

# Inspect

# CCR Performance Tasks

**ELA Grade 8: Writing About Literature** What  
Is Happiness?



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# CCR Performance Tasks

## ELA Grade 8: Writing About Literature

### What Is Happiness?

Student Test Booklet

**Name:** \_\_\_\_\_

**PART 1**

**Directions:** Follow your teacher's directions and answer the questions in the test booklet.

---

**Excerpt from the Foreword to *The Cruise of the Snark* by Jack London**

- <sup>1</sup> It began in the swimming pool at Glen Ellen. Between swims it was our wont<sup>1</sup> to come out and lie in the sand and let our skins breathe the warm air and soak in the sunshine. Roscoe was a yachtsman. I had followed the sea a bit. It was inevitable that we should talk about boats. We talked about small boats, and the seaworthiness of small boats. We instanced<sup>2</sup> Captain Slocum and his three years' voyage around the world in the *Spray*.
- <sup>2</sup> We asserted that we were not afraid to go around the world in a small boat, say forty feet long. We asserted furthermore that we would like to do it. We asserted finally that there was nothing in this world we'd like better than a chance to do it. "Let us do it," we said. . . in fun.
- <sup>3</sup> Then I asked Charmian privily if she'd really care to do it, and she said that it was too good to be true.
- <sup>4</sup> The next time we breathed our skins in the sand by the swimming pool I said to Roscoe, "Let us do it." I was in earnest, and so was he, for he said: "When shall we start?"
- <sup>5</sup> I had a house to build on the ranch, also an orchard, a vineyard, and several hedges to plant, and a number of other things to do. We thought we would start in four or five years. Then the lure of the adventure began to grip us. Why not start at once? We'd never be younger, any of us. Let the orchard, vineyard, and hedges be growing up while we were away. When we came back, they would be ready for us, and we could live in the barn while we built the house.
- <sup>6</sup> So the trip was decided upon, and the building of the *Snark* began. We named her the *Snark* because we could not think of any other name. . . .

<sup>1</sup> *wont*: habit

<sup>2</sup> *instanced*: used as an example

**OPTION A**

**Directions:** Prepare to participate in a class discussion about the excerpt by considering these questions.

---

- 1. What is the main effect of the language used in the first sentence?**
- 2. In the second paragraph, why does London repeat the phrase, “we asserted”?**
- 3. How are events and ideas organized in the excerpt?**
- 4. What does London's decision to leave his projects undone reveal about his character?**

Use this space to take notes during the discussion.

**NOTES**

**OPTION B**

**Directions:** Answer these questions about the excerpt.

---

**1. What is the main effect of the language used in the first sentence?**

---

---

**2. In the second paragraph, why does London repeat the phrase, “we asserted”?**

---

---

**3. How are events and ideas organized in the excerpt?**

---

---

**4. What does London's decision to leave his projects behind reveal about his character?**

---

---

**OPTION C**

**Directions:** Now you are going to work with other students to research a topic related to the passage.

---

You will be assigned one of the following topics.

- **Jack London's experiences as a prospector in the Klondike Gold Rush**
- **Jack London's early career as an oyster pirate and sailor**
- **The Panic of 1893, an economic depression that influenced London's political views**
- **Beauty Ranch, the ranch that London was developing at the time of the voyage**
- **The experiences of the crew aboard the *Snark* in the South Pacific**

If you like, you can write some notes to get ready to present your group's work to the class.

**NOTES**

**PART 2**

**Directions:** Follow your teacher's directions and answer the questions in the test booklet.

---

**Excerpt from the Foreword to *The Cruise of the Snark* by Jack London**

- <sup>1</sup> Our friends cannot understand why we make this voyage. They shudder, and moan, and raise their hands. No amount of explanation can make them comprehend that we are moving along the line of least resistance; that it is easier for us to go down to the sea in a small ship than to remain on dry land, just as it is easier for them to remain on dry land than to go down to the sea in the small ship. . . . They cannot get away from themselves. They cannot come out of themselves long enough to see that their line of least resistance is not necessarily everybody else's line of least resistance. They make of their own bundle of desires, likes, and dislikes a yardstick wherewith to measure the desires, likes, and dislikes of all creatures. This is unfair. I tell them so. But they cannot get away from their own miserable egos long enough to hear me. They think I am crazy. In return, I am sympathetic. It is a state of mind familiar to me. We are all prone to think there is something wrong with the mental processes of the man who disagrees with us. . . .
- <sup>2</sup> But to return to the Snark, and why I, for one, want to journey in her around the world. The things I like constitute my set of values. The thing I like most of all is personal achievement—not achievement for the world's applause, but achievement for my own delight. It is the old "I did it! I did it! With my own hands I did it!"
- <sup>3</sup> But personal achievement, with me, must be concrete. I'd rather win a water-fight in the swimming pool, or remain astride a horse that is trying to get out from under me, than write the great American novel. Each man to his liking. Some other fellow would prefer writing the great American novel to winning the water-fight or mastering the horse.

**OPTION A**

**Directions:** Prepare to participate in a class discussion about the excerpt by considering these questions.

---

- 1. What does London mean when he writes that embarking on the voyage is “the line of least resistance”?**
- 2. What is the “yardstick” that London explains some people use “to measure the desires, likes, and dislikes of all creatures”?**
- 3. Why does London describe two accomplishments that he would prefer to that of writing “the great American novel”?**

Use this space to take notes during the discussion.

**NOTES**





**PART 3**

**Directions:** Follow your teacher’s directions and answer the questions in the test booklet.

---

**Excerpt from the Foreword to *The Cruise of the Snark* by Jack London**

<sup>1</sup> Possibly the proudest achievement of my life, my moment of highest living, occurred when I was seventeen. I was in a three-masted schooner off the coast of Japan. We were in a typhoon. All hands had been on deck most of the night. I was called from my bunk at seven in the morning to take the wheel. Not a stitch of canvas was set. We were running before it under bare poles, yet the schooner fairly tore along. The seas were all of an eighth of a mile apart, and the wind snatched the whitecaps from their summits, filling. The air so thick with driving spray that it was impossible to see more than two waves at a time. The schooner was almost unmanageable, rolling her rail under to starboard and to port, veering and yawing anywhere between south-east and south-west, and threatening, when the huge seas lifted under her quarter, to broach to<sup>1</sup>. Had she broached to, she would ultimately have been reported lost with all hands and no tidings.

<sup>2</sup> I took the wheel. The sailing-master watched me for a space. He was afraid of my youth, feared that I lacked the strength and the nerve. But when he saw me successfully wrestle the schooner through several bouts, he went below to breakfast. Fore and aft, all hands were below at breakfast. Had she broached to, not one of them would ever have reached the deck. For forty minutes I stood there alone at the wheel, in my grasp the wildly careering schooner and the lives of twenty-two men. Once we were pooped<sup>2</sup>. I saw it coming, and, half-drowned, with tons of water crushing me, I checked the schooner's rush to broach to. At the end of the hour, sweating and played out, I was relieved. But I had done it! With my own hands I had done my trick at the wheel and guided a hundred tons of wood and iron through a few million tons of wind and waves.

<sup>3</sup> My delight was in that I had done it—not in the fact that twenty-two men knew I had done it. Within the year over half of them were dead and gone, yet my pride in the thing performed was not diminished by half. I am willing to confess, however, that I do like a small audience. But it must be a very small audience, composed of those who love me and whom I love. When I then accomplish personal achievement, I have a feeling that I am justifying their love for me. But this is quite apart from the delight of the achievement itself. This delight is peculiarly my own and does not depend upon witnesses. When I have done some such thing, I am exalted. I glow all over. I am aware of a pride in myself that is mine, and mine alone. . . . It is success.

<sup>4</sup> Life that lives is life successful, and success is the breath of its nostrils. . . . The more difficult the feat, the greater the satisfaction at its accomplishment. Thus it is with the man who leaps forward from the springboard, out over the swimming pool, and with a backward half-revolution of the body, enters the water head first. Once he leaves the springboard his environment becomes immediately savage, and savage the penalty it will exact should he fail and strike the water flat. Of course, the man does not have to run the risk of the penalty. He could remain on the bank in a sweet and placid environment of summer air, sunshine, and stability. Only he is not made that way. In that swift mid-air moment he lives as he could never live on the bank.

<sup>5</sup> As for myself, I'd rather be that man than the fellows who sit on the bank and watch him. That is why I am building the Snark. I am so made. I like, that is all. The trip around the world means big moments of living.

<sup>1</sup> *broach to*: to veer broadside to the wind and be in danger of capsizing

<sup>2</sup> *pooped*: when a ship is pooped water breaks over its stern

**OPTION A**

**Directions:** Prepare to participate in a class discussion by considering these questions.

---

**1. How is London's experience in the storm related to his desire to sail around the world?**

**2. What is the effect of the image of the diver at the end of the excerpt?**

Use this space to take notes during the discussion.

**NOTES**

**OPTION B**

**Directions:** Read the excerpts again.

---

Consider these questions.

- **What is the theme of the foreword?**
- **Which details from the text are most helpful in determining the theme?**

Then write your answers in the graphic organizer.

| Theme |
|-------|
|       |

| Supporting Evidence | Supporting Evidence | Supporting Evidence |
|---------------------|---------------------|---------------------|
|                     |                     |                     |

## EXTENDED WRITING PROMPT

**Directions:** Reread all three parts of the excerpt and review your notes and responses from earlier parts of this task. Respond to this prompt in the space below.

Read this quote.

**“Happiness lies in the joy of achievement and the thrill of creative effort.”—Franklin D. Roosevelt**

Do the excerpts from *The Cruise of the Snark* support the quote? Use evidence from the excerpts to support your answer.

Your writing will be scored according to this rubric.

### 4 Point Response

Student will:

- Introduce the topic clearly;
- Make an insightful analysis of whether the excerpts support the quote;
- Create a consistent organization of concepts, ideas, and information;
- Use relevant, well-chosen, and sufficient details from the excerpts;
- Include a concluding section that supports the analysis.

### 3 Point Response

Student will:

- Introduce the topic;
- Make an analysis of whether the excerpts supports the quote;
- Create an organization of concepts, ideas, and information;
- Use relevant details from the excerpts;
- Include a concluding section that supports the analysis.

### 2 Point Response

Student will:

- Make an analysis that lacks clarity or complete accuracy, OR that fails to make a clear connection between the quote and the texts;
- Maintain an inconsistent organization;
- Provide few details from the excerpts;
- Fail to provide a clear conclusion.

### 1 Point Response

Student will:

- Provide a vague or minimal statement about the quote and the excerpts with minimal support.

### 0 Point Response

The student provides no response, or the response is off topic.

A large rectangular box containing 20 horizontal lines for writing.

A large rectangular box containing 20 horizontal lines for writing.

# CCR Performance Tasks

## ELA Grade 8: Writing About Literature

### What Is Happiness?

Teacher Guide

### Passage Summary

| Title  | Text Type     | Word Count | Lexile   | Levels of Meaning/<br>Purpose | Text Structure | Language Features | Knowledge Demands |
|--|---------------|------------|----------|-------------------------------|----------------|-------------------|-------------------|
| Excerpt from the Foreword to <i>The Cruise of the Snark</i> by Jack London (Parts 1-3) | Literary Text | 1306       | 840<br>L | 3                             | 2              | 2                 | 3                 |

### Passage Placement Rationale

| Title  | Placement Rationale  |
|--|--|
| Excerpt from the Foreword to <i>The Cruise of the Snark</i> by Jack London (Parts 1-3) | <ul style="list-style-type: none"> <li>Although the Lexile is lower than is typical for grade 8, the concepts in the text are complex. Students will need to read the text closely and analyze it as they work through the parts of the writing task.</li> </ul> |

## 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.  | <b>Literary text:</b> May include more than one storyline, and may be difficult to predict.<br><b>Informational text:</b> 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.   | <b>Literary text:</b> The text describes experiences common to most readers and has a single theme.<br><b>Informational text:</b> 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.   | <b>Literary text:</b> Organization may include subplots or time shifts.<br><b>Informational text:</b> 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.                     | <b>Literary text:</b> The text describes experiences unfamiliar to most readers and includes complex themes. It may include some references to other texts or cultures.<br><b>Informational text:</b> 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. | <b>Literary text:</b> Organization is intricate.<br><b>Informational text:</b> 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. | <b>Literary text:</b> 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.<br><b>Informational text:</b> 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. |

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## About the Teacher Guide

This document contains support materials for the *Grade 8 Writing About Literature: What Is Happiness?* 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

These specifications are included to help you find the specific causes of student errors and thus guide you in your intervention and reteach strategies.

### PTE11 Grade 8 Writing about Literature

## 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

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

#### PARCC claims

##### Primary claim

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

##### Secondary claims

|   |                   |
|---|-------------------|
| <b>Sub Claim I.1: Reading Literature</b> —Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text. | Parts 1, 2, and 3 |
| <b>Sub Claim III.1: Research</b> —Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.    | Part 1            |

## Overview of Performance Task

**MAJOR OBJECTIVE:** Students will write extended responses to a prompt that asks them to discuss the theme of three excerpts from a passage by Jack London and analyze the development of the theme over the course of the passage.

### PRIMARY STANDARDS ALIGNMENT

| STANDARD ID | STANDARD DESCRIPTION  |
|-------------|---|
| W.8.2       | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   |
| RL.8.2      | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                         |
| RL.8.4      | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |

### Grade 8 Writing About Literature: What Is Happiness?

Best known for his novels and short stories, Jack London is also remembered as an adventurer, a veteran of the harsh conditions and dangerous lifestyles described in his writing. London spent time as a sailor, a gold prospector, a wanderer, and a social activist, among other vocations, and continued to seek adventure after he gained popular success as a writer.

*The Cruise of the Snark* is the nonfiction account of a 1907 voyage undertaken by London, his wife Charmian, and a small crew aboard London's yacht. Though illness cut short their plan to sail around the world, the group spent two years traveling among the ports of the South Pacific, including Hawaii, Tahiti, Fiji, and Australia. In the foreword to the book, London describes how he and his friends conceived of the voyage. He goes on to discuss his philosophies on happiness and personal fulfillment. By analyzing three successive excerpts from the foreword, students will be able to determine the themes of the text and trace how London uses language and imagery to develop the themes.

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 explanatory text that draws evidence from literature.

### TEACHER GUIDE

#### Part 1

#### CORE TASK

Read the first part of the excerpt from the foreword to Jack London's *The Cruise of the Snark*.

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

#### Option A

Students discuss the excerpt.

**Option B**

Students respond to questions about the excerpt.

**Option C**

Students research related topics and report to the class.

**Part 2****CORE TASK**

Read the second part of the excerpt from the foreword to Jack London's *The Cruise of the Snark*.

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

**Option A**

Students discuss the excerpt.

**Option B**

Students discuss the theme of the excerpt in groups before writing a short response.

**Option C**

Students discuss the theme of the excerpt by writing a response to a thematically linked quote.

**Part 3****CORE TASK**

Read the third part of the excerpt from the foreword to Jack London's *The Cruise of the Snark*.

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

**Option A**

Students discuss the theme and use of language in the foreword.

**Option B**

Students plan the writing response by completing graphic organizers identifying the theme of the foreword and three examples of how the language in the text supports the theme.

**Extended Writing Prompt**

Respond to the writing prompt by discussing how the use of language supports the theme in the excerpts.

## PART 1 Overview

Part 1 focuses on the first of three excerpts from the foreword to Jack London's *The Cruise of the Snark* and addresses the following general objective.

**OBJECTIVE:** Student will analyze the first excerpt from the foreword to Jack London's *The Cruise of the Snark*.

### CORE TASK

Read the excerpt from the foreword to Jack London's *The Cruise of the Snark*.

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

#### Option A

Students analyze the text in a class discussion.

#### Option B

Students write responses to questions about the text.

#### Option C

Students research topics related to the excerpt and report to the class.

### STANDARDS ALIGNMENT

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

#### PRIMARY STANDARDS ALIGNMENT

| Standard ID | Standard Description  | Where Addressed |
|-------------|---|-----------------|
| RL.8.2      | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                         | Options A, B    |
| RL.8.4      | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | Options A, B    |

#### SECONDARY STANDARDS ALIGNMENT

| Standard ID | Standard Description  | Where Addressed |
|-------------|---|-----------------|
| RL.8.1      | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | Options A, B    |
| W.8.7       | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | Option C        |
| W.8.9       | Draw evidence from literary or informational texts to support analysis, reflection, and research.   | Options A, B, C |

|        |   |          |
|--------|---|----------|
| SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. | Option A |
|--------|---|----------|

## PROCEDURE for Part 1

### CORE TASK

Provide students with a short introduction to Jack London and his writings. Your introduction should include biographical information about Jack London:

- He was born into a working class San Francisco family in 1876;
- He worked several harsh and demanding jobs throughout his youth before beginning a brief career as a sailor (and later as a drifter);
- His early experiences led him to embrace socialism and inspired his passion for workers' rights;
- As a young man, he joined the Klondike Gold Rush, an experience which served as the basis for many of his best-known stories;
- Upon returning to California, he devoted himself to writing and began publishing stories in magazines. The success of *The Call of the Wild* launched him into fame in 1903;
- He continued to write prolifically until his death in 1916, publishing many short stories and novels as well as some essays, memoirs, and journals.

Inform students that this excerpt is from the foreword to *The Cruise of the Snark*, London's nonfiction account of his voyage to the South Pacific aboard the *Snark*, a small yacht. The crew set out from San Francisco in 1907, arriving in Australia 27 months later. Instruct students to read the text.

**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 is the main effect of the language used in the first sentence?

**Possible Response:** *It builds excitement and curiosity about the subject because it makes the reader wonder what "it" could be.*

2. In the second paragraph, why does London repeat the phrase, "we asserted"?

**Possible Response:** *It shows the humor of how an offhand comment changes to become an actual idea in the course of a conversation.*

3. How are events and ideas organized in the excerpt?

**Possible Response:** *The story follows the development of the friends' idea. It starts with its impulsive beginning and describes the friends' realization that the trip was possible. The decision is made to sail the world, and the story ends with the process of planning and preparation.*

4. What does London's decision to leave his projects undone reveal about his character?

**Possible Response:** *He loves adventure and is willing to set aside plans and chores in order to do what he wants to do.*

**SCORING RUBRIC for Part 1: Option A**

Use the following rubric to evaluate students' participation in the discussion.

**4 Point Response**

Student will:

- Have meaningful notes for each question 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 provides no response, or the response is off topic.

**PROCEDURE for Part 1: Option B**

Ask students to write short responses to the questions discussed in OPTION A. This activity can serve as a review of OPTION A or replace OPTION A.

1. What is the main effect of the language used in the first sentence?
2. In the second paragraph, why does London repeat the phrase, “we asserted”?
3. How are events and ideas organized in the excerpt?
4. What does London's decision to leave his projects behind reveal about his character?

**SCORING RUBRIC for Part 1: Option B**

Use the following rubric to evaluate students' written responses to the questions.

|   |
|---|
| <p><b>4 Point Response</b><br/>Student will:</p> <ul style="list-style-type: none"> <li>• Provide accurate, insightful answers for all questions;</li> <li>• Exclude details that do not contribute to the main ideas.</li> </ul>                       |
| <p><b>3 Point Response</b><br/>Student will:</p> <ul style="list-style-type: none"> <li>• Provide mostly accurate answers for three questions;</li> <li>• Include a few details that do not clearly contribute to the main ideas.</li> </ul>            |
| <p><b>2 Point Response</b><br/>Student will:</p> <ul style="list-style-type: none"> <li>• Provide mostly accurate answers for two questions;</li> <li>• Include several details that do not clearly contribute to the main ideas.</li> </ul>            |
| <p><b>1 Point Response</b><br/>Student will:</p> <ul style="list-style-type: none"> <li>• Provide a mostly accurate answer for one question; OR</li> <li>• Use mostly direct quotations from the text in an attempt to answer the questions.</li> </ul> |
| <p><b>0 Point Response</b><br/>Student provides no response, the response is incorrect or irrelevant, or the student simply quotes the text.</p>  |

**PROCEDURE for Part 1: Option C**

Ask students to conduct research related to the main ideas and figures in the text. This activity can replace OPTION A or OPTION B.

Instruct students to work in small groups of 3-4 people to research and report to the class information about one of the following main topics:

- Jack London's experiences as a prospector in the Klondike Gold Rush
- Jack London's early career as an oyster pirate and sailor
- The Panic of 1893, an economic depression that influenced London's political views
- Beauty Ranch, the ranch that London was developing at the time of the voyage
- The experiences of the crew aboard the *Snark* in the South Pacific

**SCORING RUBRIC for Part 1: Option C**

Use the following rubric to evaluate students' presentations.

**4 Point Response**

Student will:

- Provide a thorough report on the assigned topic with well-chosen details in support;
- Present the report in a focused and coherent manner.

**3 Point Response**

Student will:

- 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.

**2 Point Response**

Student will:

- Provide a partial report on the assigned topic with some details;
- Present the report, but the report lacks cohesion or focus.

**1 Point Response**

Student will:

- Provide a minimal or limited report.

**0 Point Response**

Student provides no response, the response is incorrect or irrelevant, or the student simply reads from existing text.

## PART 2 Overview

Part 2 focuses on the second excerpt from the foreword to Jack London’s *The Cruise of the Snark* and addresses the following general objective.

**OBJECTIVE:** Student will analyze the second excerpt from the foreword to Jack London’s *The Cruise of the Snark*.

### CORE TASK

Read the second excerpt from the foreword.

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

#### Option A

Students will discuss the excerpt.

#### Option B

Students will discuss the theme of the excerpt in groups before writing a short response.

#### Option C

Students will read a quote related to the theme of the excerpt and write short responses.

### STANDARDS ALIGNMENT

The tasks in part 2 are aligned with the following standards.

#### PRIMARY STANDARDS ALIGNMENT

| Standard ID | Standard Description  | Where Addressed |
|-------------|---|-----------------|
| RL.8.2      | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.   | Options A, C    |
| RL.8.4      | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | Options A, C    |
| W.8.9       | Draw evidence from literary or informational texts to support analysis, reflection, and research.   | Options A, B, C |

#### SECONDARY STANDARDS ALIGNMENT

| Standard ID | Standard Description  | Where Addressed |
|-------------|---|-----------------|
| RL.8.1      | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | Options A, B    |
| SL.8.1      | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. | Option A        |

**PROCEDURE for Part 2****CORE TASK**

Provide context for the students by reminding them of biographical information about Jack London:

- He grew up in a working class family in and around San Francisco;
- He lived an adventurous lifestyle as a young man, spending time as a sailor, a prospector, and a vagrant;
- The 1903 publication of *The Call of the Wild* brought him fame and success as a writer;
- In 1907, he and his crew set out on the two-year yacht voyage that he would recount in *The Cruise of the Snark*.

Instruct students to read the excerpt.

**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 does London mean when he writes that embarking on the voyage is "the line of least resistance"?

**Possible Response:** *He feels so strongly drawn to the adventure that it would be easier and more sensible for him to go than to try to stay.*

2. What is the "yardstick" that London explains some people use "to measure the desires, likes, and dislikes of all creatures"?

**Possible Response:** *He refers to the set of values and expectations that other people pressure him to live by. These people consider their own tastes and beliefs to be the only acceptable ones, so they use them to judge and criticize people who choose to live differently.*

3. Why does London describe two accomplishments that he would prefer to that of writing "the great American novel"?

**Possible Response:** *He wants to show that he values private personal fulfillment over public fame.*

**SCORING RUBRIC for Part 2: Option A**

Use the following rubric to evaluate students' participation in the discussion.

**4 Point Response**

Student will:

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

- 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 provides no response, or the response is off topic.

**PROCEDURE for Part 2: Option B**

Instruct students to work in small groups of 2-4 people. The students should each state and support an opinion related to the excerpt in answer to the question below.

Ask the students to discuss this question in pairs or small groups:

- Do you agree that achieving something that gives happiness is more rewarding than being admired by others? Use details from the text to help explain why you agree or disagree.

Instruct students to write short responses to the question after their discussion.

**SCORING RUBRIC for Part 2: Option B**

Use the following rubric to evaluate students' written responses to the questions.

**4 Point Response**

Student will:

- Provide a clear and thoughtful opinion about the theme of the passage;
- Support the response with several relevant ideas or details from the text;
- Exclude details that do not contribute to the response.

**3 Point Response**

Student will:

- Provide an opinion about the theme of the passage;
- Support the response with relevant ideas or details from the text;
- Include a few details that do not clearly contribute to the response.

**2 Point Response**

Student will:

- Generally describe an opinion about the theme of the passage;
- Give a few details to support the response that may or may not be text-based;
- Include several details that do not clearly contribute to the response.

**1 Point Response**

Student will:

- Describe or quote from the passage without stating an opinion about the theme; OR
- State an undeveloped opinion with little or no support from the text.

**0 Point Response**

The student provides no response, the response is incorrect or irrelevant, or the student simply quotes the text.

**PROCEDURE for Part 2: Option C**

Tell students to follow the directions in their student books.

**SCORING RUBRIC for Part 2: Option C**

Use the following rubric to evaluate students' writing.

**4 Point Response**

Student will:

- Provide an insightful explanation that demonstrates a clear understanding of the relationship between the quote and the text;
- Include relevant supporting details from the excerpt;
- Exclude minor details that do not support the central task.

**3 Point Response**

Student will:

- Provide an explanation of how the quote relates to the text;
- Include relevant supporting details from the excerpt;
- Include a few details that do not clearly support the central task.

**2 Point Response**

Student will:

- Provide a response that generally relates the quote to the text; OR
- Provide relevant supporting details with no explanation;
- Include details that do not clearly support the central task.

**1 Point Response**

Student will:

- Restate the quote without reflecting on the significance to the text; OR
- Use mostly direct quotations from the text in an attempt to relate it to the quote.

**0 Point Response**

The student provides no response, the response is incorrect or irrelevant, or the student simply quotes the text.

## PART 3 Overview

Part 3 focuses on the third excerpt from the foreword to *The Cruise of the Snark* and addresses the following general objective.

**OBJECTIVE:** Student will analyze how the use of language in the foreword contributes to and supports the theme.

### CORE TASK

Reread the first two excerpts from the foreword and then read the third excerpt.

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

#### Option A

Students discuss the theme and use of language in the excerpts from the foreword.

#### Option B

Students plan their writing responses by completing graphic organizers identifying the theme of the foreword, and providing three examples of how the language in the excerpts supports the theme.

#### Extended Writing Prompt

Students write extended responses to a writing prompt that is based on the text.

### STANDARDS ALIGNMENT

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

#### PRIMARY STANDARDS ALIGNMENT

| Standard ID | Standard Description  | Where Addressed                         |
|-------------|---|---|
| RL.8.1      | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | Option B<br>Extended Writing Prompt     |
| RL.8.2      | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.   | Option B<br>Extended Writing Prompt     |
| RL.8.4      | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | Options A, B<br>Extended Writing Prompt |
| W.8.2       | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   | Extended Writing Prompt                 |

**SECONDARY STANDARDS ALIGNMENT**

| Standard ID | Standard Description  | Where Addressed                         |
|-------------|---|---|
| W.8.9       | Draw evidence from literary or informational texts to support analysis, reflection, and research.   | Options A, B<br>Extended Writing Prompt |
| SL.8.1      | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. | Option A                                |

**PROCEDURE for Part 3****CORE TASK**

Instruct students to read the third excerpt from the foreword.

**PROCEDURE for Part 3: Option A**

Organize a classroom discussion about all three excerpts. The discussion should encourage a close reading of the foreword and facilitate students' understanding. 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. How is London's experience in the storm related to his desire to sail around the world?

**Possible Response:** *The experience was the high point of his life and he explains that this joy did not depend on the approval of others. He uses this to explain why he must follow his own ideas about what to do, rather than think about others' opinions.*

2. What is the effect of the image of the diver at the end of the excerpt?

**Possible Response:** *It compares two possible courses of action: one could attempt a difficult but rewarding feat, or one could remain safe by never trying. The diver, as well as London himself, is driven to take the risk, as the satisfaction he gets from a hard-earned success is worth it.*

**SCORING RUBRIC for Part 3: Option A**

Use the following rubric to evaluate students' participation in the discussion.

**4 Point Response**

Student will:

- Have meaningful notes for each question 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 provides no response, or the response is off topic.

**PROCEDURE for Part 3: Option B**

Ask students to reread the excerpts and then to complete their organizers.

**Possible student responses:**

| Theme   |
|---|
| Happiness comes in doing what you love, regardless of others' opinions/responses. |

| Supporting Evidence  | Supporting Evidence   | Supporting Evidence   |
|--|---|---|
| The diver risks his safety to complete a dangerous but rewarding dive. | London's pride in guiding the ship through the storm is not affected by how many of his fellow sailors know that he did it. | London says that he is "made" to build the <i>Snark</i> and seek adventure; he considers it an essential part of his personality. |

**PROCEDURE for Part 3: Extended Writing Prompt**

IN STUDENT BOOK: WILL READ THE FOLLOWING:

Reread the excerpts from the foreword and review your notes and responses from earlier parts of this task. Respond to the prompt in the space below.

Read this quote.

“Happiness lies in the joy of achievement and the thrill of creative effort.”—Franklin D. Roosevelt

Do the excerpts from *The Cruise of the Snark* support the quote? Use evidence from the excerpts to support your answer.”)

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’ writing.

**4 Point Response**

Student will:

- Introduce the topic clearly;
- Make an insightful analysis of whether the excerpts support the quote;
- Create a consistent organization of concepts, ideas, and information;
- Use relevant, well-chosen, and sufficient details from the excerpts;
- Include a concluding section that supports the analysis.

**3 Point Response**

Student will:

- Introduce the topic;
- Make an analysis of whether the excerpts support the quote;
- Create an organization of concepts, ideas, and information;
- Use relevant details from the excerpts;
- Include a concluding section that supports the analysis.

**2 Point Response**

Student will:

- Make an analysis that lacks clarity or complete accuracy, OR that fails to make a clear connection between the quote and the texts;
- Maintain an inconsistent organization;
- Provide few details from the excerpts;
- Fail to provide a clear conclusion.

**1 Point Response**

Student will:

- Provide a vague or minimal statement about the quote and the excerpts with minimal support.

**0 Point Response**

The student provides no response, or the response is off topic.

**OPTIONAL EXTENSION ACTIVITIES for Part 3**

W.8.5. 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, focusing on how well purpose and audience have been addressed.

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