Grade 8: Module 4: Unit 3: Lesson 6
Final Performance Task: Sharing Visual Representations of Position Papers

Long-Term Target Addressed (Based on NYSP12 ELA CCLS)	
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)	
Supporting Learning Target	**Ongoing Assessment**
• I can share my visual representation of my position paper with my class.	• Performance task: visual representations

Agenda	Teaching Notes

1. Opening
   A. Reviewing the Learning Target (2 minutes)
2. Work Time
   A. Finishing Visual Representations of Position Papers (10 minutes)
   B. Gallery Walk of Performance Task: Visual Representations of Position Papers (25 minutes)
3. Closing and Assessment
   A. One-Word Whip-around (8 minutes)
4. Homework
   A. None.
	• Today is a celebration of all the hard work students have put in throughout the module. Offer your congratulations and consider ways in which you may want to make today's Gallery Walk feel like a party.
	• In advance: Review Gallery Walk protocol (see Appendix).
	• Post: Learning target.

Lesson Vocabulary	Materials
	• Performance Task Prompt: Visual Representation of Position Paper (from Lesson 4)
	• Performance Task: Visual Representations (from Lesson 4)
	• Sticky notes (10–15 per student)

Opening	Meeting Students' Needs
A. Reviewing the Learning Target (2 minutes)	
• Direct students' attention to the posted learning target. Cold call on a student to read aloud:	
* "I can share my visual representation of my position paper with my class."	
• Explain that students will meet the learning target with a Gallery Walk.	

Work Time	Meeting Students' Needs
A. Finishing Visual Representations of Position Papers (10 minutes)	
• Invite students to reread to their **Performance Task Prompt: Visual Representation of Position Paper** to remind themselves of what is expected of their work.	
• Invite students to make any finishing touches to their **Performance Task: Visual Representations** that they think necessary.	

Work Time (continued)	Meeting Students' Needs

B. Gallery Walk of Performance Task: Visual Representations of Position Papers (25 minutes)
 	
• Distribute **sticky notes** to each student.
 	
• Give directions to students:
 	
   1. Take our your Performance Task: Visual Representation of Position Paper and a writing utensil.
 	
   2. Stand up and push in your chair. Leave your performance task on your desk.
 	
   3. For 25 minutes, we will conduct a Gallery Walk where you look at each of your classmates' visual representations and write one piece of praise for them on sticky notes, which you will leave on their desks near their papers.
 	
Begin the Gallery Walk, participating yourself as if you were a student.
	Whenever possible, ask students who would benefit from physical activity to help you distribute and collect materials.

Closing and Assessment	**Meeting Students' Needs**
A. One-Word Whip-around (8 minutes) • Refocus whole group. Invite students to return to their seats and read over their praise for 1 minute. • Ask students to think of one word that represents some aspect of all the work they and their classmates have done during this unit to share. • Call on one student to start, and then go around the room having each student share one word. Feel free to add a word yourself. • Celebrate!	
Homework	**Meeting Students' Needs**
None	