



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Performance Task



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Summary of Task

Students write and illustrate a children's book based on an episode from Douglass's life, selecting the episode from the excerpts of *Narrative of the Life of Frederick Douglass* they read closely in Unit 2. First they revisit *Frederick Douglass: The Last Day of Slavery*¹, which serves as the mentor text. After closely examining the model, students plan their children's book. Before they begin writing, they present and critique their plans in small groups. Then the class transitions into workshop mode and the students use class time to draft their pages on storyboards. Students have several days to write. Within these workshop lessons, the teacher presents focused instruction on narrative writing techniques. The students also peer edit and revise portions of their storyboards. Toward the end of the workshop lessons, students evaluate their first drafts against the rubric and revise accordingly. They turn in the second draft of their storyboards for the End of Unit 3 assessment. While they wait for feedback from the teacher, the students begin working on their illustrations using some basic artistic techniques. Finally, based on the feedback they receive from the teacher, the students write a final draft of the text, which they add to the illustrated pages of their books. **This task centers on NYSP12 ELA CCLS W.7.3, W.7.4, W.7.5, W.7.9, W.7.11, L.7.1, L.7.2, L.7.3, and L.7.6.**

Format

An illustrated children's book between six and eight pages (300-500 words).

The book will include at least four original illustrations.

The students will turn in evidence of the writing process, including an initial story plan, a revision tracker, storyboards with at least two drafts of the text, and a written reflection.

¹ This children's book is integral to several lessons in this module, and is widely available in public and school libraries. However, by January 15, alternate lessons that use a free alternative children's book will be available on EngageNY.org and at commoncoresuccess.elschools.org to accommodate schools/districts that are not able to secure a copy of *Frederick Douglass: The Last Day of Slavery*.



Standards Assessed through This Task

- W.7.3. Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.7.11. Create a presentation, artwork, or text in response to a literary work with a commentary that identifies connections to literary work.
- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.



Student-Friendly Writing Invitation/Task Description

- You've been diligently learning about the life of Frederick Douglass. Now choose one episode from the excerpts we've read. Write and plan the illustrations for a children's book that tells this story in a way that is appropriate to your audience, conveys a message that is broadly applicable to situations beyond the story, and uses language to create a powerful story. Your story should demonstrate your knowledge of the life of Frederick Douglass and narrative techniques.
- Then revise your text and illustrate your children's book. Your final, publishable version will be assessed using the Module 3 Performance Task Rubric.

Audience:

Upper elementary school

Purpose:

To retell one of the events from the life of Fredrick Douglass in an engaging and creative way.

To connect Frederick Douglass's experience to a universal human truth

Book length:

Six to eight pages (300–500 words)

Illustrations:

Four (including cover)

Timing:

You will have limited class time for planning, peer review, writing, and illustrating. You will be completing a portion of the work at home.

Key Criteria for Success (Aligned with NYSP12 ELA CCLS)

Below are key criteria students need to address when completing this task.

- Demonstrate an in-depth understanding of characters and themes in *Narrative of the Life of Frederick Douglass*
- Demonstrate the ability to create clear narrative writing that employs a variety of narrative tools and is appropriate to audience and task
- Demonstrate a mastery of conventions
- Demonstrate the ability to thoughtfully consider feedback and meaningfully revise work



Options for Students

- Students could work in pairs and make a longer book based on the same episode.
- Students may choose to write a story based on an episode of Frederick Douglass's life that they read independently.
- For students who may struggle with the assignment, Excerpt 3 is a good choice. Alternatively, Excerpt 5 is a good choice for students who are interested in a challenge.
- Students may create a digital copy of their book along with an audio recording.
- Students may substitute performance art for the visual art by memorizing and performing their stories using the storytelling techniques discussed in Unit 2.

Options for Teachers

- Students may read their books to an elementary class.
- After the students have written their stories, your class could have a story slam where the students retell their stories using the storytelling techniques they learned in Unit 2.

Resources and Links

<http://www.discover-writing.com/>

Central Text and Informational Text

1. Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave* (Project Gutenberg, 2006; originally published Boston, 1845). (Excerpts from Unit 1 and Unit 2 lessons; no need to purchase this text for students.)
2. William Miller, *Frederick Douglass: The Last Day of Slavery* (New York: Lee and Low Books, Inc., 1995), ISBN: 978-1-880-00042-7. (One copy per teacher; recommended, not required²).

² Regarding *Frederick Douglass: The Last Day of Slavery*, see footnote 1 on page 1 of this document.