



## Teacher Directions: EARTH DAY



**GRADE 9/10:** Two 60 to 90 -minute classroom sessions for Research and Essay Writing. Students may take additional time if needed. Provide on-line assessment if possible.

### *Task Overview*

**Part 1** (60 to 90 minutes): Tasked with writing an essay about the significance of Earth Day on our environment, students will explore a collection of research that includes videos, an article, and infographics, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and integrating data, evaluating sources, and using evidence to support arguments.

**Part 2** (60 to 90 minutes): Using their notes and source material, students work independently to write an informational essay explaining the significance of Earth Day, past, present and future.

**Scorable Products:** Responses to the constructed-response questions and the essay will be scored.

**Suggested Pre-task Activity:** Ask student to share what they know about Earth Day, when it is, and what it celebrates. Tell students that they will explore the historical significance of Earth Day, past, present and future in this performance task.

### **Directions for Administration:**

#### **Part 1 (60 to 90 minutes)**

Students are given the texts and video to learn about Earth Day.

- Initiate the testing session. Use online testing if possible.
- Provide approximately 60 to 90 minutes to complete Part 1.
- Provide additional time as needed. The SBAC assessments are untimed.
- Make sure students put their names on their notes

#### **Part 2 (60 to 90 minutes)**

- Allow students to use their notes and data sheets to outline their essays.
- Review the essay rubric with the students.
- Provide 60 to 90 minutes to write essays.
- Provide additional time as needed. The SBAC assessments are untimed.



# 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.



# Scoring Notes: EARTH DAY



## 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)	
<b>2</b>	<ul style="list-style-type: none"> <li>The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>

### 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 bad 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"> <li>The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.</li> </ul>
	<ul style="list-style-type: none"> <li>The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.</li> </ul>
	<ul style="list-style-type: none"> <li>A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.</li> </ul>

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

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

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.

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