

Kim

15/15

Excellent choice the two sets of standards complement one another & the performance task matches these.

Big Idea: Effective readers use appropriate strategies to construct meaning

Big Idea: Effective speakers prepare and communicate messages to address the audience and purpose

Library Information Concepts:

- ✓ Evaluating Diverse Media
- ✓ Preparing Multimedia Presentations

Grade Band: 9-12

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Standards for the 21<sup>st</sup>-Century Learner

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

3.1.3 Use writing and speaking skills to communicate new understandings effectively

Understandings (Students will understand that...):

Effective readers use appropriate strategies to construct meaning.

Effective speakers prepare and communicate messages to address the audience and purpose.

Competencies (Students will know/be able to):

✓ Evaluate information found in multiple sources and mediums to address a question or solve a problem.

✓ Demonstrate comprehension on different perspectives in literature from the same time period and on the same themes.

✓ Select or create digital media elements that are interesting, appropriate for target audience and help audience understanding research findings, reasoning, and evidence.

will choose

What understandings/competencies will be assessed through this task?

Analysis and evaluation from diverse media and selection of information to present an argument.

Stage 2: Assessment Evidence

**Performance Task Title: Presentation on a Diversified Retelling of *To Kill a Mockingbird***  
**Suggested Grade: 11**

*To Kill a Mockingbird* is a classic novel with timeless themes. However, it is still a story about prejudice and racism that is written by a white person, and narrated by a white character. How might the story have been different if told through the point of view of a person of color? Locate and research two or more novels and/or short stories by African American authors who wrote about life in America between 1920-1940, comparing their viewpoints with those of Harper Lee. You will use your findings to flesh out the character perspectives in the scenario below.

You and a partner are co-authors making a 5-10 minute pitch on a retelling of *To Kill a Mockingbird* to a publisher. You may choose one or multiple narrators for the retelling, but you must justify your reasoning for doing so. The presentation must include a plot overview and a presentation of main and side characters. How will the story be different? How will it be the same? The publisher will want to know why a retelling from a diverse point of view is especially pertinent to today's audience. Demonstrate why a story about POC would benefit from POC narration. Draw upon at least three news sources and other sources of information (e.g. YouTube videos, Twitter) to make the connection between racial prejudice in the 1930s and racial prejudice in the 2010's. You may use whichever presentation format you prefer (e.g. Powerpoint, Prezi, Haiku). Make sure you cite all sources consulted for your presentation in MLA format.

★ Great idea!  
closely tied to reading of novel and to standards, concepts, competencies - Excellent!

role

~~role~~ situation

Audience

~~goal~~ goal

Product

success

**Performance Task Rubric: Presentation on a Diversified Retelling of *To Kill a Mockingbird***

**English Language Arts Standard, Suggested Grade: 11**

**Big Idea:** Effective readers use appropriate strategies to construct meaning; Effective speakers prepare and communicate messages to address the audience and purpose

**Library Information Concepts:** Evaluating Diverse Media; Preparing Multimedia Presentations

*appropriate to theme*

*Excellent job*

*you understand this everything is parallel at each level*

### Criteria for Success

Levels of Achievement	Author Perspectives	Evaluation of Sources	Multimedia Presentation
<p><i>★</i></p> <p><b>3</b></p> <p>Proficient</p>	<p>2 or more novels and/or short stories by African American authors are identified.</p> <p>Evidence of reading diverse perspectives is clear; relevant explanations are given that connect each source with specific ideas.</p>	<p><i>★</i></p> <p>Includes 3 or more pieces of evidence (facts, news sources, real-life examples) that support the position statement.</p> <p>Comprehension and synthesis of author perspectives and evaluation of sources is clear, concise, and effective.</p> <p>All sources are accurately document in MLA format.</p>	<p><i>★</i></p> <p>3 sources of multimedia are seamlessly integrated into the presentation.</p> <p>Student speaks clearly and distinctly and mispronounces no words.</p>
<p><b>2</b></p> <p>Developing</p>	<p>Only 1 novel and/or short story by an African American author is identified.</p> <p>Evidence of reading diverse perspectives is present but could stand to be clarified; relevant explanations are there but are sometimes unclear in connection.</p>	<p>Includes 2 pieces of evidence (facts, news sources, real-life examples) that support the position statement.</p> <p>Comprehension and synthesis of author perspectives and evaluation of sources are there but are sometimes unclear.</p> <p>Most sources are accurately documented in MLA format.</p>	<p>2 or fewer sources of multimedia are integrated into the presentation.</p> <p>Student speaks clearly and distinctly most of the time.</p>
<p><b>1</b></p> <p>Needs Improving</p>	<p>No novels and/or short stories by an African American author are identified.</p> <p>Evidence of reading diverse</p>	<p>Includes 1 or fewer pieces of evidence (facts, news sources, real-life examples).</p> <p>Comprehension and synthesis of author</p>	<p>1 or no sources of multimedia are integrated into the presentation.</p> <p>Student mumbles or cannot be understood.</p>

*credible*

*appropriate*