



## Honors 9 Integrated World History and Literature Performance Assessment Quarter 1

### Standards

#### E5 Literature

**E5a The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is the student:**

**E5a.3** identifies the characteristics of literary forms and genres;

**E5a.6** analyzes the reasons for character's actions, taking into account the situation and basic motivation of the character;

**E5a.8** identifies the effect of literary devices such as figurative language, allusion, diction, dialogue, and description.

**E5b The student produces work in at least one literary genre that follows the conventions of the genre.**

#### E1 Reading

**E1c The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:**

**E1c.1** restates or summarizes information;

**E1c.3** extends ideas.

#### E2 Writing

**E2a The student produces a report that:**

**E2a1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest.

**E2a7:** provides a sense of closure to the writing

#### E3 Speaking, Listening, and Viewing

**E3c The student prepares and delivers an individual presentation in which the student:**

**E3c.1** shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

**E3c.5** engages the audience with appropriate verbal cues and eye contact.

**Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:**

**9SS2b.** Analyze and describe how language, literature, the arts, and artifacts demonstrate beliefs and values and contribute to the transmission of culture

**Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:**

9SS10c. Analyze how language, art, music, literature, belief systems, and other cultural elements can either connect people or cause misunderstandings

[Note to Teacher: Characteristics of myths and fables, as well as techniques of oral interpretation, need to be explicitly taught prior to administering this assessment.](#)

**Essential Understandings:**

- **Culture #6:** Language, literature, and the arts reflect the values and beliefs of a civilization and transmit culture.
- **Culture #8:** Civilizations share common characteristics.
- **Communication #13:** Communication includes all human attempts to convey a message.
- **Communication #14:** The ideas of effective communicators influence and are influenced by their society.
- **Communication #15:** Communicators reflect the bias of their time.
- **Communication #16:** Informed readers, listeners, and viewers construct meaning through the lens of personal knowledge and experience

**Task:**

Reading, telling, and listening to stories have always been important to people, not only as a form of entertainment, but also as a way to pass on traditions, history, culture, and beliefs from one generation to the next. Myths and fables are among the world’s oldest stories. You have had the opportunity during the last several weeks to learn about these “ancient” forms of literature.

The purpose of this task is to give you an opportunity to demonstrate understanding of the genres through written and oral interpretation. The intent is **not to paraphrase** an existing myth or fable, but to **write, for oral presentation**, your own **original** myth or fable. You may use either a narrative or a poetic format. Your final product will take the form of a children’s book or video.

Your **book or video**, which will also become your script for a live oral interpretation, will have the following components:

- Characteristics of a myth or fable will also be included in the introduction.
- Dialogue between or among the characters in the myth or fable.
- Illustrations.
- The moral or belief that will be passed on to future generations.

Your **oral interpretation** will have the following components:

- Appropriate voice change and interpretation for each character.
- Gestures, facial expressions, and eye contact with audience.
- Use of body movement.

- Visual enhancements.

You will have **(teacher inserts time)** to complete your written product and rehearse your oral interpretation. At the designated time you will present your book or video and your live interpretation to a group of your classmates. **Remember this is an assessment!**

### Criteria for Success:

- Characteristics of myth or fable are clearly evident.
- Characterizations are logical and believable.
- Dialogue is appropriate.
- Script is an **original** production.
- Illustrations enhance meaning of and interest in presentation.
- Voice is distinct, well-paced, and has sufficient volume.
- Skill in non-verbal presentation is evident, e.g. gesture, posture, body movement.
- The audience to identify the belief or moral of the fable or myth.

Your classmates will use the following questions to give feedback which you will use to revise or refine your book (or video) and presentation. They will also complete the attached *Peer Feedback Form for Oral Interpretation* to provide comments on your oral interpretation. (Your teacher may use the score on this form as part of your grade.)

- Is it a fable or myth?
- What is the message?
- Are your characters believable?
- Is this original?
- Does the dialog help tell the story?
- Do your illustrations help tell the story?
- Is your voice expressive? Can everyone hear it?

Note to Teacher: In the interest of time, divide your class into groups of 4 or 5 so each student will have an audience of 3 or 4 rather than the entire class. This configuration should streamline the presentation process and provide sufficient feedback for revisions.

It's show time! Your **final** audience will be a group of young children. Submit your final product to your teacher.

### Circumstances of Performance:

The student work is produced under the following conditions:

- alone  in a group



