

## **Performance Task Item: Make Amends**

*Grade Level: English I*

**Focus Areas:** Reading Informational Texts; Writing Informative/Explanatory Text

### **Essential Questions:**

- In what ways does reading influence us?
- How do we convey complex ideas and information?

### **Learning Targets:**

- Students will evaluate textual evidence.
- Students will explain how a reader uses textual evidence to reach a logical conclusion.
- Students will analyze multiple pieces of text to determine evidence that strongly supports both explicit meaning and inferential conclusions.
- Students will choose a topic and identify and select the most relevant information to develop their ideas.
- Students will present information in a writing format to fit the task, purpose, or audience.

## **STANDARDS**

### **Content Standards:**

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

- Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

### **Supporting Standards:**

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Materials/Resources:**

- Article: “What is Pollution?” Lexile 1920
- Article: “Environmental Pollution is the Biggest Menace to the Human Race on this Planet Today.” Lexile 1000
- Video, [http://www.youtube.com/watch?v=vP3pbh\\_-pu8](http://www.youtube.com/watch?v=vP3pbh_-pu8) (or choose a current youtube video about pollution)
- Cartoon, [http://www.otoons.de/politics/outer\\_space.htm#sthash.hN2MadLW.dpb](http://www.otoons.de/politics/outer_space.htm#sthash.hN2MadLW.dpb)
- Constructed Response Rubric
- Informative/Explanatory Writing Rubric
- Infographic Rubric

### **Make Amends**

*Leave the world better than you found it,  
Take no more than you need,  
Try not to harm life or the environment,  
Make amends if you do.*  
Paul Hawken

**Part A:**

**Read the definition below and answer questions 1 and 2.**

Pollution, *n.*

- a. The act or process of polluting or the state of being polluted, especially the contamination of soil, water, or the atmosphere by the discharge of harmful substances.
- b. Something that pollutes; a pollutant or a group of pollutants.

1. In the definition above, what does the word **contamination** mean? What clues helped you to determine its meaning? (DOK 2)
  
  
  
  
  
  
  
  
  
  
2. What examples of pollution does the definition provide? (DOK 1)

**Read the informational article, “What is Pollution?” and answer questions 3 - 5 using your notes.**

3. Referring to the article, list at least three causes of air pollution. (DOK 1)
  
  
  
  
  
  
  
  
  
  
4. Based on the information in the article, what do you think is the most endangered part of our environment: land, air or water? Use specific details from the text. (DOK 2/3)

5. How does the format of the article impact the reader? (DOK 2)

**Read the article, “Environmental Pollution is the Biggest Menace to the Human Race on this Planet Today” and take notes, then answer questions 6 and 7.**

6. How does the article make connections and distinctions between ideas? Support your answer with evidence from the text. (DOK 2/3)

7. The article states, “Pure air is always needed for inhaling.” What is the result of this, and what is the result if air is impure? (DOK 1)

## Part B:

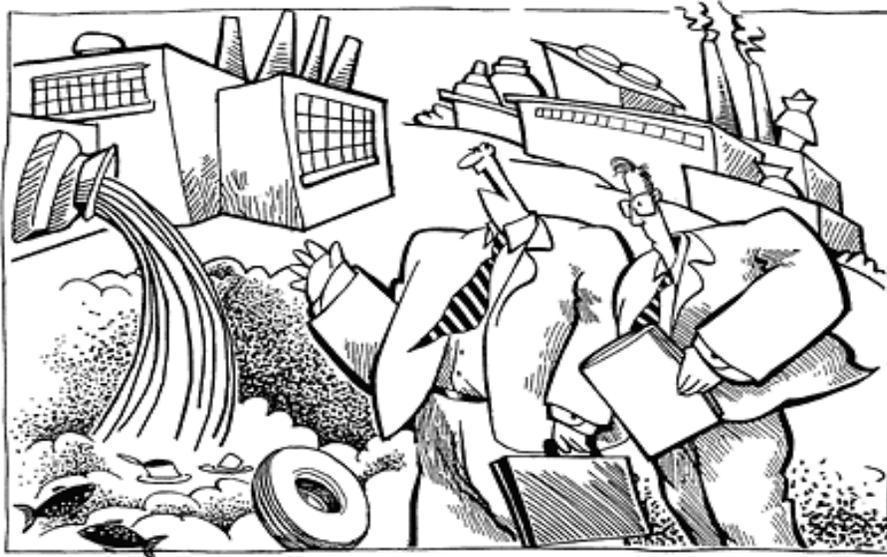
**Follow the link to view the video and answer question 8.**

View the video and take notes.

[http://www.youtube.com/watch?v=vP3pbh\\_-pu8](http://www.youtube.com/watch?v=vP3pbh_-pu8)

8. Based on your response to the video, what is the best way to help the environment?  
Use your notes and provide specific details from the video. (DOK 2/3)

Analyze the following cartoon about pollution and answer question 9. You may take notes to help with your writing task.



*"That looks awful...we'd better fund a PBS nature show or something."*

9. What inference can you make about the cartoon above? What evidence from the cartoon supports your inference? (DOK 2/3)

**Part C:**

10. Describe a major environmental problem and what you think should be done about it. Use evidence from all texts –articles, video, and cartoon and notes to support your thinking. Develop your topic with relevant and sufficient facts, definitions, concrete details, examples, and quotations. (DOK 4)

11. Create an infographic about the problem of pollution. Make sure that your infographic has a clear message with adequate details. It must include at least four accurate and relevant facts. The graphics must contribute to the overall message and the design is visually appealing. Note: credit/citations must be provided for all graphics and information. (DOK 4)

## ARTICLES/STUDENT MATERIALS/RUBRICS

### **“What is Pollution?”**

The following article is from *Green Student U.* (<http://onegreenglobe.com/green-student-u/>) Lexile 1920

### **What is pollution?**

Pollution is the introduction of a contaminant into the environment. It is created mostly by human actions, but can also be a result of natural disasters. Pollution has a detrimental effect on any living organism in an environment, making it virtually impossible to sustain life.

### **Why are the different types of pollution?**

Pollution harms the Earth’s environment and its inhabitants in many ways. The three main types of pollution are:

#### **Land Pollution**

Land pollution is pollution of the Earth’s natural land surface by industrial, commercial, domestic and agricultural activities.

### **What are the sources of land pollution?**

Some of the main contributors to land pollution are:

- Chemical and nuclear plants
- Industrial factories
- Oil refineries
- Human sewage
- Oil and antifreeze leaking from cars
- Mining
- Littering
- Overcrowded landfills
- Deforestation
- Construction debris

### **Facts about Land Pollution**

Here are a few facts about land pollution:

- Every year one American produces over 3285 pounds of hazardous waste
- Land pollution causes us to lose 24 billion tons of top soil every year

- Americans generate 30 billion foam cups, 220 million tires and 1.8 billion disposable diapers every year
- We throw away enough trash every day to fill 63,000 garbage trucks
- Every day Americans throw away 1 million bushels of litter out their car window
- Over 80% of items in landfills can be recycled, but they're not

## How to Prevent Land Pollution

The best way to prevent land pollution is to recycle. Here are a few other ways you can reduce land pollution:

- Reuse any items that you can
- Buy biodegradable products
- Store all liquid chemicals and waste in spill-proof containers
- Eat organic foods that are grown without pesticides
- Don't use pesticides
- Use a drip tray to collect engine oil
- Buy products that have little packaging
- Don't dump motor oil on the ground

## Air Pollution

Air pollution is the accumulation of hazardous substances into the atmosphere that danger human life and other living matter.

### What are the sources of air pollution?

Some of the main contributors to air pollution are:

- Automobile emissions
- Tobacco smoke
- Combustion of coal
- Acid rain
- Noise pollution from cars and construction
- Power plants
- Manufacturing buildings
- Large ships
- Paint fumes
- Aerosol sprays
- Wildfires
- Nuclear weapons

## **Facts about Air Pollution**

Here are a few facts about air pollution:

- Almost 232 million different types of vehicles are driven by U.S. citizens every day, adding greenhouse gases into the air
- U.S. vehicle emissions contribute 45% to global warming
- The average adult consumes 3,000 gallons of polluted air every day
- Vehicle exhaust contributes to 60% of carbon monoxide emissions in the U.S. and up to 95% in large cities
- Every year 335,000 Americans die of lung cancer, which is a direct result of air pollution

## **How to Prevent Air Pollution**

The number one way to prevent air pollution is to walk or bike more and drive less. This will prevent fossil fuels from polluting the air. Here are some other ways to prevent air pollution:

- Carpool or join a ride share with friends and coworkers
- Don't smoke
- Keep your car maintenance up-to-date
- If you have to drive, do your errands at one time
- Don't buy products that come in aerosol spray cans
- Avoid using lighter fluid when barbecuing outside
- When you drive accelerate slowly and use cruise control
- Always replace your car's air filter
- Use a push or electric lawnmower rather than a gas-powered one
- Don't use harsh chemical cleaners that can emit fumes
- Inspect your gas appliances and heaters regularly

## **Water Pollution**

Water pollution is the introduction of chemical, biological and physical matter into large bodies of water that degrade the quality of life that lives in it and consumes it.

### **What are the sources of water pollution?**

Some of the main contributors to water pollution are:

- Factories
- Refineries
- Waste treatment facilities
- Mining
- Pesticides, herbicides and fertilizers
- Human sewage

- Oil spills
- Failing septic systems
- Soap from washing your car
- Oil and antifreeze leaking from cars
- Household chemicals
- Animal waste

## **Facts about Water Pollution**

Here are a few facts about water pollution:

- Over two-thirds of U.S. estuaries and bays are severely degraded because of nitrogen and phosphorous pollution
- Every year almost 25% of U.S. beaches are closed at least once because of water pollution
- Over 73 different kinds of pesticides have been found in the groundwater that we eventually use to drink
- 1.2 trillion gallons of sewage, storm water and industrial waste are discharged into U.S. waters every year
- 40% of U.S. rivers are too polluted for aquatic life to survive
- Americans use over 2.2 billion pounds of pesticides every year, which eventually washes into our rivers and lakes

## **How to Prevent Water Pollution**

The best way to prevent water pollution is to not throw trash and other harmful chemicals into our water supplies. Here are a few more ways you can prevent water pollution:

- Wash your car far away from any storm water drains
- Don't throw trash, chemicals or solvents into sewer drains
- Inspect your septic system every 3-5 years
- Avoid using pesticides and fertilizers that can run off into water systems
- Sweep your driveway instead of hosing it down
- Always pump your waste-holding tanks on your boat
- Use non-toxic cleaning materials
- Clean up oil and other liquid spills with kitty litter and sweep them up
- Don't wash paint brushes in the sink

## **How can you get involved in pollution prevention?**

The best way for you to get involved with pollution prevention is to practice efforts on your own or join a project or program. You can see a complete list of U.S. Pollution Prevention Projects & Programs by checking out the **Environmental Protection Agency** website.

**“Environmental Pollution is the Biggest Menace to the Human Race on this Planet Today.” ([www.iclhaifa.com/sample-essay-pollution-xm.html](http://www.iclhaifa.com/sample-essay-pollution-xm.html)) Lexile 1000**

Environmental pollution is the biggest menace to the human race on this planet today. It means animals. If we pollute them, then the existence of man and nature will be hampered.

It is true that trees are being cut down rapidly. Our earth is becoming warmer. If pollution continues, the day is not far when our earth will be a boiling pan and become a desert. Or it will be covered with sea water causing destruction of mankind.

Pure air is always needed for inhaling. If we take pure air, our health improves. On the other hand impure air causes diseases and impairs our health and causes our death. Smoke pollutes the air. It is the root of air pollution. The smoke which is discharged from industries, automobiles and kitchens is the mixture of carbon monoxide, carbon dioxide, methane etc. These are all poisonous gases. These cause lung-cancer, tuberculosis etc. which take a heavy toll of life. The glaring incident is the Bhopal gas leak in December 1984. Thousands of the residents of Bhopal died due to lungs problem which was caused by methylamine gas from the Union Carbide Plant.

The garbage emitting foul smell, the decaying plants and animals also cause air pollution. Hence the doctors advise the patients having lungs trouble to settle in some rural places because the air of villages is pure and free from population.

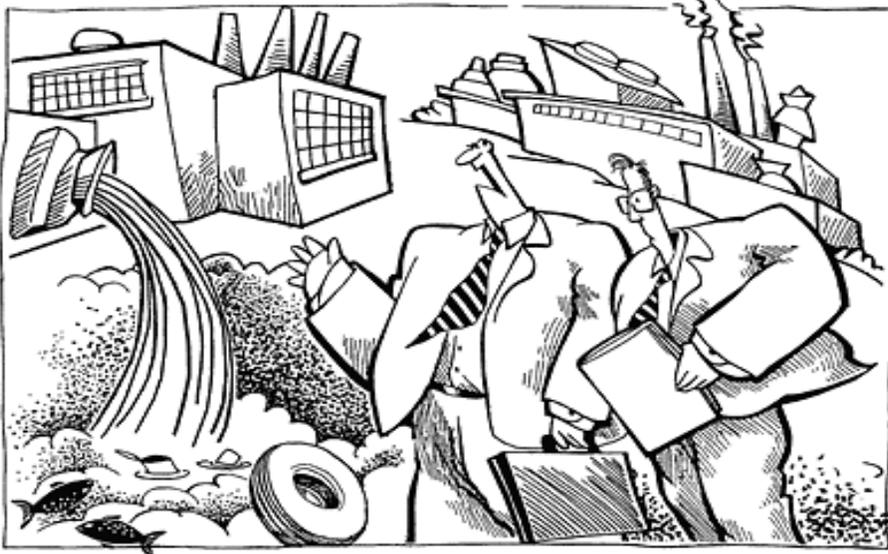
Then comes sound pollution. The harsh sounds of buses, its, mopeds etc. affect our power of hearing and causes fart trouble. It has been reported that there are two villages named Biraspalli and Devadas Palli near Dum Dum airport in Calcutta where a large number of people have lost their power of hearing. This is because of the frequent sounds of planes coming in and going out of Dum Dum Airport. The evils of sound pollution can be imagined from this example.

The water of rivers and seas is being constantly polluted all over the world by various dangerous chemical and biological wastes. Mills and factories discharge very harmful waste waters into many rivers and sea. The water of the Ganges flowing by the side of both Varanashi and Calcutta is extremely polluted and contains all sorts of dangerous bacteria. It is really very strange and laughable that large number of the Indians regard this water as holy. They even drink this water for salvation. There is no doubt that the fish that grow in such waters are poisonous too.

Reckless application of chemical fertilizers, insecticides and pesticides pollutes the soil. Vegetables and fruits are quite injurious today, because they contain the poison of insecticides and pesticides.

If the air we breathe, the water we drink and the soil which produces our crops, vegetables and fruits, all become more and more impure, then our chances of good health and longevity will be very less and less. Environment pollution is a serious menace to our existence. Realizing the danger, we must plant trees in large number to absorb impure air. Impure water from industries

can be sent back for purification and then it can be used for irrigation purpose. Our government is well aware of the fact and is taking steps to save environment from pollution.)



*"That looks awful...we'd better fund a PBS nature show or something."*

### Constructed Response Rubric

Score Point	Descriptor
<p style="text-align: center;"><b>3</b></p>	<p>The 3 response fully accomplishes the task requirements. It</p> <ul style="list-style-type: none"> <li>• includes a complete interpretation that goes beyond the text,</li> <li>• has clear logic or reasoning, and</li> <li>• provides specific, relevant support from the text.</li> </ul>
<p style="text-align: center;"><b>2</b></p>	<p>The 2 response adequately accomplishes the task requirements. It</p> <ul style="list-style-type: none"> <li>• includes an adequate interpretation,</li> <li>• may have minor flaws in logic or reasoning, and</li> <li>• provides general but relevant support from the text.</li> </ul>
<p style="text-align: center;"><b>1</b></p>	<p>The 1 response minimally accomplishes the task requirements. It</p> <ul style="list-style-type: none"> <li>• includes a minimal interpretation,</li> <li>• may have gaps in understanding or flaws in logic or reasoning, and</li> <li>• may provide sparse or irrelevant support from the text.</li> </ul>
<p style="text-align: center;"><b>0</b></p>	<p>The 0 response does not accomplish the task requirements. It</p> <ul style="list-style-type: none"> <li>• may provide no support from the text,</li> <li>• may be limited to information copied directly from the text and presented as the student’s own ideas, and</li> <li>• may be incorrect or illogical.</li> </ul>

## Informative/Explanatory Writing Rubric

**Purpose and Forms:** “Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. ”

Informative/ Explanatory	Advanced 4 90-100	Proficient 3 70-89	Basic 2 60-69	Below Basic 1 50-59
<p><b>Ideas/Purpose:</b> The writing is focused and conveys information accurately.</p>	<p>Ideas, concepts and information are consistently clear, on topic, and focused. Ideas are complex or well-developed</p>	<p>Ideas, concepts and information are consistently clear, on topic, and focused.</p>	<p>Ideas, concepts and information are sometimes unclear, off topic, or lack focus.</p>	<p>Ideas, concepts and information are inconsistent, unclear, off-topic or lack focus.</p>
<p><b>Organization:</b> The writing has a clear and effective organizational structure creating unity and completeness.</p>	<p>Ideas, concepts and information are organized into clear categories: Skillful and varied use of transitions. Logical progression of ideas from beginning to end. Purposeful introduction and conclusion. Strong connections among ideas.</p>	<p>Ideas, concepts and information are organized into clear categories: Appropriate use of transitions with some variety. Adequate progression of ideas from beginning to end. Evident introduction and conclusion. Adequate connections among ideas.</p>	<p>Ideas, concepts and information are inconsistently organized into categories: Some use of transitions. Inadequate progression of ideas from beginning to end. Ineffective introduction and conclusion. Weak connections among ideas.</p>	<p>Ideas, concepts and information are inconsistently organized into categories: Little or no use of transitions. Confusing progression of ideas. Missing introduction and/or conclusion. No connections among ideas.</p>
<p><b>Elaboration of Evidence:</b> The topic is developed and supported with evidence (i.e., relevant facts, definitions, concrete details,</p>	<p>Provides comprehensive support/evidence for the main idea. Presents well-chosen evidence (sources, facts, and details).</p>	<p>Provides adequate support/evidence for the main idea. Uses relevant evidence (sources, facts, and details). Integrates evidence from</p>	<p>Provides inadequate support/evidence for the main idea. Uses some irrelevant, repetitive, or inadequate evidence</p>	<p>Provides little or no support/evidence for the main idea. Frequently uses irrelevant, repetitive, or inadequate evidence</p>

quotations, or other information and examples).	Skillfully integrates evidence with correct citations. Analyzes and draws strong conclusions from evidence.	sources with generally correct citations. Analyzes and draws logical conclusions from evidence.	(sources, facts, and details). Limited integration of evidence from sources with some attempt at citations. Inconsistently analyzes evidence. Conclusions drawn are sometimes not logical.	(sources, facts, and details). Does not integrate evidence from sources or lacks citations. Fails to analyze evidence. Conclusions drawn are not logical or are missing.
<b>Language and Vocabulary:</b> The writing uses precise and topic-specific language and maintains a formal/appropriate style.	Uses precise, academic language. Use of topic-specific vocabulary is clearly appropriate for the audience and purpose. Establishes and consistently maintains a formal/appropriate style.	Uses a mix of precise with more general language. Use of topic-specific vocabulary is generally appropriate for the audience and purpose. Establishes and generally maintains a formal/appropriate style.	Uses simplistic language. Inconsistent use of topic-specific vocabulary. Lacks a consistent formal/appropriate style.	Uses limited or vague language. Lacks topic-specific vocabulary. Lack of formal/appropriate style shows little sense of audience and purposes.
<b>Conventions:</b> The writing demonstrates a command of conventions and assigned format.	Minimal errors/patterns of error in usage, sentence structure, punctuation, capitalization, spelling and format. Skillful use of sentence structure enhances meaning.	Minimal errors/patterns of error in usage, sentence structure, punctuation, capitalization, spelling, and format.	Frequent errors/patterns of error in usage, sentence structure, punctuation, capitalization, spelling, and format.	Severe errors/patterns of error in usage, sentence structure, punctuation, capitalization, spelling, and format interfere with understanding.

**0=no evidence/missing**

## Infographic Rubric

Category	4	3	2	1	Your score
<b>Main Idea</b>	The topic and messages of the infographic are clear and easily understood	Topic and main ideas are clear	Topic is given but main ideas are unclear or lacking	Topic and/or main ideas are absent or very unclear	
<b>Details</b>	Details (including labels) support the main idea without distracting with clutter	Detail is added to support each main idea with minimal clutter	More is needed for understanding. Some are distracting	Very little detail is provided for the main ideas and understanding is limited	
<b>Content - Accuracy</b>	At least 4 accurate facts/concepts are displayed in the infographic	3 accurate facts are displayed	2 accurate facts are displayed	Fewer than 2 accurate facts are displayed	
<b>Graphics - Relevance</b>	The graphics used represent information appropriately	Most graphics represent the information appropriately	All graphics relate to the topic but do not represent appropriately	Graphics do not relate to the topic	
<b>Graphics - Visual</b>	Color, shape, size, and arrangement of graphics contribute meaning to the overall message	Color, shape, size, and arrangement are eye catching and contribute some meaning	Color, shape, size, and arrangement are present but do not add to the information	Color, shape, size, and arrangement are distracting or misleading	
<b>Design/layout</b>	The design/layout is neat, clear, and visually appealing	Is attractive in terms of design, layout and neatness	Is acceptably attractive though it may be a bit messy	Is distractingly messy, unattractive, or very poorly designed	
<b>Image and info Credits (0 or 1 pt)</b>				Credit/citations provided for all images and research information	
<b>Total</b>					



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