

### Sample Performance Tasks for Stories, Drama, and Poetry

□ Students *analyze how the character* of Odysseus from Homer’s *Odyssey*—a “man of twists and turns”—reflects *conflicting motivations* through his *interactions with other characters* in the epic poem. They articulate how his conflicting loyalties during his long and complicated journey home from the Trojan War both *advance the plot* of Homer’s epic and *develop themes*.

[RL.9–10.3]

□ Students *analyze how* Michael Shaara in his Civil War novel *The Killer Angels* creates a sense of *tension* and even *surprise* regarding the outcome of events at the Battle of Gettysburg through *pacing, ordering of events, and the overarching structure* of the novel. [RL.9–10.5]

□ Students *analyze in detail the theme* of relationships between mothers and daughters and how that *theme develops over the course* of Amy Tan’s *The Joy Luck Club*. Students search the text for *specific details* that show how the *theme emerges* and *how it is shaped and refined* over the course of the novel.

[RL.9–10.2]

□ Students *analyze how* the Japanese filmmaker Akira Kurosawa in his film *Throne of Blood* *draws on and transforms Shakespeare’s play Macbeth* in order to develop a similar plot set in feudal Japan. [RL.9–10.9]

□ Students *analyze how artistic representations* of Ramses II (the pharaoh who reigned during the time of Moses) vary, basing their analysis on *what is emphasized or absent in different* treatments of the pharaoh in works of art (e.g., images in the British Museum) and in Percy Bysshe Shelley’s poem “Ozymandias.” [RL.9–10.7]