

High School English IMPACT Redefined Extension Task/Summative Activity

Your Name: Kerry Wilkerson	Subject: English III	Unit #/Lesson: The Scarlet Letter – Lesson 37
What is the extension task/summative activity that you want to modify today? If available, copy and paste it below.		
Conduct additional research on the meaning of the American Dream. Then write a research based essay making a claim about how attainable you believe the American dream to be. You should support your argument with examples and counterexamples from the literature read throughout the unit as well as evidence gathered through your independent research.		
Why do you want to work with this extension task/summative activity? (Is it your favorite? Student least favorite? Most challenging?)		
The American Dream Unit is one of the students' favorite units in the curriculum. The Great Gatsby is one of the more popular pieces that we read.		
Describe this extension task/summative activity as it is currently designed.		
How long does it last?	The task usually takes about 2 weeks to complete. The students should gather their source materials and select quotes that best fit the purpose of the assignment. Students then compose an essay using those sources.	
Is it cross-curricular?	The assignment does incorporate historical evidence.	
Do students have a choice in the work they complete or in how they demonstrate their understanding?	The students do not have a choice in the way they complete their assignment. They complete the evidence chart and then use their findings to complete an essay.	
Do they use technology to complete the task?	Students will use the internet to research and evaluate sources and to also cite sources with bibliographical entries.	
Do they collaborate?	Students work together to peer edit their thesis statements and essays	
How do you assess their knowledge?	Completion and quality of essay using rubrics.	
What modifications can be made to this current extension task/summative activity to DIFFERENTIATE the work for students? Provide specific examples of suitable tools/resources where applicable.		
How can you meet individual needs?	Students can create visual charts show their selected textual evidence for their essays.	
What tools can you use that can be customized by each student?	Students can use the SWAY program to create a visual representation of their American Dream Unit anchor chart.	
How can you allow for choice?	Students can pick three of the seven texts that were covered in the unit to thoroughly represent in their SWAY. These three should be the focus of their essay.	
What modifications can be made to this current extension writing task/summative activity improve the EFFICIENCY of your work and students' work? Provide specific examples of suitable tools/resources where applicable.		
What parts might have timing issues?	Presenting their SWAY presentations may be a lengthy process.	
What tools can help you and students be more efficient to avoid spending prolonged time?	N/A	
Do you feel you waste school resources (paper, etc.) in this extension task/summative activity?	This activity will not waste any school resources.	

What tools can help your students be more efficient with their work?	A class folder for students to save their work in progress.
What modifications can be made to this current extension task/summative activity to DELOCALIZE the work for students? Provide specific examples of suitable tools/resources where applicable.	
How could students collaborate?	Students could group together by texts chosen to find appropriate quotes to support their essay.
Are there any experts in the community who could provide deeper knowledge or feedback to your students? How can you connect with them?	On some of the texts, students could possibly speak with members of the community to conduct interviews (great grandparents, etc). History teachers could also provide extra feedback for the students while conducting research.
Are there other classrooms in your community or outside your community who you could connect with to enhance the extension task/summative activity?	It might be possible to collaborate with the history dept to work on assignments together.
What modifications can be made to this extension task/summative activity to STRATEGIZE your work and the work of your students? Provide specific examples of suitable tools/resources where applicable.	
What criteria will you use to evaluate the quality of students' work? Is there a rubric provided? Provide a link to one if there is.	Students' work will be graded with a rubric.
How can you make students aware of the criteria in advance?	Expectations of the project will be provided for the student before they begin the assignment with directions.
How can you provide instructions in multiple ways to meet all the needs of all learners?	Instructions will be provided on paper, as well as projected on the overhead and posted on Blackboard for students to access if needed.
How can you differentiate instruction so that all learners succeed?	Students with learning disabilities can summarize their sources or provide a fewer number of sources/slides. These students will also have extended time to complete the assignment.
What accessibility tools can you use to help students with learning differences?	Laptops, desktops and ipads will be provided for students to use to complete the assignment.
What modifications can be made to this extension task/summative activity to ENGAGE students? Provide specific examples of suitable tools/resources where applicable.	
How could it be engaging?	Pictures and backgrounds provided in SWAY will help the students stay engaged in the assignment.
What tool(s) could be used to make it more engaging for students?	Video clips added to their SWAY presentations to make them more interesting to viewers.

REDEFINE this extension task/summative activity based upon your reflections above. Provide detailed written instructions for a student to follow that would follow to complete the task/activity. Be sure to integrate tech tools and resources that meet the different levels of SAMR.

Instructions for Students:

Conduct additional research on the meaning of the American Dream. Then write a research based essay making a claim about how attainable you believe the American dream to be. You should support your argument with examples and counterexamples from the literature read throughout the unit as well as evidence gathered through your independent research.

1. Select three of the text sources that we have studied throughout the American Dream Unit. (Cullen, Mondello, Tocqueville, Chesterton, Anderson, Whitman, and Fitzgerald*) *your third selection must be Fitzgerald's *The Great Gatsby*, so choose two from the other list.

- 2. Using your Anchor Chart that we have completed throughout the unit, working with your groups, select appropriate citations that will support your claim about how attainable you believe the American dream is for citizens of the United States. (Remember...you must take a stance!)**
- 3. Once you have selected your texts and citations, you will create a SWAY presentation that presents your findings in a different way. You can add pictures and short video clips that are appropriate to your findings.**
- 4. You will turn in your SWAY presentation for your assessment.**

(Document adapted from Microsoft's Innovative Educator Community's adaptation of the 21CLD Learning Activity.)