



English Language Arts (ELA)

Common Core State Standards (CCSS) Aligned

**PERFORMANCE WRITING TASK (PWT)**

**11<sup>TH</sup> and 12<sup>TH</sup> GRADE**

2012-2013





**TEACHER VERSION**

## Overview of the Performance Writing Task

<b>Title</b>	Graffiti in Museums?
<b>Assessment Type</b>	Performance Task
<b>SBAC Assessment Claims</b>	<p><b>Claim 1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p><b>Claim 2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>
<b>Common Core Standards</b>	<p><b>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>c. Use specific rhetorical devices to support assertions (e.g., appeals to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</li> <li>d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follow from and supports the argument presented.</li> </ol> <p><b>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</b></p> <p><b>RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</b></p> <p><b>RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose</b></p>
<b>Task Description</b>	<p>In <b>Part One</b>, the planning tasks involve reading, note taking, speaking, listening and answering constructed response questions. All of these activities are designed to prepare the student for writing a successful argumentative essay. Part one consists of four 50 minute sessions:</p> <p><b>Session One:</b> Review of Definitions and Photographs.</p> <p><b>Session Two:</b> Review of 5 Articles. Complete My Notes Organizer.</p> <p><b>Session Three:</b> Review of 2 Videos. Complete the My Notes Organizer.</p> <p><b>Session Four:</b> Complete the My Thoughts Organizer. Answer the Constructed Response Questions.</p> <hr/> <p>In <b>Part Two</b>, the assessment task involves drafting an argumentative essay which will be scored. Part two consists of one 50 minute session:</p> <p><b>Session Five:</b> Complete the Performance Writing Task.</p>

## LIST OF MATERIALS / TABLE OF CONTENTS

Part One/Session 1	Teacher Version	Student Version
<input type="checkbox"/> Definitions of graffiti and art	p4	p2
<input type="checkbox"/> Photographs of graffiti	p4	p3-4
<input type="checkbox"/> Articles (5)	P4	p5-11
<input type="checkbox"/> DVD/Flash Drive/Google Document		
Part One/Session 2		
<input type="checkbox"/> Video1: <i>Graffiti as an Art Form?</i>	p5	
<input type="checkbox"/> Video 2 <i>The History of American Graffiti</i>	p5	
<input type="checkbox"/> My Notes Organizer	P6	p12-13
<input type="checkbox"/> DVD/Flash Drive/Google Document		
Part One/Session 3		
<input type="checkbox"/> My Thoughts Organizer	p6	p14
<input type="checkbox"/> Constructed Response Questions	p6	p15-16
Part Two /Session 4:		
<input type="checkbox"/> Formative Argumentative Writing Rubric	p7	p17-18
<input type="checkbox"/> My Arguments Organizer	p7	p19
Part Two /Session 5:		
<input type="checkbox"/> Performance Writing Task	P7	p20
<input type="checkbox"/> Lined Writing Paper		



### Technology Help:

Videos are available to you in the following ways:

1. DVDs with the videos copied on them will be provided by your teacher leader.
2. A Flash Drive with the videos will be provided by your teacher leader so you can download them onto your computer.
3. A Google Drive with the videos will be shared with you by your teacher leader.

If you are projecting the video from your computer, be sure you have checked that your projector and speakers are properly setup before beginning the assessment.

Please let your teacher leader know if you do NOT have access to the video.

## Directions to Teacher

This Common Core-aligned ELA Performance Task can be given over three to five 50 minute sessions depending on class schedules. The directions below outline the steps to follow for a five session administration; however this may be adjusted to fewer sessions to meet the different bell schedules at each site.

### Part One: Prewriting and Planning Activities

(2 to 3 sessions for approximately 150 minutes total)

#### SESSION 1

1. **Definitions and Photos**

(Approximately 50 minutes)

**Materials Needed:** Student Booklet, pages 2-4

**Activity 1:** Review definitions and photographs. Ask students to brainstorm examples that illuminate the difference between “authentic/real/genuine” versus “fake/poser/counterfeit.” Make sure to push the conversation away from material objects (for example: “real” versus “fake” brand-name purses or shoes) toward the more abstract (the “wannabe” or the “sellout” versus a true musical talent).

**Activity 2:** In pairs, have students try to define what it means to be either of the categories discussed above and then share out to the class.

**NOTE:** Be sure to emphasize that any answer can be “right” as long as there is a reasonable justification.

## ELA 11<sup>th</sup> and 12<sup>th</sup> Grade Performance Writing Task

### SESSION 2

#### 2. Articles (5)\*

(Approximately 50 minutes)

**Materials Needed:** Student Booklet, pages 5-13

**Activity 1:** Sony Draws Ire with PSP Graffiti (*approximately 10 min.*)

- a) Students individually read and annotate the article. Tell students to annotate for arguments (reasons and evidence) that address the question of whether **graffiti loses authenticity**. You may also consider having students complete a quick “SOAPS” analysis. (
- b) In pairs, students share annotations.
- c) Students individually complete the first column of the Note-taking T-chart.

**Activity 2:** Ask students to turn to pages 5-13 and individually complete the My Notes Organizer using annotations from the articles.

\* 1) Sony Draws Ire with PSP Graffiti, 2) Banksy Interview TimeOut London, 3) The History of American Graffiti: From Subway Car to Gallery, 4): From Graffiti to Galleries, Street vs .Public Art, 5) From Graffiti to Galleries: Street vs. Public Art

### SESSION 3

#### 1. Video 1: Graffiti as an Art Form

(Approximately 25 minutes)

**Materials Needed:** DVD/Flash Drive/Google Drive, Student Booklet, page 13

**Activity 1:** Explain to students that they will see the video, *Graffiti as an Art Form*, twice so they can watch it once for pleasure and once to take notes. Ask the students to notice what people are saying about graffiti in the video and be prepared to share their observations with a partner. Show the class the video. In pairs, have students discuss 2-3 observations.

**Activity 2:** Ask students to turn to page 13 and individually complete the third row of the My Notes Organizer while watching the video for a second time.

#### 2. Video 2: The History of American Graffiti

(Approximately 25 minutes)

**Materials Needed:** DVD/Flash Drive/Google Drive, Student Booklet, page 13

**Activity 1:** Explain to students that they will see the video, *The History of American Graffiti*, twice so they can watch it once for pleasure and once to take notes. Ask the students to notice what people are saying about graffiti in the video and be prepared to share their observations with a partner. Show the class the video. In pairs, have students discuss 2-3 observations.

**Activity 2:** Ask students to turn to page 13 and individually complete the fourth row of the My Notes Organizer while watching the video for a second time.

## SESSION 4

### 1. My Thoughts Organizer

(Approximately 25 minutes)

**Materials Needed:** Student Booklet, page 14

**Activity 1:** Ask students to turn to page 14 and individually complete the ‘My Thoughts’ and ‘Source Evidence’ columns as directed in the My Thoughts Organizer. Encourage students to re-visit their annotations on pages 5-11 and their notes on pages 12-13 to help them cite the source of the evidence.

**Activity 2:** In pairs, have students discuss the questions listed in the first column of the My Thoughts Organizer. Ask each question aloud and select students to report out the answer their partner shared earlier.

### 2. Constructed Response Questions

(Approximately 25 minutes)

**Materials Needed:** Student Booklet, pages 2-16

**Activity 1:** Ask students to turn to pages 15-16 and individually write their responses to the three questions listed using 2-5 complete sentences. Encourage students to refer to all of their student booklet materials to help them answer the questions. Explain to students that they have approximately 15 minutes to answer all the questions, about 5 minutes per question.

**Activity 2:** After 15 minutes, collect all student booklets. Have students divide into two groups based on their position/claim. Ask students to share, in pairs or in groups of 3-4 students, the evidence they found to be the most convincing and why.

**NOTE:** While students discuss the evidence, review a few students’ answers to uncover possible misconceptions. Take the last 5 minutes to address any misconceptions.

1. **Central Idea:** In the article *Sony Draws Ire with PSP Graffiti*, what is the particular viewpoint of those attacking Sony's graffiti advertisements? Use details from the photographs and article to support your answer.
2. **Key details:** In the video *The History of American Graffiti*, Roger Gastmann states that graffiti is “purest,” “rawest,” and “best” when illegal. What evidence for the counterargument does the video provide? Use details from the video to support your answer.
3. **Reasoning / Evaluation:** In the *Banksy Interview* and *Urban Myths* articles, two artists address the question of “selling out.” What points about earning money from graffiti does the article *Urban Myths* discuss that is not included in the article *Banksy Interview*? Why is this additional information important when making an informed decision about graffiti and “selling out”? Support your answer with details from the articles.

## Part Two: Performance Writing Task

(1 session for approximately 50 minutes total)

### SESSION 5

#### 1. Performance Writing Task

(Approximately 50 minutes)

**Materials Needed:** Student Booklet, pages 2-20, and lined writing paper

Return all student booklets. Ask students to turn to page 20 and review the writing prompt in pairs.

**Activity 1:** Return all student booklets. Have students turn to pages 17-18 to review levels 3 and 4 of the Formative Argumentative Writing Rubric. Read the writing prompt to the students. Have students write an essay with a minimum of 5 paragraphs. Let them know the amount of time they have to complete the task. Encourage students to use their organizers and answers to the constructed response questions to inform their writing.

#### Writing Prompt

*Graffiti traces its roots to "outsider," "street" art with an emphasis on rebellion and disdain for the mainstream. However, more and more frequently, graffiti is being used to sell products or is displayed in museum and gallery exhibits. Does graffiti lose authenticity once taken off the street? Support your claim with details from what you have read and viewed.*

**Write an argumentative essay explaining to what degree, if at all, graffiti loses authenticity if used in advertising or displayed in museums.**

*After reading the provided texts and viewing the videos on the topic, write an argumentative essay that addresses the question and support your position with evidence from the texts and videos. Be sure to acknowledge competing views.*

**After 50 minutes, collect all student booklets and essays.**

## ASSESSMENT DOCUMENTS COVER SHEET

**Directions:** Please collect all student booklets, essays, and Scantron answer sheets by class/period. Put the class set of assessment documents in a file folder, place a copy of this cover sheet on top of the **folder** and secure it with a large rubber band or giant clip. Turn in the **folder** to your site's ELA teacher leader. Thank you.

**School Name:** \_\_\_\_\_

**Teacher Name:** \_\_\_\_\_

**Room #:** \_\_\_\_\_ **Class Period** \_\_\_\_\_

**Date:** \_\_\_\_\_

### PERFORMANCE WRITING TASK (PWT)

11<sup>TH</sup> and 12<sup>TH</sup> GRADE

2012-2013

