



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 4: Unit 3: Lesson 4**

## **Introducing the Performance Task Prompt and Beginning a Visual Representation**



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**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**

- I can produce a visual representation of my position paper.

**Ongoing Assessment**

- Performance task: visual representations

**Agenda**

1. Opening
  - A. Reviewing the Learning Target (2 minutes)
2. Work Time
  - A. Introducing the Performance Task (15 minutes)
  - B. Producing a Visual Representation (23 minutes)
3. Closing and Assessment
  - A. Pair Share (5 minutes)
4. Homework
  - A. Continue working on your visual representation.

**Teaching Notes**

- In this lesson, you introduce the performance task. Encourage students to be creative and use the sample provided only as a guide. If your class has computers easily accessible, students may want to create their performance tasks on them; if not, have large paper and markers readily available.
- In advance: Have markers and paper available for the performance task if the class does not have easy access to computers over the next few days.
- Post: Learning target.



Lesson Vocabulary	Materials
visual representation	<ul style="list-style-type: none"><li>• Document camera</li><li>• Performance task description (one per student)</li><li>• Performance task sample (one per student)</li><li>• Chart paper</li><li>• Effective Visual Representation anchor chart (new; teacher-created; see Work Time A)</li><li>• Photocopy of Mid-Unit 3 Assessment: Draft Position Paper (one photocopy of each student's first draft, for them to reference during this lesson)</li><li>• Computers (optional)</li><li>• Markers (optional)</li><li>• Chart paper (optional; one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing the Learning Target (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the learning target with you:<ul style="list-style-type: none"><li>* “I can produce a visual representation of my position paper.”</li></ul></li><li>• Ask students to Think-Pair-Share with an elbow partner:<ul style="list-style-type: none"><li>* “What is a <i>visual representation</i>? Can you think of any examples?”</li></ul></li><li>• Select volunteers to share their responses. Listen for students to explain that a visual representation of their position speech would be the ideas in their speech presented visually rather than in writing—it includes images rather than a lot of text. For example, a poster is a visual representation.</li><li>• Tell students that in this lesson they are going to begin working on their performance task, which is a visual representation of their position paper. Explain that a visual representation can make your main ideas easy to see and understand very quickly.</li></ul>	<ul style="list-style-type: none"><li>• If necessary, encourage students to share, or you may provide some real life examples of visual representations.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Introducing the Performance Task (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the <b>document camera</b>. Display and distribute the <b>performance task description</b>.</li><li>• Read the performance task description and go over the planning page. Ask students if they have any clarifying questions and take time to answer them.</li><li>• Display the <b>performance task sample</b> and explain to students that this is a suggestion of one way they could present their position paper ideas visually. Ask students to Think-Pair-Share with an elbow partner:<ul style="list-style-type: none"><li>* "So if we want to present our ideas visually so that people can see and understand our ideas quickly and easily, what do you think some criteria should be for this visual representation? Think about an informational poster—what makes an informational poster effective? Why?"</li></ul></li><li>• Cold call students to share their responses with the whole group. Record students' ideas on a sheet of <b>chart paper</b> to create the <b>Effective Visual Representation anchor chart</b>. Ensure the following are included:<ul style="list-style-type: none"><li>– Claim is large and clear so people know what the visual representation is about</li><li>– Clear lettering for reasons and evidence so they are easy to read</li><li>– Colorful to catch people's attention and make it enjoyable to read</li><li>– Eye-catching images that support the reasons and evidence</li><li>– Not too cluttered—when things are too cluttered with color and images, it can be difficult to understand the ideas</li></ul></li><li>• Invite students to use their <b>Photocopy of Mid-Unit 3 Assessment: Draft Position Paper</b> (one copy of each student's first draft) to plan their visual representation on the second page of their performance task description. Explain that they only need to choose two pieces of evidence for each reason they have provided in their position paper.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Circulate to support students as they work. Ask guiding questions:               <ul style="list-style-type: none"> <li>* “Which of Michael Pollan’s food chains did you choose in your position paper?”</li> <li>* “What two reasons do you have for choosing that food chain?”</li> <li>* “What evidence did you use to support your reasons?”</li> <li>* “What counterclaim did you provide?”</li> <li>* “What evidence did you use to argue against that counterclaim?”</li> <li>* “What images would reflect those reasons and evidence?”</li> </ul> </li> <li>• Invite students to share their plans with an elbow partner and to explain why they made those choices.</li> </ul>	
<p><b>B. Producing a Visual Representation (23 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to begin working on producing their visual representation. This may be done on the <b>computer</b> or with <b>markers</b> and <b>chart paper</b> depending on the resources you have available.</li> <li>• Circulate to support students.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider posting these guiding questions for students to refer to while they work.</li> </ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Pair Share (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to share their visual representations so far with a partner and to explain the reasons for their choices.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Continue working on your visual representation.</li> </ul>	



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## Supporting Materials



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**Name:**

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**Date:**

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Your task is to create a visual representation of your argument from your position paper. To do so, you will use your claim, your reasons, and at least three of your 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 chart paper and markers or a computer.

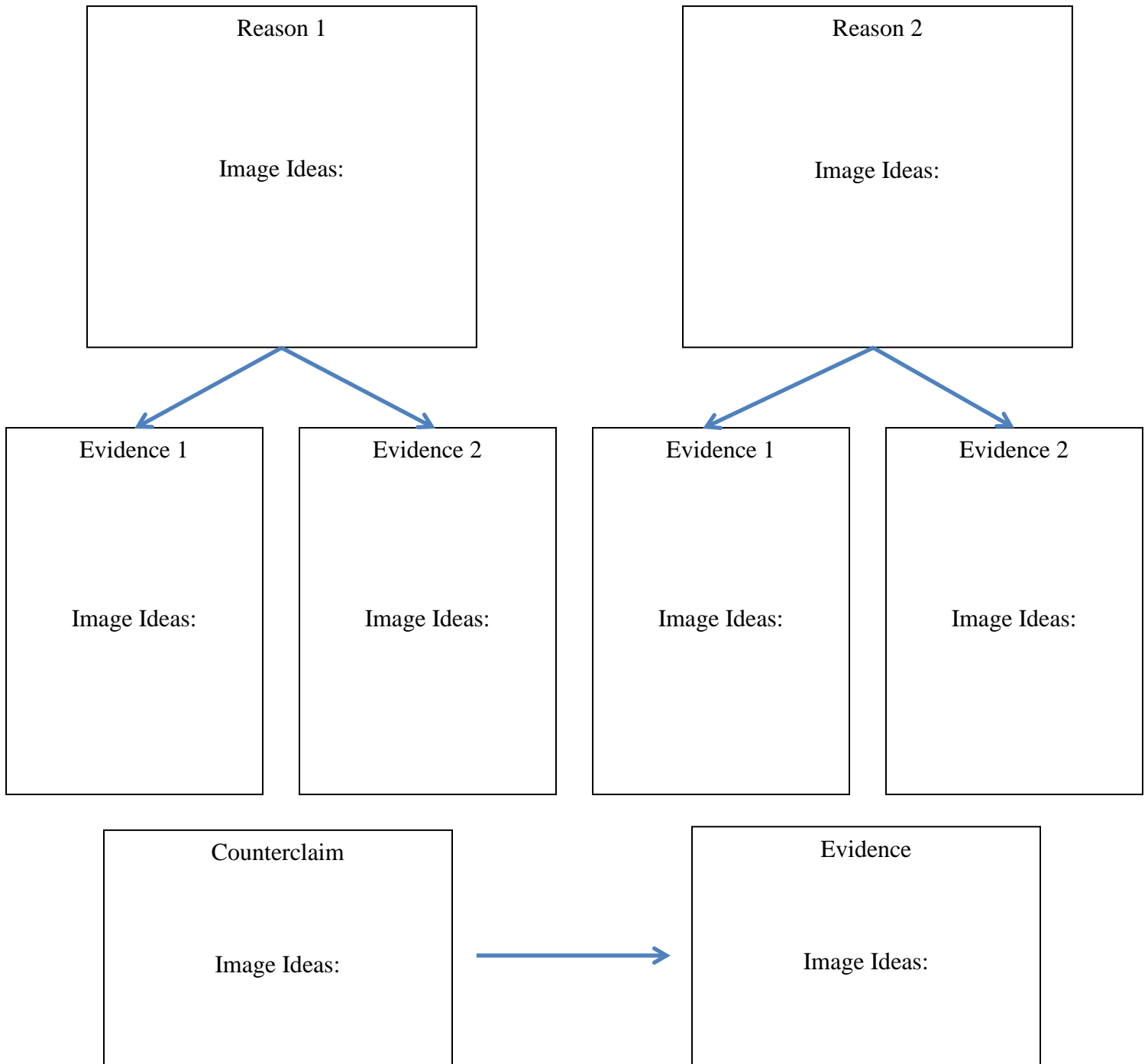
You will share your performance task with the rest of the class in a classroom Gallery Walk at the end of this unit.

See the next page for a sample.

Use the rest of the next page for your planning.




**CLAIM:**



**MICHAEL POLLAN'S LOCAL SUSTAINABLE FOOD CHAIN IS BEST FOR THE ENVIRONMENT  
BECAUSE ...**

Uses few additional materials




\* MS Word Clipart

Reason 2

(Picture to represent reason)

\*citation for image

Chickens stay in the pasture just long enough for their droppings to give the grass the right amount of nitrogen it needs.



\* MS Word Clipart

Evidence 2

(Picture to represent evidence)

\*citation for image

Evidence 1

(Picture to represent evidence)

\*citation for image

Evidence 2

(Picture to represent evidence)

\*citation for image

Counterclaim

(Picture to represent counterclaim)

\* citation for image

Evidence

(Picture to represent evidence)

\* citation for image