Literacy Performance Task
7th Grade: Learning from Tragedy

UNIT OVERVIEW
The What Can We Learn from Tragedy task is embedded in a 2-3 week curricular unit on informational texts in which students read multiple sources on the subject of ocean liner disasters resulting in tragic loss of life. The students complete three assessment tasks that build in complexity and are sequenced to scaffold student learning.

TASK DETAILS
Task Name: What Can We Learn from Tragedy?
Grade: 7
Subject: Language Arts
Depth of Knowledge: 3

Task Description: The culminating task asks students to use textual evidence to write an essay.

Standards:
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text.
RI.7.8 Trace and evaluate the argument an specific claims in a txt, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
W.7.2 Write informational/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
Resources and Materials:

Required:


Supplemental and Optional:


Section A: Assessment Task #1:

Student Name: ________________________________  Class Period: ________

<table>
<thead>
<tr>
<th>TASK: Based on what you read in “Exploring the Titanic” write an argument that states what you contend were the two most important events leading up to the Titanic hitting an iceberg and sinking. Then list and explain why so many people lost their lives in this tragedy. Citing examples from the text, write a two to three paragraph essay supporting your argument. Use transitions to help the reader clarify relationships among the ideas you are explaining. End your essay with a concluding statement. Your essay should be written in formal style for an audience that is familiar with the text and follow the conventions of standard English, including a variety of sentence structures and correct spelling.</th>
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Use transitions to help the reader clarify relationships among the ideas you are explaining. End your essay with a concluding statement. Your essay should be written in formal style for an audience that is familiar with the text and follow the conventions of standard English, including a variety of sentence structures and correct spelling.
StepBack Questions: Please answer the following questions in the space below. Your responses will be collected but not graded.

- What did you do to complete the Performance-Based Assessment task? List the steps that you took to complete the task.

- What did you find easy about the Performance-Based Assessment task?

- What did you find difficult about the Performance-Based Assessment task?
Section B: Scoring Guides for Assessment Task # 1

Primary Trait of Assessment Task # 1:
W.7.1 Write arguments to support claims with clear reasons and relevant evidence. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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<td>Argument text states a claim and develops the topic with relevant examples or other information. The ideas are organized using transitions that are limited but appropriate. The topic is introduced clearly. The relevance of the concluding statement or section is explained.</td>
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<td>2</td>
<td>Argument text states a claim with limited clarity and topic is developed with examples or other information that may be irrelevant. Transitions are limited or used inappropriately. The topic is introduced, but there is no concluding statement or section.</td>
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<td>1</td>
<td>The paper does not state a claim or is developed with information and details that are not relevant. There are no transitions that help to clarify relationships among ideas.</td>
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Examples of possible transitions:
- First, second, third
- Initially, to begin with, next, then, finally, in conclusion
- Although, instead of, because of
- In this way
- Therefore, as a consequence
- While...
- Unlike..., as opposed to
Secondary Trait of Assessment Task # 1:
Student argument demonstrates use of standard English focusing on punctuation, simple and compound sentences, and spelling when writing.

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Conversion from Rubric to Grade:
Score 4 = 10/10 points
Score 3 = 9/10 points
Score 2 = 8/10 points
Score 1 = 7/10 points
Assessment Task # 1
Explicit Statements about What Will Be Expected As Evidence of a Score Point 4

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<td>Argument text states claim and describes two specific reasons for the sinking of Titanic and the loss of so many lives. The response includes a detailed analysis of textual evidence to show the readers’ understanding of the tragedy.</td>
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Score Point 4
Argument text states and describes two specific reasons for the sinking of Titanic and the loss of so many lives. The response includes a detailed analysis of textual evidence to show the readers’ understanding of the tragedy.

EXAMPLE:
Ballard’s Conclusion: There were several factors that contributed to the sinking of the Titanic and loss of many human lives.

Example of a statement with textual evidence related to why the Titanic sank:

- Speed of the ship
- Poor communication regarding warnings about the upcoming iceberg: radio, Captain, officers, neighboring ships
- Calm sea made it difficult to see the iceberg
- Too much faith in the water-tight compartments leading to the theory of being “unsinkable”
- Inexperience of crew, lack of prioritizing of the iceberg messages instead they focused on the novelty of sending out passenger messages.

Example of a statement with textual evidence related to why so many people lost their lives:

- Poor communication regarding the evacuation of the ship
- Reluctance of the passengers to get on the lifeboats
- First and second class evacuation allowed while third class locked behind barriers
- Reluctance to believe the ship was capable of sinking
- Poor communication between the Californian and the Titanic prevented the rescue of passengers on the Titanic
- Not enough life boats
- Social norms: woman and children first, third class citizens not equal
Section A: Assessment Task # 2

Student Name: ________________________________  Class Period: ________

**TASK #2:** You have viewed the video and read three articles:
“Cursed Concordia ‘born bad, ended up worse’”
“Costa Concordia Disaster”
“One Year After the Costa Concordia, Has Anything Changed?”
Identify the three omens that support the theory that the Concordia was doomed from the beginning. Please list these three reasons in complete sentences on the chart below.
Now assume the captain is on trial for negligence in this event. You have been named to the jury to determine his level of responsibility in the tragedy. What would be your reaction if the captain used the theory of the three omens as part of his defense? Write a paragraph explaining the reasons you would react that way.

Space for Notes:
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- “Cursed Concordia ‘born bad, ended up worse’”
- “Costa Concordia Disaster”
- “One Year After the Costa Concordia, Has Anything Changed?”

Identify the three omens that support the theory that the Concordia was doomed from the beginning. Please list these three reasons in complete sentences on the chart below.

Now assume the captain is on trial for negligence in this event. You have been named to the jury to determine his level of responsibility in the tragedy. What would be your reaction if the captain used the theory of the three omens as part of his defense? Write a paragraph explaining the reasons you would react that way.

The three omens that support the theory that the Concordia was doomed are:

<table>
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<th>OMEN 1</th>
<th>OMEN 2</th>
<th>OMEN 3</th>
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Composing Your Essay in the Space Below:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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**StepBack Questions:** Please answer the following questions in the space below. Your responses will be collected but not graded.

- What did you do to complete the Performance-Based Assessment task? List the steps that you took to complete the task.

- What did you find easy about the Performance-Based Assessment task?

- What did you find difficult about the Performance-Based Assessment task?
Assessment Task # 2---Written Response

**Primary Traits:**
Explain an author’s argument and analyze its organization and development, including how the sections contribute to the whole.
Draw evidence from informational text to support analysis, reflection, and research.

**SCORING GUIDE**

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<td>Student writing shows evidence of critical analysis and general consideration of ideas and concepts presented. Student cites and explains specific examples of how dependence on an “omen defense” may or may not convincingly explain or excuse actions in this tragedy. Examination of the concept of responsibility for actions is evident.</td>
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**Conversion from Rubric to Grade:**
Score 4 = 10/10 points
Score 3 = 9/10 points
Score 2 = 8/10 points
Score 1 = 7/10 points
Score Point 4:
Three omens:

- The champagne bottle did not break when the ship was christened.
- Two years later, the ship was damaged when it hit rocks while trying to get to Palermo, Sicily during a storm.
- The ship wrecked and sank on Friday the 13th, a day some think is unlucky.

Score Point 4
Explicit Statements about What Will Be Expected as Evidence of a Score Point 4

EXAMPLE:

If the captain of the ship defends his innocence by blaming the disaster on bad luck and bad omens, he is ignoring important facts about the ship’s sinking. Rather than investigate his own actions as the leader and person in charge, he seems to be trying to dodge all responsibility. When he took the job as captain of the ship, he took great responsibility for the life and safety of all the people on board. To blame the crash on the date, Friday the 13th, he ignores the fact that many other ships were at sea that day--- and none of them sank!

Another interesting excuse the captain might propose is that the ship was cursed due to the fact that the champagne bottle did not break when the ship was christened. To blame a shipwreck on a thick bottle ignores the negligence of the captain when he strayed from following the correct course, which is what actually made them hit the rocks and sink. Hitting the rocks was a direct result of the captain’s decisions and negligence. An unbroken champagne bottle is the result of not hitting something hard enough, while a sunken ship is the result of hitting something too hard!

Finally, the captain might contend that the ship’s history of accidents is evidence of a curse on the ship. Most reasonable people would say that the cause of both accidents is human error. If a captain does not steer a ship correctly or put the safety and well-being of the passengers first, accidents happen. A captain must pay careful attention to his duties rather than talk on a cell phone. He must follow the charted course rather than show off or “hot dog” to try to impress other people. He must have his mind on his work, not on his extra interests.

To blame bad omens is an attempt to avoid responsibility.
Secondary Trait of Assessment Task # 2:
Student explanation demonstrates use of standard English focusing on punctuation, simple and compound sentences, and spelling when writing.

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Section A: Assessment Task # 3

Student Name: ________________________________   Class Period: ________

TASK:
Consider these Safety Rules. Decide which three rules you believe are the most important in ensuring the safety and well-being of passengers on cruise ships. State your top three, and explain/defend each choice. Cite evidence from the sources you have read throughout our study as explanation of why you believe that rule is essential.

Ten Safety Rules

- All ships must have more lifejackets than passengers; passengers must be trained how to wear lifejackets, and be notified of where they are located.
- Clear communication must be provided to all passengers and crew at all times.
- A practice safety drill must be performed before a ship can depart from port.
- The captain must not have any distractions or disruptions on the bridge; bridge access is limited during bad weather, stress, or intricate maneuvering.
- Description of key safety systems and features must be provided to all passengers before leaving port.
- The captain is responsible for the safety of all passengers until all passengers have disembarked.
- Ample lifeboats must be on board to accommodate ALL passengers, and passengers must be informed of the location and use of these boats.
- Ship crew must actually practice the filling and lowering of lifeboats with real people every six months.
- Ship captain must follow the charted course without deviation.

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Compose Your Response in the Space Below:
StepBack Questions: Please answer the following questions in the space below. Your responses will be collected but not graded.

➢ What did you do to complete the Performance-Based Assessment task? List the steps that you took to complete the task.

➢ What did you find easy about the Performance-Based Assessment task?

➢ What did you find difficult about the Performance-Based Assessment task?
Section B: Scoring Guides for Assessment Task # 3

**Primary Trait of Assessment Task # 3:**
Draw evidence from informational text to support analysis, reflection, and research. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and evidence is relevant.

### Scoring Guide

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Conversion from Rubric to Grade:

- Score 4 = 10/10 points
- Score 3 = 9/10 points
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Score Point 4

The three most important safety rules are the lifejacket rule, the communication rule, and the safety drill rule.

The lifejacket rule is important because, based on the sinking of the Titanic, we know that if passengers do not know where lifejackets are, or have trouble getting them, they will have great difficulty calmly using them. If lifejackets are stored in places that are not easy for people to access, or if lifejackets are in limited number, then panic will ensue. When the Costa Concordia sank, many people actually jumped overboard when they could not get safely into a lifeboat. If people who jump off the ship have lifejackets, then there is a better chance of survival.

The communication rule is also essential for passenger safety. In both the Titanic and the Costa Concordia, the captains and crew did not appear to follow common sense communication procedures. Iceberg warnings were ignored. Schettino was talking on his cell phone. When evacuation was begun on the Titanic no one accurately communicated the sense of urgency, and no one knew if women and children were to be saved first. Many crew members on the Costa Concordia could not speak or understand Italian with the worried and panicking passengers.

The final important rule deals with safety drills for the evacuation of passengers in an emergency. By conducting these drills before the ship leaves port, many of the problems of both the cruises could have been avoided. Once people are on board and at sea, they are enjoying their vacation--- and likely not paying much attention to a safety drill. By having the drill before leaving port, people can focus more. By having a drill early, passengers can be sure they know where lifejackets are BEFORE they actually might need them, as well as think about possible escape routes. These situations all arose in the two ship tragedies we investigated.
Cursed Concordia 'born bad, ended up worse'

By Megan Levy

January 16, 2012 The Sydney Morning Herald

If maritime superstitions are to be believed, the Costa Concordia was doomed from the moment it was launched.

When a grand christening ceremony was held in July 2006 in the port of Civitavecchia, the ceremonial champagne bottle failed to smash against the hull of the luxury liner - now on its side in the sea as rescue workers hunt for missing passengers - and wet the bow.

In a video capturing the moment, some among the crowd - which included supermodel Eva Herzigová - can be heard gasping as the bottle is hurled from a height and bounces, unbroken, off the side.

It is a sign some seafarers consider to be a harbinger of bad luck. Ominously, the Titanic was never christened.

"It was born bad and ended up worse," the Italian newspaper Il Giornale pronounced in a headline about Friday's tragedy.

Just two years later, on November 22, 2008, the Costa Concordia suffered a second stroke of bad luck.

The ship was attempting to enter the post of Palermo, Sicily in a storm when it hit the dock and was damaged.

The latest accident occurred on Friday the 13th, a day some consider unlucky.

On Sunday, two South Korean honeymooners and an Italian crewman were rescued from the wreckage of the cruise ship wreck in Italy as emergency services found another two bodies, bringing the death toll to five.

Divers found two elderly men wearing lifejackets in a cabin in the rear of the submerged part of the 17-deck Costa Concordia, said the coastguard.

"I'm afraid that we could find others," Angelo Scarpa, one of the divers who recovered the bodies, said, as one Australian diving expert suggested it was "highly likely" that other passengers are trapped alive in air pockets on the vessel.
They had to break the glass roof over one of the ship’s dining rooms to get to them, said Scarpa. One victim was wearing a chain and the other had a wallet, which would help with identification, he added.

The divers would now focus on the dining areas in the search for more bodies, he added, as many passengers were eating when the boat hit the rocks.

Fire brigade spokesman Luca Cari said the rescued South Korean honeymooners had been evacuated by helicopter and were in "perfect condition".

Rescuers said the search in the half-submerged ship was highly dangerous because the decks were at almost a 90-degree angle and there was a risk the ship could slip off the rocks it had struck and sink altogether.

Two French passengers and one Peruvian crew member were confirmed as dead on Saturday, apparently after jumping into the chilly Mediterranean waters with dozens of others in a chaotic evacuation.
Costa Concordia Disaster

BBC News

24 January 2012

At least 28 people died after the Costa Concordia cruise ship ran aground with more than 4,000 passengers and crew on 13 January, only hours after leaving the Italian port of Civitavecchia. The maps and graphics below reveal details about the vessel and its ill-fated journey.

The Costa Concordia left Civitavecchia at about **7:33pm local time (1833 GMT)**. Automatic positioning data from Dutch firm **QPS** shows how the ship sails towards the island of Giglio - and what happens next.
At about 9:40pm, nearly three hours after leaving port, the Costa Concordia hit a rocky outcrop as it sailed past the island of Giglio. The ship was holed on the left-hand side and began to tilt as it started taking on water.

The positioning data shows the captain tried to turn the Costa Concordia back towards the island's port soon after 10:00pm. It seems the ship then began to list in the opposite direction, possibly caused by water in the damaged hull rushing to the far side during the turn.

At 10:12pm, the coastguard called the crew after passengers contacted police on land to say the ship had experienced problems. In a recording of the conversation, the crew member can be heard saying: "We have a blackout and we are checking the conditions on board."
As the ship lay sideways on the island's rocks, the abandon ship order was given at 10:58pm, according to the official charge sheet.

Most passengers escaped in lifeboats, but evacuation efforts were hampered by the angle of the tilting ship. The coastguard launched boats and helicopters to carry stranded passengers to safety.

The captain is reported to have left the ship in a lifeboat before all the passengers had been rescued. In another conversation, recorded at 12:42am, a coastguard commander ordered the captain to get back on board. He did not, and went ashore.

The rescue continued over the weekend, with the ship's safety officer, Marrico Giampietroni, being discovered and evacuated with a broken leg at 12:00pm on Sunday. A South Korean couple were also rescued.

A recording has been released in which the coastguard is heard ordering the captain to 'get back on board'.

Captain Francesco Schettino, now under arrest on suspicion of manslaughter, said the rocks were not marked on maps and were not detected by navigation systems. He later admitted making a navigational error, and told investigators he had "ordered the turn too late" as the ship sailed close to the island.

The ship's owners, Costa Cruises, said the captain had made an "unapproved, unauthorised" deviation in course, sailing too close to the island in order to show the ship to locals.
Crash investigation

Automatic tracking systems show the route of the Costa Concordia until it ran aground on 13 January. Data from 14 August last year shows the ship followed a similar course close to the shoreline, according to Lloyd's List Intelligence. On 6 January this year, it passed through the same strait but sailed much further from the island.

Investigators have recovered the "black box" system similar to those used by aircraft, that record voices on the bridge, as well as radar position and other data, which they hope will explain how the incident happened.

Divers have been searching the ship as it rests on the seabed in about 20m of water. The operation has been suspended a number of times as the ship has shifted position. The sea floor eventually drops to about 100m.
Removing the oil

Before salvage work can begin to refloat or remove the Costa Concordia, there are 2,400 tonnes of fuel in its tanks which need to be extracted.

How oil will be pumped out
3. Hole drilled into tank

4. Drill removed, valve tightened

5. Pipeline attached

Second hole drilled
The Dutch salvage firm Smit has brought a barge alongside the ship as divers install external tanks that will collect the diesel. Work to remove the oil is expected to start soon and could take up to four weeks.

There are between 15-20 oil tanks that need draining. They are located against the outer wall which means salvage teams can attach a valve to the outside of the ship and drill in to reach the oil, without the oil escaping - a process known as hot-tapping.

As the ship is no longer functioning, the heavy fuel oil can get thick and viscous, making it harder to pump.

To remedy this, a steam-heated element is put through the pipeline to warm the oil, making pumping much faster. The oil will be pumped to a barge and then to a larger offloading vessel.

Sucking out the oil creates a vacuum, so another hole is made lower down the tank to allow seawater to be pumped in, replacing the oil. This also ensures extracting the oil does not cause the ship to shift position on the seabed.
One Year After Costa Concordia, Has Anything Changed?
BY BARBARA PETERSON
January 29, 2013

More than a year has passed since the Costa Concordia cruise ship disaster. We investigate what the cruise industry has done to prevent it from happening again.

The wreck of the Costa Concordia still lists in the waters off Giglio, more than a year after the crash. Commercial pilots flying overhead are known to point it out to passengers. It’s been photographed from space. Recently the doomed vessel demanded a second rescue after a group of thrill-seeking tourists got too close to the wreck and their dinghy nearly overturned in the frigid waters.

It was an unfortunate reminder of how little of substance has been accomplished since the tragedy last January, which killed 32 of the 4200 people aboard and ranks among the worst cruise ship disasters in memory. The next 12 months will determine how long the Costa Concordia remains a disaster tourism spectacle, and whether the ship itself, and the questions about what caused it to sink, are finally put to rest.

The salvage operation, said to be the largest such project in maritime history, is turning out to be more complex than expected. Foul weather and some technical difficulties have pushed back the plan to refloat the vessel, first planned for this spring, to September. The two companies handling the $400 million job, Florida’s Titan and its Italian partner Micoperi, plan to tow the wreck to a shipyard where it will be dismantled.

As for the investigation, the legal process in Italy moves at a notoriously creep. Capt. Francesco Schettino, who infamously left the ship after having run it into the rocks, might go on trial later this year, along with seven others, and this week the Italian authorities said they would also charge the cruise ship’s owner, Costa Crociere, with gross negligence. The U.S. Coast Guard is joining the investigation of the accident along with the National Transportation Safety Board. But the full evidence, including the black box recordings, won’t be fully analyzed or released until the probe is further along, and the criminal proceeding will trump the civil investigation into what caused the accident.

In the meantime, a consortium of 26 major cruise lines, the Cruise Lines International Assn., has voluntarily adopted a series of 10 reforms, and the International Maritime Organization is considering whether to make them mandatory for all cruise ships. Most of the 10 stem from the confusion that followed the Concordia’s grounding on the reef, when passengers couldn’t get to lifeboats and received little direction from the crew.

Key changes include briefing of all passengers before or right after departure, not within 24 hours
as before (or in some cases, days after sailing; designating that passage planning, like filing a flight plan, must not only be done in advance but must be adhered to by the crew; and that the ship must carry excess lifejackets.

Perhaps the biggest change in culture would be to severely restrict access to the bridge during maneuvers or times of increased vigilance. But enforcement largely would rely on an honor system, which might not stop a rogue captain (right before the Concordia crashed her captain was entertaining a guest and talking on his cell phone). What this rule proposes would be akin to the "sterile cockpit" protocols aboard airliners under 10,000 feet. In aviation, though, it's an official policy that's enforced by a government entity.

The new rules also grow out of an increasing recognition that communication among the crew is critical during an emergency. Similar to the airlines "crew resource management," the shipping industry is moving to change the idea that the captain calls the shots and can’t be challenged. As one Coast Guard veteran told me: "I have had unlicensed seamen save my butt," recalling that "early on as a captain I was going too fast in a channel, and my second mate told me 'Hey, aren’t you going too fast?’ I quickly changed course. I always tell me crew: If you see something, tell me."