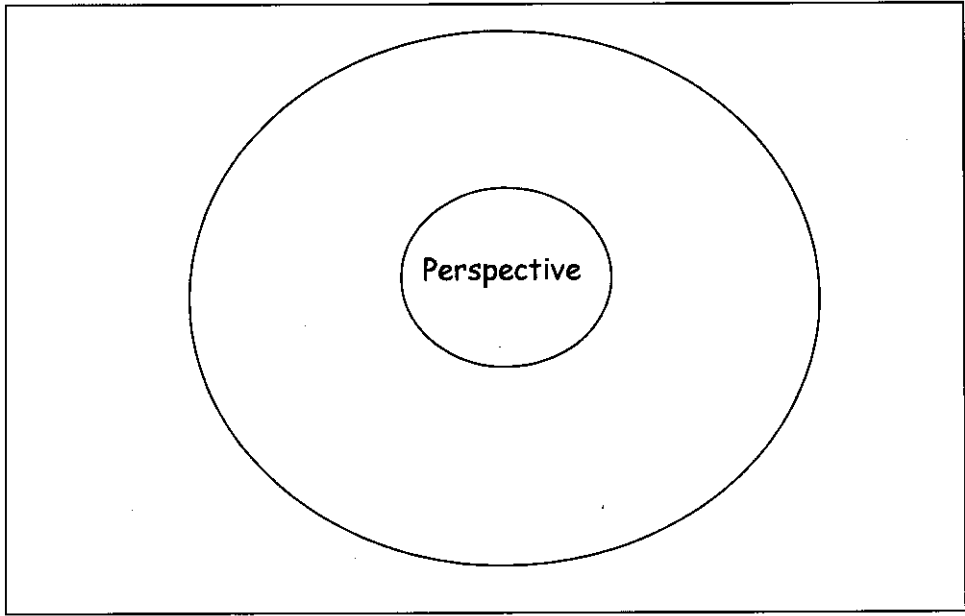
Hour: \_\_\_\_\_

## Comparing and Contrasting Perspectives Informational Essay

- During this writing unit, you will write an essay comparing and contrasting perspectives on an issue. You will use multiple sources to find information, and use this information, including several quotations, in order to write an essay that explains both sides of an issue but does not state your opinion on that issue.

	Learning Objectives	Done
<b>Step 1-Topic Selection</b>	<ul style="list-style-type: none"> <li>• I can define perspective.</li> <li>• I can choose a focused topic.</li> </ul>	
<b>Step 2-Research your topic</b>	<ul style="list-style-type: none"> <li>• I can gather relevant information from multiple credible sources.</li> <li>• I can take textual evidence from several sources, creating a citation for each source to avoid plagiarism.</li> </ul>	
<b>Step 3-Assemble your notes</b>	<ul style="list-style-type: none"> <li>• I can determine which textual evidence is most important to supporting my topic.</li> </ul>	
<b>Step 4-Write your rough draft</b>	<ul style="list-style-type: none"> <li>• I can develop a topic with relevant facts, details, and quotations.</li> <li>• I can use transitions to develop a well-constructed essay.</li> <li>• I can establish and maintain a formal style of writing.</li> </ul>	
<b>Step 5-Edit your paper</b>	<ul style="list-style-type: none"> <li>• I can strengthen my writing with help from peers and adults.</li> <li>• I can demonstrate proficiency of the conventions of standard English when writing.</li> </ul>	
<b>Step 6-Publish your final essay</b>	<ul style="list-style-type: none"> <li>• I can produce clear writing where the style and organization are appropriate to the task.</li> <li>• I can use technology to publish writing and cite sources.</li> </ul>	

**What is perspective?**



**What perspectives exist for different issues?**

<p><b>Issue: Student Homework</b></p>	<p><b>Issue:</b></p>
<p><b>Perspectives:</b></p> <ul style="list-style-type: none"> <li>• <u>For less homework:</u> <ul style="list-style-type: none"> <li>○ Some is just "busy work"</li> <li>○ Homework doesn't determine student learning-teaching does</li> <li>○ Time at home should be spent with family and friends</li> </ul> </li> <li>• <u>For same/more homework:</u> <ul style="list-style-type: none"> <li>○ Homework is important for reinforcing concepts taught</li> <li>○ Instills strong work ethic in students and teaches students to manage time</li> <li>○ U.S. is behind other countries in math/science scores</li> </ul> </li> </ul>	<p><b>Perspectives:</b></p>

**Topic List – Critical Issues**

- Should school start later?
- Should junk food be allowed in school?
- Should people be allowed to talk on cell phones while driving?
- Should teenagers be allowed to play violent video games?
- Other ideas:

Directions: Answer the questions for each of the 3 critical issues you are considering.

What is the issue?			
How does it affect people in our world?			
What are two contrasting perspectives that you'll address in your essay?	For-	For-	For- Against-

Final topic choice: \_\_\_\_\_

### Resources for Research

- <http://www.procon.org>
- [http://www.idebate.org/debatabase/topic\\_index.php](http://www.idebate.org/debatabase/topic_index.php)
- [http://dbp.idebate.org/en/index.php/Welcome to Debatepedia%21](http://dbp.idebate.org/en/index.php/Welcome_to_Debatepedia%21)
- [www.mel.org](http://www.mel.org) (Click "Databases", then "Opposing Viewpoints")

**Paragraph 2: Perspective-For \_\_\_\_\_**

- What arguments does the "for" side give to support their opinion?

<u>Source of Evidence</u>	<u>Evidence</u>
	<u>Textual Evidence to support first detail</u>
	Explain this evidence in your own words:
	<u>Textual Evidence to support second detail</u>

	Explain this evidence in your own words:
	<u>Textual Evidence to support third detail</u>
	Explain this evidence in your own words:
<b>Paragraph 3: Perspective-Against:</b> _____ <ul style="list-style-type: none"> <li>• What arguments does the "against" side give to support their opinion?</li> </ul>	
<u>Source of Evidence</u>	<u>Evidence</u>
	<u>Textual Evidence to support first detail</u>
	Explain this evidence in your own words:
	<u>Textual Evidence to support second detail</u>

	<b>Explain this evidence in your own words:</b>
	<b><u>Textual Evidence to support third detail</u></b>
	<b>Explain this evidence in your own words:</b>

**Direct Quotes**

A direct quote is a word-for-word copy of source material. The quote is enclosed in quotation marks. Include the author's last name and date of publication as well as page numbers if available.

Examples

Joseph Conrad writes of the company manager in *Heart of Darkness*, "He was obeyed, yet he inspired neither love nor fear, nor even respect" (87).

"The red tree vole is a crucial part of the spotted owl's diet" (Moone 15).

**Paraphrase/Summary**

A paraphrase is a quotation rewritten in your own words. A summary is a condensed version of a longer passage from an outside source. Both require citations. Include the author's name and the page number.

Examples

Oregon salmon populations have dramatically declined in the past decade (Lenz 27).

Kafka describes the insecurities of his youth, analyzing his social shortcomings in school and his rocky relationship with his father (44-46).

**Indirect Quote**

When possible, cite information directly. If you must cite a source that was cited in another source, name the original source in your signal phrase. Include the secondary source in parentheses with the abbreviation "qtd. in" (quoted in). Include the indirect source and in your works cited list.

Example

Jackson stated that... (qtd. in Johns 14).

*In this example, "Johns" should appear in your works cited list.*

**Multiple Authors**

2-3 Authors

Studies have shown that more and more teachers are changing careers after their first year of teaching (Posamentier, Jaye, and Krulik 55).

3+ Authors

Stutts et. al. argue that language development may also impact development in related parts of the brain (339).



**Creative Title:**

**Introduction (Paragraph 1)**

Interesting Lead:

Thesis Statement:

**Paragraph 2**

- Perspective "for":
- First supporting detail/fact:
- Second supporting detail/fact:
- Third supporting detail/fact:

**Paragraph 3:**

- Perspective "against":
- First supporting detail/fact:
- Second supporting detail/fact:
- Third supporting detail/fact:

**Conclusion (Paragraph 4)**

Thesis restatement:

Ending thought:

## Informational Essay: Leads

### Interesting Lead (Attention Grabber)

Some ways you can create an engaging introductory sentence for your paper:

- **Anecdote**-tell a short, personal story or "paint a picture" for the reader.
  - **Example:** it was a normal day on September 11, 2001. Bob grabbed his briefcase and left for work. Little did he know, his life would soon change in an instant.
  
- **Statistic**-open with an interesting fact that grabs readers' interest.
  - **Example:** Sixty percent of Americans oppose the U.S. war in Iraq, the highest number since polling on the subject began with the commencement of the war in March 2003 (Smith, 75).
  
- **Quote**-use dialogue to capture the reader's attention.
  - **Example:** "Quick, hit the floor!" Justin yelled.

# Transition Words and Phrases



Use these in your writing to help tie ideas to one another and help with the flow of your ideas. Transitions in your writing "bridge" the gap. This is NOT a complete list, but just a sampling of the many transitions that are out there.

## To show location:

above, beneath, amid, in back of, beyond, in front of, beside, inside, along the edge, on top, below, beneath, under, around, over, straight ahead, at the top, at the bottom, surrounding, opposite, at the rear, at the front, in front of, behind, next to, nearby, in the distance, within sight, out of sight, across, under, nearer, in the background, back at home/school/etc.

## To compare or contrast:

similarly, however, conversely, even so, otherwise, even though, on the other hand, in the same way

To show time: first, second, third, next, later, afterward, soon, after a while, in the meantime, the next day, that night, before, then, once, last, at last, at length, meanwhile

## To conclude or summarize:

finally, to sum up, as a result, in short, in summary, in conclusion, therefore, in closing

## To add more information:

besides, in addition, for example, furthermore, equally important, for instance, as an illustration, also

## Ways to Introduce Textual Evidence

are you a  
**TEXT TALKER?**

### Ways to introduce textual evidence

- \*For example,...
- \*For instance,...
- \*An example is...
- \*According to the text,...
- \*The text says...
- \*The author wrote...
- \*In the article,...

# CONCLUSIONS

## What to do:

- Restate your position: remind the reader of your topic.
- Use key words from your topic sentence.
- Summarize your paragraph, convince the readers of your position, challenge them to think about the issue, or encourage them to take action.

## What to avoid:

- Introducing a new topic.
- Phrases such as...

*-as I have said*

*-as I proved*

*-as you can see*

## Helpful Words and Phrases:

in fact  
obviously  
clearly  
certainly  
in conclusion  
truly  
definitely  
surely  
to sum up  
all in all

## Informational Paper Rough Draft Outline

Check off each step as you are writing your rough draft:

- Introduction

- ◇ Interesting Lead
- ◇ Background/Supporting Information
- ◇ Thesis Statement

- Body Paragraph 1 (one side of argument)

- ◇ Topic Sentence
- ◇ 1<sup>st</sup> piece of supporting evidence (with transition to introduce)
- ◇ Explanation of 1<sup>st</sup> piece of evidence
- ◇ 2<sup>nd</sup> piece of supporting evidence (with transition to introduce)
- ◇ Explanation of 2<sup>nd</sup> piece of evidence
- ◇ 3<sup>rd</sup> piece of supporting evidence (with transition to introduce)
- ◇ Explanation of 3<sup>rd</sup> piece of evidence
- ◇ Concluding Sentence

- Body Paragraph 2 (other side of argument)

- ◇ Topic Sentence
- ◇ 1<sup>st</sup> piece of supporting evidence (with transition to introduce)
- ◇ Explanation of 1<sup>st</sup> piece of evidence
- ◇ 2<sup>nd</sup> piece of supporting evidence (with transition to introduce)
- ◇ Explanation of 2<sup>nd</sup> piece of evidence
- ◇ 3<sup>rd</sup> piece of supporting evidence (with transition to introduce)
- ◇ Explanation of 3<sup>rd</sup> piece of evidence
- ◇ Concluding Sentence

- Conclusion

- ◇ Interesting Lead
- ◇ Supporting Information
- ◇ Restate Thesis Statement









# Informational Paper Rough Draft Writing Frame-Modified

## Introduction Paragraph (Paragraph #1)

<p><b><u>Topic Sentence</u></b> (Question, Command, or Interesting Fact)</p>	<hr/> <hr/> <hr/> <hr/>
<p><b><u>Background Information/ Supporting Sentence</u></b></p>	<hr/> <hr/> <hr/> <hr/>
<p><b><u>Background Information/ Supporting Sentence</u></b></p>	<hr/> <hr/> <hr/> <hr/>
<p><b><u>Thesis</u></b> (statement telling what the other paragraphs are about)</p>	<hr/> <hr/> <hr/> <hr/>

Body Paragraph 1 (Paragraph #2)

Summarize the information on the first perspective on this issue.

<u>Topic Sentence</u>	<hr/> <hr/> <hr/> <hr/>
<u>Textual Evidence</u> <u>1</u> (Quotation!)	<hr/> <hr/> <hr/> <hr/>
<u>Explanation in your own words</u>	<hr/> <hr/> <hr/> <hr/>
<u>Textual Evidence</u> <u>2</u> (Quotation!)	<hr/> <hr/> <hr/> <hr/>
<u>Explanation in your own words</u>	<hr/> <hr/> <hr/> <hr/>
<u>Textual Evidence</u> <u>3</u> (Quotation!)	<hr/> <hr/> <hr/> <hr/>
<u>Explanation in your own words</u>	<hr/> <hr/> <hr/> <hr/>
<u>Concluding Sentence (wrap up this perspective)</u>	<hr/> <hr/> <hr/> <hr/>

**Body Paragraph 1(Paragraph #3)**

Summarize the information on the second perspective on this issue.

<b><u>Topic Sentence</u></b>	<hr/> <hr/> <hr/> <hr/>
<b><u>Textual Evidence</u> <u>1</u> (Quotation!)</b>	<hr/> <hr/> <hr/> <hr/>
<b><u>Explanation in your own words</u></b>	<hr/> <hr/> <hr/> <hr/>
<b><u>Textual Evidence</u> <u>2</u> (Quotation!)</b>	<hr/> <hr/> <hr/> <hr/>
<b><u>Explanation in your own words</u></b>	<hr/> <hr/> <hr/> <hr/>
<b><u>Textual Evidence</u> <u>3</u> (Quotation!)</b>	<hr/> <hr/> <hr/> <hr/>
<b><u>Explanation in your own words</u></b>	<hr/> <hr/> <hr/> <hr/>
<b><u>Concluding Sentence (wrap up this perspective)</u></b>	<hr/> <hr/> <hr/> <hr/>

Conclusion Paragraph (Paragraph #4)

<u>Topic Sentence</u>	<hr/> <hr/> <hr/> <hr/>
<u>Supporting Sentence</u>	<hr/> <hr/> <hr/> <hr/>
<u>Supporting Sentence</u>	<hr/> <hr/> <hr/> <hr/>
<u>Restatement of Thesis</u>	<hr/> <hr/> <hr/> <hr/>

## Revision Planner Checklist: Informational Essay

<u>Trait</u>	<u>Checklist Item</u>	<u>Need to Fix</u>	<u>Ready to Publish</u>												
<u>Ideas</u>	<p><b>Focusing the Topic:</b> What two perspectives have you focused on in your essay?</p> <p>1.</p> <p>2.</p>														
<u>Organization</u>	<p><b>Structure:</b></p> <p>Highlight:</p> <ul style="list-style-type: none"> <li>-the thesis statement in your introduction</li> <li>-the topic and conclusion sentences in your body paragraphs</li> </ul>														
<u>Voice</u>	<p><b>Establishing a tone:</b></p> <p>Put a box around the strong, formal words you used in your essay.</p>														
<u>Word Choice</u>	<p><b>Selecting Striking Words and Phrases:</b></p> <p>Circle the areas where you used interesting, mature words (i.e. avoid "bad," "good," "thing," "stuff," and similar words)</p>														
<u>Sentence Fluency</u>	<p><b>Crafting well-built sentences:</b></p> <p>Highlight the transitions you used to introduce textual evidence.</p>														
<u>Conventions</u>	<p><b>Quotations:</b> Circle all of the places that you used quotation marks in your essay.</p>														
<u>Overall</u>	<p>Circle the trait that you used most effectively in this piece.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Ideas</td> <td style="text-align: center;">Organization</td> <td style="text-align: center;">Voice</td> </tr> <tr> <td style="text-align: center;">Word Choice</td> <td style="text-align: center;">Sentence Fluency</td> <td style="text-align: center;">Conventions</td> </tr> </table> <p style="text-align: center;">-How did you use this trait effectively?</p> <p>Circle the trait that you think needs the most work in your narrative.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Ideas</td> <td style="text-align: center;">Organization</td> <td style="text-align: center;">Voice</td> </tr> <tr> <td style="text-align: center;">Word Choice</td> <td style="text-align: center;">Sentence Fluency</td> <td style="text-align: center;">Conventions</td> </tr> </table> <p style="text-align: center;">-What's your plan for improving upon this trait?</p>	Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions	Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions		
Ideas	Organization	Voice													
Word Choice	Sentence Fluency	Conventions													
Ideas	Organization	Voice													
Word Choice	Sentence Fluency	Conventions													

## INFORMATIONAL PAPER RUBRIC

		4	3	2	1
Traits	Area	On Target	Almost There	Not Quite There	Incomplete
<b>IDEAS</b>	Evidence	Credible textual evidence is included from multiple sources that contributes to the reader's understanding	Textual evidence is included; helps reader to understand issue	Little textual evidence is included, or shows only one side of the issue	Requires revision
	Explanation	Each piece of evidence is explained in student's own words; explanation adds news thoughts to evidence	Some explanations are included in student's own words; some might repeat evidence	Few explanations are included in student's own words; some might repeat evidence	Requires revision
	Compare/ Contrast	Each side of the issue is presented objectively and clearly	Each side of the issue is presented, although one side might have more information	A perspective is missing, or the essay includes bias	Requires revision
<b>ORGANIZATION</b>	Structure	Essay has well-developed lead and conclusion; paragraphs are used thoughtfully to distinguish between each perspective	Essay has slightly developed lead and conclusion; paragraphs show beginning, middle, and end	Essay is missing or has poor lead and conclusion; difficult to follow at times	Requires revision
	Transitions	Strong transitions used to introduce, connect and move between ideas	Some transitions used to introduce, connect and move between ideas	Transitions are used incorrectly or missing	Requires revision
<b>VOICE</b>	Voice and perspective	Voice and perspective enhance the meaning of the essay; formal style maintained throughout	Voice and perspective is appropriate to the essay; mostly formal style used	Voice and perspective is unclear; formal style is not used	Requires revision
<b>WORD CHOICE</b>	Words	Writing demonstrates precise word choice that enhances the overall meaning and power of the essay	Writing demonstrates precise word choice that suits the topic of the essay	Writing demonstrates some precise word choice	Requires revision
<b>SENTENCE FLUENCY</b>	Sentence Structure	Strong, varied sentence structure; invites expressive reading	Sentences correct in structure; can be read aloud easily	Sentence structure may be awkward; many sentences begin same way	Requires revision
<b>CONVENTIONS</b>	Spelling Punctuation Grammar	Spelling is overall correct; grammar and usage contribute to clarity; correct formatting of quotations and citations	Spelling is mostly correct; grammar and usage correct; mostly correct formatting of quotations and citations	Spelling is correct on common words; errors on grammar or formatting of quotations and citations	Requires revision
	Works Cited	Works cited page contains multiple credible sources; citations are correctly formatted	Works cited page contains multiple credible sources; citations are mostly formatted correctly	Works cited page has several sources; citations have some formatting issues	Requires revision