



EXPEDITIONARY  
LEARNING

# Grade 8: Module 3B: Performance Task



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### Summary of Task

#### **Presentation of Photograph and Song Selections**

This performance task centers on NYSP12 ELA CCLS SL.8.4 and L.8.1. During Unit 3, students will select four photographs from *Little Rock Girl 1957* to lift up as key events in a film based on the memoir *A Mighty Long Way*, and a song for the soundtrack. After writing about their choices for the End of Unit 3 Assessment, students will use their writing as a basis for a presentation in which they will describe each photograph and their song choice, and present arguments for selecting each, citing evidence from *A Mighty Long Way* to support their arguments.

### Format

An oral presentation to the class or other audience.



**Standards Assessed through This Task**

- SL.8.4. Present claims and findings emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation..
- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.



**Student-Friendly Writing Invitation/Task Description**

- Films about real-life events highlight key events. If you were to take Carlotta's memoir and use it to make a film about the experiences of The Little Rock Nine as they went to Central High School, which three photographed moments from *Little Rock Girl 1957* would you lift up as key events to drive the plot and theme of your film? Which of the civil rights songs would you want to feature in the soundtrack?

**Key Criteria for Success (Aligned with NYSP12 ELA CCLS)**

Below are key criteria students must address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

**Prepare a presentation (no more than 4 minutes long) in which you:**

- Describe what is happening in each of your three photograph choices, using evidence from *A Mighty Long Way* to support your description.
- Argue why each photograph deserves to be of focus in a film version, again using evidence from the text to support your argument.
- Describe the civil rights song you have chosen, using lyrics from the song.
- Argue how it is relevant to the experiences of The Little Rock Nine, using evidence from *A Mighty Long Way* to support your claims.



#### Options for Students

- As students prepare their presentations, they will be looking back at their Photograph Choice and Song Choice note-catchers completed in Unit 3, as well the central text, *A Mighty Long Way*, as they gather details and quotes for their poems.
- Students might have a partner to assist as they work on their presentations, but the presentation will be an individual's product.
- Students could present to their own class as practice for presenting to others in the school community.
- Students could present via recordings if they are not comfortable standing in front of an audience.

#### Options for Teachers

- Students may present to their own class, to other classes in the school, or to parents or other adults.

#### Resources and Links

See 8M3B Recommended Texts for a list of informational texts students may read to build background knowledge about another member of The Little Rock Nine.

#### Central Texts

1. Carlotta Walls LaNier, *A Mighty Long Way: My Journey to Justice at Little Rock Central High School* (New York: One World Books, 2010), ISBN: 978-0-345-51101-0.
2. Shelley Tougas, *Little Rock Girl 1957: How a Photograph Changed the Fight for Integration* (North Mankato, MN: Capstone Press, 2011), ISBN: 978-0-756-54512-3.