



K-D-R Instructional Design (Know – Do – Reflect) Performance Assessment



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| Performance Task Title: | 'Campaign' | Duration: | 4 weeks |
| Grade level(s): | 11 th grade | Authors: | Danielle Johnson / Abby Benedetto / Justin Wells |
| Discipline(s): | ELA, Social Studies | Date: | January 213 / March 2014 |
| Rubric used to assess assessment | | | |

For additional information, hover the cursor over the **TIP** to see a screen tip that will help you.

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| 1. Essential Question | TIP |
| How can I “tip” voters’ minds? | |

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| 2. Big Idea | TIP |
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| 3. Standards | TIP |
| <p>Common Core:</p> <p>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.</p> <p>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.</p> <p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively)</p> | |

as well as in words in order to address a question or solve a problem.

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.

Leadership Skills:

- Critical Thinking

| 4. Long Term Learning Targets | TIP | Supporting Learning Targets | TIP |
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| I can develop an argument. | | <ul style="list-style-type: none">• I can make relevant claims that support the argument. | |
| I can use evidence to support my argument. | | <ul style="list-style-type: none">• I can illustrate varying points of view about the argument.• I can show differences among authors on the same topic (counterclaim) to strengthen my argument. | |
| I can effectively analyze evidence. | | <ul style="list-style-type: none">• I can synthesize evidence from multiple sources related to the argument.• I can question a source’s effectiveness or note its strengths/limitations. | |
| I can organize my ideas for effective communication. | | <ul style="list-style-type: none">• I can logically sequence ideas. I can use transitions effectively. | |

| 5. Narrative | TIP |
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| <p>Re-write You have spent the past several months taking a hard look at how the media employs persuasive techniques in targeted ways to try and change the public’s mind about people and issues. At the same time, we have been reading about the critical factors that help to “tip” ideas, products, and movements from just a fad to a trend or an epidemic, including Gladwell’s 3 rules that he proposes cause ideas, people, or trends to become epidemics.</p> | |

6. Task Prompt / Scenario

TIP

You have been asked by the proponents/opponents of Proposition _____ to submit a proposal to provide advertising for their campaign. Your proposal must come in the form of an argumentative essay in which you synthesize all of that learning to lay out your best analysis of the most powerful persuasive technique, and the effect it can have on whether or not this proposition passes.

You will incorporate evidence from multiple media advertisements, any of the articles we have read in class, as well as excerpts from Malcolm Gladwell's The Tipping Point to support your claim. This argumentative essay will serve as your endorsement of the most powerful persuasive technique used in written or visual communication.

Your job is to think critically about the various persuasive techniques that you saw used in this campaign by the media as well as what your group used in your own campaign ad. You will identify what you believe to be the most effective technique, and support why it is effective and what result it had on the campaign and the public. You will then draw connections between this technique and its effects to 1 of the 3 rules of the *Tipping Point* in order to make conclusions about how that persuasive technique could cause a campaign to “tip”.

7. Task Requirements

TIP

You will write a 5-6 page argumentative essay that fulfills the following criteria:

- Explain the context of your proposition
- Make a clear and well developed argument that responds to the EQ
- Refer to sufficient and detailed evidence relevant to argument from at least 3 different sources
 - Media advertisements
 - Political articles/essays
 - The Tipping Point by Malcolm Gladwell
- Anticipate and respond to counter-arguments
- Make specific connections between texts, and draw meaningful conclusions about how your argument fits into the larger world
- Strong organization and development of your ideas
- Academic formatting
 - Academic heading
 - 12 pt Times New Roman
 - double spaced

- Edited and proofread
- Correct citations for all text references
- 5-6 pages

You must refer to the ELA Argumentation Portfolio Rubric, as it communicates the specific expectations for proficiency. Use it as your guide at every stage of your drafting process. You will also use it when giving feedback to each other. Learn it, know it, do it.

| 8. Public exhibition or presentation and authentic audience | | TIP |
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| Fieldwork | | |
| Experts | | |
| Audience | | |

| 9. Benchmarks. | | | TIP |
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| Date | Benchmark (what students should complete) | Assessment | |
| Friday, 11/9 | Claim Proposal | Your proposed claim that will drive your essay. What argument will you be making? <i>Peer Feedback, Teacher Feedback</i> | |
| Tuesday, 11/13 | Evidence Analysis | You will look through your gathered evidence to see if you can support your claim. You may find that you are on the right track and have what you need, that you need more or different evidence, or that you actually may want to revise your claim. | |
| Thursday, 11/15 | Final Claim | Approved claim/argument | |
| Friday, 11/16 | Possible Counterclaim Brainstorm | Anticipate what counterclaims or arguments could be made against you. Brainstorm a response that could be supported with evidence, and would help to strengthen your original claim. | |
| Tuesday, 11/27 | First draft of essay | First draft of essay, typed and properly formatted, with citations. | |

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| Tuesday, 11/27 | Peer Feedback | Feedback from writing critique groups |
| Wednesday, 11/28 Thursday, 11/29 | Writing Workshop | In class small group writing workshops |
| Monday, 12/3 | Revised Draft of essay | Revised draft that incorporates feedback, typed and properly formatted, with citations |
| Monday, 12/10 | Final Draft & Reflection Due | Polished and complete essay with Portfolio Reflection typed |
| Friday, 11/9 | Claim Proposal | Your proposed claim that will drive your essay. What argument will you be making? <i>Peer Feedback, Teacher Feedback</i> |

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| 10. Resources and Links |
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| 11. Calendar - Sequence of Learning and Assessment | | | | TIP |
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| Long Term Learning Target | Supporting Learning Targets | Learning Activities/Experiences (That provides knowledge and skills for students to meet the learning target) | Date | Assessment of Learning / Summative Assessments. (How students will demonstrate what they know and can do) |

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