



EXPEDITIONARY  
LEARNING

# Grade 6: Module 4: Performance Task



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



## Scientific Poster and Hosted Gallery Walk

### Summary of Task

- This performance task gives students a chance to demonstrate the ideas and evidence from their position papers, in which they answered the question: “Do the benefits of DDT outweigh its harmful consequences?” Students will craft and share a scientific poster that serves as a visual representation of their position papers, including their claim, reasons, and evidence based on their research and the decision-making process in Unit 2. Students then participate in a hosted Gallery Walk in which they present the scientific poster they have created. (Speaking and listening standards are not formally assessed in the performance task, as they were taught and assessed in Unit 2 of this module.) This hosted Gallery Walk is written with students’ peers as their intended audience; however, other interested members of the community could be invited as an extension. **This task addresses NYSP12 ELA Standards RI.6.1, W.6.1, W.6.4, W.6.5, and L.6.6.**

### Format

A visual representation of position paper on large paper or poster board.

Students will include their claim, reasons, and evidence from their position paper.

Students will include visual aids that connect to their claims and evidence.

Students will “host” other students at their poster and explain the thinking behind their claims and evidence.

### Standards Assessed through This Task

- RI.6.1. Cite textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
- W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



## Scientific Poster and Hosted Gallery Walk

### Student-Friendly Writing Invitation/Task Description

- Your task is to create a visual representation of your argument from your position paper. To do so, you will use your claim and at least three of your key reasons and pieces of evidence. You will then select images that represent your key pieces of evidence and organize them on a page or poster, using either paper and markers or a computer. You will share your performance task with the rest of the class in a hosted Gallery Walk.

### Key Criteria for Success (Aligned with NYSP12 ELA CCLS)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

#### **Your research-based scientific poster will include:**

- Your claim that you made in your position paper
- The reasons you used to support your claim
- Evidence from your position paper that supports your reasons and claim
- Images to support your argument
- An organizational structure that is easy to read and makes it easy to follow your argument
- Domain-specific vocabulary



## Scientific Poster and Hosted Gallery Walk

### Options for Students

- Students will create their posters individually. They will primarily base their visual representation on their position paper; however, they may also look back at their researcher's notebooks, Cascading Consequences charts, and Stakeholder charts.
- Students might have a partner to assist as they work on their visual representations, but the final version will be an individual's product.
- Student visual representations might be laid out differently.
- Students may draw their images rather than use existing images.

### Options for Teachers

- Students may share their visual representations with their own class, with other classes in the school, or with parents or other adults in a community center or public library.
- Students may create a digital visual representation. These could be posted on an internal school Web site or, with parental permission, on a publicly accessible Web site.



## Scientific Poster and Hosted Gallery Walk

### Resources and Links

- <http://search.creativecommons.org/> (a site to search for images with licenses to reuse)
- <http://www.cns.cornell.edu/documents/ScientificPosters.pdf> (a site showing model scientific posters)

### Central Text and Informational Texts

**Note:** Informational texts students use to work toward this performance task are listed in the separate Unit 2 Overview document.