



Lesson 7: Performance Task



This performance task asks students to analyze information from multiple texts, including *Adventurers Against Their Will*, and videos. Students will select an issue or event (as it relates to persecution of human rights and/or displaced persons) from recent years for presentation. It is preferred that students choose an event other than the Holocaust to write about, but if the unit is part of the study of World War II teachers can also assign students all or parts of the Holocaust as the research topic.

Students will write an expository essay and create an accompanying “remembrance poster” honoring the victims of the persecution or pogrom the student has selected. Students will then present their posters to the rest of the class. Following the presentation of the posters, the class will participate in a reflection exercise to reinforce the lessons learned and why it is important to remember the victims of the Holocaust and other pogroms of persecution, as well as the importance of understanding and protecting civil and human rights. Students should be asked to consider the global responsibilities that nations and individuals share with respect to existing population of displaced persons.

Learning Objectives

Students will choose an event in which one group has persecuted another. They will then read and reflect on several texts related to the chosen event to select quotations and details that illustrate what happened and remember and honor those who lost their lives.

Students will be able to:

- Analyze multiple texts and multimedia presentations on a topic.
- Analyze a particular situation in which human rights have been violated.
- Discuss the plight of displaced persons.
- Reflect on what they learned from *Adventurers Against Their Will* and the other materials they have read.

Florida Social Studies Standards:

SS.912.W.1.1: Interpret and evaluate primary and secondary sources.

SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.P.9.8: Discuss the nature and effects of stereotyping, prejudice, and discrimination.

SS.912.W.9.3: Explain cultural, historical, and economic factors and government policies that created the opportunities for ethnic cleansing or genocide.

Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies:

ELA-RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

ELA-RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

ELA- RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

ELA-RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

ELA-RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

ELA-RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

National Council for the Social Studies (NCSS) C3 Framework Standards:

D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.

D2.His.9.9-12. Analyze the relationship between historical sources and the secondary

interpretations made from them.

D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

Preparation

Materials Required

Adventurers Against Their Will

Chalkboard/chalk or whiteboard/markers

Procedure

DOK 4

1. Begin by explaining that students will research a recent situation in which a group of people were persecuted. Students will write a short expository essay describing their findings and create a remembrance poster to honor those who were killed or forced to become refugees. Distribute the performance task handout and review the key elements of the assignment.
2. Discuss some ideas for subjects. Encourage students to consider examples of genocide, ethnic cleansing, or pogroms of persecution since 1945 (such as Syria, Sudan, Armenia, Cambodia, and others).
3. Allow students time to research the event. Provide guidance as needed. Students who do not have extensive experience researching a topic may need guidance on how to find reputable sites on line, for instance. They may also need a brief review of primary versus secondary sources. Where appropriate, encourage students to use videos, as well as written materials. Student should try to produce at least one primary source, one secondary source, and one set of multimedia material. (These totals can be changed at the teacher's discretion based on time and logistical parameters.)
4. Collect the papers and have students present their remembrance posters to the rest of the class. Encourage students to present what happened and also how they chose the words, quotes, and images for their remembrance posters. Following each presentation, allow opportunities for students to ask questions. You may want to cluster presentations about the same event together and then lead a discussion about how the posters are similar and different. The posters should be displayed in the classroom if at all possible.

5. Conclude by leading a class reflection on the learning that took place. Ask:
- What do you think is the most valuable lesson learned from the Holocaust and other instances of genocide or persecution that you studied in this unit?
 - Why is it important to remember the Holocaust and other instances of genocide and persecution?
 - What happens today to people who are forced to flee persecution? Do you think our government does enough to help displaced persons? Do you think international organizations provide sufficient support for displaced persons? Why or why not?
 - Do you think there is danger of history repeating itself? Why or why not?

Performance Task Handout

Your assignment consists of three main parts:

- An essay that outlines the event you have read about. The essay should be at least one-page in length.
- A remembrance poster that might be created for a museum exhibit or event commemorating the victims of the event.
- A presentation of your findings and the poster to the class.

Gather Information

For this task, you should research at least three sources to learn about your topic. The resources can be found online or at the library, but make sure they are reputable. You will need to provide the sources you used in a bibliography.

As you read about your event, consider the issues that we discussed in the lessons of the unit. You will need to include information about what happened and to whom. As much as possible, you should also consider *why* the event happened—including both long-term factors that may have contributed to ill will between two groups and more immediate causes.

In addition to writing an essay capturing the main ideas from the sources you read, create a remembrance poster. Your poster should include important facts, dates, quotes, and images to illustrate the event you are researching. Remember that the purpose is to teach others about the event and to honor the victims.

You will then make a short (5 minute) presentation of your poster to the rest of the class. Plan a presentation that conveys only the most pertinent information, but be prepared to answer questions about the event you have researched.

Assessment

The essay, poster, and presentation scores should be combined to establish the grade for this performance task.

Scoring Rubric

Total possible point value: 10 points

Essay: The essay is worth a total of four points. The focus should be on whether the student has accurately identified the central idea and used reference materials appropriately.	
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4	A score of four indicates that the student has a thorough understanding of the social
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	studies concepts. The essay concisely and accurately identifies the central idea and objectively summarizes the incident, making clear connections between causes and effects. The student has included in his or her bibliography at least three credible and appropriate digital and/or print resources and used these research materials in the analysis of the event. There are no conceptual errors, though there may be non-detracting minor conceptual errors.
3	A score of three indicates that the student has a solid understanding of the social studies concepts. The essay correctly identifies the central idea and objectively summarizes the incident. The student has included in his or her bibliography at least three credible and appropriate digital and/or print resources. There are no major conceptual errors, though there may be minor conceptual errors.
2	A score of three indicates that the student has some understanding of the social studies concepts. The essay identifies a central idea and summarizes the incident, but the essay may be missing critical information or have flaws in reasoning. The student has included in his or her bibliography fewer than three digital and/or print resources and/or the resources have issues related to credibility or appropriateness. The response may contain some conceptual errors or omissions.
1	A score of one indicates that the student has limited understanding of the social studies concepts. The central idea is either not stated or is inaccurate, and the essay is missing critical information. The student has included fewer than three digital and/or print resources. The response includes some conceptual errors and omissions.
0	A score of zero indicates the student has not completed this part of the performance task.
Remembrance Poster: The remembrance poster is worth 4 points. The focus should be on whether the information and images appropriately explain and commemorate the event.	
4	A score of four indicates that the student has a thorough understanding of the social studies concepts. The poster includes a comprehensive and appealing array of facts, dates, quotes, and images that help to explain and commemorate the incident. There are no conceptual errors, though there may be non-detracting minor conceptual errors.
3	A score of three indicates that the student has a solid understanding of the social studies concepts. The poster includes appropriate facts, dates, quotes, and images that help to explain and commemorate the incident. There are no major conceptual errors, though there may be minor conceptual errors.
2	A score of three indicates that the student has some understanding of the social studies concepts. The poster includes facts, dates, quotes, and/or images, but may be missing some important information and/or the connection to the incident may be unclear. The response may contain some conceptual errors or omissions.

1	A score of one indicates that the student has limited understanding of the social studies concepts. The poster is missing critical information and/or may include inappropriate or inaccurate facts, dates, quotes, and images. The response includes some major conceptual errors and omissions.
0	A score of zero indicates the student has not completed this part of the performance task.
Presentation: 2 points. The presentation of the poster is worth 2 points. The focus should be on whether the student can explain what the information on the poster means and why he or she chose the information, as well as the ability to answer basic questions about how he or she went about the research.	
2	A score of two indicates that the student has a thorough understanding of the social studies concepts. The student is able to explain why he or she chose the facts, quotes, and images for the remembrance poster and can answer questions about his or her research.
1	A score of one indicates that the student has some understanding of the social studies concepts. The student's explanation of why he or she chose the facts, quotes, and images for the remembrance poster may be unclear and/or the student may be unable to answer questions about his or her research.
0	A score of zero indicates the student has not completed this part of the performance task.

Prepared by APass Educational Group www.apasseducation.com/

On behalf of Author Joanie Schirm, *Adventurers Against Their Will*
www.joanieschirm.com jschirm@cfl.rr.com Orlando, FL