**Student Directions**

**Earth Day Mixed Genre Performance Task**

**Task:**

Your class has been learning about Earth Day – what it is, and what are things you could do to help the planet Earth.

After you have looked at these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you need to answer the questions and complete your task. You may use a scratch paper to take notes.

In Part 2, you will write an informational article, an opinion piece, or a narrative using the information that you have read.

**Direction for Beginning:**

You will now look at two sources. You can look at either of the sources as often as you like.

**Research Questions:**

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these will be scored. Also, your answers will help you think about the information you have read and looked at, which should help you with your task.

**Part 1**

**Sources for Performance Task:**

**Source #1**

You have found a source describing what Earth Day entails.

**Earth Day, Every Day**

Earth Day is on April 22nd every year. Earth Day is a day to remember to take care of our planet, Earth. We can take care of our planet by keeping it clean.

We can keep Earth clean by following the rule of “reduce, reuse, recycle”. *Reduce* means use less. We can reduce our use of resources like water or gasoline. *Reuse* means use again, rather than throw things away. We can reuse many things, such as jars, plastic bags, and boxes. *Recycle* means to make something new from something old. We can keep Earth clean by recycling materials such as aluminum, paper, and plastic. If we take these materials to a recycling center, they can be used again in a different way.

On Earth Day, we remind ourselves and everyone on Earth that we must do these things. We must do these things every day, not just on Earth Day. We must all do our part, and we can make a difference. On April 22nd, remind everyone you know that every day is Earth Day!

**Source #2**

This article contains facts about Earth Day and how much we save/waste.

**Times for Kids: Earth Day**

We take a look at Earth Day by the Numbers

*Energy & Waste*

The average American produces more than four pounds of garbage per day. Over the course of a year, that is more than 1,600 pounds of garbage per person.

Almost half of the food in the U.S. goes to waste – approximately 3,000 pounds per second.

The recycling rate has been increased from less than 10% in 1980 to more than 34% in 2011.

From 1990 to 2010, the total amount of garbage going to landfills dropped by almost 10 million tons.

*Plastic*

In 2012, the U.S. produced 32 million tons of plastic. Only 9% was recovered for recycling.

It takes 100 to 400 years for plastics to break down in a landfill.

The energy saved by recycling one plastic bottle can power a computer for 25 minutes.

*Glass*

It takes approximately 1 million years for a glass bottle to break down in a landfill.

Recycling one glass bottle can power a computer for 30 minutes.

Producing glass from new materials requires 30% more energy than using used glass.

*Paper*

Every year, Americans use more than 180,000 of paper and paperboard. That’s an average of 700 pounds of paper products per person each year.

Recycling a stack of newspaper just 3 feet high saves one tree.

By recycling 1 ton of paper, we save enough energy to heat a home for six months.

*Water*

Almost 97% of the word’s water is salty or otherwise undrinkable. Another 2% is locked in ice caps and glaciers. Only 1% is usable for agriculture, manufacturing, and personal needs.

The average American uses more than 750,000 gallons of water per year. Around the world, the average is less than half of that figure.

Americans throw away 2.5 million plastic bottles every hour. About 1,500 bottles end up in landfills and oceans every second.

1. Put a check on the boxes to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.

|  |  |  |
| --- | --- | --- |
|  | **Source #1: Earth Day, Every Day** | **Source #2: Times for Kids: Earth Day** |
| **If we take these materials to a recycling center, they can be used again in a different way.** |  |  |
| **Over the course of a year, that is more than 1,600 pounds of garbage per person.** |  |  |
| **Recycling a stack of newspaper just 3 feet high saves one tree.** |  |  |

1. Which source **most likely** has the most useful information about what Earth Day entails? Explain why this source **most likely** has the most useful information about Earth Day. Support your explanation with **two** details fro the source.
2. Explain why it is important to take care of the Earth every day. Give **two** reasons, one from Source #1 and one from Source #2. For each reason, include the source title or number.

**Student Directions**

 **Earth Day Performance Task**

**Part 2**

You will review your notes and sources, and plan, draft, revise, and edit your writing. You may use notes and go back to the sources. Now read your assignment and the information about how your writing will be scored, then begin your work.

**Your Assignment:**

Your teacher is creating a bulletin board display in the office to show what your class has learned about Earth Day.

1. You decide to write an informational article on Earth Day. Your article will be read by other students, teachers, and parents. Using more than one source, develop a main idea about Earth Day. Choose the most important information from the sources to support your main idea. Then, write an informational article that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources.
2. You decide to write a proposal of what the school should do to be environmentally friendly. Your article will be read by other students, teachers, and parents. Using more than one source, develop an argument that supports Earth Day and what you think the steps the school should follow to help the Earth. Then, write an opinion piece that is several paragraphs long. Clearly organize your writing and support your proposal with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources.
3. You decide to write a fable with a moral that warns why we should take care of the Earth. Your story will be read by other students, teachers, and parents. Using more than one source, develop a story that uses details about Earth Day. Choose the most important information from the sources that will help support your fable’s moral. Then, write a narrative that is several paragraphs long. Clearly organize your fable and include a setting, characters, dialogue, a problem, a solution, and a moral. Use your own words, and if possible, use important vocabulary from your sources.

**REMEMBER: A well-written task**

* Has a clear main idea (expository/opinion)
* Is well-organized and stays on topic
* Has an introduction and conclusion
* Uses transitions
* Uses details from the sources to support your main idea (opinion/expository)
* Puts the information from the sources in your own words, except when using direct quotations from the sources (opinion/expository)
* Gives the title or number of the source for the details or facts you included (opinion/expository)
* Sets the scene, includes characters, a problem, a solution, and a moral (narrative)
* Develops ideas clearly
* Uses clear language
* Follows the rules of writing (spelling, punctuation, and grammar)

Now begin work on your informational article. Manage your time carefully so that you can

1. Plan your writing task
2. Write your writing task
3. Revise and edit the final draft of your article