



Performance Task: EARTH DAY



PART 1: Research Student Directions:

Your Assignment:

Planners of your city's Earth Day events are sponsoring an Earth Day essay competition to show the significance of Earth Day in the past, present and future. You will examine several sources about Earth Day. Then you will answer three questions about what you have learned. In Part 2, you will write an explanatory essay about Earth Day for the essay competition.

Steps You Will Follow:

To plan and write your essay, you will do all the following:

1. Read an article and two flyers.
2. Watch three videos.
3. Answer three questions about the reading and the videos.
4. Plan and write your essay.

Directions for Beginning:

You will now watch the videos and read the article and flyers. Take notes because you may want to refer to your notes while writing your essay. You can refer to any of the sources as often as you like.

Source Information:

- Article:** *Earth Day Takes Center Stage*; New York Times, Up Front Magazine
- Flyers:** Earth Day Celebration, Marysville, WA
Earth Day Celebration, Beverly Hills, CA
- Video #1:** Frank Blair, Greenhouse Warning on Earth Day 1970: NBC News (2:53)
https://www.youtube.com/watch?v=o0YLMuPA_Jo
- Video #2:** *Earth Day 1970 Part 13 Conclusion CBS News with Walter Cronkite* (2:39)
<https://youtu.be/pCcxlQYdH24>
- Video #3:** Earth Day 1970 A Grassroots Moment That Sparked a Movement (3:27)
<https://youtu.be/IVEHVKB2uKA>



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NOTE TAKING TOOL

SOURCE	PAST	PRESENT	FUTURE
Video #1: <i>Frank Blair</i>			
Video #2: <i>Walter Cronkite</i>			
Video #3: <i>Earth Day, 1970</i>			



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NOTE TAKING TOOL

SOURCE	PAST	PRESENT	FUTURE
Article: <i>Earth Day Takes Center Stage</i>			
Flyers: <i>Earth Day Celebrations</i>			



TIMES PAST

Gray Skies: A factory in Altoona, Pennsylvania, in 1947

1970

Planet Earth

Anger at the nation's increasingly polluted air and water helped fuel an environmental movement and efforts to protect America's natural resources

BY PATRICIA SMITH

Back in the 1960s, the oily, brown water of Cleveland's Cuyahoga River was so toxic and filled with garbage, residents joked that if anyone fell in, they wouldn't drown, they'd decay.

So it wasn't a total surprise to locals when the Cuyahoga River caught fire in June 1969 after some oil-soaked debris was ignited, most likely by sparks from a passing train. But to the rest of the nation, the idea of a flaming river was shocking.

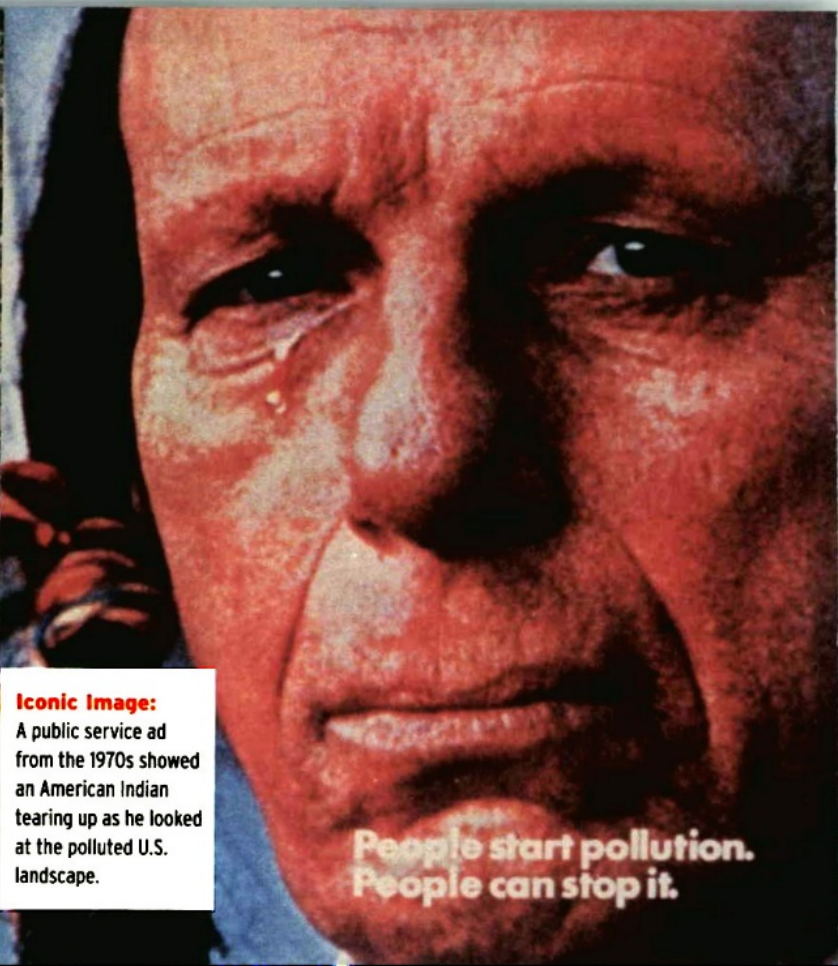
Six months earlier, a thick oil slick had washed over the beaches of Santa Barbara, California. The disaster, which went on to blacken 40 miles of scenic coastline, was the result of a blowout on an offshore oil rig.

"The Cuyahoga River fire, in combina-

HENRI CARTIER-BRESSON/MAGNUM PHOTOS (ALTOONA, PA)



First Earth Day:
20 million Americans, like these in New York City, took part on April 22, 1970.



Iconic Image:
A public service ad from the 1970s showed an American Indian tearing up as he looked at the polluted U.S. landscape.

Takes Center Stage

tion with the Santa Barbara oil spill, had a very powerful motivating force on the environmental movement,” says Jonathan Adler, an environmental historian at Case Western Reserve University in Cleveland.

So powerful, in fact, that 1970 became the year the environmental movement really took off and began to have an impact on our national policy and our daily lives. Forty years later, we’re still reaping the benefits—and facing new challenges.

The Tumultuous '60s

The 1960s were a decade of protests and social movements that changed America, including the civil rights movement, the anti-war movement (against the Vietnam War), and the women’s movement. It was in this

social and political context that the environmental movement developed.

It wasn’t just high-profile environmental disasters like the Santa Barbara oil spill and the Cuyahoga River fire that got people angry and spurred them to act. On the coasts, beaches were often closed because of the raw sewage being dumped into the oceans. And across the country, it was common for factories to dump their waste directly into rivers: In western Massachusetts, people remember the Housatonic River changing color from one day to the next, depending on what color paper the Crane mills were making.

Dense smog hung over the nation’s cities. In Los Angeles, some businessmen changed their shirts during the day because the soot

in the air had soiled them by lunchtime. In New York, the air was sometimes so dirty that tourists couldn’t see the city below from the Empire State Building’s observation deck.

No one really thought much about pollution back then. The U.S. was still in the midst of the post-World War II boom: Factories across the country produced everything from cars to washing machines. And as millions of people moved to the suburbs, car sales—and the pollution they produced—soared.

“There was no consciousness of the environment at all in the 1950s and ’60s—nobody even knew what the word ‘ecology’ was,” says Rich Borden, an environmental studies professor at College of the Atlantic in Maine.

“At that time, smoke coming out of smokestacks was seen as a sign of progress. A few

TIMELINE Environmental Milestones

SILENT SPRING Rachel Carson



1962

Silent Spring is published. It condemns the overuse of pesticides, and is widely credited with helping to launch the environmental movement.

1969

The Santa Barbara oil spill in California and the Cuyahoga River fire in Ohio focus attention on the nation's environmental problems.

1970

20 million Americans participate in the first Earth Day. President Nixon creates the Environmental Protection Agency and signs the Clean Air Act.

1972

The Clean Water Act prohibits the discharge of toxins and raw sewage into waterways. That same year, the pesticide DDT is banned in the U.S.

1973

The Endangered Species Act is signed into law. Since then, many endangered species like the bald eagle (above) and the grizzly bear have been brought back from the brink of extinction.

years later, it was seen as something we had to regulate and be careful of.”

That change began in 1970. On April 22, nearly 20 million people, many of them young, participated in rallies and teach-ins around the country to celebrate the first Earth Day. The event was intended to alert the public to the environment's poor condition and encourage Americans to get involved in fixing it. It remains, to this day, one of the largest political actions in the nation's history.

'Environmental Magna Carta'

As interest in the environment grew, the government began to respond. In 1970, the National Environmental Policy Act—sometimes referred to as the “environmental Magna Carta”—required the federal government to consider the environmental consequences of all major policy decisions: Whenever there are plans to widen a highway, build an airport, or dredge a river, you're likely to hear talk about an “environmental impact statement.” This is required under NEPA to consider what effects the project will have on the environment and how to minimize them.

In July 1970, President Richard Nixon issued an executive order creating the

Environmental Protection Agency (E.P.A.) to enforce laws that protect the environment and public health.

Later that year, Nixon signed the Clean Air Act, a landmark law designed to reduce air pollution. At the time, cars used leaded gasoline, so the exhaust contained lead—a toxin that stunts brain development. One of the most important provisions of the Clean Air Act mandated the gradual elimination of lead from gasoline. It also required factories to install filters on their smokestacks to remove the most-toxic chemicals.

In 1972, Congress passed the Clean Water Act, requiring factories to stop dumping their waste into waterways, and communities to stop dumping raw sewage into rivers and oceans. The following year, the Endangered Species Act created a list of plants and animals on the brink of extinction and provided extra protections for them.

“What you saw happen in the 1970s was Congress laying the foundation for the modern environmental regulatory state,” says Jay Turner, a professor of environmental studies at Wellesley College in Massachusetts.

By the end of the decade, more than 8,000 pieces of environmental legislation

were introduced in Congress (though not all passed), according to John Adams, founder of the National Resources Defense Council. “It was a revolution that took place,” he says.

Bipartisan Support

One reason so much was accomplished in the 1970s is that many of the steps taken were embraced across the political spectrum. President Nixon was a Republican, and Democratic and Republican support in Congress made passage of some very sweeping legislation possible.

The new environmental regulations had a significant impact. Sewage treatment plants were built. Factories stopped using rivers as waste-disposal systems and began filtering their emissions.

Over time, much of the smog disappeared and many rivers returned to health. The Cuyahoga River in Cleveland, which after the 1969 fire became the national symbol of environmental disaster, is now a place where residents fish for smallmouth bass.

Animals such as the bald eagle and the grizzly bear, which were close to extinction in the early '70s, have rebounded and have since been removed from the endangered



1980

Congress creates the Superfund, which has set aside billions of dollars to clean up hazardous-waste sites across the U.S.

1989

The Exxon Valdez oil tanker strikes a reef off Alaska and spills 500,000 barrels of crude oil into Prince William Sound.

1997

The Kyoto Protocol, an international agreement to reduce greenhouse gas emissions, is adopted by 122 countries, but never ratified by the U.S. Congress.

2007

Former Vice President Al Gore's documentary, *An Inconvenient Truth*, focuses public attention on the issue of climate change.

2010

In April, an offshore oil rig in the Gulf of Mexico explodes and 4 million barrels of crude flow into the Gulf, the largest spill in history. The well is capped in July.

ERIC LEE/PARAMOUNT CLASSICS/SCRIPPS HOWARD PHOTO SERVICE/NEWS.COM (AL GORE); PAUL BUCK/VEPA/CORBIS (BP OIL SPILL); TED SOOJ/CORBIS (LOS ANGELES SKYLINE)

species list. By the time lead was entirely eliminated from gasoline in the mid-1980s, doctors in the U.S. reported a significant drop in the amount of lead found in the blood of their patients.

"The great triumph of what we did in 1970 is on the whole much cleaner air and much cleaner water," says Jim Tripp of the Environmental Defense Fund.

Beyond that, many environmentalists point to a much less tangible—but also critical—achievement: a widespread public awareness about the importance of environmental protection.

Today's Issue: Climate Change

In the early 1970s, the U.S. was a global leader on environmental protection. In the next decade, many countries followed the American example and created environmental ministries and environmental-protection laws similar to those in the U.S.

Today, most scientists point to climate change as the most significant environmental challenge. But it's a much tougher issue for Washington to address for several reasons: A segment of the American population remains skeptical about climate-change science. Even



Clearer Days: Downtown L.A. today

An Improving Picture

	THEN	NOW
Number of Smog-Alert Days in Los Angeles	102 (1976)	0 (2009)
Carbon Monoxide Emissions (in Tons)	204 million (1970)	88 million (2007)
Estimated Number of Bald Eagles	2,000 (1971)	70,000 (2007)

SOURCES: SOUTH COAST AIR QUALITY MANAGEMENT DISTRICT, E.P.A., THE NEW YORK TIMES, BALDEAGLEINFO.COM

some of those who believe it is a serious problem are leery of the cost of proposed solutions—and their impact on the economy and employment at a time when the nation is struggling to emerge from recession.

Environmental issues also don't have the wide bipartisan support they enjoyed 40 years ago. All these factors help explain why the U.S. has been slower than many other industrialized countries to take steps to address climate change.

"Today, the challenges are much more long-term and much less visible," says Turner, the Wellesley professor. "It doesn't foster the same climate of crisis politics, but the stakes are even higher."

Nevertheless, it's clear that the environmental movement has had an impact on the way Americans think.

"Environmental issues today have a prominence that they didn't have before," says Adler, the environmental historian at Case Western. "There is not a major American institution, governmental or non-governmental, that doesn't have to consider environmental values in the way it conducts itself. That's as true of Walmart as the U.S. military." ●



Come join the 2012 Earth Day Celebration

of the Allen/Quilceda Watershed
 Saturday, April 14th 10am - 2pm Rain or shine!
 Qwuloolt Estuary Restoration Project Site,
 Harborview Park, 4700 60th St. NE, Marysville, WA 98270*

- The first 200 participants get a free Earth Day 2012 T-shirt.
- Stamp your shirt with all the parts of a healthy watershed.
- Plant a native tree or shrub to help restore the Qwuloolt Estuary.
- Drop in or stay for the whole event. Registration is preferred.
- Come prepared for all weather conditions and to get your hands dirty. Wear sturdy shoes or boots.
- Plants, tools, gloves, water and snacks will be provided for volunteers.
- To register contact: Stephanie Leeper, 425-328-9205, stephanie@soundsalmonsolutions.org
- *For directions and more information for this event, visit Sound Salmon Solutions' event page: <http://qr.net/hfjv> or scan the below QR code with your mobile device.
- (TTY: 711 or WA Relay Center at 800-833-6388). Translation services and accommodations for persons with disabilities are available upon request

QR code-Scan me!



Sponsors:

aqwa team
 Allen / Quilceda Watershed Action Team





**SUNDAY
APRIL 14
9AM TO 1PM
BEVERLY HILLS
FARMERS'
MARKET**



Come Join the Earth Day Celebration at the Farmers' Market

Learn how to “live lightly”
on planet Earth

- **Energy Conservation:**
VISIT THE SOCAL EDISON MOBILE UNIT AND LEARN ABOUT REBATE PROGRAMS AND APPLIANCE BUYING TIPS.
- **Emergency Preparedness:**
VISIT THE MOBILE EARTHQUAKE SIMULATOR. EMERGENCY KITS & EQUIPMENT AVAILABLE FOR PURCHASE.
- **Recycling:**
LEARN ABOUT OUR TWO-STREAM WASTE SYSTEM. DROP OFF DISPOSABLE DRY-CELL BATTERIES AND PRINTER CARTRIDGES. GET FREE COMPOST AVAILABLE IN 20-POUND BAGS, WHILE SUPPLIES LAST.

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BEVERLY HILLS PUBLIC WORKS DEPARTMENT
(310) 285-2467

WWW.BEVERLYHILLS.ORG/EARTHDAY



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3. Use information from the flyers and the *Earth Day 1970: A Grassroots Moment that Sparked a Movement* video to describe the nature of current Earth Day events and how they differ from the first Earth Day in 1970. **(Claim 4, Target 4)**



Performance Task: EARTH DAY



PART 2: Field Investigation

Students might select an Earth Day activity as a class or as individuals that improves their school campus. This could include such activities as tree planting, recycling, or planting a school or community garden. Students could also research how Earth Day has been celebrated in their community and suggest ways to increase awareness and involvement.

Discussion questions might include the following:

- What is Earth Day, why was it established, and how has it been important to raising awareness about the environment?
- What simple actions might people take to improve the health of the environment?
- Why is Earth Day still important for now and into the future?
- How might we connect with people globally to have a positive impact on the environment?

In addition, teachers may want to consider one or more of the following field investigations:

- National Earth Day Activities: <https://www.epa.gov/earthday>

Other ideas for field investigations:



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PART 3: Essay

Student Directions:

You will now have time to review your notes and sources, plan, draft, and revise your essay. You may use your notes and refer to the sources. You may also refer to the answers you wrote to questions at the end of part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

Your assignment:

Planners of your city's Earth Day events are sponsoring an Earth Day essay competition to show the significance of Earth Day in the past, present and future. Write an essay that explains the historical importance of Earth Day, its current emphasis, and what experts suggest as a focus for the future. Use information from both print and video sources in your essay.

How your essay will be scored:

1. **Statement of Purpose/Focus** – how well your response is fully sustained and consistently and purposefully focused.
2. **Organization** – how well the ideas progress from the introduction to the conclusion using effective transitions.
3. **Elaboration of Evidence** – how well you provide support evidence for your topic and includes effective use of sources.
4. **Language and Vocabulary** – how well you effectively express ideas using precise language that is appropriate for your audience and purpose.
5. **Conventions** – how well you follow the rules of usage, punctuation, capitalization, and spelling.

Now begin work on your essay.

- Review your notes.
- Plan your essay using the template provided
- Write your essay
- Revise and edit for a final draft





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Planning My Essay

Essay Components
Introduction: Capture the reader's attention.
Statement of purpose or controlling idea:
Earth Day: Historical Importance
Earth Day: Current Emphasis
Earth Day: Future Focus
Conclusion:



Scoring Notes: EARTH DAY



1. How does the video *Earth Day 1970: A Grassroots Moment that Sparked a Movement* reinforce information in the article *Planet Earth* about the past and future of Earth Day? (Claim 4, Target 2)

Analyze/Integrate Information Rubric (Claim 4, Target 2)	
2	•The response gives sufficient evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.
1	•The response gives limited evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.
0	•A response gets no credit if it provides no evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.

Scoring Notes:

Students should cite something specific from the video and from the article that is the same for the past and for the future.

Past of Earth Day: The students should address one or the other:

- Terrible pollution: Rivers on fire, people not able to breathe, species disappearing (Bald Eagle) unchecked air and water pollution
- Political Action: Protest leading to changes in laws- i.e., Endangered Species Act, EPA,

Present/Future: The students should comment on one of the following:

- Focus on Climate Change
- Global issues for the present/future (planetary affairs)

2 Point Response should include the following:

- Earth Day Past: Naming examples of pollution **or** political action
- Providing at least one specific example
- Earth Day Present: Naming climate change or global concerns as a current issue

The writer needs to link the video explicitly to the article to demonstrate the ability to gather, analyze and integrate information between the two sources.

1 Point Response should include the following:

- One or two of the three is stated

0 Point Response should include the following:

- None of the three are referenced. The student draws solely from background knowledge with no reference to the reading or to the video.



Score Point 2 Samples

1. The Grassroots Moment that sparks a movement talks about how in the past new laws were being made to protect the environment. It talks about how laws were passed about endangered species, clean water and clean air. It also talks about how the environmental protection agency was made. In the article Planet Earth, it talks about how in 1972 the clean water act was passed. It talks about how in 1978 the endangered species act was signed. It talks about how in 1970 the environmental protection agency was created. For the future the video talks about climate change. It talks about how people are worried about climate change. The article also talks about climate change and how climate change has long term effects on the future.
2. The video Earth Day: 1970: Grassroots Moment that Sparked a Movement reinforces the article Planet Earth about the past and future of Earth Day. They both talk about how polluted lakes caught on fire, how political actions/context made environment movements develop and how the first Earth Day came about. They both talk about how the future needs to meet our global climate change problem by creating a new style of government that can afford the change.

Score Point 1 Samples

1. The video mostly reinforced what the article was about. In the video they were saying now the smog was so bad that it's like smoking 2 packs a day. In the article it shows the smog coming out of the factory. What mostly was in the video, the article mostly elaborated what they showed in the video. More detail in what the laws were, how many bald eagles, # of smog alerts, carbon monoxide from then to now. (No mention of present / future)
2. In the video Earth Day 1970, it mentioned a river catching on fire. In the article it says that people joked that if anyone fell in the Cuyahoga River they wouldn't drown, but decay. The article later states that the river caught on fire from the sparks of a passing train. (Past comparison only)

Score Point 0 Samples

1. The problems were shown to all the people. It sparked a movement show how we need to act and help get earth back to its happy old self. The only problem for today is the fact that volcanoes can go off at any time. But earth day will help us restore the planet. The video also stated that the climate is not the way they should be, they're changing all the time. (Off Topic)
2. It shows us how bad the environment was in the 70's trying to tell us that we need to help earth otherwise it will end up dying. (Vague)
3. The video Earth Day 1970: Grassroots Moment that Sparked a Movement just basically says some information from the article Planet Earth and the video just basically summarizes up the article. The video is like the article but shortened up and in video form. (No examples)



Scoring Notes: EARTH DAY



2. Compare and contrast the tone of the Frank Blair’s summary of the first Earth Day with Walter Cronkite’s summary. Which video is most useful in showing the importance of the day’s events? Cite evidence from both videos in your response. (Claim 4, Target 3)

Evaluate Information / Source Rubric (Claim 4, Target 3)	
2	• The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	• The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
0	• A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.

Scoring Notes:

Students must discuss the tone or attitude of the speaker as depicted in the two videos. They must select one video as most useful in showing the importance of the day’s events with evidence from both videos in the response.

Blair: Tone is informational; matter of fact. There is a balance. Strives for neutral approach.

Cronkite: Passionate; emotional appeal, sense of urgency; persuasive; frustrated at everyone; wants everyone to get involved- we all underestimate what is at stake- confrontational, negative, angry, disappointed. The general public missed the point!

2 Point Response should include the following:

- Name the tone of each video with evidence
- Select a video as most useful in showing the importance of the day’s events.
- State reason for selecting this video related to the importance of today’s events
- Provide specific evidence from both videos for selecting one over the other

1 Point Response should include the following:

- Two or three of the above are stated

0 Point Response should include the following:

- One or none of the above are stated: For example, tone is named but with no evidence or explanation.



Scoring Notes: EARTH DAY



Score Point 2 Samples

1. Frank Blair's video was very informative. It gave a lot of facts about what places are doing for Earth Day and what might happen in the future if we don't do anything about the pollution. He mostly just informed us about what was going on right then. Walter Cronkite's video was very serious. He had a lot of facts about all the bad things that would happen in the future if we didn't do anything for the earth. Most everything he said was very serious. He explained how we have to do something, or we will be a lifeless world. Walter Cronkite video was most useful because it was explaining basically what would happen if we didn't have Earth Day events and all Frank Blair's video talked about was what people did on Earth Day.
2. The tone of Frank Blair's summary was more informational, not as angry or biased as Walter Cronkite's summary. Though they both were similar in how the goal was to say that no change can truly be made till action is taken, Walter's video was more aggressive than Frank's. Frank Blair's video is more useful because:
 - His facts aren't targeting a specific group; there's no bias point of view. He simply states his facts.
 - He doesn't rant about the lack of participation. All he does that's truly "demeaning" towards Earth Day and the participants is notes the stark, conspicuous difference in attitude of the participants to the attitude of the news.

Score Point 1 Samples

1. Frank Blair seemed just straight forward, informative, and here is what happened through his summary. Whereas Walter Cronkite who seemed to be more concerned. Walter seemed mad/disappointed in what people did, which was stay home, let others, younger people, do all the work. He also said if we listen and act now, we can have a better place to be in, in the future. But, going back to Frank, he stressed that there were so many helping out with the cause; protesting, singing, marching, etc. and said nothing about no one really not helping/supporting the cause. (did not choose which was better)
2. The tones were very serious. Frank Blair's summary is more of what the people did on the first day. Walter Cronkite's summary was more about what people needed to do to save the Earth and our survival. Frank Blair's summary was more useful because he talked about what people did to take action to save the Earth and why it was important to do so. (Needs specific evidence)
3. Frank Blair's summary was more useful because he said what people were doing, who put on the vent, and what their goal was. Frank gave specifics about each event that was in place such as how people on Wall Street sang to stop automobile pollution. (No reference to Cronkite video)

Score Point 0 Samples

1. In Frank Blair's video the students went to school with XXXX over their faces to protect them from harm or dirt. Sand and dirt were dumped to show and resemble how had the environment was. In the Walter Cronkite video, it is stated that most and many people said that they did not feel safe and that the environment was very bad. (No reference to tone; off topic)
2. Well, both mentioned how bad their community was, then people started to clean up after "children had to wear gas masks" and "when they forgot what each day meant." (No tone; no evaluation)



Scoring Notes: EARTH DAY



3. Use information from the flyer and the *Earth Day 1970: A Grassroots Moment that Sparked a Movement* video to describe the nature of current Earth Day events and how they differ from the first Earth Day in 1970. (Claim 4, Target 4)

Use Evidence Rubric (Claim 4, Target 4)	
	<ul style="list-style-type: none"> The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
	<ul style="list-style-type: none"> The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
	<ul style="list-style-type: none"> A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

Scoring Notes:

Video: Week-long celebration; service projects, educational events, eco village art, new environmentally friendly products, peaceful, protest rally

Flyers: Community improvement projects: Tree planting; free t-shirt (art activities and promotional); education to learn to live slightly; recycling, emergency preparedness; free compost and other items that the students may reference, snacks- peaceful, happy, lighthearted, celebrations; harmonious

First Earth Day: Militant, urgent, protests, actions were dramatic and rebellious; video images of severe pollution- linking earth day to the protest movement of the 60's- Political focus rather than a community improvement focus- Endangered Species Act- Adding jobs to the economy

2 Point Response should include the following:

- What Earth Day events are like today: Generalization supported by evidence
- How they are different from the first earth day events in 1970 (reference what it was like in 1970 but with main focus on events today)
- Evidence from the flyers
- Evidence from the video
- All information should be derived from the video and flyers, not background knowledge or personal opinions

1 Point Response should include the following:

- Some of the above are included.

0 Point Response should include the following:

- One or none of the above are included. Student primarily writes in generalities, uses mostly background knowledge and not evidence from the text, and/or writes off topic.



Scoring Notes: EARTH DAY



Score Point 2 Samples:

1. The first Earth Day was more about rallying and protesting pollution as seen in the video. The flyers show more of helping the environment like planting trees and shrubs to help restore the Qwuloolt Estuary shown in the flyer. Also, today it's more like helping people prepare for natural disasters, learning to recycle, and how to conserve energy.
2. In 1970, people were not happy. Most thought it was an excuse for the Vietnam War. In 1970, there were many participants. There were rallies, concerts, educational programs, etc. But they didn't do anything to actually help the planet. Now, they have Earth Day celebrations where they plant trees, make things fun by getting shirt stamps and other things that promote a healthy planet so more people will want to help out.

Score Point 1 Samples:

1. In the 1970 Earth Day events, the people would have pep---rallies about pollution and sing songs and dance and do clean u projects. 1 in every 10 people participated. In today's time, people have Earth Day projects where you plant trees and shrubs for the environment, and this is resulting in a cleaner and better environment in the future. (No clear information from flyers)
2. April 1970 was the first Earth Day movement, but it only involved marches and protesting and speeches in order to get people educated on the situation and understand that something was happening. Now---a---days, Earth Day is about getting down and actually doing hands on activities that will help the environment and having get together with people to celebrate Earth Day and donate money to help the cause. (Generalizations without specific evidence)

Score Point 0 Samples:

1. Earth Day events today are not as popular as they once were. "Environmental issues don't have the wide bipartisan support they enjoyed 40 years ago." When the earth's air got to the unbreathable point is when the earth's people started taking action. They took many actions, so the world was eventually healing itself. "Over time, much of the smog disappeared..."
I think that as a human we are very selfish, and we do not take action or give anything up unless we have a reason...to and it is affecting us personally. Many people do attend Earth Day events but truly, they were much more popular and taken seriously back in the day. (The information is not from the videos and the flyers but rather from the article and personal opinions.)

Informative / Explanatory Writing Rubric (Grades 6-11)

Scoring Version



Score	4	3	2	1
Statement of Purpose/Focus	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> consistent or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task 	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> controlling or main idea of the topic is clear, and the focus is mostly maintained for the purpose, audience, and task 	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling or main idea of a topic may be somewhat unclear, and the focus may be insufficiently sustained for the purpose, audience, and task 	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling or main idea of the topic may be somewhat confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, and task
Organization	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas, with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> inconsistent use of transitional strategies with little variety introduction and conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> few or no transitional strategies are evident introduction and conclusion, if present, may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression
Elaboration of Evidence	<p>The response provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details.</p> <ul style="list-style-type: none"> comprehensive evidence from sources is integrated; references are relevant and specific effective use of a variety of elaborative techniques* 	<p>The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> adequate evidence from sources is integrated; some references may be general adequate use of some elaborative techniques* 	<p>The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes uneven or limited use of sources, facts, and details:</p> <ul style="list-style-type: none"> some evidence from sources is weakly integrated, imprecise, or repetitive; references may be vague weak or uneven use of elaborative techniques*; development may consist primarily of source summary 	<p>The response provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used minimal, if any, use of elaborative techniques*
Language	<p>The response clearly and effectively elaborates ideas, using precise language:</p> <ul style="list-style-type: none"> vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response adequately elaborates ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response elaborates ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> vocabulary is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style

Score	2	1	0
Conventions	<p>The response demonstrates a command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling

NS	Unintelligible, in a language other than English, off-topic, insufficient evidence (incomplete) or copied text. (Off-purpose writing will still receive a score in Conventions.)
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*Elaborative techniques may include the use of personal experiences that support the controlling idea.