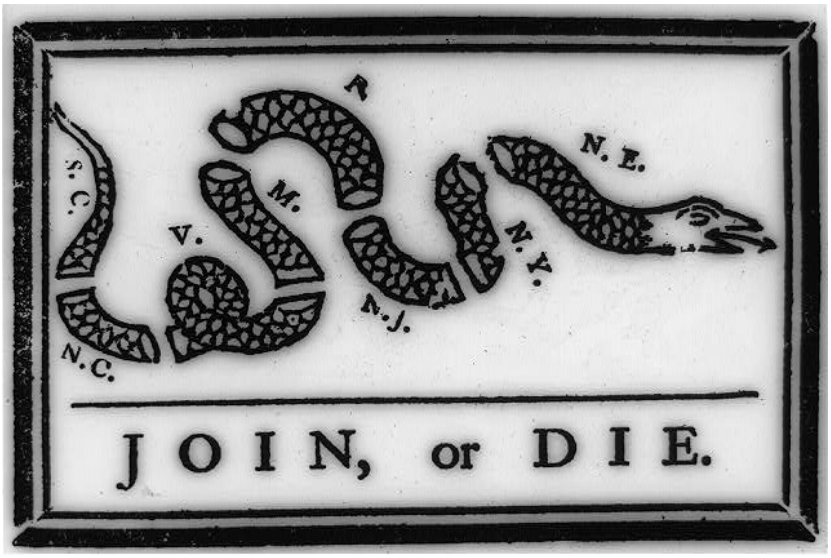
Grade 10 ELA.10.PT.3.03.149 C3 T1, T3, T4 and C4 T2, T3, T4 C3T3 Performance Task, draft

Sample Item Id:	ELA.10.PT.3.03.149
Title:	Political Cartoons
Grade/Model:	10/1
Claim(s):	**Primary Claims** 3: Students can employ effective speaking and listening skills for a range of purposes and audiences. 4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.
Primary Target(s):	*These claims and targets will be measured by scorable evidence collected.* **<u>Claim 3</u>** **1. LANGUAGE & VOCABULARY USE:** Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking. **3. PLAN/SPEAK/PRESENT:** Gather and organize information, compose, and orally deliver short (e.g., summaries) and longer (presentations) for different purposes and audiences, drawing from a range of digital media to enhance the message or intent **4. LISTEN/INTERPRET:** Analyze, interpret, and use information delivered orally or visually **<u>Claim 4</u>** **2. ANALYZE/INTEGRATE INFORMATION:** Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic **3. EVALUATE INFORMATION/SOURCES:** Evaluate relevancy, accuracy, and completeness of information from multiple sources **4. USE EVIDENCE:** Generate a claim or a main idea and cite evidence to support arguments or conjectures
Secondary Target(s):	n/a
Standard(s):	L-1, L-3a, L-6, SL-1, SL-2, SL-3, SL-4, SL-5, SL-6, W-1a, W-1b, W-8, W-9, RI-1
DOK:	4
Difficulty:	Medium
Score Points:	TBD
Task Source:	Testing Contractor

How this task contributes to the sufficient evidence for the claims:	In order to complete the performance task, students 1. Gather information from a series of sources and analyze the relationship between these sources and a series of graphics 2. Analyze information sources and evaluate evidence in order to generate a thesis or controlling idea 3. Plan and deliver an oral presentation effectively demonstrating • a clearly-established position about the various sources • presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources, purpose, and audience • effective organization of ideas • control of language for purpose and audience
Item Type	PT
Target-Specific Attributes (e.g., Accessibility Issues):	Students with visual impairments will need to be provided with descriptions of visual material.
Stimuli:	**Sources (3 articles, a set of cartoons; presented in the order in which they are used)** **Article 1: American Political Cartoons: an Introduction by Dr. Paul Parker** http://www2.truman.edu/parker/research/cartoons.html Include the following sections: Introduction (cut the last paragraph), The Rise to Fame, The Ethics of Cartooning (cut the last paragraph), Elements of Effectiveness and the following cartoons

Article 2: "Join, or Die" – America's First Political Cartoon
"Join, or Die," by Benjamin Franklin in 1754 is widely acknowledged as the first political cartoon created in America. This article gives a brief history of the politics and symbolism surrounding this image. 50-100 words.

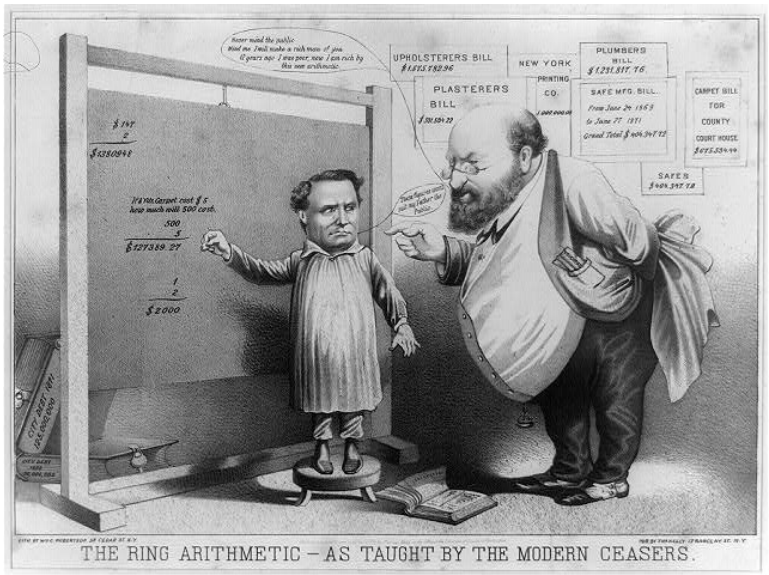


http://www.loc.gov/pictures/resource/cph.3a12149/

Article 3: Why We Love Political Cartoons
This article gives a history of political cartoons from colonial America, through their rise in the late 1800s, with an increase in newspapers and magazines, to continued popularity today. The article explains the necessity of cartoons during a time when few people could read, and discusses why they are still widely used and immensely popular over 200 years later.

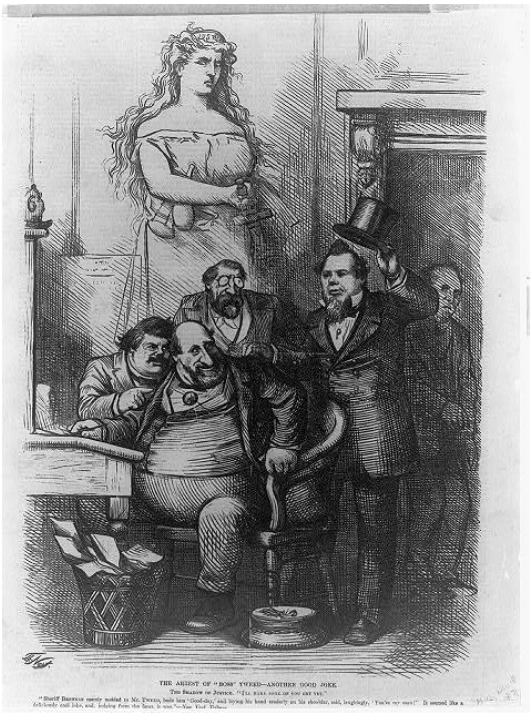
Research Packet (Cartoons with descriptions and historical context)

Tammany political boss William Marcy Tweed is portrayed as a bullying schoolteacher giving New York City comptroller Richard B. Connolly a lesson in arithmetic. A teary-eyed Connolly stands on a stool writing wildly inaccurate equations on a blackboard. For instance, "$147 x 2 equals $1380948"). Connolly protests to his teacher, "These figures wont suit my Father the public," but Tweed responds, "Never mind the public. Mind me. I will make a rich man of you. 12 years ago I was poor, now I am rich by this new arithmetic." Behind the board are two padlocked ledgers—"City Debt 1871 $125,000,000" and "City Debt 1869 $30,000,000." Exaggerated bills for the building of the county courthouse are posted on the wall. The building's final cost was $12 million, of which two-thirds was fraudulent. In less than three years, Tweed's "ring" of corrupt officials managed to rob the city's treasury of $30 million. 1871



http://www.loc.gov/pictures/resource/cph.3a11413/

The arrest of "Boss" Tweed—another good joke. 1871



http://www.loc.gov/pictures/resource/cph.3a34646/

This print shows a representative of the British crown in America for peace negotiations (identified in the text as Edmund Burke, though possibly Lord North); he is wearing a crown with an olive branch on his head and carries a "Conciatory Bill" in a pocket. He is riding a donkey and is being driven from the American shores by several men, one wearing a feathered headdress. 1778

http://www.loc.gov/pictures/resource/cph.3a45589/
This cartoon shows Lord North standing on a platform holding a

letter announcing the successful campaign by British troops in America. A distraught woman, "America," holding a liberty cap, sits at the base of the platform; others present react to the news. 1776

http://www.loc.gov/pictures/resource/cph.3a01878/

Print shows a horse, "America," throwing its rider, George III. 1779

http://www.loc.gov/pictures/resource/cph.3g05286/

A rare anti-North satire, probably dealing with either the Crittenden

Compromise or the Douglas Compromise. Proposed in December 1860 in the form of several constitutional amendments, the former called for restoration of the Missouri Compromise line and prohibition of slavery north of it. Stephen Douglas's compromise, an alternative proposed immediately thereafter, offered two similar amendments but also advocated settlement of the slavery issue by popular sovereignty. "Congressional Surgery" reflects the viewpoint of the lower South, which rejected both compromises. "Doctor North" (Pennsylvania congressman Thaddeus Stevens) sits with hands folded in a chair at left, a young black crouching beside him. On the doctor's desk rests a wooden leg labeled "Constitutional Amendment." The Doctor says, "Help you! Of Course! We will first, with your assistance, take you off your legs, & then fix you up nicely on these Constitutional Amendments." His patient "South," a tall bearded man with his left arm in a sling, replies, "Can't see it."

http://www.loc.gov/pictures/resource/cph.3b35942/

A tribute to commander of Union forces, Gen. Winfield Scott, shown as the mythical Hercules slaying the many-headed dragon or hydra, here symbolizing the secession of the Confederate states. At left stands Scott, wielding a great club "Liberty and Union," about to strike the beast. The hydra has seven heads, each representing a prominent Southern leader. The neck of each Southerner depicted is labeled with a vice or crime associated with him. They are (from top to bottom): Hatred and Blasphemy (Confederate secretary of state Robert Toombs), Lying (vice president Alexander Stephens), Piracy (president Jefferson Davis), Perjury (army commander P. G. T. Beauregard), Treason (United States general David E. Twiggs who in February 1861 turned over nineteen federal army posts under his command in Texas to the South), Extortion (South Carolina governor Francis W. Pickens), and Robbery (James Buchanan's

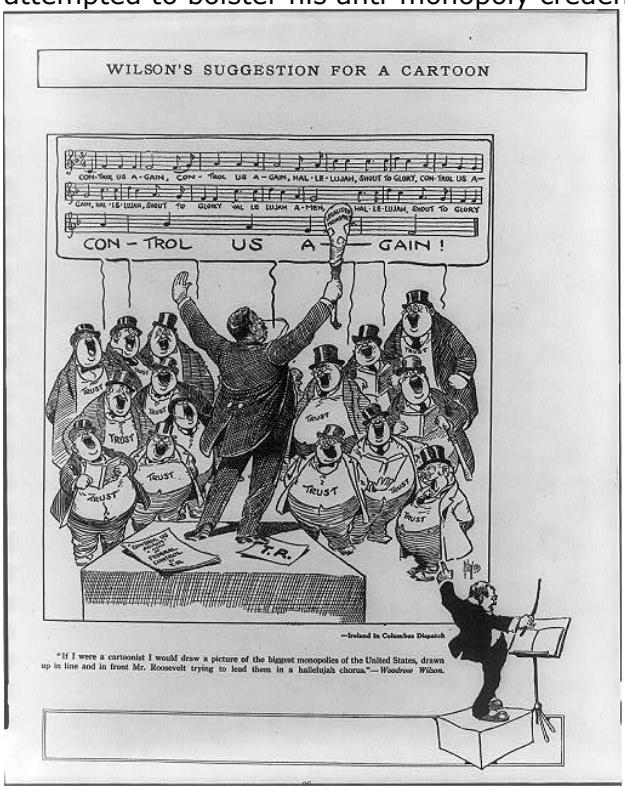
secretary of war John B. Floyd, accused of supplying federal arms and supplies to the South).

http://www.loc.gov/pictures/resource/cph.3b50445/

Photograph reproduces a political cartoon depicting Uncle Sam arguing with a woman while a slave on the right tiptoes by the couple. Uncle Sam holds a newspaper marked "united"; the woman has a newspaper behind her back marked "states." 1861

http://www.loc.gov/pictures/resource/ppmsca.10974/

The 1912 presidential candidates Woodrow Wilson and Theodore Roosevelt battled over the question of which candidate was the true "trustbuster." The first cartoon depicts Roosevelt as a hunter; the various trusts are depicted as game. The second cartoon depicts Roosevelt wielding a baton labeled "legalized monopoly" while conducting a chorus representing the different trusts. The cartoon also notes that Wilson states that Roosevelt is pro-monopoly. Since trusts (large corporations with tremendous power over their industries) were a source of potent political anger, each candidate attempted to bolster his anti-monopoly credentials.



http://www.loc.gov/pictures/resource/cph.3a34852/

http://www.loc.gov/pictures/resource/cph.3a11248/

Stimuli/Text Complexity:	
Acknowledgments:	**Stimuli have been taken from the following sources:** American Political Cartoons: an Introduction by Dr. Paul Parker http://www2.truman.edu/parker/research/cartoons.html Political Cartoons from the Library of Congress http://www.loc.gov/pictures/resource/cph.3a11248/ http://www.loc.gov/pictures/resource/cph.3a34852/ http://www.loc.gov/pictures/resource/ppmsca.10974/ http://www.loc.gov/pictures/resource/cph.3b50445/ http://www.loc.gov/pictures/resource/cph.3b35942/ http://www.loc.gov/pictures/resource/cph.3g05286/ http://www.loc.gov/pictures/resource/cph.3a01878/ http://www.loc.gov/pictures/resource/cph.3a45589/ http://www.loc.gov/pictures/resource/cph.3a34646/ http://www.loc.gov/pictures/resource/cph.3a11413/ **Additional sources still to come from freelancer:** Article 2: "Join, or Die" – America's First Political Cartoon

	Article 3: Why We Love Political Cartoons
Task Notes:	

Task Overview (120 total minutes):
Title: Political Cartoons
***Part* 1** (35 minutes): Ultimately tasked with delivering an oral presentation on political cartoons, students will read three articles, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.
Part 2 (85 minutes): Finally, students will work individually to compose and deliver an oral presentation on political cartoons, referring to their notes and the sources as needed.
Scorable Products: Student responses to the constructed-response questions and the presentation will be scored.

Teacher Directions:
Students are given the texts, research, and any additional information about the speech.

Session 1 (35 minutes)

- Initiate the online testing session.
- Alert the students when 15 minutes have elapsed.
- Alert the students when there are 5 minutes remaining in part 1.

Stretch Break

Session 2 (85 minutes)

- Initiate the testing part 2.
- Allow students to access the sources and their answers to the constructed-response questions presented in part 1. They will not be allowed to change their answers.
- Present the research packet of cartoons.
- Alert the students when 30 minutes have elapsed.
- After students have been working for 65 minutes, alert them that there are 10 minutes left.

Close the testing session.

Direct students to deliver their presentations.

Teacher preparation / Resource requirements
The teacher should assure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell-check.

Time Requirements:
The Performance Task will take 120 minutes in one session

Pre-Task Activity:
There are no specific pre-task activities to be conducted.

Student Directions:
Part 1 (35 minutes)

Your assignment:
You will read several articles about political cartoons, review a packet of some cartoons, and prepare and deliver an oral presentation about political cartoons.

Steps you will be following:
In order to plan your presentation, you will do the following:
1. Read and take notes on three articles.
2. Answer three questions about the articles.
3. Plan and deliver your presentation.

Directions for beginning:
You will now read the sources. Take notes because you may want to refer back to your notes while writing your speech. You can refer back to any of the sources as often as you like.

(article 1)
(article 2)
(article 3)

Questions
Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your presentation. You may click on the appropriate buttons to refer back 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.

1. Explain why the cartoons presented were an effective political statement. Use details from the sources to support your answer.
2. Analyze the techniques political cartoonists use to express their message. Use details from the texts to support your

answer.

3. Explain how the information presented in political cartoons differs from the information presented in written text. Use details from the texts to support your answer.

Part 2 (85 minutes)
You now have 85 minutes to prepare an oral presentation. You may refer back to the sources you read in part 1. You will also receive a packet of additional cartoons, which you may choose to use in your presentation. Now read your assignment and the information about how your presentation will be scored; then begin your work.

Your Assignment
Plan and deliver a presentation on the power of political cartoons as a tool for defining issues and influencing public opinion. Support your analysis with details from what you have read and viewed.

How your speech will be scored: The people scoring your speech will be assigning scores for

1. ***Focus***—how well your speech clearly introduces and communicates your ideas
2. ***Organization***—how well your ideas flow from the opening to the conclusion and how well you stay on topic throughout the speech
3. ***Elaboration of Evidence***—how well you use sources, facts, and details as evidence
4. ***Language and Vocabulary***—how well you effectively express ideas using precise language that is appropriate for your audience and purpose
5. ***Presentation***—how well your speech is presented, including eye contact, pronunciation, and awareness of audience and the use of visual/graphics/audio enhancements appropriate

to your message

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

- plan your presentation
- prepare your presentation

Word-processing and presentation tools are available to you.

Key and scoring information for questions:

CR#1: C4 T4

Use Evidence Rubric (Claim 4, Target 4)	
2	The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

CR#2: C4 T2

Analyze/Integrate Information Rubric (Claim 4, Target 2)	
2	The response gives sufficient evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.
1	The response gives limited evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.
0	A response gets no credit if it provides no evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.

CR#3: C4 T3

Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
0	A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.

4-point Speech Rubric (Grades 3–11)					
Score	**Establishment of Focus and Organization**		**Development: Language and Elaboration of Evidence**		**Presentation**
	Focus	**Organization**	**Elaboration of Evidence**	**Language and Vocabulary**	**Presentation**
4	The speech is consistently and purposefully focused: • controlling idea, opinion, or claim is clearly stated and strongly maintained • controlling idea, opinion, or claim is introduced and communicated clearly within the context	The speech has a clear and effective organizational structure, helping create unity and completeness: • employs a strong opening and logical progression of ideas • effective introduction and conclusion for audience and purpose	The speech provides thorough and convincing support/evidence for the writer's controlling idea, opinion, or claim that includes the effective use of sources, facts, and details: • use of evidence from sources is smoothly integrated and relevant	The speech clearly and effectively expresses ideas: • use of precise language (including academic and domain-specific language) • consistent use of syntax and discourse appropriate to the audience and purpose	The speech is clearly and smoothly presented: • use of effective eye contact and volume, with clear pronunciation • understandable pace adapted to the audience • consistently aware of audience's engagement • use of strong visual/graphics/ audio enhancements, when appropriate, to effectively clarify message

3	The speech is adequately and generally focused: • controlling idea, opinion, or claim is clear and for the most part maintained, though some loosely related material may be present • some context for the controlling idea, opinion, or claim	The speech has an evident organizational structure and a sense of completeness, though some ideas may be loosely connected: • adequate use of transitional strategies with some variety • ideas progress from beginning to end • introduction and conclusion are adequate • adequate, if slightly inconsistent, connection among ideas	The speech provides adequate support/evidence for the writer's controlling idea, opinion, or claim that includes the use of sources, facts, and details: • some evidence from sources is smoothly integrated, though may be general or imprecise	The speech adequately expresses ideas employing a mix of precise with more general language: • use of academic and domain-specific language is adequate • use of syntax and discourse generally appropriate to the audience and purpose	The speech is adequately presented with minor flaws: • appropriate use of eye contact, volume, and pronunciation • generally understandable pace adapted to the audience • sufficiently aware of audience's engagement • sufficient use of visual/graphics/ audio enhancements, when appropriate, to clarify message

2	The speech is somewhat unclear and unfocused: • controlling idea, opinion, or claim is for the most part maintained, though there may be a minor drift • controlling idea, opinion, or claim may be lacking an appropriate context	The speech has an inconsistent organizational structure: • inconsistent use of transitional strategies with little variety • ideas progress unevenly from beginning to end • introduction and conclusion, if present, may be weak • weak connection among ideas	The speech provides uneven, cursory support/evidence for the writer's controlling idea, opinion, or claim that includes partial or superficial use of sources, facts, and details: • evidence from sources is weakly integrated	The speech inconsistently expresses ideas employing simplistic language: • insufficient use of academic and domain-specific language • use of syntax and discourse may, at times, be inappropriate to the audience and purpose	The speech is unevenly presented with evident flaws: • inconsistent use of eye contact, volume, and pronunciation • pace partially adapted to the audience • partially aware of audience's engagement • sufficient use of visual/graphics/ audio enhancements, when appropriate, to clarify message

1	The speech is unclear and unfocused: • controlling idea, opinion, or claim may have a major drift • controlling idea, opinion, or claim may be confusing or ambiguous	The speech has little or no discernible organizational structure: • few or no transitional strategies are evident • frequent extraneous ideas may intrude	The speech provides minimal support/evidence for the writer's controlling idea, opinion, or claim that includes little or no use of sources, facts, or details: • evidence from sources is minimal, absent, in error, or irrelevant	The speech expresses vague ideas, lacks clarity, or is confusing: • uses limited language or domain-specific vocabulary • rudimentary use of syntax and discourse inappropriate for the audience and purpose	The speech is presented with serious flaws that obscure meaning: • infrequent eye contact, and inappropriate volume and pronunciation • pace not adapted to the audience • little or no sense of audience's engagement • little or no visual/graphics/ audio enhancements to clarify message
0	A speech gets no credit if it provides no evidence of the ability to gather and organize information, compose, and orally deliver short speech.				