

Comparison Essay: Comparing Two Works of Art 60 minutes

Content Objectives:

1. TSW define the terms compare and contrast.
2. TSW recognize and utilize clue words to denote similarities and differences in two subjects.
3. TSW create a graphic organizer to indicate differences in two works of art.
4. TSW write an essay comparing the student's choice of two art works.

Language Objectives:

1. TSW write a comparison essay of a choice of two works of art.
2. TSW include clue words and at least three new art terms.

Vocabulary: compare, contrast, abstract, realistic, expressionist, bird's-eye view, worm's-eye view

Content Standards:

ELA

- Standard One: Students write competently for a variety of purposes and audiences.
- Standard Three: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.
- Standard Five: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.
- Standard Seven: Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

Anticipatory Set:**5 minutes**

TTW show the students two packages of food and two books and ask the students how they decide which one to choose. TSW raise their hands to answer and discuss comparing the two items. TTW act out their recommendations (reading labels, back of book, looking at pictures, etc.)

Procedures:**20 minutes**

TSW compare the packages of the two food items (suggestions include soups, boxes of cereal, bags of chips) using a Venn diagram (or Thinking Maps Double Bubble) on a white board (or digital version). TTW point out and clarify clue words and write them to the side of the diagram. A handout is available at http://www.readwritethink.org/files/resources/lesson_images/lesson54/toolkit.pdf

TTW tell the class the objectives for the day and introduce a selection of works of art from which students can choose to write an essay. TTW indicate that there are many differences in styles of art work and that we can use descriptive, comparative language to discuss such differences. TTW ask questions about each work of art and encourage students to use observation skills.

TTW point out that in expository writing, we can describe things without giving a personal opinion. TTW include a mini-lesson on developing an interesting essay (interesting opening sentence, state what you are comparing, continue with similarities and differences, conclusion).

Guided Practice:**10 minutes**

TSW work together as a class to compare two works of art and compose one paragraph using a graphic organizer as a tool. Group writing may be written on a flip chart or digital device (Smartboard). Students may work in small groups instead of one large group.

Independent Practice:**20 minutes**

TSW work individually and choose two works of art to compare and contrast. (For younger students, the teacher may want to suggest pairs.) Using a graphic organizer, TSW make notes for comparison. TSW write a short essay using clue words and art terms.

Closure:**5 minutes**

TTW ask students if anyone would like to read parts their essay aloud to the class. Three different students will be selected by a raise of hands to read parts of their essays (introduction, middle, conclusion).

Materials:

2 food packages (cans or boxes work well)
2 illustrated books
Venn Diagram handout
Double Bubble handout
Comparison Toolbox handout
Color photocopies or digital representations of artworks

Assessments:

TTW move throughout the class during writing time to work with students and make sure they understand how to use the graphic organizers and that they are incorporating clue words. TSW read their essays out loud. TTW call on students to review vocabulary words.

Accommodations:

The comparisons may be made orally. Students who need more time will be able to work on their essays at a later date. Students may work together in small groups.

Suggestions for comparison:

Brown Pelican, John James Audubon
We Stand Together, George Rodrigue

Portrait of Louis XIV, Claude LeFevbre
Commemoratory Stele Portraying a Warrior King and Captive, Maya Culture

Unique Forms of Continuity in Space, Umberto Boccioni
Suit of Armor in Domaru Style, Edo period Japan

Portrait of a Young Woman, Amedeo Modigliani
Portrait of Louis XIV, Claude LeFevbre

Battle of New Orleans, Jean Hyacinthe de Laclotte
Commemoratory Stele Portraying a Warrior King and Captive, Maya Culture

We Stand Together, George Rodrigue
Restrained, Deborah Butterfield