



EXPEDITIONARY  
LEARNING

## **Module 2A:** **Performance Task**



#### Summary of Task

- This task centers on NYS ELA CCLA W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6. Building on their focus on working conditions in the mills from Unit 1, students research working conditions in the modern-day garment industry in order to create a “Consumer’s Guide to Working Conditions in the Garment Industry.” First, students individually complete a Researcher’s Notebook in which they track their questions and take notes. As the end of Unit 3 Assessment, they write a synthesis of their research findings. For the performance task, students work with a partner to create a teenage consumer’s guide that draws on their research. They publish this document in a printed or electronic format selected by the teacher.

#### Format

- At teacher discretion.
- Options: Paper brochure or card, PowerPoint slide presentation, Prezi, Glog, app, web page



### Standards Assessed Through This Task

- **W.7.2. 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 clearly, previewing what is to follow; 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.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**
- **W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.**
- **W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.**
- **W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**
- **L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
- **L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.****L.6.3b. Maintain consistency in style and tone.\***



Student-Friendly Writing Invitation/Task Description

**Overview:**

- Throughout this module, we have explored working conditions. We read *Lyddie* to glimpse the factories of the past and understand the challenges faced by workers. We studied César Chávez and considered how workers, government, consumers, and businesses affect working conditions. Now we are going to explore the working conditions of today and think about how you, a teenage consumer, influence working conditions around the world.

**Prompt:**

- You want to be an informed consumer, so you've decided to research the working conditions, right now, for the workers who make the clothes you wear every day. Then you want to share this information with your peers so other teenagers can be informed consumers as well. Working conditions in the garment industry vary, and you want to remind your peers that the way they spend their dollars matters.

**Preparation: Research (individually)**

- Conduct a short research project and complete a **Researcher's Notebook**. In your notebook, you will gather information, generate questions, and consider how this information might affect your choices as a consumer. As the End of Unit 3 Assessment, you will synthesize your research findings in a well-written paragraph.

**Performance Task: Publish (with a partner)**

- With a partner, you will create *Threads: A Young Person's Guide to Buying Clothes*. This is a **publishable brochure** written for your peers, and it will share your research findings with them. The brochure will include:
  - Overview
  - Working conditions in the garment industry
  - Advice to consumers



### 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 work with their teacher to construct a rubric on which their work will be critiqued and formally assessed. The brochure will demonstrate:

- Clear informational writing, appropriate to audience and task
- Coherent synthesis of current issues related to working conditions in the garment industry, drawing on evidence from research and reflecting both problems and solutions
- Mastery of conventions
- Use of technology to share ideas

### Options for Students

- Some students may prefer to work alone to publish their work.
- Students may work in a larger group, with a pair taking responsibility for one part of the final product.
- Students may publish their work in either paper or electronic form. Choose one mode for the whole class to better support them in doing high-quality work. Options to consider: brochure, poster, card; PowerPoint, Prezi, Glog, app, web page.
- Once you have decided the format in which students will work, create a model using that format. The Unit 3 materials contain the text to use when you make this model; you likely will want to add images appropriate to the format you select.

### Options For Teachers

- Consider having students present their work to an outside audience—perhaps a group of students from another grade level.
- If you have time, consider extending the time allotted for the creation of the final product. Invite graphic designers or other technology and media experts to work with students to create effective publications. If you invite experts in, having them work with students in small groups to provide focused critique is often a successful structure.



#### Resources and Links

- **Research Texts:** Research texts that are read by the whole class are listed in the Unit 3 overview and in lessons.
- For a list of texts student can select from for the final part of their short research project, see Unit 3, Lesson 6 supporting materials.
- For resources regarding various electronic options for publishing the brochure, see the following websites:
  - [www.prezi.com](http://www.prezi.com)
  - [edu.glogster.com](http://edu.glogster.com)