

## **Performance Task Item: *If I Were a Rich Man***

*Grade Level: English III*

**Focus Areas:** Literature; Narrative Writing

**Essential Question:** What does it mean to have everything?

### **Learning Targets:**

- Students will define inference and explain how a reader uses textual evidence to reach a logical conclusion.
- Students will read closely and find answers explicitly in the text and answers that require an inference.
- Students will determine places in the text that leave matters uncertain.
- Students will define and identify forms of figurative language.
- Students will analyze how specific word choices build on one another to create a cumulative impact on meaning and tone.
- Students will analyze how an author's choice of structuring parts of the text affects the overall meaning.
- Students will evaluate various works that have drawn on or transformed the same source material and explain the varied interpretations of different authors.
- Students will write a narrative to develop real or imaged experiences or events.

## **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, including determining where the text leaves matters uncertain.
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Supporting Standard:**

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**Materials/Resources:**

- *Richard Cory* by Edwin Arlington Robinson Lexile 2270
- *Richard Cory* Lyrics by Paul Simon Lexile
- Venn diagram/rubric
- Constructed Response Rubric
- Narrative Rubric

## Part A:

Read the poem, *Richard Cory*, by Edwin Arlington Robinson, then answer questions 1 - 5.

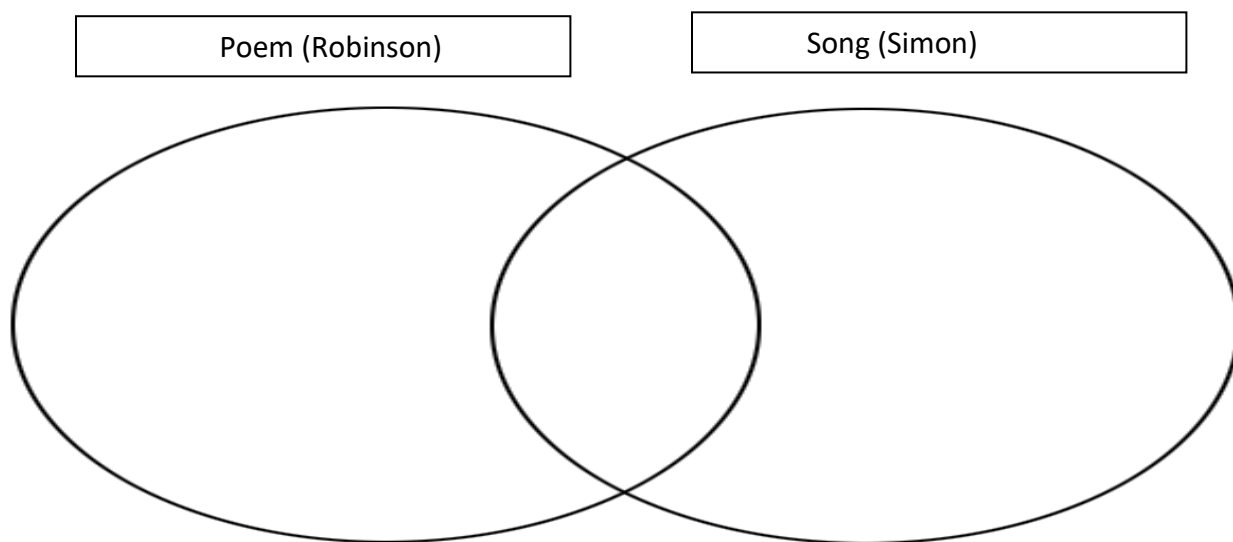
1. Who is the narrator of the poem? What do you know about him? (DOK 1)
2. Paraphrase the poem. What do you know about Richard Cory? What do you not know about him? (DOK 2)
3. Examine the use of repetition in the poem. What effect does this create? (DOK 2)

4. What poetic devices are used in the poem? Identify each, and analyze what impact they have on the meaning and tone. (DOK 3)

5. What is the theme of the poem, and how is it developed? Use evidence from the text. (DOK 3)

## Part B:

6. Read the song lyrics for *Richard Cory* (Paul Simon). Complete a graphic organizer comparing the song with the poem. Include similarities and differences in tone, structure, images, and the ending. Use specific examples from each text. (DOK 3)



## Part C:

7. Write a narrative developing a real or imagined experience addressing the topic, "Appearance is Not Always Reality." (DOK 4)

## ARTICLES/RUBRICS

### *Richard Cory*

BY EDWIN ARLINGTON ROBINSON

- 1 Whenever Richard Cory went down town,  
We people on the pavement looked at him:  
He was a gentleman from sole to crown,  
Clean favored, and imperially slim.
- 5 And he was always quietly arrayed,  
And he was always human when he talked;  
But still he fluttered pulses when he said,  
"Good-morning," and he glittered when he walked.
- 9 And he was rich—yes, richer than a king—  
And admirably schooled in every grace:  
In fine, we thought that he was everything  
To make us wish that we were in his place.
- 13 So on we worked, and waited for the light,  
And went without the meat, and cursed the bread;  
And Richard Cory, one calm summer night,  
Went home and put a bullet through his head.

***Richard Cory***

**Lyrics by Paul Simon**

They say that Richard Cory Owns one-half of this whole town  
With political connections to spread his wealth around  
Born into society, a banker's only child  
He had everything a man could want  
Power, grace and style

But I work in his factory  
And I curse the life I'm living  
And I curse my poverty  
And I wish that I could be  
Oh, I wish that I could be  
Oh, I wish that I could be  
Richard Cory

The papers print his picture almost everywhere he goes  
Richard Cory at the opera, Richard Cory at a show  
And the rumor of his party and the orgies on his yacht!  
Oh, he surely must be happy with everything he's got

But I work in his factory  
And I curse the life I'm living  
And I curse my poverty  
And I wish that I could be  
Oh, I wish that I could be  
Oh, I wish that I could be  
Richard Cory

He freely gave to charity, he had the common touch  
And they were grateful for his patronage and they thanked him very much  
So my mind was filled with wonder when the evening headlines read  
"Richard Cory went home last night and put a bullet through his  
head"

But I work in his factory  
And I curse the life I'm living  
And I curse my poverty  
And I wish that I could be  
Oh, I wish that I could be  
Oh, I wish that I could be  
Richard Cory

### Constructed Response Rubric

Score Point	Descriptor
3	<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>
2	<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>
1	<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>
0	<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>



### Venn Diagram Rubric

Objects being compared in the Venn diagram:

\_\_\_\_\_ and \_\_\_\_\_

	<b>Strong Grasp</b>	<b>Progressing</b>	<b>Not in Evidence</b>
<b>Text support of comparison statements</b>	All statements are supported by the text.	Most statements are supported by the text.	Few or none of the statements are supported by the text.
<b>Placement of statements within the Venn diagram</b>	All statements noting similarities are placed in the center circle and all statements that note differences are placed in the correct outer circle.	Most statements are placed in the correct circle, but student mixed up a few statements.	Few statements are placed in the correct circle.
<b>Number of quality statements</b>	Student is able to make four or more comparison statements in each circle.	Student is able to make 3 comparison statements in each circle.	Student makes two or fewer comparison statements in each circle.

### Narrative Essay

Standard	Exceptional (10-9)	Proficient (8-7)	Emerging (6-1)	Not Evident (0)
<p><b>3.a. Introduction</b> - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<p>___ Effectively hooks the reader with a creative, original, and compelling hook ___ Effectively sets out a problem, situation, or observation in a <b>compelling and/or creative manner</b> ___ Establishes an insightful, original, or creative point of view ___ Introduces a <b>complex and/or creative</b> narrator, characters, setting, and main idea</p>	<p>___ Hooks the reader with a compelling hook ___ Effectively sets out a problem, situation, or observation ___ Establishes an insightful point of view ___ Introduces a narrator, characters, setting, and main idea</p>	<p>___ Hooks the reader ___ Sets out a problem, situation, or observation ___ Establishes a point of view ___ Introduces a narrator, character, setting or main idea</p>	<p>___ Does not hook the reader ___ Does not set out a problem, situation, or observation ___ Does not establish a point of view ___ Does not introduce a narrator or character, setting or main idea</p>
<p><b>3.b. Narrative</b> - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<p>___ Utilizes <b>two or more (teacher discretion)</b> narrative techniques <b>with purpose:</b> dialogue, pacing, description, reflection, multiple plot lines, etc... ___ Develops experiences, events, and/or characters and to <b>clearly develop a purposeful theme</b></p>	<p>___ Utilizes narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines ___ Develops experiences, events, and/or characters in attempt to convey theme</p>	<p>___ Utilizes some narrative techniques ___ Develops some experiences, events, or characters to convey a theme</p>	<p>___ Does not utilize narrative techniques ___ Does not use experiences, events or characters to develop a theme</p>
<p><b>3.c. Organization</b> - Use a variety of techniques to sequence events so that they build on one another to</p>	<p>___ Uses <b>purposefully</b> narrative techniques such as foreshadowing, dramatic irony, suspense, and/or</p>	<p>___ Uses appropriately techniques such as foreshadowing, dramatic irony, suspense, and/or flashbacks</p>	<p>___ Uses techniques such as foreshadowing, dramatic irony, suspense, and/or flashbacks</p>	<p>___ Does not use techniques such as foreshadowing, dramatic irony, suspense, and/or flashbacks</p>

<p>create a coherent whole.</p>	<p>flashbacks in a <b>highly effective manner to create an original plot structure</b>          ____Creates a smooth progression of experiences or events that is logical, <b>creative, and sophisticated</b> and that uses <b>highly engaging devices</b></p>	<p>____ Creates a smooth progression of experiences or events that is logical and engaging</p>	<p>____ Creates a progression of experiences or events that is logical or engaging</p>	<p>____ Does not create a progression of experiences or events that is logical or engaging</p>
<p><b>3.d. Language</b> - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>____ Uses precise, detailed and <b>sophisticated</b> words, phrases, and sensory language <b>to engage the reader</b> and convey a vivid picture</p>	<p>____ Uses precise and detailed words, phrases, and sensory language to convey a vivid picture</p>	<p>____ Uses words, phrases, and images to convey a picture</p>	<p>____ Does not use words, phrases, and images to convey a picture</p>
<p><b>3.e. Conclusion</b> - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>____ Provides a conclusion that reflects on what is experienced, observed, or resolves          ____Extends the meaning <b>and purpose to connect to the audience</b> and convey a <b>complex and original</b> theme</p>	<p>____ Provides a conclusion that reflects on what is experienced, observed, or resolved          ____Extends the meaning to convey a theme</p>	<p>____ Provides a conclusion          ____Conveys a theme</p>	<p>____ No conclusion          ____ Does not convey a theme</p>



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