



EXPEDITIONARY
LEARNING

Grade 6: Module 4: Unit 2: Lesson 15

End of Unit 2 Assessment: A Hosted Gallery Walk



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively. (RI.6.9a)
I can present claims and findings in a logical order. (SL.6.4)
I can support my main points with descriptions, facts, and details. (SL.6.4)
I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). (SL.6.4)
I can include multimedia components and visual displays in a presentation to clarify information (SL.6.5)
I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate. (SL.6.6)

Supporting Learning Targets

I can advocate persuasively my position on the use of DDT to an audience.
I can use my visual to clarify my presentation.

Ongoing Assessment

- Presentation Checklist for the Gallery Walk
- End of Unit 2 Assessment: Presenting a Claim and Findings



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Prepare for the Unit 2 Assessment (5 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit 2 Assessment: Hosted Gallery Walk (37 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Self-Assessing Using the Criteria List (3 minutes)4. Homework<ol style="list-style-type: none">A. Read your independent reading book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.	<ul style="list-style-type: none">• In Lessons 12 through 14, students prepared for the End of Unit 2 Assessment. They wrote a research-based claim, created a visual aid, and practiced their presentation advocating persuasively for their position on the use of DDT to their peers.• In this lesson, students participate in a hosted Gallery Walk. Students formally present their research-based claim during the class to their audience using their visual aid (a part of their Cascading Consequences chart or their Stakeholders Impacts chart) to answer the overarching research question: “Do the benefits of DDT outweigh its harmful consequences?” Students must provide relevant and sufficient evidence and use sound reasoning to support their claim.• In advance: Prepare the room for student presentations (as many “stations” as you need when students are grouped into triads). Provide a way for students to display their visual aid at these areas. Because their visual aid will become part of a larger visual aid or poster in Unit 3, it is important to ask students to be careful when posting it for the audience to view. Possible suggestions to display the visual would be to either use a bulletin board or possibly paper clip the visual to an object that would stand on a desk or table.• Form student triads and number each member 1, 2, and 3. Consider the group that you may want to join for the Gallery Walk.• Post: Learning targets; a list of materials for students to use during class.• This is built as a one-day lesson; however, if you have a large class, this hosted Gallery Walk may take two days of instruction. If this is the case, you could pair this assessment with an independent reading review.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Visual aid (homework from Lesson 14)• Four notecards (homework from Lesson 14)• Pencil (one per student)• Hard surface to write on (one per student)• Document camera• Presenting a Claim and Findings Criteria (one to display)• Presentation Checklist for the Gallery Walk (one per student)• End of Unit 2 Assessment: Presenting a Claim and Findings (one per student)



Opening	Meeting Students' Needs
<p>A. Prepare for the Unit 2 Assessment (5 minutes)</p> <ul style="list-style-type: none">• Welcome students to the hosted Gallery Walk. Share your excitement for them to present their hard work to an audience in a formal presentation.• Check in with students to see if they have all their needed materials: their visual aid and their four notecards for their presentations, a pencil, and a hard surface to write on during the Gallery Walk.• Using a document camera, display the Presenting a Claim and Findings Criteria for all students to see. Read through the criteria to remind students of how they will be assessed.• Distribute the Presentation Checklist for the Gallery Walk.• Using the document camera, display the checklist. Invite a volunteer to read the text in the boxes at the top of the sheet. Explain to students that as listeners, they will write the name of the speaker presenting and check the speaker's successful criteria boxes. Then, ask listeners to share a "star," or something the speaker did well.• Share that students will be grouped in triads for the Gallery Walk, and each member of the triad will be numbered 1, 2, or 3. Point out the different areas in the room where students will present. Explain students numbered 1 will present first, and students' numbered 2 and 3 will be the audience, standing or sitting, facing the presenter.• Explain that when triads get assigned to their presentation area, they need to quickly prepare for the presentation. Tell the speaker to display his/her visual and organize the four notecards. Tell listeners while the speaker is posting their visual for viewing and organizing their notecards, they should write the name of student number 1 in the first box under "speaker" on the Presentation Checklist for the Gallery Walk. This is a good time to remind students to be careful with their visual because this will be used as part of a poster in Unit 3.• Share that when the speaker has finished presenting, listeners should finish completing the checklist and write a star. Then, students' numbered 2 and 3 move to the right to the next speaker.• Remind students the importance of being a good audience for the speaker.	<ul style="list-style-type: none">• Some students may need an alternative presentation opportunity, such as a smaller group setting.• Set up peer critiquing very carefully to ensure students feel safe giving and receiving feedback. Students must be given a set of clear guidelines for behavior, and consider modeling the Gallery Walk successfully.• Asking students to provide feedback to their peers based on explicit criteria benefits both students. They can learn from both strengths and weaknesses that they notice in the work of peers.



Work Time	Meeting Students' Needs
<p>A. End of Unit 2 Assessment: Hosted Gallery Walk (37 minutes)</p> <ul style="list-style-type: none">• When students appear ready for the first presentation, tell them they should stay in their triad group until you signal them to move.• Invite the first speaker to present. Ask the audience, or listeners, to be courteous and watch for success criteria.• After the first presenter has finished in all triads, ask students numbered 2 and 3 to move to the right to the next speaker. Then, the students numbered 1 present again to a different audience.• Follow this pattern or routine until you have heard every student numbered 1 present.• After all students numbered 1 have presented, ask them to carefully take down their visual and put it on their desk with their notecards. Then, ask them to get a pencil, a hard surface to write on, and their Presentation Checklist for the Gallery Walk and become a listener. Ask students numbered 2 to put their pencil, folder, and Presentation Checklist for the Gallery Walk on their desk. Ask them to get their visual and four notecards and prepare to present. Students numbered 3 should patiently wait for the next presentation.• When students are prepared, invite students numbered 2 to present. Again, ask the audience, or listeners, to be courteous and watch for success criteria.• After all students numbered 2 have finished presenting, ask the audience or listeners to move to the right to the next speaker. Then, the students numbered 2 present again to a different audience.• Again, follow this pattern or routine until you have heard every student numbered 2 present.• Continue this pattern and routine until all students numbered 3 have presented.• When everyone has finished presenting, ask students to be seated.• Tell students to take a minute to finish their Presentation Checklist for the Gallery Walk for all students.• Circulate and notice successful criteria students have checked.• Congratulate students for being a supportive triad member and a courteous audience.	



Closing and Assessment	Meeting Students' Needs
<p>A. Self-Assessing Using the Criteria List (3 minutes)</p> <ul style="list-style-type: none">• Invite each student to add his/her name to the bottom of their Presentation Checklist for the Gallery Walk. Ask them to self-assess using the criteria listed. Also ask them to share a star, something they were proud of, or a highlight.• Circulate and encourage students to share their successes.• Collect students' visuals and their Presentation Checklists for the Gallery Walk. <p>[Based on the End of Unit 2 Assessment in the supporting materials section, I suggest replacing the top three bullets with those below. I assume this is the intent of that End of Unit 2 Assessment. If I've got this wrong, that's fine. Just delete the assessment from the mats list and the supporting mats because it's not referenced anywhere else in the lesson.]</p> <ul style="list-style-type: none">• Invite each student to fill out the End of Unit 2 Assessment: Presenting a Claim and Findings self-assessment form. Ask them to self-assess using the criteria listed.• Circulate and encourage students to share their successes.• Collect students' visuals, Presentation Checklists for the Gallery Walk, and End of Unit 2 Assessments: Presenting a Claim and Findings.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read your independent reading book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.	



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Supporting Materials



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Presenting a Claim and Findings Criteria

Name:

Date:

When preparing for and practicing your presentation, keep the criteria below in mind.

Presenter's Criteria	Partner Feedback (Including 1 star and 1 wish)
I present my claim clearly.	
I present my findings in logical order.	
I use descriptions, facts, and details to support my claim.	
I make eye contact with my audience.	
I use appropriate volume.	
I clearly pronounce my words.	
I include a visual display that clarifies information in my presentation.	
I use formal English. Academic and domain-specific vocabulary Language that expresses ideas precisely, eliminating wordiness and redundancy.	



Presentation Checklist for the Gallery Walk

Listener's Name:

Date:

Speaker's Name	Had a claim and three pieces of evidence	Made eye contact and used clear pronunciation	Had a clarifying visual and used it	Share a STAR!



Presentation Checklist for the Gallery Walk

Listener's Name:

Date:

Speaker's Name	Had a claim and three pieces of evidence	Made eye contact and used clear pronunciation	Had a clarifying visual and used it	Share a STAR!

End of Unit 2 Assessment: Presenting a Claim and Findings

Name: _____

Date: _____

Long-Term Learning Targets

- I can use my experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.6.9a)
- I can present claims and findings in a logical order. (SL.6.4)
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- I can include multimedia components and visual displays in a presentation to clarify information. (SL.6.5)
- I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate. (SL.6.6)

Criteria	✓
I presented my claim clearly.	
I presented my findings in a logical order.	
I used descriptions, facts, and details to support my claim.	
I made eye contact with my audience.	
I used appropriate volume.	
I clearly pronounced my words.	
I included a visual display that clarifies information in my presentation.	



End of Unit 2 Assessment: Presenting a Claim and Findings

Criteria	✓
I used formal English. Academic and domain-specific vocabulary Language that expresses ideas precisely, eliminating wordiness and redundancy	
I persuasively advocated my position about DDT by using all of the criteria.	