

Student Directions

Time. . . And Time Again Narrative Performance Task

Task:

Your eighth grade class has been studying the concept of time as it relates to a variety of subjects including history, science, and philosophy. Your teacher has assigned everyone a creative project on some aspect of the subject. Some of your classmates are planning to create sculptures or paintings, while others want to write stories or make short movies. All of these projects are meant to convey a particular theory or philosophy related to the concept of time. You have decided to write a short story for your project, though you are still unsure of the approach you want to use. To generate some ideas, you decide to do some research, and you find five sources that you think might be helpful.

After you have looked at these sources below, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research.

In Part 2, you will write a story on a topic related to the sources.

Directions for Beginning:

You will now examine several sources. You can re-examine any of the sources as often as you like.

Research Questions:

After examining the research sources, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the research sources you have read and viewed, which should help you write your story.

You may click on the appropriate buttons to refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

Part 1

Sources for Performance Task

Source #1

This chapter is one source you have chosen in order to get an overview of the subject and generate some ideas: the introduction to the book *Discovering the Construct of Time*, by Johnny Kagayame and Josepha Sherman.

from *Discovering the Construct of Time*

The concept of time is both fluid and concrete. Its passing is evident when the sun rises and sets and the stars move across the sky, when we feel the seasons change, and when we watch as people age year after year. But it is also intangible—one person says “I’m having the time of my life,” and another says “I have time on my hands.” Here time is an abstract idea, more than just an unvarying stream from the past through the present and on to the future.

The word “time” can mean different things to different people. It can mean the force that keeps events in motion. It can also mean a passage between events or a specific number of minutes, hours, or days. In fact, not everybody agrees on how time operates. Some cultures, including North American and European ones, believe in “linear time.” That is, we see time as a river, something that keeps steadily flowing from point A down to point Z, without ever going from point Z back “upstream” again. Other cultures, such as those influenced by Buddhism and Hinduism, see time as cyclical. Everything that once happened will happen again. In Hindu belief, creation is cyclical and never ending. Each cycle has four great yugas, or epochs of time: Satya yuga, Treta yuga, Dwapar yuga, and Kali yuga, lasting from four thousand years to one thousand years, respectively. Time and creation then “begin to end and end to begin.”

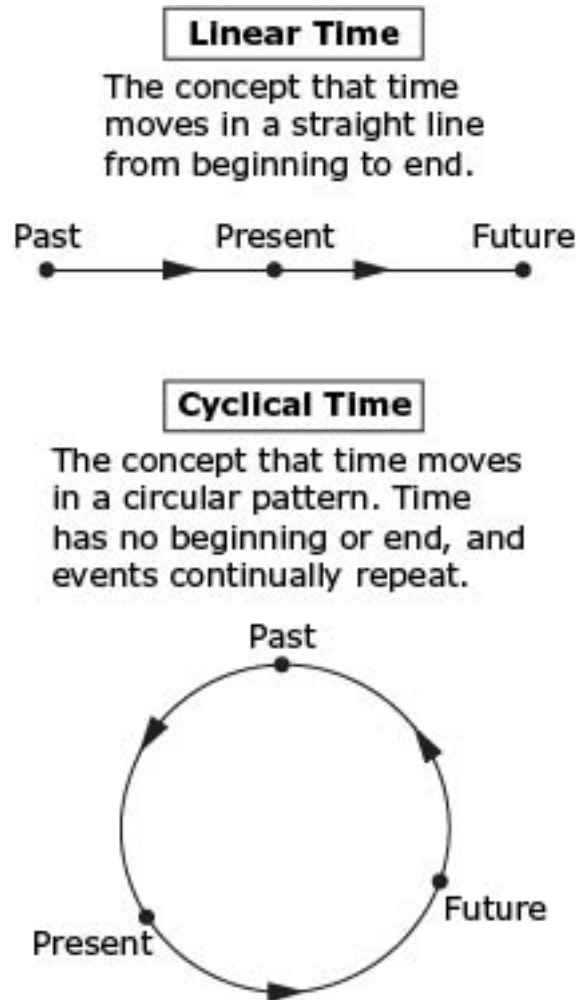
Whatever time may actually be, it seems likely that for as far back as human beings have been aware, people realized that there were such things as time and the passage of time. The earliest measurements of time would have likely been the most obvious: the way that the sun, the moon, the stars and the planets seem to move across the sky. One of the obvious measurements would surely have been a solar year, which is the time that it takes for the earth to revolve around the sun. In addition, the changing shape of the moon would also have given human observers an easy way to

keep track of time. The moon waxes and wanes on a regular schedule, from new moon (completely dark) to first quarter (half moon) to full moon and back again every 29.5 days, the division that would eventually be called a month. From early humans to present day, the stars have been a key element in understanding time.

Kagayame, Johnny. *Discovering the Construct of Time*. Rosen Publishing Group, NY 2012. pp. 4-8.

SOURCE #2

Intrigued by the idea of linear vs. cyclical time, you do additional research and find the following diagram that illustrates the difference between the two concepts.



SOURCE #3

In the course of your research, you learn of a movie whose main character is forced to deal with the concept of time in a unique way. An internet search leads you to an article that summarizes the movie's plot and comments on some of the issues it raises.

Groundhog Day: No Time Like the Present?



When the movie *Groundhog Day* (1993) begins, television weather forecaster Phil Connors is not a happy man. Put off by what he perceives as the stupidity of his co-workers and the limitations of his current job, he yearns for a shot at the big time: a weatherman position at a major TV network. His upcoming assignment involves traveling to Punxsutawney, Pennsylvania to report on the country's most famous groundhog¹, and this only deepens his desire to escape his current lot in life. His discontent has turned him into a nasty person: at the beginning of the movie, Phil has a habit of insulting practically everyone he comes into contact with, including his producer Rita and his cameraman Larry. Once in Punxsutawney, he turns his contempt to the town and its residents, whom he refers to as "morons." All Phil wants to do is get his Groundhog Day assignment over with and go back to Pittsburgh.

But when an unexpected snowstorm hits on February 2nd, Phil finds himself stranded for one more night. Or rather, for what he *thinks* is one more night. For when he wakes the next morning, Phil soon discovers that it is February 2nd all over again: the clock radio wakes him to the same song; the snowstorm of the day before has mysteriously vanished; the guests and the owner of the bed and breakfast where he is staying greet him in exactly the same way. People in the street are rushing off to see the groundhog festivities in the town square, where Phil's producer and cameraman await, just as they did the day before.

The same thing happens the next day. And the next. Phil can change his own actions, and people respond differently to him based on what he

¹ Groundhog Day is celebrated every February 2nd. Early in the morning, crowds gather in the town of Punxsutawney to watch the resident groundhog ("Punxsutawney Phil") emerge from his burrow. According to the legend, if the groundhog sees his shadow and returns to his hole, winter will continue for six more weeks. If he doesn't see his shadow and remains in the open, it is said that spring will come early that year.

says and does, but the basic events of the day remain the same. And no matter what Phil tries, he can neither find a reason for what is happening to him, nor break out of the endlessly repeating cycle. The rest of the movie explores Phil's attempts to come to terms with the fact that he no longer has a future or even a past: for him, every day will forever be February 2nd, 1992.

Breaking the Cycle

Time travel has always been a popular plot device in the movies, of course. In recent years, films like the *Terminator* and the *Back to the Future* trilogies have featured characters who find themselves transported to different time periods, where they inevitably try to change the course of events. What distinguishes the movie *Groundhog Day* is the way that Phil Connors finds himself *stuck* in time. Whatever he manages to change one day is back to its original state when he wakes up the next morning. The only thing capable of lasting change, he soon learns, is his own actions. At first he first tries to use this fact to his advantage. After realizing that nothing that he does has any long-term consequences, Phil guzzles coffee and stuffs himself with gooey pastries. He drives recklessly. He steals money from an unguarded armored car. Who cares? When your days repeat over and over again, does anything really matter?

Eventually, Phil comes to the conclusion that it does. Over the course of the movie, he gradually switches from trying to get away with things to trying to improve himself. He learns how to make ice sculptures and to play the piano. Even more significantly, he begins using his situation to help people in the community: he catches a kid who falls out of a tree, buys meals for an elderly homeless man, and saves a diner from choking. In short, he starts to treat people decently, instead of using them as a means to an end. And it is only then, when he stops putting himself first, that Phil manages to break his cycle of repeating days. By the end of the movie, he finally finds himself waking up on February 3rd, the day after Groundhog Day.

Written for the Smarter Balanced Assessment Consortium

SOURCE #4

Your research into the concept of time turns up several references to mythology. One story in particular seems relevant to what you've learned so far.

The Burdens of Sisyphus

Sisyphus was a character in Greek mythology who angered Zeus, the powerful god of the sky. As punishment for a life of deceitfulness, Sisyphus was condemned to the underworld, where he was forced to roll a giant boulder up a hill. Every time he got the boulder to the top, it would roll back down, and he would have to begin this strenuous chore all over again. This was how he was sentenced to spend eternity.

The figure of Sisyphus has been explored many times by different writers and artists (see the painting by the 16th century Italian artist Titian, below). In 1942, the French philosopher Albert Camus wrote an interpretation of the myth, which he saw as a metaphor for the absurdity of life. In Camus' version, Sisyphus eventually learns to accept his fate and even find contentment in his seemingly meaningless task. For Camus' Sisyphus, it is not getting the boulder to the top of the hill that is important, but the effort involved in the task. The last line of Camus' essay states, "The struggle itself toward the heights is enough to fill a man's heart. One must imagine Sisyphus happy."

Written for the Smarter Balanced Assessment Consortium



Titian: *Sisyphus*, 1548. Public domain

Item 1

| Item Attribute | |
|--|------------|
| ItemResponseType_E | Short Text |
| PrimaryClaim_E | 4 |
| AssessmentTarget_E | 2 |
| PrimaryContentDomain_E | RS |
| PrimaryStandard_E | |
| SecondaryContentDomain_E | |
| SecondaryStandard_E | |
| Claim2Category_E | |
| RevisionSub-category_E | |
| PassageName-andor-ID_E | |
| AchievementQuintile_E | |
| MinimumGrade_E | 9 |
| MaximumGrade_E | 11 |
| ScorePoints_E | 0,1,2 |
| MaximumPoints_E | 2 |
| DepthofKnowledge_E | 3 |
| AdministrationDate_E | Field |
| SpecificationsVersion_E | 2013 |
| ScoringEngine_E | Handscored |
| Content-TaskModel_E | |
| PresentationFormat_E | Text |
| EvidenceStatement_E | |
| Acknowledgements_E | |
| AdditionalLanguageComplexityMeasures_E | |
| EnemyItems_E | No |
| Braille_E | |
| InterimDesignationCode_E | |
| PerformanceTaskComponentItem_E | Yes |
| PTEnemy_E | 0 |
| PTSequence_E | 1 |

STEM

Explain how what happens to Phil in *Groundhog Day* goes against the concept of linear time. Use examples from the sources to support your answer.

Type your answer in the space provided.

KEY ELEMENTS

1. Source 1 states “Some cultures, including North American and European ones, believe in ‘linear time.’ That is, we see time as a river, something that keeps steadily flowing from point A down to point Z, without ever going from point Z back ‘upstream’ again.”
2. Source 1 states, “Other cultures, such as those influenced by Buddhism and Hinduism, see time as cyclical. Everything that once happened will happen again.”
3. Source 2 defines linear time as “The concept that time moves in a straight line from beginning to end” and cyclical time as “The concept that time moves in a circular pattern.”
4. Source 3 includes details about Phil’s situation, specifically mentioning that “Whatever he manages to change one day is back to its original state when he wakes up the next morning.”

RUBRIC

2 points: Correct explanation of how what happens to Phil goes against the concept of linear time, with examples from the sources.

Exemplar:

As Source #1 explains, our concept of time in North America is linear, meaning that we think of it as being like a river, flowing from point A to point Z in a line. Phil, however, experiences time as repeating: his days go from point A and return the next day to the same point A. His experience is similar to how the concept is viewed in Buddhism and Hinduism named in Source #1, where time is not linear but cyclical. As source #3 explains about Phil, “Whatever he manages to change one day is back to its original state when he wakes up the next morning.”

1 point: Correct explanation of how what happens to Phil goes against the concept of linear time, with incorrect, partial, or missing examples from the sources.

Exemplar:

Phil’s days don’t really end, like they would if he was following linear time. Instead, they just repeat. So his days are cyclical, not linear. Source #3 says ““Whatever he manages to change one day is back to its original state when he wakes up the next morning.”

0 points: Incorrect explanation of how what happens to Phil goes against the concept of linear time. Includes insufficient support to demonstrate understanding.

Exemplar:

Phil wakes up and every day is February 2nd, 1992. He doesn't know why this why this is happening to him, but by the end, he breaks out of the cycle.

Item 2:

| Item Attribute | |
|--|------------|
| ItemResponseType_E | Short Text |
| PrimaryClaim_E | 4 |
| AssessmentTarget_E | 4 |
| PrimaryContentDomain_E | RS |
| PrimaryStandard_E | |
| SecondaryContentDomain_E | |
| SecondaryStandard_E | |
| Claim2Category_E | |
| RevisionSub-category_E | |
| PassageName-andor-ID_E | |
| AchievementQuintile_E | |
| MinimumGrade_E | 9 |
| MaximumGrade_E | 11 |
| ScorePoints_E | 0,1,2 |
| MaximumPoints_E | 2 |
| DepthofKnowledge_E | 3 |
| AdministrationDate_E | Field |
| SpecificationsVersion_E | 2013 |
| ScoringEngine_E | Handscored |
| Content-TaskModel_E | |
| PresentationFormat_E | Text |
| EvidenceStatement_E | |
| Acknowledgements_E | |
| AdditionalLanguageComplexityMeasures_E | |
| EnemyItems_E | No |
| Braille_E | |
| InterimDesignationCode_E | |
| PerformanceTaskComponentItem_E | Yes |
| PTEnemy_E | 0 |
| PTSequence_E | 2 |

STEM

Read the following quotation from Source #1:

“The word ‘time’ can mean different things to different people.”

Explain how this quotation can be true, using examples from at least two sources to support your explanation.

KEY ELEMENTS

1. Source 1 states that time can be seen as a “force that keeps events in motion” OR “a passage between events or a specific number of minutes, hours, or days.”
2. Source 1 explains that some cultures see time as linear, and others see it as cyclical.
3. Source 2 provides models of linear vs. cyclical time.
4. In source 3, the character of Phil experiences repeating time, while the lives of all those around him progress from one day to the next.
5. In source 4, Sisyphus may experience the passing of time, but the actions he performs are repeated for eternity.

RUBRIC

- 2 points: Correct explanation of how the quotation can be true, with examples from at least two sources.
- Exemplar:
Time can mean different things to different people because it is a concept created by humans, and humans interpret things differently. Source 1 makes the point that some cultures see time as being like a river, flowing in a line from point A to point Z. Periods of time, like years, have a beginning and an end. But other cultures, such as those influenced by Buddhism, view time as being cyclical. Source 2 says that in this view, “Time has no beginning or end, and events continually repeat.” This is partly how Phil in Source 3 experiences time: his days all start off the same way as the day before.
- 1 point: Correct explanation of how the quotation can be true, with incorrect, partial, or missing examples from the sources.
- Exemplar:

People can experience time as moving in a straight line or moving in a circle. For Phil in Groundhog Day, time starts over again every time he wakes up. This is different from how most people usually think of time.

0 points: Incorrect explanation of how the quotation can be true. Includes insufficient support to demonstrate understanding.

Exemplar:

For some people, time moves quickly. For others, it seems to drag on forever.

Item 3:

| Item Attribute | |
|--|----------------|
| ItemResponseType_E | Short Text |
| PrimaryClaim_E | 4 |
| AssessmentTarget_E | 4 |
| PrimaryContentDomain_E | |
| PrimaryStandard_E | |
| SecondaryContentDomain_E | |
| SecondaryStandard_E | |
| Claim2Category_E | |
| RevisionSub-category_E | |
| PassageName-andor-ID_E | |
| AchievementQuintile_E | |
| MinimumGrade_E | 9 |
| MaximumGrade_E | 11 |
| ScorePoints_E | 0,1,2 |
| MaximumPoints_E | 2 |
| DepthofKnowledge_E | 3 |
| AdministrationDate_E | Field |
| SpecificationsVersion_E | 2013 |
| ScoringEngine_E | Machine Scored |
| Content-TaskModel_E | |
| PresentationFormat_E | Text |
| EvidenceStatement_E | |
| Acknowledgements_E | |
| AdditionalLanguageComplexityMeasures_E | |
| EnemyItems_E | No |
| Braille_E | |
| InterimDesignationCode_E | |
| PerformanceTaskComponentItem_E | Yes |

| | |
|--------------|---|
| PTEnemy_E | 0 |
| PTSequence_E | 3 |

STEM

Different sources can be used to support different claims about the topic of time. For each source, place an X in the box if the source includes details that support the claim in the far left column. A claim can be supported by more than one source.

| Claim | Discovering the Construct of Time (Source #1) | <i>Groundhog Day: No Time Like the Present?</i> (Source #3) | The Burdens of Sisyphus (Source #4) |
|--|--|--|--|
| Nature has provided humans with a way to mark the passing of time. | | | |
| The concept of time was important to ancient peoples. | | | |
| The passing of time can be an advantage or a disadvantage for people, depending upon how they handle it. | | | |

KEY ELEMENTS

Nature has provided humans with a way to mark the passing of time:

1. Source #1

The concept of time was important to ancient peoples:

- 1. Source #1
- 2. Source #4

The passing of time can be an advantage or a disadvantage for people, depending upon how they handle it:

- 1. Source #3
- 2. Source #4

RUBRIC

2 points: 5 cells completed correctly

Exemplar:

| Claim | Discovering the Construct of Time (Source #1) | <i>Groundhog Day: No Time Like the Present?</i> (Source #3) | The Burdens of Sisyphus (Source #4) |
|--|--|--|--|
| Nature has provided humans with a way to mark the passing of time. | X | | |
| The concept of time was important to ancient peoples. | X | | X |
| The passing of time can be an advantage or a disadvantage for people, depending upon how they handle it. | | X | X |

1 point: at least 3 cells completed correctly

Exemplar:

| Claim | Discovering the Construct of Time (Source #1) | <i>Groundhog Day: No Time Like the Present?</i> (Source #3) | The Burdens of Sisyphus (Source #4) |
|--|--|--|--|
| Nature has provided humans with a way to mark the passing of time. | X | | |
| The concept of time was important to ancient peoples. | | | X |
| The passing of time can be an advantage or a disadvantage for people, depending upon how they handle it. | | X | |

0 points: fewer than 3 cells completed correctly or blank

Exemplar:

| Claim | Discovering the Construct of Time (Source #1) | <i>Groundhog Day</i>: No Time Like the Present? (Source #3) | The Burdens of Sisyphus (Source #4) |
|--|--|--|--|
| Nature has provided humans with a way to mark the passing of time. | X | | |
| The concept of time was important to ancient peoples. | | X | |
| The passing of time can be an advantage or a disadvantage for people, depending upon how they handle it. | | | X |

Student Directions for Part 2

You will now review your sources, take notes, and plan, draft, revise, and edit your narrative essay. You may use your notes and refer to the sources. You may also refer to the answers you wrote to the questions in Part 1, but you cannot change those answers. Now read your assignment and the information about how your story will be scored; then begin your work.

Your Assignment:

After a long night of doing research for your project on the concept of time, you wake up to find yourself, like Phil Connors in *Groundhog Day*, living the

previous day over again. While you have the freedom to do things as you wish, everyone around you repeats the same actions and says the same things. The only difference is in how they respond to your actions and words. You must decide what, if anything, you want to do about your situation. In an attempt to grapple with and understand your predicament, you consider the sources you have read that explore time and how people relate to it.

You may use information from the sources you have looked at to write your story. In your story, tell what happens when you first arrive at school. When writing your story, find ways to use information and details from the sources to improve your story. Make sure you develop your character(s), the setting, and the plot, using details, dialogue, and description where appropriate.

Narrative Scoring

Your story will be scored using the following:

1. **Statement of purpose and organization:** How effective was your plot, and did you maintain a logical sequence of events from beginning to end? How well did you establish and develop a setting, narrative, characters, and point of view? How well did you use a variety of transitions? How effective was your opening and closing for your audience and purpose?
2. **Elaboration and Evidence:** How well did you develop your story using description, details, dialogue? How well did you use relevant details or information from the sources in your story?
3. **Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Now begin work on your story. Manage your time carefully so that you can

1. plan your multi-paragraph story
2. write your multi-paragraph story
3. revise and edit the final draft of your multi-paragraph story

Word-processing tools and spell check are available to you.

For Part 2, you are being asked to write a story that is several paragraphs long, so please be as thorough as possible. Type your response in the space provided. The box will expand as you type. Remember to check your notes and your prewriting/planning as you write and then revise and edit your story.