



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Performance Task



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Final Performance Task:
Narrative Writing:

Becoming Visible after Internment Group Presentation and Reflection

Summary of Task

- During Unit 3, students will research Miné Okubo's life after internment. They will write a narrative in which they tell the story of how Okubo went from resisting efforts to make her "invisible" during internment to how she became "visible" post-internment. Students will base their exploded moment narrative on the following writing prompt: "Writing from Miné Okubo's perspective, tell the story of one moment in her struggle to become visible after leaving the internment camp. Use narrative techniques and incorporate information from sources about Okubo's life to write an original narrative. Answer the question, 'How did Okubo become visible after her life in the internment camp?' The narrative must end with the sentence, 'I was visible again.'" Then, for their final performance task, students will share their narrative in a small group setting with other students, and reflect upon the research-based story they have written. **This performance task centers on NYSP12 ELA CCLS W.8.3, W.8.6, W.8.9b, L.8.1, L.8.1b, L.8.1c, L.8.2, L.8.2c, and L.8.3.**

Format

Narrative Story (3–4 pages, typed, one-sided, on 8.5" x 11" paper)



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Standards Assessed Through This Task

- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. 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.
 - b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - b. Form and use verbs in the active and passive voice.
 - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - d. Recognize and correct inappropriate shifts in verb voice and mood.*
- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - c. Spell correctly.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).



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Student-Friendly Writing Invitation/Task Description

- During this module, you have learned that there are important yet divergent experiences in war and conflict.
- For example, both Louie Zamperini and Miné Okubo were American citizens who lived through World War II. Although their experiences of the war differed, both of their stories are important to study to understand how war and conflict affect individuals and society. However, Louie and Miné's stories also share similarities, like the thematic concept of **the invisibility of captives during World War II**.
- You have studied Louie's journey from resisting invisibility as a POW to becoming visible after the war. Now you are going to write a narrative imagining Miné's journey from resisting invisibility as a Japanese-American internee to becoming visible again.
- **Writing from Mine Okubo's perspective, tell the story of one moment in her struggle to become visible after leaving the internment camp. Use narrative techniques and incorporate information from sources about Okubo's life to write an original narrative. Answer the question, "How did Okubo become visible after her life in the internment camp?" The narrative must end with the sentence, "I was visible again."**
- First, you will read an article about Miné Okubo's life to learn more about what happened after she left the internment camp. Then, you will choose one of the following moments to write about:
 - a) 1944: Walter Cronkite interview
 - b) 1946: publication of *Citizen 13660*
 - c) 1981: testimony in front of Congress
 - d) 1993: first production of *Miné: A Name for Herself*
- Luckily, you have an excellent model for using narrative writing to communicate real events: Laura Hillenbrand's *Unbroken*. Hillenbrand wrote about a real person—Louie Zamperini—so her text is nonfiction, but she used narrative techniques to bring the story to life. You will use the same techniques you have analyzed in her writing to make your own narrative engaging.



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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.

- Follow the narrative structure with a strong lead or exposition, rising action with a logical progression of three events in the story, climax, reflection, and a satisfying conclusion.
- Include narrative techniques such as: dialogue, description & details, pacing, transition words/phrases, precise words & sensory language, and reflection
- Include research-based facts and details which add authenticity to the story
- Adhere to the conventions of standard written English

Options For Students

- Students are given four choices to select their expanded moment. Some struggling students may benefit from the teacher selecting one of these four specific moments. Other students may benefit from making their own selection of another moment when Okubo becomes visible (based on their own research).
- Students might choose to include photographs or multi-media aspects to their narrative.

Options For Teachers

- Allow more time for students to revise their single draft narratives.
- Choose to a different format in which students might share their narratives with an audience beyond the classroom.

Resources And Links

- Consider using the Library of Congress Teaching with Primary Sources as a resource for World War II and Japanese Internment. <http://www.loc.gov/teachers/tps/>