

**RESEARCH Claim #4** - Students engage strategically in collaborative and independent inquiry to investigate/research topics, pose questions, and gather and present information.

**LANGUAGE Claim #5** - Students skillfully use oral and written language across a range of literacy tasks.

**Title of Performance Task:** Common Theme (War)

**Grade Level:** 11

**Task Source:** Adapted from the Council for Aid to Education

**How this task addresses the “sufficient evidence” for this claim:**

In order to complete the assessment, students must:

1. Review two sources of information to critically analyze each piece for relevant information
2. Synthesize information from multiple sources and across content areas to determine perspective for argument
3. Cite relevant information from sources to support argument
4. Organize ideas to communicate effectively
5. Use domain-specific vocabulary (Language Use)
6. Observe conventions of grammar, usage, and mechanics appropriate for grade level

**Intended Depth of Knowledge Level: DOK 4**

**Scoring Focus/Reporting Categories (see page 16)**

- **Claim 4**
  - Conduct research (related to a topic, issue, or problem presented)
- **Claim 5**
  - Understand & Apply Oral and Written Language

**Standards Assessed with this Task**

**Writing Standards:**

11-12.W.2. Write informative/explanatory texts (a-e)

11-12.W.4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience

11-12.W.5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

11-12.W.7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.

11-12.W.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12.W.9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.

**Language Standards:**

11-12.L.1. Observe conventions of grammar and usage

11-12.L.2. Observe conventions of capitalization, punctuation, and spelling

11-12.L.3. Make effective language choices. a. Write and edit work so that it conforms to the guidelines in a style manual.

11-12.L.6. Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts

**Description of task setting:** Phase 1, individual work of gathering information from multiple sources and drafting informational/explanatory essay. Phase 2, individual work of revising informational/explanatory essay.

**Duration of the activity:** Phase 1: 1-2 hours; Phase 2: 1-2 hour; Total time: 2-4 hours

**Operational logistics and Materials Required:** Paper for notes/prewriting; computer for independent research, Internet access

**Writing Text Type:** Informational/Explanatory Writing: Essay

**Reading Texts:** two poems, one illustration/cartoon, one speech; additional resource materials located through student research

**Title:** Common Theme (War)

**Task Summary:** This task is to be completed over two phases. Phase 1, students must gather information from multiple sources, conduct independent research\*, and take notes for an informational/explanatory essay. In phase 2, students draft and revise the informational/explanatory essay to present findings.

\*Novice task might not ask for additional sources to be located and used

**Actual prompt for student**

This task is designed to measure your ability to read, analyze, and synthesize information from different sources and perspectives. You will be provided with a “Document Library” consisting of several types of documents. In addition, you will be asked to locate at least one additional resource to support your informational/explanatory essay.

Read all of the documents on the following pages, conduct additional research, and write an essay response based on the scenario described below. You may use the margins to take notes as you read and scrap paper to plan your response.

Please write the essay solely on the basis of the scenario below. Although you may not be familiar with some of the topics covered, you should be able to write the essay by carefully using and thoughtfully reflecting on the information you have analyzed.

#### **ELA Performance Task Example (Common Theme: War)**

##### *Performance Task Scenario*

Your English and Social Studies teachers have teamed up to teach a joint unit on war. As a project for this joint unit, you have been asked to read a variety of documents concerning war in order to determine different perspectives - whether they glorify, justify or condemn war. Your final task will be to write an essay that states how you now see war, citing evidence from the documents used to explain your position.

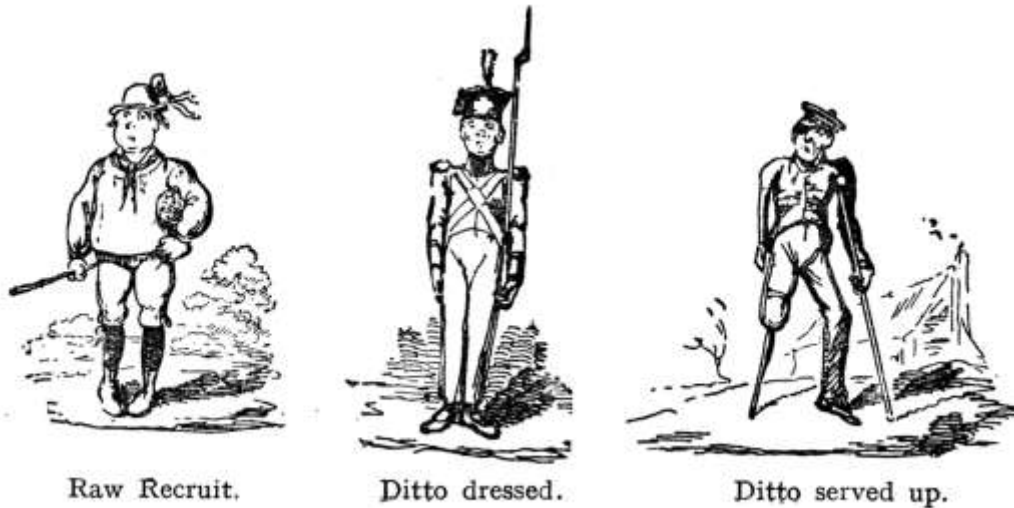
#### **Texts**

##### **Document 1: Jessie Pope, “Who’s For the Game” (c. 1916)**

Who’s for the game, the biggest that’s played,	1
The red crashing game of a fight?	2
Who’ll grip and tackle the job unafraid?	3
And who thinks he’d rather sit tight?	4
Who’ll toe the line for the signal to ‘Go!’?	5
Who’ll give his country a hand?	6
Who wants a turn to himself in the show?	7
And who wants a seat in the stand?	8
Who knows it won’t be a picnic—not much—	9
Yet eagerly shoulders a gun?	10
Who would much rather come back with a crutch	11

Than lie low and be out of the fun?	12
Come along, lads— but you'll come on all right—	13
For there's only one course to pursue,	14
Your country is up to her neck in a fight,	15
And she's looking and calling for you.	16

**Document 2: George Cruickshanks, "The Recruit's Journey" (date unknown)**



Source: CartoonStock, [www.cartoonstock.com](http://www.cartoonstock.com)

**Document 3: George Harcourt, *The Boer War* (1900)**



**Document 4: Woodrow Wilson, address to Congress, April 2, 1917**

It is a distressing and oppressive duty, gentlemen of the Congress, which  
I have performed in thus addressing you. There are, it may be, many  
months of fiery trial and sacrifice ahead of us. It is a fearful thing to  
lead this great peaceful people into war, into the most terrible and  
disastrous of all wars, civilization itself seeming to be in the balance.  
But the right is more precious than peace, and we shall fight for the  
things which we have always carried nearest our hearts—for  
democracy, for the right of those who submit to authority to have a  
voice in their own governments, for the rights and liberties of small  
nations, for a universal dominion of right by such a concert of free  
peoples as shall bring peace and safety to all nations and make the  
world itself at last free. To such a task we can dedicate our lives and our  
fortunes, everything that we are and everything that we have, with the  
pride of those who know that the Phase has come when America is  
privileged to spend her blood and her might for the principles that gave  
her birth and happiness and the peace which she has treasured. God  
helping her, she can do no other.

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**Document 5: Wilfred Owen, “Dulce Et Decorum Est” (c. 1918)**

Bent double, like old beggars under sacks, 1  
Knock-kneed, coughing like hags, we cursed through sludge, 2  
Till on the haunting flares we turned our backs 3  
And towards our distant rest began to trudge. 4  
Men marched asleep. Many had lost their boots 5  
But limped on, blood-shod. All went lame; all blind; 6  
Drunk with fatigue; deaf even to the hoots 7  
Of tired, outstripped Five-Nines<sup>1</sup> that dropped behind. 8  
  
Gas! GAS! Quick, boys!—An ecstasy of fumbling, 9  
Fitting the clumsy helmets just in time; 10  
But someone still was yelling out and stumbling 11  
And flound’ring like a man in fire or lime... 12  
Dim, through the misty panes and thick green light, 13  
As under a green sea, I saw him drowning. 14  
  
In all my dreams, before my helpless sight, 15  
He plunges at me, guttering, choking, drowning. 16  
  
If in some smothering dreams you too could pace 17  
Behind the wagon that we flung him in, 18

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<sup>1</sup> 5.9 inch artillery shells.

And watch the white eyes writhing in his face,	19
His hanging face, like a devil's sick of sin;	20
If you could hear, at every jolt, the blood	21
Come gargling from the froth-corrupted lungs,	22
Obscene as cancer, bitter as the cud	23
Of vile, incurable sores on innocent tongues—	24
My friend, you would not tell with such high zest	25
To children ardent for some desperate glory,	26
The old Lie: Dulce et decorum est	27
Pro patria mori. <sup>2</sup>	28

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<sup>2</sup> Latin, meaning "It is sweet and fitting to die for one's country."