

## Narrative Performance Task

### Task:

Your class is learning about how challenges bring out the best in people. Each student must write a story to include in a class book. Before your teacher assigns the story, you do some research and find two articles that provide information about famous people who have overcome challenges.

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 to gain the information you will need to answer the questions and complete your research.

In Part 2, you will write a story using the information you have read.

### Directions for Part 1

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 questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your story. You may refer to the sources when you think it would be helpful. You may also look at your notes.

## Source #1: A Show of Courage

The Boy Scouts had been planning the celebration for weeks. Now, the day was here. They were gathered on New York's Bear Mountain for the summer jamboree! The scouts were even getting a visit from Franklin Delano Roosevelt, known as FDR, who was running for vice president of the United States.

As FDR made his rounds at the gathering that day, he shook hands with the scouts and enjoyed a special dinner with them. It was most likely during this visit that a virus would enter his body and change the politician's life forever.

The trip to nearby Campobello Island was supposed to be a vacation. FDR had spent years attending college, getting married and starting a family, and running for office. He was ready to relax. He brought three of his children with him to the family's summer cottage. On that August day, they went sailing, swimming, and hiking. By the time FDR went to bed that evening, he was quite tired. When he awoke in the morning, he was more than tired—he was extremely ill. By the end of the day, pain had spread to his neck and back. He could not move either of his legs.

At first the doctors were puzzled. Finally, FDR went to a specialist who told the 39-year-old FDR that he had polio. It was the worst news possible. Roosevelt was running for office! He had important plans! Rather than give up, Roosevelt decided he was not going to let this disease stop him.

FDR and his family worked hard to help him get better. He exercised and soaked in warm mineral springs to improve his muscles. He refused to sit in his wheelchair very often. Instead, he wore heavy braces on his legs to help him walk. Although there was some improvement, Roosevelt never was able to walk very far.

This might have been enough to defeat many people, but it only strengthened FDR. He went on to become one of the country's most beloved presidents. He was the only president ever elected to four terms in a row. He helped the country through some of its most difficult challenges, including the Great Depression of the 1930s and World War II in the 1940s.

Roosevelt also changed countless lives in another way. Each year, on his birthday, a dance was held to raise money for polio research. FDR also

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started a program called the March of Dimes. It brought in millions of dollars from people all over the country. The money was used to find a cure for the disease. Although a vaccine was not found until ten years after FDR's death, it was his struggle—and his courage—that made a cure possible.

## Source #2: A Different Way of Thinking

Today, Temple Grandin is a scientist, author, and professor. She has given lectures to countless people. She has helped make sure that animals are treated kindly. She has also won many awards for her successes. All of this would have been impossible for her family, doctor, and even Grandin herself, to imagine when she was a child.

In 1949, Grandin's mother took her daughter to a doctor. She wanted to find out why her two-year-old was not talking yet. Why didn't she want to be touched? Why did she spend hours watching spinning plates or humming to herself? What was the reason for her screaming temper tantrums? The doctors told Grandin's mother that Temple was autistic. Little was known about autism at that time. The doctors did not believe the young child would ever speak or be able to go to school.

Grandin's mother disagreed. She began reading to her daughter every day. She took her to speech therapy. By age four, Grandin was talking. She went to school, but it was not easy for her. There was so much to see, hear, smell, and touch that Grandin sometimes had panic attacks. Her life changed when she began spending summers at her aunt's cattle ranch. She spent a great deal of time watching the cows. The ranchers put the animals in a squeeze chute to hold them still and calm them while they were getting vaccinated. Grandin was fascinated. She built her own squeeze chute in her bedroom. She crawled into it whenever she felt the need to be held tight and calmed. Today, an updated version of that chute is used in schools and treatment centers for autistic children.

While at the ranch, Grandin also realized something else important. She felt connected to the cattle. It was as if she could see and feel what they were experiencing. She did not think in words like most people. Instead, she thought in pictures. Seeing how the cattle were treated at the ranch

gave her many ideas of how farms and ranches could change their methods. Just a few changes would make taking care of cattle easier for the owners, and for the animals. Grandin went to college and earned several degrees in animal science. She designed new and different kinds of livestock equipment.

At first, ranchers did not listen to Grandin. They were not used to a woman, especially an autistic woman, telling them they had to make changes. It did not take long, however, before they realized how much better her designs worked for cattle. In 1975, Grandin started her own company.

Since then, Grandin has written several books about autism and a movie has been made about her life. She gives talks to people all over the world and answers parents' questions about their autistic children. She reminds them that just because some people's brains see the world differently, they can still invent, create, and make the planet a better place for everyone.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1** How do paragraphs 1 through 3 add to Source #1? Pick **all** choices that answer the question correctly.

- (A) They describe the damaging effects of the polio virus.
- (B) They suggest how FDR may have caught the polio virus.
- (C) They explain how germs can spread easily among people.
- (D) They show that the politician will never be the same again.
- (E) They explain the importance of FDR at that point in history.
- (F) They show that little medical treatment was available for polio.
- (G) They explain why the Boy Scouts were excited about the celebration.

**2** The sources explain the physical challenges that FDR and Temple Grandin faced. Explain why this information is important to understanding each person's success. Use **one** example from Source #1 and **one** example from Source #2 to support your explanation. For each example, include the source title and number.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 3** Source #1 and Source #2 discuss how others helped FDR and Temple Grandin deal with their physical challenges. Explain what the sources say about helping others. Use **one** detail from Source #1 and **one** detail from Source #2 to support your explanation. For each detail, include the source title or number.

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**Directions for Part 2**

You will now look at your sources, take notes, and plan, draft, revise, and edit your article. First, read your assignment and the information about how your story will be scored. Then begin your work.

**Your Assignment:**

A visitor comes to your class and describes how she trains companion dogs to help people who have physical challenges. After she is done, your teacher assigns you to write a story about a companion dog for either FDR or Temple Grandin. Imagine that the dog is lying quietly on the rug when there is a knock on the door. In your story, describe how the dog helps FDR or Grandin with his or her physical challenges. The story should be several paragraphs long.

Writers often do research to add realistic details to the setting, characters, and plot in their stories. When writing your story, find ways to use information and details from the sources to improve your story and help you develop your characters, the setting, and the plot. Use details, dialogue, and description where appropriate.

**REMEMBER: A well-written story**

- has a clear plot and clear sequence of events
- is well-organized and has a point of view
- uses details from more than one source to support your story
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar usage)

**Now begin work on your story.** Manage your time carefully so that you can plan, write, revise, and edit the final draft of your story. Write your response on a separate sheet of paper.

