



EXPEDITIONARY
LEARNING

Grade 4: Module 1

Performance Task



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Summary of Task

- This performance task gives students a chance to apply their understanding of the beliefs and agreements made by the Iroquois people and the Iroquois Constitution, and how those beliefs and actions are maintained in the modern-day world. After reading texts about conflict resolution and data regarding school bullying, students complete two tasks. First, they collaborate with their peers to write a carefully crafted constitution that can help support peace in their school community. Then students independently write a paragraph in which they explain to others how their constitution will resolve or prevent issues at school. **The two-part performance task centers on NYSP12 ELA Standards W.4.2, W.4.5, W.5.9, and L.4.3a.**

Format

- A constitution consisting of a number of short sections (compiled from all students' sections)
- An individual explanatory paragraph

Standards Assessed Through This Task

- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.9. I can choose evidence from fourth-grade literary or informational texts to support analysis, reflection, and research.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.3a. Choose words and phrases to convey ideas precisely.
- L.6.3b. Maintain consistency in style and tone.*



Student-Friendly Writing Invitation/Task Description

- We have investigated data regarding bullying in school and conflict resolution strategies. Do you think a constitution like the Iroquois had could help bring peace to school communities? Today you and a partner are going to work as constitution designers. Choose a rule that you think should be in our constitution, and use the writing process to carefully craft your rule. We will put all of our rules together into a constitution. Then you will write a paragraph in which you explain to others how our constitution will resolve or prevent issues in schools. In your paragraph, you will need to use some information from what we have read.

Key Criteria For Success (Aligned With Nysp12 Ela Ccls)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric by which their work will be critiqued and formally assessed. **Your section of the constitution will include:**

- A clear description of the rule you wish to implement
- Language specifically chosen to inspire the reader
- Attention to the use of conventions and fourth-grade spelling words

Your paragraph will include:

- A clear topic sentence that helps the reader understand your topic
- Supporting facts and details (about our school and from what we have read)
- Linking words and phrases (e.g., another, for example, also, because) to connect ideas
- Language specifically chosen to explain your topic
- A concluding statement
- Attention to the use of conventions and fourth-grade spelling words



Options For Students

- Students will work in teams of two to write sections for a constitution that will support peace in their school community. Then students will independently write a paragraph in which they explain to others how the constitution will resolve or prevent issues at school.
- Students may use a variety of scaffolds such as editing bookmarks, spell checkers, etc.

Options For Teachers

- Students may present their recommendations to the school community (i.e., principal, peers, classroom teachers, PTA, etc.) orally.
- Students may present their recommendations to the school community via a school newspaper or newsletter.
- Students may create a video or DVD portraying peace in action at school.