



EXPEDITIONARY  
LEARNING

# Grade 6: Module 3A: Performance Task



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### Summary of Task

In this performance task, students have a chance to complete their learning about the 1906 San Francisco earthquake and fire and how it affected the people of San Francisco by writing a newspaper article about the event. They research to gather factual information and eyewitness accounts, and then use their research to determine an angle they want to take when writing their article. They use journalist tools and techniques like the five W's and the inverted pyramid to make their newspaper article as authentic as possible, and they analyze real-world newspaper articles in order to build criteria for their own work. **This task addresses NYSP12 ELA CCLS RI.6.7, W.6.2, W.6.4a, W.6.9, and L.6.3.**

### Format

A newspaper article including factual information and eyewitness quotes with a clear angle on the question: How did the 1906 San Francisco earthquake and fires affect the people of San Francisco?

The format of the newspaper article will be based on study of a model newspaper article and real-world newspaper articles.

The rough draft of the newspaper article will be assessed and then edited for revision.



**Standards Assessed Through This Task**

- RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from the information or explanation presented.
- W.6.4a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.
- W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Vary sentence patterns for meaning, reader/listener interest, and style.
  - b. Maintain consistency in style and tone.



### Student-Friendly Writing Invitation/Task Description

For this performance task, you are going to step back in time to be a reporter working for a San Francisco newspaper, the *San Francisco Tribune*, to report on the 1906 earthquake and fire a week after the event. Your editor has given you the task of writing a front-page newspaper article to show people how the earthquake and fire has affected people in San Francisco. You will need to uncover different perspectives and write a newspaper article that objectively reports on the story and engages your audience.

### Key Criteria For Success (Aligned With NYSP12 ELA CCLS)

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

#### **Your newspaper article needs to:**

- Be written as though you are a reporter at the time, just one week after the earthquake and fire.
- Include factual information.
- Have a clear angle on the question: How did the 1906 San Francisco earthquake and fire affect the people of San Francisco?
- Be written following the inverted pyramid structure—most important information first.
- Include different perspectives: eyewitness accounts.
- Include the features of a newspaper article: headline, subheading, byline, image with a caption.



#### Options for Students

- Students will write their newspaper articles individually. They will be looking back at all of the information and eyewitness quotes they have collected on their research graphic organizers.
- Students might have a partner to assist as they work on planning their newspaper articles, but the article itself will be an individual's product.
- Student newspaper articles could be various lengths, shorter for those for whom language is a barrier.

#### Options for Teachers

- Student newspaper articles could be displayed in the room, in the school, or in the community to enhance student motivation

#### Resources and Links

- The Virtual Museum of the City of San Francisco: <http://www.sfmuseum.org/1906/06.html>
- San Francisco Genealogy: <http://www.sfgenealogy.com/sf/history/1906/06main.htm>

#### Central Text and Informational Texts

- Laurence Yep, *Dragonwings* (New York: HarperCollins Publishers Inc., 1975), ISBN: 978-0-064-40085-5.
- See Unit 3 overview for additional informational texts students use in their research.