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CCR Performance Task

**ELA Grade 6: Writing an Argument The
Grand Coulee Dam**

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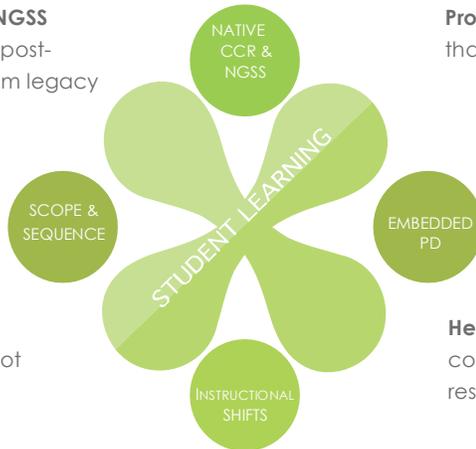
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CCR Performance Tasks

ELA Grade 6: Writing an Argument

The Grand Coulee Dam

Student Test Booklet

Name:

PART 1

Directions: Read the speech and listen to the song. Then follow your teacher’s directions and answer the questions in the test booklet.

Speech by Franklin Delano Roosevelt at the Site of the Grand Coulee Dam August 4, 1934

Senator Dill, Governor Martin, my friends:

I go back a long, long way in my interest in the Grand Coulee.... In 1920, I said this: “Coming through today on the train” (I was coming through from Montana and Idaho) “I could not help thinking, as everyone does, of all that water running down unchecked¹ to the sea.”

Well, there is the text of what we are trying to do in this country today. I went on and said:

“It is not a problem of the State of Washington; it is not a problem of the State of Idaho; it is a problem that touches all the other States in the Union.” It is a problem, as I said then, that interests us way back in old New York State. We have made beginnings—scratching the soil—and I like to think that they are only beginnings; that even in our lifetime we are going to see with our own eyes these problems taken up on a vastly greater scale.

It took fourteen years for that prophecy to come true, but it is on its way. Most of us who are here today are going to be alive when this dam is finished and when the Bonneville and a lot of other dams are finished....

The Chief Engineer here was telling me a few minutes ago that the eventual completion of this dam is going to mean the doubling of potential power of every site on the Columbia River between here and the mouth of the Snake, and that is a lot of power.

It is going to mean from the Snake down to sea level, adding 50 percent to potential power they have today. That means a lot. It is going to affect not only the Columbia River Basin, but the whole of the Mountain States and Pacific Coast territory. We are going to see, I believe, with our own eyes, electricity and power made so cheap that they will become a standard article of use, not merely for agriculture and manufacturing but for every home within the reach of an electric transmission line.



¹ unchecked – not controlled; in this context, wasted

Grade 6: Writing an Argument

The experience in those sections of the world that have cheap power prove... that the cheaper the power, the more it is used in the homes and on the farms and in small businesses....

You have great opportunities and you are doing nobly in grasping them. A great many years ago, seventy-five or eighty, a great editor in the City of New York said, "Go west, young man." Horace Greeley is supposed to be out-of-date today, but there is a great opportunity for people in the East, in the South and some of the overcrowded parts of the Middle West. You here show them the opportunity of still going west.

I am going to try to come back here when the dam is finished and I know that this country is going to be filled with homes not only of a great many people of this State, but by a great many families from other States of the Union—men and women and children who will be making an honest livelihood and doing their best successfully to live up to the American standard of living and the American standard of citizenship.

So I leave here today with the feeling that this work is well undertaken; that we are going ahead with a useful project; and that we are going to see it through for the benefit of our country.

Directions: Now listen to a song about the dam by American folksinger Woody Guthrie.

Option A

Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.

1. What are the practical claims that Franklin Delano Roosevelt makes for building the dam? What are his grander claims for it? Which claims are supported by evidence?

2. How does the song by Woody Guthrie make a good addition to the words of Franklin Delano Roosevelt?

3. What words come to mind when you look at the picture of the dam?

4. After reading the speech, listening to the song, and looking at the picture, do you think building the dam was a good idea? Why or why not?

Option B

Directions: Your teacher will now assign you to work with classmates to research and report on reasons that people supported the building of the Grand Coulee Dam. You may use the chart below to help organize your research and prepare your report. **The information you and your classmates gather will be used in your final writing prompt.**

Topic

Sources

Important Findings

Option C

Directions: Explain how the speech, song, and photograph together make an effective argument for the building of the dam.

A large rectangular box containing 20 horizontal lines for writing an argument.

PART 2

Directions: Read the article. Then follow your teacher’s directions and answer the questions in the test booklet.

We Were Never Even Asked

The attacks on the plan for the Grand Coulee Dam began almost as soon as the idea was first broached. Newspaper headlines blazed with arguments about what type of dam to build, who should pay for it, who should own it. A very few argued against the need for it at all. Republican Congressman Francis Culkin was one of the few, and is quoted as saying, “Up in the Grand Coulee area there is no one to sell the power to except the jack rabbits and the rattlesnakes, and they are not amenable², as you know, to the ordinary processes of an electric meter.”



Figure 1: Future Site of the Grand Coulee Dam

Notably absent from public record are the voices of the people most affected by the dam’s building: the Native American people who had made their homes there for centuries and relied on the river’s bounty for survival. Wendell George, one member of the Colville Tribe, later recounted this for federal interviewers: “As a tribe, we were never even asked whether we wanted the dam or not. So in the 30s when the dam was started, it was approved by the Bureau of Indian Affairs because they had the trust responsibility for the tribe. And they could actually do this without tribal approval.”

The Grand Coulee project occurred on a scale that had never before been seen. The dam itself is over a mile long. However, the dam also turned a 132-mile stretch of the river into a lake, now known as Lake Roosevelt. In all, ten towns were flooded in order to create the town, and about 3,000 people were displaced, most of them Native American.

In addition to the loss of their homes, the people suffered a loss of livelihood, as the dam blocked the passage of salmon that were central to their lives. At the time, they received no payment for their lands or losses. The Colville Tribes filed suit against the U.S. government in 1951. Over forty years later, in 1994, they finally reached an agreement. The Spokane Tribe is still awaiting compensation.

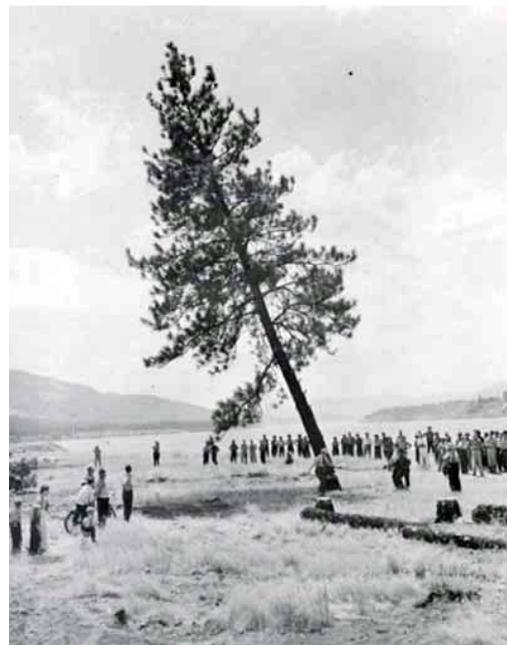


Figure 2: The symbolic cutting of the last tree in an area to be flooded

² amenable—willing to submit or agree to

Option A

Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.

1. What is the overall claim that the author is making?

2. How does the author support this claim?

3. What is the author trying to achieve by including the two pictures in the passage?

4. What are some reasons why the public record includes few voices opposing the dam?

Option B

Directions: Your teacher will now assign you to work with classmates to research and report on reasons that people opposed the building of the Grand Coulee Dam. You may use the chart below to help organize your research and prepare your report. The information you and your classmates gather will be used in your final writing prompt.

Topic

Sources

Important Findings

Option C

Directions: In part 1, you read primary source material: a speech and a song. In part 2, you read an article. Both included photographs. Write a response comparing the effectiveness of the different ways that information was presented.

A large rectangular box containing 20 horizontal lines for writing a response.

PART 3

Directions: The words below are part of a project where researchers gathered oral histories from two groups of people: people who worked to build the Grand Coulee Dam and people who were displaced by it. Read the people’s words. Then follow your teacher’s directions and answer the questions in the test booklet.

Transcript of Audio Files from the Grand Coulee Dam Visitor Center Exhibits U.S. Department of the Interior

From “We Built This Dam: Oral History”

Cecil Scott

I remember when I was a kid and we'd have a 4th of July picnic down at Beulen's Eddy, and my dad and neighbors would sit around whittlin' sticks saying they didn't know how anybody could dam the Columbia River. They couldn't imagine it.

Skip Lael

My father homesteaded here on a ranch next to the ranch my mother grew up on. He was in the sheep business when the dam started. This was just sagebrush desert when people came from all directions.

Inise Powers

In June 1935, my dad and I drove a 1929 car from Boulder City to Grand Coulee. We lived in shacks and tents attached to the car. The winters were bitter cold. We bought land at Delano, about 4 miles out of town. We built apartments but lived in a shack—and I carried water for drinking and washing clothes.

Rod Hartman

This was a boomtown like you'll never see again. There were fewer machines then, which required many more workers.

Cecil Scott

Yes, I worked on Grand Coulee Dam. First I worked on the Cleanup Crew, right down on the bedrock. Boy, that was hard work! If you didn't work, there was 10 guys waitin' to get your job.

That was in the middle of the dam. That was Cleanup Crew—you had to go clear down to bedrock, and had to sandblast that bedrock, clean it up. And there was all sorts of gold down in there. I took a bunch of pails of sand home to my dad, and he washed it out and got 3 oz. of gold. But they stopped us from doing that—so I worked down there quite awhile.

Then a good friend of mine got me a job over on the muck conveyor. That was a lot easier, I liked that.

I worked on that muck conveyor about 6 months—and then I transferred to a Bell Boy on the Hammerhead Crane. That was really good. All I had to do was sit on the edge of a form and talk to the operator when they were pouring concrete. That was really good.

Bill Miller

I was too busy for entertainment, but there were lots of cowboys, and rodeos. We had a movie theater in Grand Coulee—I was the janitor there—and I was janitor at the Roosevelt Theater. It held 750 people and had air conditioning. It was always crowded because people had money.

Wilfred Woods

The dam was a real success for agriculture; it affected many more people than expected. It's a milepost of what small town folks can dream—and do. It has transformed the Northwest with cheap electricity—and supported irrigation farming. There was nothing there before the dam. Sixty different crops are being grown now.

Skip Lael

If FDR never done another thing, he was a great man for authorizing Grand Coulee Dam. He saved the West with employment. We didn't have water or electricity in the house until 1936. The dam can still irrigate another half-million acres. This country wasn't worth a [bit] until the dam went in.

From “Our Stories: The Tribal Viewpoint”

Alice Irely

When the dam went in and river rose, and they had to move the town of Keller and all the people along the Sanpoil River had to relocate. And there was no more fish. I had a cousin and her husband; they moved away from Keller and came over here because their land flooded. And my uncle had to move from Lincoln (that's on the Columbia River) when it flooded over there. It disrupted a lot of people's lives.

Lester Herman

So the tribe moved west to get work in the mills, whatever, factories, orchards. There was very little job security here after the completion of Grand Coulee Dam.

Janette Timantwa

It destroyed a lot of people. Our chief died and a lot of people died mostly from heartbreak, I think, because they lost Kettle Falls. To me it destroyed a lot of things, destroyed a lot of families. A lot of families broke up from... moving away from their homeland.

Ambrose Adolph

Before the dam come in, Kettle Falls, my dad and my folks, we caught salmon there. We'd camp down there all summer, they sold salmon, they had baskets there...and they'd catch 150-200 salmon a day. They'd give each of the campers a salmon, and sell the rest. Yeah, I fished there, but I had a fish pole. Most of the time I lost them, they were too big, they'd break my line. Once

in awhile I'd catch one. Oh, they were about 35 to 40 pounds. Those were big salmon in them days.

Lester Herman

This here is the Sanpoil River. In the springtime, salmon came up river. Surrounding villages would camp down there. They would have fish traps; the fish would jump into the traps by the thousands, and I mean thousands! Salmon was the number one resource of food in this valley. The surrounding villages would all come here at salmon time and get their winter supply.

The Sanpoil is a beautiful river with good campsites. But the only fish that come upriver now are the rainbow, that's all. There's no steelhead in the river. It's fun to fish, but it's not living off the river—that's what Grand Coulee Dam took away, living off the river. Surrounding tribes survived on this river. Back in that time, it was very, very important to the tribes.

Alice Irely

My mother and aunts used to dry the salmon that my brothers caught. We had a lot of dried salmon. To Indians, you know, salmon was the most important food there was. And just like venison and deer meat, that was important to the Indians, when they preserved and dried it. That was food that would last all winter long. It kept them... I guess it kept them alive.

Option A

Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.

1. What are the main points you learned from the oral histories?

2. Which person's story affected you the most and why?

3. How is reading oral histories different from reading regular articles?

4. Do you think the oral histories add to your understanding of the issues surrounding the building of the Grand Coulee Dam? Why or why not?

PLANNING EXERCISE

Directions: For the extended response, you will write an argument in which you take a position about whether the Grand Coulee Dam did more *good than harm* or more *harm than good*.

Reread the texts, and review your notes and responses to the earlier parts of this task.

As you plan your response, you should think about:

- Your main argument
- Evidence you will use to develop and support your argument, including evidence from the independent research
- How you will organize your argument.

Use the space below and on the next page to make notes that prepare you to write your argument.

Notes

Notes

A large, empty rectangular box with a black border, intended for students to write their notes.

EXTENDED WRITING PROMPT

Directions: Review the texts, your notes, and your responses for the earlier parts of this task. Respond to this prompt on the following pages.

Write an argument in which you take a position about whether the Grand Coulee Dam did more *good than harm* or more *harm than good*.

Be sure that your response includes:

- A statement of your argument
- A logical development of your argument
- Details from the passages
- Evidence that supports your argument
- A clear pattern of organization with an introduction and a conclusion.

Your response will be scored using this rubric.

4 Point Response

You will:

- Write an opinion essay that addresses all parts of the prompt;
- Clearly state a position on the topic;
- Logically develop the argument;
- Use several details from the passage(s) and evidence to support your ideas;
- Write a response with a clear pattern of organization that includes an introduction and a conclusion.

3 Point Response

You will:

- Write an opinion essay that addresses most parts of the prompt;
- State or imply a position on the topic;
- Develop the argument;
- Use some details from the passage(s) or evidence to support your ideas;
- Write a response that shows some organization.

2 Point Response

You will:

- Write a part of an opinion essay that addresses an aspect of the prompt;
- State or imply a position on the topic.

1 Point Response

You will:

- Write one or more sentences about the topic with little or no supporting evidence, development, or organization.

0 Point Response

- You will not write a response, or the response is irrelevant, off-topic, or mostly quoted verbatim from the passages.

A large rectangular box containing 20 horizontal lines for writing an argument.

Lined writing area for an argument.

CCR Performance Tasks

ELA Grade 6: Writing an Argument

The Grand Coulee Dam

Teacher Guide

Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/ Purpose	Text Structure	Language Features	Knowledge Demands
Speech by Franklin Delano Roosevelt at the Site of the Grand Coulee Dam August 4, 1934	Informational Text	590	1180L	2	2	3	3
We Were Never Even Asked	Informational Text	339	1140L	2	2	2	3
Transcript of Audio Files from the Grand Coulee Dam Visitor Center Exhibits U.S. Department of the Interior	Informational Text	956	730L	2	2	2	3

Passage Placement Rationale

Title	Placement Rationale
Speech by Franklin Delano Roosevelt at the Site of the Grand Coulee Dam August 4, 1934	<ul style="list-style-type: none"> Although the text is complex students will receive instructional support as they work to understand and analyze the information.
We Were Never Even Asked	<ul style="list-style-type: none"> Students will receive instructional support to help them understand the claims in this complex text.
Transcript of Audio Files from the Grand Coulee Dam Visitor Center Exhibits U.S. Department of the Interior	<ul style="list-style-type: none"> Students will receive instructional support to help them integrate the information in this text with what they have learned with the previous two texts.

Key to Qualitative Measures of Text Complexity

Measure	Levels of Meaning/Purpose	Text Structure	Language Features	Knowledge Demands
1	Theme or purpose of text is explicit.	Organization of text is obvious and generally chronological.	Language is explicit and literal; vocabulary is contemporary and familiar; the text contains mainly simple sentences.	The text describes familiar experiences or everyday knowledge.
2	Theme or purpose of text may be more complex or implied but still easy to identify.	Literary text: May include more than one storyline, and may be difficult to predict. Informational text: Connections between some ideas are implicit or subtle; organization of text is generally evident and sequential. Text features and graphics directly support comprehension of text.	Language is largely explicit and easy to understand; vocabulary is mostly contemporary and familiar; the text includes simple and compound sentences.	Literary text: The text describes experiences common to most readers and has a single theme. Informational text: The text includes some discipline- specific knowledge and both concrete and abstract ideas.
3	Theme or purpose of text is implicit and involves several layers of meaning.	Literary text: Organization may include subplots or time shifts. Informational text: Connections among an expanded range of ideas may be deeper and more subtle. Some text features and graphics may be essential to comprehension of text.	Language is complex and contains some abstract and/or figurative language; vocabulary is somewhat complex and is sometimes unfamiliar, archaic or academic; the text includes many complex sentences.	Literary text: The text describes experiences unfamiliar to most readers and includes complex themes. It may include some references to other texts or cultures. Informational text: The text contains moderate levels of discipline-specific content and may include challenging abstract concepts. It may make references to other texts or outside knowledge.
4	Theme or purpose of text is subtle, difficult to determine, and may involve several layers that are difficult to separate and interpret.	Literary text: Organization is intricate. Informational text: Organization is intricate. Connections among an extensive range of ideas are deep, and often implicit.	Language is dense and complex and contains abstract and/or figurative language; vocabulary is generally unfamiliar, archaic, or academic; the text includes mainly complex sentences, often containing multiple concepts.	Literary text: The text describes experiences that are distinctly different for the common reader and includes sophisticated themes. It may make many references to other texts or cultures. Informational text: The text contains extensive discipline- specific content and a range of challenging abstract concepts. It may make many references to other texts or outside knowledge.

Table of Contents

About the Teacher Guide	3
Overview of Performance Task	4
PART 1 Overview	6
PROCEDURE for Part 1	7
PROCEDURE for Part 1: Option A	8
SCORING RUBRIC for Part 1: Option A	8
PROCEDURE for Part 1: Option B	10
SCORING RUBRIC for Part 1: Option B	10
PROCEDURE for Part 1: Option C	11
SCORING RUBRIC for Part 1: Option C	11
Part 2 Overview	12
PROCEDURE for Part 2	13
PROCEDURE for Part 2: Option A	14
SCORING RUBRIC for Part 2: Option A	14
PROCEDURE for Part 2: Option B	15
SCORING RUBRIC for Part 2: Option B	15
PROCEDURE for Part 2: Option C	16
SCORING RUBRIC for Part 3: Option C	16
OPTIONAL EXTENSION ACTIVITIES for Part 2	17
Part 3 Overview	18
PROCEDURE for Part 3	19
PROCEDURE for Part 3: Option A	20
SCORING RUBRIC for Part 3: Option A	20
PROCEDURE for Part 3: Option B	22
SCORING RUBRIC for Part 3: Option B	22
PROCEDURE for Part 3: Planning Exercise	23
PROCEDURE for Part 3: Extended Writing Prompt	23
SCORING RUBRIC for Part 3: Extended Writing Prompt	23
OPTIONAL EXTENSION ACTIVITIES for Part 3	24

About the Teacher Guide

This document contains support materials for the “Grand Coulee Dam” task. This includes:

- (a) An overview of the task
- (b) The standards addressed by this task, including detailed descriptions of the standards
- (c) The scoring rubrics, including sample student responses
- (d) Questions to stimulate further discussion
- (e) Optional extension activities

PTE57 Grade 6 Writing an Argument

DOK Level and Consortia Claims

DOK Level: 4

This performance task provides evidence to support the following claims:

SBAC claims

Primary claim

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

Secondary claims

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Parts 1, 2, and 3
Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	Parts 1, 2, and 3
Claim 4: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.	Parts 1 and 2

PARCC claims

Primary claim

Major Claim II: Writing—Students write effectively when using and/or analyzing sources.

Secondary claims

Sub Claim I.2: Reading Informational Text —Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.	Parts 1, 2, and 3
Sub Claim III.1: Research —Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.	Parts 1 and 2

Overview of Performance Task

MAJOR OBJECTIVE: Students will write an extended response to a prompt that asks them to make and support an argument about whether the building of the Grand Coulee Dam did more *good than harm* or *harm than good*.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Grade 6 Writing an Argument: The Grand Coulee Dam

The passage and activities in this module focus on different perspectives on the building of the Grand Coulee Dam. They include both primary and secondary sources. Activities require students to analyze arguments and to compare and contrast the relative effects of different ways of presenting information. Students will have the opportunity to discuss the information they have read and to investigate topics that may be unfamiliar.

The task consists of three parts; all parts involve student production of work. Parts 1 and 2 include options for activities that may involve group activities or may be completed independently. Parts 1 and 2 lead to the major objective of the performance task: to have the student write an opinion using evidence from informational texts.

TEACHER GUIDE

Part 1

CORE TASK

Read the excerpt from the speech by Franklin Delano Roosevelt and listen to the lyrics to the Woody Guthrie song.

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students discuss the speech, lyrics, and photograph.

Option B

Students conduct research on assigned topics related to support for the building of the dam.

Option C

Students write short responses analyzing how the stimulus materials make an effective argument for the building of the dam.

Part 2**CORE TASK**

Read the passage “We Were Never Even Asked.”

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students discuss the passage.

Option B

Students conduct research on assigned topics related to opposition to the building of the dam.

Option C

Students write a short response comparing the kinds of information presented in Part 1 and Part 2.

Part 3**CORE TASK**

Students read transcripts of oral histories from two groups of people: people who were displaced by the Grand Coulee Dam and people who worked to build it.

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students discuss the oral histories.

Option B

Students write about how the oral histories add to their understanding of the issues surrounding the building of the Grand Coulee Dam, including whether or not the histories changed their opinions about the dam.

Planning Exercise for Extended Writing Prompt

Students plan their extended responses.

Extended Writing Prompt

Students respond to the writing prompt.

PART 1 Overview

Part 1 focuses on a speech by Franklin Delano Roosevelt, the lyrics to a song by Woody Guthrie, and a photograph, and addresses the following general objective.

OBJECTIVE: Students will develop an understanding of the arguments in favor of building the dam by integrating information from several sources, including their own research.

CORE TASK

Read the passage and listen to the lyrics to the song.

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students discuss the speech, lyrics, and photograph.

Option B

Students conduct research on assigned topics related to support for the building of the dam.

Option C

Students write short responses analyzing how the stimulus materials make an effective argument for the building of the dam.

STANDARDS ALIGNMENT

The tasks in part 1 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Option A
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Option A Option C
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Option C
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Option B

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Option A Option B
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Option B
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Option A Option C

PROCEDURE for Part 1**CORE TASK**

Provide a general overview of the task, including background information about the building of the Grand Coulee Dam.

Your overview should include the following points:

- The Grand Coulee Dam is in the state of Washington. It was built on the Columbia River to create electricity and to allow the irrigation of farms.
- It was built between 1933 and 1942.
- The building of the dam was the subject of much debate: it would generate a great deal of power, and eventually provide strong support for the U.S. war effort in World War II, but had significant social and environmental costs.
- The first passage students will read is an excerpt from a speech that then-President Franklin Delano Roosevelt, who supported the building of the Grand Coulee Dam, gave at its site in 1934.
- Woody Guthrie is probably best known for the song *This Land is Your Land*. He was a legendary American folk musician. He wrote this song when he was hired by the government to help gain support for projects like the dam.

Instruct students to read the speech. When students have finished this task, read them the lyrics to *Grand Coulee Dam* from this website: http://www.woodyguthrie.org/Lyrics/Grand_Coulee_Dam.htm. Instruct them to take notes during the reading. They should think about and takes notes on the following:

- The overall purpose of the song.
- Specific words or images that are supposed to affect the listener.

Read the lyrics twice if necessary. You may also have students hear an audio clip of Woody Guthrie singing the song. This audio is available at

<http://www.npr.org/player/v2/mediaPlayer.html?action=1t=1&islist=false&id=11918998&m=11922145>
(there is an announcement from NPR at the beginning).

OR

<https://www.youtube.com/watch?v=lnaqm8uQOZo>.

PROCEDURE for Part 1: Option A

Organize a classroom discussion about the passage. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. What are the practical claims that Franklin Delano Roosevelt makes for building the dam? What are his grander claims for it? Which claims are supported by evidence?

Possible Response: *The dam would bring much-needed electricity to the region that would promote agriculture and manufacturing and affect people's daily lives. His grander claims are that it will promote growth in Western states and, in effect, fulfill America's destiny. He does support his claim with respect to the electricity it will provide by saying that the chief engineer said that the eventual completion of the dam means the doubling of potential power for the region.*

2. How does the song by Woody Guthrie make a good addition to the words of Franklin Delano Roosevelt?

Possible Response: *It uses words and imagery that make the dam seem like just a part of something beautiful.*

3. What words come to mind when you look at the picture of the dam?

Possible Response: *Powerful, amazing, huge*

4. After reading the speech, listening to the song, and looking at the picture, do you think building the dam was a good idea? Why or why not?

Possible Response: *It seems like it did something that our country really needed, and that it didn't really affect the river that much.*

SCORING RUBRIC for Part 1: Option A

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Have meaningful notes for questions addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PROCEDURE for Part 1: Option B

Tell the students that they will now work in small groups to research and report on reasons that people supported the building of the Grand Coulee Dam. They should use the organizers in their test booklets to organize their research. You may provide students with specific topics, or you may direct them to specific websites in order to conduct their research. This activity can replace OPTION A.

Optional specific topics include:

- Rufus Woods
- Current statistics on energy production by the dam
- The Grand Coulee Dam and the New Deal
- The Grand Coulee Dam and its contribution to the war effort during World War II

Optional specific websites include:

- PBS American Experience: The Grand Coulee Dam— <http://www.pbs.org/wgbh/americanexperience/films/coulee/>
- The National Park Service — http://www.nps.gov/nr/travel/ReclamationDamsIrrigationProjectsAndPowerplants/Grand_Coulee_Dam.html
- The Northwest Power and Conservation Council— <http://www.nwcouncil.org/history/grandcouleehistory.asp>

SCORING RUBRIC for Part 1: Option B

Use the following rubric to evaluate students' presentations.

<p>4 Point Response Student will:</p> <ul style="list-style-type: none"> • Provide a thorough report on the assigned topic with well-chosen details in support; • Present the report in a focused and coherent manner.
<p>3 Point Response Student will:</p> <ul style="list-style-type: none"> • Provide a general report on the assigned topic with details in support; • Present the report in an appropriate manner; the presentation shows some focus and cohesion.
<p>2 Point Response Student will:</p> <ul style="list-style-type: none"> • Provide a partial report on the assigned topic with some details; • Present the report, but the report lacks cohesion or focus.
<p>1 Point Response Student will:</p> <ul style="list-style-type: none"> • Provide a minimal or limited report.
<p>0 Point Response</p> <ul style="list-style-type: none"> • Student will provide no response, the response is incorrect or irrelevant, or the student simply reads from existing text.

PROCEDURE for Part 1: Option C

Tell students that they will now write short responses explaining how the speech, song, and photograph together make an effective argument for the building of the dam. This activity can replace OPTION A or OPTION B.

SCORING RUBRIC for Part 1: Option C

Use the following rubric to evaluate students' writing.

4 Point Response

Student will:

- Provide a clear and complete response to the task;
- Include relevant supporting details from the passage and the student's own ideas.

3 Point Response

Student will:

- Provide a mostly complete response to the task;
- Include supporting details from the passage and the student's own ideas.

2 Point Response

Student will:

- Provide a limited response to the task;
- Include a supporting detail from the passage or the student's own ideas.

1 Point Response

Student will:

- Provide a minimal response to the task;
- Include few if any supporting details.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

Part 2 Overview

Part 2 focuses on the passage “We Were Never Even Asked” and addresses the following general objective.

OBJECTIVE

Students will show understanding of and evaluate the claims made by an author.

CORE TASK

Students read the passage “We Were Never Even Asked.”

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students discuss the passage.

Option B

Students conduct research on assigned topics related to opposition to the building of the dam.

Option C

Students complete charts showing positive and negative effects of the dam.

STANDARDS ALIGNMENT

The tasks in part 3 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	Option A
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Option B
RI.6.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Option C

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Option A
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Option A

PROCEDURE for Part 2**CORE TASK**

Tell students they will now read an article that outlines some of the main reasons for opposition to the dam.

PROCEDURE for Part 2: Option A

Organize a classroom discussion about the passage. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. What is the overall claim that the author is making?

Possible Response: *The building of the dam destroyed a way of life for thousands of people.*

2. How does the author support this claim?

Possible Response: *With statistics about the size of the dam, with quotations, and with photographs.*

3. What is the author trying to achieve by including the two pictures in the passage?

Possible Response: *The author is trying to show the losses that occurred because of the dam.*

4. What are some reasons why the public record includes few voices opposing the dam?

Possible Response: *Native Americans were left out of the major newspaper coverage and had few options to make their opposition known.*

SCORING RUBRIC for Part 2: Option A

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Have meaningful notes for questions addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PROCEDURE for Part 2: Option B

Tell the students that they will now work in small groups to research and report on reasons that people opposed the building of the Grand Coulee Dam. They should use the organizers in their test booklets to organize their research. You may provide students with specific topics, or you may direct them to specific websites in order to conduct their research. This activity can replace OPTION A.

Optional specific topics include:

- Ceremony of Tears
- The towns displaced or destroyed by the dam
- The environmental impact of the Grand Coulee Dam
- The Colville Indians

Optional specific websites include:

- The Spokane Tribe — <http://www.spokanetribe.com/grand-coulee-dam>
- HistoryLink Essay—
http://www.historylink.org/index.cfm?DisplayPage=output.cfm&file_id=7264
- Primary source material on the towns displaced by the dam—
<http://www.ccrh.org/comm/moses/primary/towns.html> ,
<http://www.ccrh.org/comm/moses/primary/reaction.html>
- Northwest History Course: tribal perspectives —
<http://www.nwhistorycourse.org/ttcourse/Year2/unit3/week14/tribalperspective.php>

SCORING RUBRIC for Part 2: Option B

Use the following rubric to evaluate students' presentations.

<p>4 Point Response Student will:</p> <ul style="list-style-type: none"> • Provide a thorough report on the assigned topic with well-chosen details in support; • Present the report in a focused and coherent manner.
<p>3 Point Response Student will:</p> <ul style="list-style-type: none"> • Provide a general report on the assigned topic with details in support; • Present the report in an appropriate manner; the presentation shows some focus and cohesion.
<p>2 Point Response Student will:</p> <ul style="list-style-type: none"> • Provide a partial report on the assigned topic with some details; • Present the report, but the report lacks cohesion or focus.
<p>1 Point Response Student will:</p> <ul style="list-style-type: none"> • Provide a minimal or limited report.
<p>0 Point Response</p> <ul style="list-style-type: none"> • Student will provide no response, the response is incorrect or irrelevant, or the student simply reads from existing text.

PROCEDURE for Part 2: Option C

Tell students that they will now write a short response comparing the kinds of information that they read in part 1 and part 2. This activity can replace OPTION A or OPTION B.

SCORING RUBRIC for Part 2: Option C

Use the following rubric to evaluate students' writing.

4 Point Response

Student will:

- Provide a clear and complete response to the task;
- Include relevant supporting details from the passage and the student's own ideas.

3 Point Response

Student will:

- Provide a mostly complete response to the task;
- Include supporting details from the passage and the student's own ideas.

2 Point Response

Student will:

- Provide a limited response to the task;
- Include a supporting detail from the passage or the student's own ideas.

1 Point Response

Student will:

- Provide a minimal response to the task;
- Include few, if any, supporting details.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

OPTIONAL EXTENSION ACTIVITIES for Part 2

RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Tell students to write a newspaper article that takes into account alternative perspectives on the dam, or ask them to write a speech that a resident of Kettle Falls might have given in response to Franklin Delano Roosevelt's speech at the dam.

Part 3 Overview

Part 3 focuses on oral histories that were gathered by researchers. The oral histories were from two groups of people: people who were displaced by the Grand Coulee Dam and people who worked to build it.

OBJECTIVE

Students will further develop their understanding of the issues related to the building of the Grand Coulee Dam by reading the personal accounts.

CORE TASK

Read the oral histories.

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students discuss the oral histories.

Option B

Students complete charts outlining the positive and negative effects of the dam, integrating information from activities in all three parts, including their own research.

Option C

Planning Exercise.

Writing Prompt

All students write extended responses in response to text.

STANDARDS ALIGNMENT

The tasks in part 3 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	Writing Prompt
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Option A Option B Planning Exercise
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Option A

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Option A Option B Planning Exercise
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Planning Exercise
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Option B Planning Exercise Writing Prompt

PROCEDURE for Part 3**CORE TASK**

Tell students they will now read oral histories that were gathered by researchers. The oral histories are from two groups of people: people who worked to build the dam and people who were displaced by it. If students need it, explain the following about oral histories:

- Oral histories are collections of historical information using audiotapes, video, or written transcriptions.
- They are conducted with people who have firsthand experience with the event or issue being studied.
- They frequently offer different kinds of information than can be found in written sources.

PROCEDURE for Part 3: Option A

Organize a classroom discussion about the passage. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. What are the main points you learned from the oral histories?

Possible Response: *The fish were important to people's way of life; having to move and not having the fish completely changed things for them. People also really needed the jobs, and the electricity was a big step toward becoming modern in the West.*

2. Which person's story affected you the most and why?

Possible Response: *I remember what Janette Timantwa said about people dying from heartbreak and the dam destroying people's lives. It made me sad.*

3. How is reading oral histories different from reading regular articles?

Possible Response: *You can get a more personal idea of how people felt.*

4. Do you think the oral histories add to your understanding of the issues surrounding the building of the Grand Coulee Dam? Why or why not?

Possible Response: *Yes; it didn't help me make up my mind, but it made me see that the dam affected people's lives strongly on both sides.*

SCORING RUBRIC for Part 3: Option A

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Have meaningful notes for questions addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PROCEDURE for Part 3: Option B

Tell students that they will now write short responses explaining how the oral histories added to their understanding of the issues surrounding the building of the Grand Coulee Dam, including whether or not it changed their opinion about the dam. This activity can replace OPTION A.

SCORING RUBRIC for Part 3: Option B

Use the following rubric to evaluate students' writing.

4 Point Response

Student will:

- Provide a clear and complete response to the task;
- Include relevant supporting details from the passage and the student's own ideas.

3 Point Response

Student will:

- Provide a mostly complete response to the task;
- Include supporting details from the passage and the student's own ideas.

2 Point Response

Student will:

- Provide a limited response to the task;
- Include a supporting detail from the passage or the student's own ideas.

1 Point Response

Student will:

- Provide a minimal response to the task;
- Include few, if any, supporting details.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PROCEDURE for Part 3: Planning Exercise

Tell students they will now have a chance to plan their extended responses. They should follow the directions in their booklets.

PROCEDURE for Part 3: Extended Writing Prompt

Tell the students to respond to the writing prompt in their test booklets.

SCORING RUBRIC for Part 3: Extended Writing Prompt

Use the following rubric to evaluate students' responses.

<p>4 Point Response Student will:</p> <ul style="list-style-type: none"> • Write an opinion essay that addresses all parts of the prompt; • Clearly state a position on the topic; • Logically develop the argument; • Use several details from the passage(s) and evidence to support the student's ideas; • Write a response with a clear pattern of organization that includes an introduction and a conclusion.
<p>3 Point Response Student will:</p> <ul style="list-style-type: none"> • Write an opinion essay that addresses most parts of the prompt; • State or imply a position on the topic; • Develop the argument; • Use some details from the passage(s) or evidence to support the student's ideas; • Write a response that shows some organization.
<p>2 Point Response Student will:</p> <ul style="list-style-type: none"> • Write a part of an opinion essay that addresses an aspect of the prompt; • State or imply a position on the topic.
<p>1 Point Response Student will:</p> <ul style="list-style-type: none"> • Write one or more sentences about the topic with little or no supporting evidence, development, or organization.
<p>0 Point Response</p> <ul style="list-style-type: none"> • Student will not write a response, or the response is irrelevant, off-topic, or mostly quoted verbatim from the passages.

OPTIONAL EXTENSION ACTIVITIES for Part 3

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Ask students to revise and edit their responses to the extended prompt based on teacher or peer review.