



EXPEDITIONARY
LEARNING

Grade 7: Module 1

Performance Task



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Summary of Task

- This performance task gives students a chance to demonstrate their understanding of the characters and issues of survival presented in *A Long Walk to Water* by Linda Sue Park. Students will be crafting and presenting a two-voice poem incorporating the views and experiences of the two main characters, Nya and Salva, as well as factual information about Southern Sudan and the environmental and political challenges facing the people of Sudan during and after the Second Sudanese Civil War. Students will have read the novel and various informational texts to gather a rich collection of textual details from which they can select to incorporate into their poems. **This task addresses NYSP12 ELA Standards RL.7.6, RL.7.11, W.7.3a, d, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, and L.7.2.**

Format

A research-based two-voice poem that includes quotes from the novel and from the informational texts. Format of poem will be based on study of model two-voice poems. Quotes will be cited in a following page labeled “Works Cited.” The rough draft of the poem will be assessed and then edited for revision. Final poem will be presented to the class or other audience.

Standards Assessed Through This Task

- RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- RL.7.11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.
- W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.



- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Standards Assessed Through This Task (continued)

- L.7.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.7.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Resources and Links

- Paul Fleischman, *Joyful Noise: Poems for Two Voices* (New York: Harper Trophy, 1998), ISBN 0-06-446093-2.
- <http://browseinside.harpercollinschildrens.com/index.aspx?isbn13=9780064460934>
- <http://www.poemfarm.amylv.com/2011/12/finding-answers-poem-for-two-voices.html>
- http://www.scienceeducationreview.com/open_access/frazier-poetry.pdf
- http://www.lesn.appstate.edu/fryeem/RE4030/Pirates/Peter/i_poem_for_two_voices.htm
- http://www.myread.org/guide_multiple.htm

Central Texts and Informational Texts

- Linda Sue Park, *A Long Walk to Water* (Boston: Sandpiper by Houghton Mifflin Harcourt, 2010), ISBN: 978-0-547-57731-9.
- “Life and Death in Darfur: Sudan’s Refugee Crisis Continues,” *Current Events*, April 7, 2006, 2 (text box about Lost Boys).
- Karl Vick, “Sudanese Tribes Confront Modern War,” *Washington Post Foreign Service*, July 7, 1999, A1.
- Stephen Buckley, “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,” *Washington Post Foreign Service*, August 24, 1997, A1.
- Note: Additional Informational Text listed in each separate Unit Overview document.



Student-Friendly Writing Invitation/Task Description

- We have read a novel about South Sudan and some articles with factual information about the country, its peoples, and the Second Sudanese Civil War. Now you will have a chance to share what you have learned by writing a researched-based two-voice poem spoken by Nya and Salva. In your poem you will be using quotes from *A Long Walk to Water* and the articles about Sudan. You will select details from these works to express your ideas about how these characters show the theme of survival in challenging environments. On a separate page, you will include citations for the quotes that you use.

Key Criteria For Success (Aligned With Nysp12 Ela Ccls)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

Your research-based two voice poem will include:

- Your poem illustrates your view of the theme of survival in challenging situations.
- Your poem includes lines spoken by Nya and Salva: specific lines spoken separately by each character, plus lines spoken by both characters together.
- In addition to lines you suppose the characters might say, your poem includes specific textual evidence from *A Long Walk to Water*.
- Your poem will also include quotes from the informational articles you read that illustrate your view about the theme of individuals surviving challenging environments.
- You must organize your poem so it clearly expresses your view of the characters and their situations.
- You must pay attention to the details of Standard English conventions appropriate to your poem.
- You must use punctuation and format correctly in the quotes and citations of sources.



Options For Students

- Students will write their poems individually. They will be looking back at all of the Reader's Notes and graphic organizers as well as the text of the novel and articles as they gather details and quotes for their poems.
- Students might have a partner to assist as they work on their poems, but the poem will be an individual's product.
- Student poems could be various lengths, shorter for those for whom language is a barrier.
- Students may have a partner to read the second voice as they present their poems.
- Students could present their poems to their own class as practice for presenting to others in the school community.
- Students could present their poems via recordings if they are too shy to stand in front of an audience.
- Students could also stand at the back of the room, with the class looking toward the front at a poster-sized 1930s-style radio front as if they were listening to the presentation on the radio.

Options For Teachers

- Students may present their poems to their own class, to other classes in the school, or to parents or other adults.
- Student poems could be accompanied by illustrations. These could be photos, artwork, or if technology is available, students could create visual backdrops to be shown as they read.
- Student poems could be displayed in the room, in the school, or in the community to enhance student motivation with the potential authentic audiences.