

**Literary Analysis
Language Arts**

The utopia and the dystopia are genres of literature that explore different worlds. Utopian fiction is the creation of an ideal society, or utopia. Dystopian fiction is the opposite: creation of an utterly horrible or degraded society that is generally headed to an irreversible oblivion, or dystopia. Many novels combine both, often as a metaphor for the different directions humanity can take in its choices, ending up with one of two possible futures.

Directions:

1. You will choose whether the novel The Giver supports a UTOPIAN society or a DYSTOPIAN society to write about.
2. You will need to have 3 supporting reasons that will SUPPORT your choice of UTOPIA or DYSTOPIA and thesis statement.
3. You will need to provide evidence from the book with page numbers.
4. You will need to support the evidence and claim by connecting the evidence to the claim with your knowledge and support it with book examples.
5. You will need to have 5 paragraphs with correct style.
6. You will need to refer to the rubric and checklist to receive full credit.

Subject: Utopia or Dystopia

Form: 5 Paragraph Essay

Purpose: To inform and support

Audience: Classmates

Resources: Your background knowledge of book THE GIVER

Assessment: Writing Rubric

Writer's Checklist

Does your paper have all of the following?

- A thesis statement
- 3 reasons with evidence that support your thesis statement
- Evidence from the novel with PAGE numbers
- Connections supporting evidence to reason
- Sentences begin differently
- Sentences have different lengths: short, long, medium
- Use transition words to help the flow
- Paragraphs are indented
- 5 paragraphs that are all indented
- Used 12pt TIMES NEW ROMAN font for ENTIRE paper
- Has a title, name, date, class
- Used dictionary or other resources to help check spelling
- Had people look over for grammar and spelling errors

Writing Rubric

	4	3	2	0
Focus/ Claim	Insightfully addresses all aspects of the topic/text. Introduces precise claim(s) in a sophisticated introduction and thesis statement.	Competently addresses all aspects of the topic/text Introduces reasonable claim(s) in a clear introduction and thesis statement	Superficially or partially addresses all aspects of the topic/text Attempts to introduce a claim in a introduction and thesis statement	Minimally addresses the topic/text Fails to introduce a relevant claim and/or lacks an introduction and/or thesis statement
Organization / Structure	Skillfully develops claim(s) with relevant reasons and evidence Effectively creates cohesion through use of transition/linking words, phrases, and clauses within and between ideas Provides a meaningful and reflective conclusion which draws from and supports claim(s) Includes purposeful and logical progression of ideas from beginning to end	Develops claim(s) with relevant reasons and evidence Creates cohesion through transition/linking words, phrases, and clauses within and between ideas Provides a conclusion that follows from and supports claim(s) Includes logical progression of ideas from beginning to end	Superficial or underdeveloped claim with minimal reasons and evidence Uses basic transition/linking words, phrases, and/or clauses within or between ideas Provides a conclusion which repetitively or partially supports claim Includes uneven progression of ideas from beginning to end	Fails to develop claim(s) with reasons or evidence Uses few to no transition/ linking words, phrases, or clauses Irrelevant or omits conclusion Lacks organization of ideas
Evidence/ Analysis	Provides substantial and pertinent evidence to support claim(s) that demonstrates a thorough understanding of the text Text evidence is effectively integrated and cited to support analysis	Provides sufficient and relevant evidence to support claim(s) that demonstrates an understanding of the text Text evidence is competently integrated and cited to support analysis	Provides limited and/or superficial evidence to support claim(s) that minimally demonstrates an understanding of the text Text evidence is ineffectively or incorrectly integrated or cited; may not support analysis	Provides inaccurate, little, or no evidence to support claim(s); does not demonstrate an understanding of the text Does not use or cite text evidence; does not support analysis
Language	Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, spelling, punctuation, capitalization) Utilizes precise and sophisticated word	Uses correct and varied sentence structure Contains few, minor errors in conventions Utilizes strong and grade appropriate word choice	Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which may cause confusion Utilizes vague or basic word choice	Lacks sentence mastery (e.g., fragments/ run-ons) Contains serious and pervasive errors in conventions Utilizes incorrect and/or simplistic word choice

	choice			
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