

Performance Task/Event

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Name of Task/Event: The Power of the Pen

Objectives Assessed:

ELA.11.12 determine an author’s point of view or purpose in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

ELA.11.23 produce clear and coherent writing in which the development organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)

Description of Task: Day One

This performance task focuses on informational texts that use effective rhetoric in order to contribute to the persuasiveness and beauty of the text. Students will become familiar with the powerful and poetic language used by the Founding Fathers as they read *The Federalist Papers #10*. They will then encounter a modern example of persuasive rhetoric when they read the letter written by Pat Conroy as he defends his writings against a West Virginia county decision to ban his writings in the classroom. The activities are designed to be completed in steps.

First students will silently read *The Federalist Papers #10*. After the first read, students should read a second time using *The Federalist Papers #10* Reading Guide (Available at the end of the Performance Task).

The teacher will then provide background information about the banning of a Pat Conroy novel by using the article listed in the link below. Background information is necessary in order for students to understand the motivation behind the letter to the editor written by Pat Conroy.

<http://www.oeregister.com/articles/books-116237-conroy-school.html>

Students will then read the Pat Conroy letter written in response to the book controversy in Kanawha County. Using the Pat Conroy – Letter to the Editor Reading Guide (Available at the end of the Performance Task), students will do a close read of the letter, looking for beautiful language and persuasive techniques.

http://www.patconroy.com/articles_cg-10-07.php

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Description of Task: Day Two

Students will use their reading guides from Day One to guide their small group discussions analyzing how rhetoric is effective. While the discussion should be completed in small groups, the teacher should monitor the conversations in order to ensure the students have an understanding of the two writings and why/how language and rhetoric is important when providing a persuasive argument. Teachers may decide to bring students back to a whole class discussion before moving to the next step. It is important that students understand the value and importance of rhetoric before they move to the writing assignment below.

Students will then use persuasive text appropriate to task, purpose and audience to write a letter to the school board concerning one of the following issues:

- Cell phone use
- Dress code/school uniforms
- Detention policies
- School calendar
- Virtual school
- Single gender classes
- Elimination of art and music programs
- Drug testing athletes

Students should use the rubric (at the end of Performance Task) to guide their writing.

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Additional comments about the task:

This Performance Task could be used as an introduction to the Federalist Papers in preparation to work with the following CSOs:

ELA.11.12 determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how madison defines faction in *federalist no. 10*).

ELA.11.28 draw evidence from literary or informational texts to support analysis, reflection and research.

- apply *grade 11 Reading objectives* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

Teachers could substitute the Pat Conroy letter with other passages of their choosing.

The Federalist Papers #10 Assignment

Read *The Federalist Papers #10* highlighting words, phrases or passages that you find particularly effective, powerful or beautiful. Answer the questions below:

When I read....

- I noticed.....

- I was reminded of....

- I wonder.....

- One consequence of _____ could be.....

I believe the intended audience was _____

James Madison's purpose for writing #10 was _____

Pat Conroy - Letter to the Editor Reading Guide

Read Letter to the Editor from Pat Conroy. Highlight words, phrases or passages that you find particularly effective, powerful or beautiful. Answer the questions below:

When I read....

- I noticed.....
- I was reminded of....
- I wonder.....
- One consequence of _____ could be.....

I believe the intended audience was _____
 Pat Conroy’s purpose for writing the letter was _____

	Organization	Development	Word Choice	Mechanics	Persuasive Style
Above Mastery	-Strategically placed topic sentence -Clear and logical order -Strong introductory paragraph, supporting	-Sophisticated development of persuasive writing -Well executed progression of ideas -Strong use of examples, evidence or relevant details	-Vivid, precise,/concise, relevant	- Consistent grammar usage > Subject/verb agreement > Singular/plural nouns	-Clear and coherent writing in which sophisticated development, organization and

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<p>Score of 4</p>	<p>paragraphs and concluding paragraph -Sophisticated transition between sentences and ideas</p>	<p>-Strong use of analogies, illustrations or anecdotes</p>		<ul style="list-style-type: none"> ➤ Verb (tense and usage) ➤ Pronoun usage Adjective/Adverb 	<p>style are appropriate to task, purpose and audience</p>
<p>Mastery Score of 3</p>	<p>-Effectively placed topic sentence -Clear and logical order -Introductory paragraph, supporting paragraphs and concluding paragraph -Purposeful transition within and between sentences, ideas and paragraphs</p>	<p>-Appropriate thesis statement and development of persuasive writing -Clear progression of ideas -Clear use of examples, evidence or relevant details -Clear use of analogies, illustrations or anecdotes</p>	<p>-Appropriate, specific</p>	<p>-Mostly consistent grammar usage <ul style="list-style-type: none"> ➤ Subject/verb agreement ➤ Singular/plural nouns ➤ Verb (tense and usage) ➤ Pronoun usage Adjective/Adverb</p>	<p>-Clear writing in which development, organization and style are mostly appropriate to task, purpose and audience</p>
<p>Below Mastery Score of 2</p>	<p>-Poorly stated topic sentence -Some evidence of organization -Introductory paragraph and concluding paragraph with limited supporting paragraphs -Repetitive use of transition</p>	<p>-Limited thesis statement and development of persuasive writing -Limited progression of ideas -Limited use of examples, evidence and/or relevant details -Limited use of analogies, illustrations or anecdotes</p>	<p>-Vague, redundant, simplistic</p>	<p>- Somewhat consistent grammar usage <ul style="list-style-type: none"> ➤ Subject/verb agreement ➤ Singular/plural nouns ➤ Verb (tense and usage) ➤ Pronoun usage Adjective/Adverb</p>	<p>-Writing in which development, organizations and style are somewhat appropriate to task, purpose and audience</p>
<p>Novice Score of 1</p>	<p>-Lack of acceptable topic sentence -Lacks clear organizational pattern, sequencing of ideas and/or paragraphing -May lack introductory paragraph, supporting paragraphs and/or concluding paragraph -Ineffective or overused transition</p>	<p>-Minimal thesis statement and development of persuasive writing -Lacks a logical progression of ideas -Minimal use of examples, and/or relevant details -Minimal use of analogies, illustrations or anecdotes</p>	<p>-Inadequate, imprecise, repetitive</p>	<p>-Frequent inconsistencies in grammar usage <ul style="list-style-type: none"> ➤ Subject/verb agreement ➤ Singular/plural nouns ➤ Verb (tense and usage) ➤ Pronoun usage Adjective/Adverb</p>	<p>-Writing in which minimal development, organization and style may lack task, purpose or audience</p>